



DENVILLE TOWNSHIP SCHOOL DISTRICT

Social Studies Curriculum Guide

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DENVER TOWNSHIP SCHOOL DISTRICT
Grades K-8 Social Studies Curriculum Guide

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**Note: All units are core units. New units/modifications may be integrated into the existing curriculum to be in collaboration with interdisciplinary units/themes and/or current events.*

INTERDISCIPLINARY THEMES

Planned interdisciplinary activities can help students to make sensible connections among subjects, while limiting the specialist's tendency to fragment the curriculum into isolated pieces. Such activities provide students with broader personal meaning and the integrated knowledge necessary to solve real-world problems. Teachers are encouraged to independently and cooperatively develop lessons which cover multiple areas simultaneously.

MISSION STATEMENT

It is the mission of the Denville School District to EDUCATE and EMPOWER all students to EXCEL

DEPARTMENT VISION

It is the firm belief of the Denville Township School District that our children need to know who we are, where we have been, and where we are going. Without knowledge of ourselves and our past we cannot understand the present, or begin to contemplate the future. The fundamental purpose of our social studies curriculum is to provide students with the historical, cultural and geographic knowledge necessary to participate effectively and responsibly in a complex democratic society.

We maintain that the course of study must provide students with an understanding of the relationships that exist between human cultures and their geographical environments. We further maintain that students should be made aware of the physical, historical, and political forces that have served to shape and define the tapestry of human culture and development.

While the course of study must lead young minds to an understanding and appreciation of our own unique American experience, it must also instill respect and admiration for the development and contributions of less familiar cultures. Such knowledge should contribute to the development of sophisticated thinking and decision-making processes, and to the cultivation of effective world citizens. Within this balance of knowledge, pride, respect and tolerance lies the truest spirit of the human condition - ever striving, ever hopeful.

This guide is to provide focus for the learning that will take place in this course, but is completely modifiable based upon the needs and abilities of the students and their Individual Education Plans. Curriculum implementation follows best practice and adheres to the New Jersey Core Content Standards. At the same time, for students with disabilities, the Individual Education Plan, specifically the Goals and Objectives of the plan, supersede any curricular adherence or suggestion.

21ST CENTURY THEMES & SKILLS

Embedded in much of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

AFFIRMATIVE ACTION COMPLIANCE STATEMENT

The Denville Township Public Schools are committed to the achievement of increased cultural awareness, respect and equity among students, teachers and community. We are pleased to present all pupils with information pertaining to possible career, professional or vocational opportunities which in no way restricts or limits option on the basis of race, color, creed, religion, sex, ancestry, national origin or socioeconomic status.

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

For Students with IEPs, 504s, and/or Students at Risk of Failure

Students read authentic texts and write authentic pieces at their independent and instructional reading levels • Individualized feedback provided through conferences and small groups • Use visual and multi-sensory formats • Use of assistive technology • Use of graphic organizers and prompts • Modification of content and student products • Testing accommodations • Authentic assessments

Gifted & Talented Students

Students read authentic texts and write authentic pieces at their independent and instructional reading levels • Individualized feedback provided through conferences and small groups • Inquiry-based instruction • Higher-order thinking skills • Interest-based content • Student-driven goals • Real-world projects and scenarios

English Language Learners

Students read authentic texts and write authentic pieces at their independent and instructional reading levels • Individualized feedback provided through conferences and small groups • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding: word walls, sentence frames, think-pair-share, cooperative learning groups, teacher think-alouds • role-play • repetition of pronunciations • labels • captions

Holocaust Commission Mandate: N.J.S.A. 18A:35-28, Holocaust/Genocide Education

In 1194 the legislature voted unanimously in favor of an act requiring education on the Holocaust and genocide in elementary and secondary education and it subsequently signed into law by Governor Whitman. The law indicates that issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide, shall be included for all children from K-12th grade. The Holocaust Commission provides guidance for developmentally appropriate curriculum that meets this instructional requirement.

<https://www.state.nj.us/education/holocaust/>

Amistad Commission Mandate: The Amistad Bill (A1301), became law in 2002.

The Amistad Commission Mandate requires the teaching of the African slave trade, slavery in America, the vestiges of slaver in this country and the contributions of African-Americans to our society, K-12.

<https://nj.gov/education/amistad/>

Primary Resources- P

Secondary Resources- S

SOCIAL STUDIES | Kindergarten

Pacing Guide Kindergarten Social Studies

Unit 1 7 Weeks (1 day per week)		Unit 2 7 Weeks (1 day per week)		Unit 3 4 Weeks (1 day per week)	
Marking Period 1			Marking Period 2		
Unit 3 3 Weeks (1 day per week)	Unit 4 7 Weeks (1 day per week)		Unit 5 7 Weeks (1 day per week)		
Marking Period 3			Marking Period 4		

Unit 1 My Family My School

Unit 2 Everybody Works

Unit 3 Where We Live

Unit 4 Our Traditions

Unit 5 Life Then and Now

Kindergarten Unit 1 – My Family My School		Time Frame 7 weeks	
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> Rules are created to protect the rights of people and help solve problems. People’s rights and the common good depends on others being good citizens. All people can work together to solve problems. U.S. symbols and monuments stand for and remind us of our country. 		<ul style="list-style-type: none"> What makes a good citizen? What are rights? What are responsibilities? How do we get along with others? What rules do we follow? Who are our leaders? How do we make decisions? What are our country’s symbols? What are our country’s monuments? 	
KNOWLEDGE		SKILLS	NJSLS
Students will know: <ul style="list-style-type: none"> How rules and laws protect the rights of people, help resolve conflicts, and promote the common good. Why it is important that we all do our part to be a good citizen. How and why is important that people from diverse backgrounds come together to solve problems. 		Students will be able to: <ul style="list-style-type: none"> Brainstorm a list of rules that are appropriate for the classroom. Role-play situations demonstrating conflict resolution. Use evidence to support an idea in a written and/or oral format. Evaluate what makes a good rule or law. 	6.1.4.A.1 6.1.4.A.11 6.1.4.A.15 6.3.4.A.1 6.3.4.D.1
Interdisciplinary Connections: <i>Reading Information</i> RI.K.2- With Prompting and support, identify the main topic and retell key details of a text. <i>Writing</i> W.K.6- With guidance and support form adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers			
VOCABULARY	RESOURCES/MATERIALS		ASSESSMENT/ PROJECT
Rule Symbol Monument Citizen School Leader	<ul style="list-style-type: none"> Pearson, “My World Social Studies: Here We Are”- S http://www.udel.edu/dssep/literature.html Brainpop Jr. Clips <ul style="list-style-type: none"> School Rights and Responsibilities Book Flix Fiction/Non Fiction- S 		<u>Formative</u> Class Discussion Teacher Observation <u>Summative</u> Class Rules Project

21 st Century Themes		21 st Century Skills	
<input checked="" type="checkbox"/> Global Awareness		<input checked="" type="checkbox"/> Critical Thinking and Problem Solving	
<input type="checkbox"/> Environmental Literacy		<input type="checkbox"/> Creativity and Innovation	
<input type="checkbox"/> Health Literacy		<input type="checkbox"/> Collaboration, Teamwork, and Leadership	
<input checked="" type="checkbox"/> Civic Literacy		<input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication	
<input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy		<input type="checkbox"/> Accountability, Productivity, and Ethics	
8.1 Educational Technology Standards		8.2 Technology Education, Engineering, Design & Computational Thinking - Programming	
<input type="checkbox"/> 8.1.A	Technology Operations and Concepts	<input type="checkbox"/> 8.2.A	The Nature of Technology: Creativity and Innovation
<input type="checkbox"/> 8.1.B	Creativity and Innovation	<input type="checkbox"/> 8.2.B	Technology and Society
<input type="checkbox"/> 8.1.C	Communication and Collaboration	<input type="checkbox"/> 8.2.C	Design
<input checked="" type="checkbox"/> 8.1.D	Digital Citizenship	<input type="checkbox"/> 8.2.D	Abilities for a Technological World
<input type="checkbox"/> 8.1.E	Research and Information Fluency	<input type="checkbox"/> 8.2.E	Computational Thinking: Programming
<input checked="" type="checkbox"/> 8.1.F	Critical Thinking, Problem Solving & Decision Making		
Career Ready Practices			
<input checked="" type="checkbox"/> CRP1.	Act as a responsible and contributing citizen and employee		
<input checked="" type="checkbox"/> CRP2.	Apply appropriate academics and technical skills		
<input type="checkbox"/> CRP3.	Attend to personal health and financial well-being		
<input checked="" type="checkbox"/> CRP4.	Communicate clearly and effectively with reason		
<input checked="" type="checkbox"/> CRP5.	Consider the environmental, social and economic impacts of decisions		
<input type="checkbox"/> CRP6.	Demonstrate creativity and innovation		
<input type="checkbox"/> CRP7.	Employ valid and reliable research strategies		
<input type="checkbox"/> CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them		
<input checked="" type="checkbox"/> CRP9.	Model integrity, ethical leadership, and effective management		
<input type="checkbox"/> CRP10.	Plan education and career paths aligned to personal goals		
<input type="checkbox"/> CRP11.	Use technology to enhance productivity		
<input type="checkbox"/> CRP12.	Work productively in teams while using global cultural competence		

Kindergarten Unit 2 – Everybody Works		Time Frame 7 weeks		
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS		
<ul style="list-style-type: none"> • People make choices about needs and wants • People do many kinds of work making goods or providing services. • People use money to buy and sell. • People buy things because they cannot make everything themselves. • People sell things because others want to buy them. 		<ul style="list-style-type: none"> • What do we need? What do we want? • How do we get what we need or want? • How do we use money? • What are jobs that people do? • Why do we make choices? • What are goods and services? 		
KNOWLEDGE		SKILLS		NJSLS
Students will know: <ul style="list-style-type: none"> • Basic needs of food, shelter, and clothing • How people meet their basic needs • People use money to buy things they need and want • Forms of U.S. money, bills and coins • Jobs people do in their homes, school, and community 		Students will be able to: <ul style="list-style-type: none"> • Identify the difference between basic need and want • Differentiate between needs and wants within the family, at school, and in the community • Explain that people can get their needs and wants through trade. • Compare and contrast the roles of buyer and seller. • Describe roles of workers • Describe the tools, equipment, and resources that workers use 		6.1.4.D.17
Interdisciplinary Connections: <i>Reading Information</i> RI.K.3- With Prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. <i>Writing</i> W.K.6- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. <i>Math</i> K.CC- Counting and Cardinality				
VOCABULARY		RESOURCES/MATERIALS		ASSESSMENT/ PROJECT
Needs Wants Money Job Goods Services		<ul style="list-style-type: none"> • Pearson, “My World Social Studies: Here We Are” - S • Brain Pop Jr. • Discovery Streaming- P • Smart Exchange Lessons 		<u>Formative</u> Class Discussion Teacher Observation <u>Summative</u> Jobs in My Community Project

21 st Century Themes		21 st Century Skills	
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy		<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics	
8.1 Educational Technology Standards		8.2 Technology Education, Engineering, Design & Computational Thinking - Programming	
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making		<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming	
Career Ready Practices			
<input type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input type="checkbox"/> CRP3. Attend to personal health and financial well-being <input type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input type="checkbox"/> CRP11. Use technology to enhance productivity <input type="checkbox"/> CRP12. Work productively in teams while using global cultural competence			

Kindergarten Unit 3 – Where We Live		Time Frame 7 weeks		
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS		
<ul style="list-style-type: none"> There are different types of maps that are useful in different situations. <i>Maps</i> can be used to obtain information on an area. Landforms, climate, weather and availability of resources have impacted where and how people live and work in different regions. 		<ul style="list-style-type: none"> Where do we live? Where are places located? What do maps show? What are landforms? What are bodies of water? What do globes show? What is weather like? What are the seasons? How do we use Earth's resources? 		
KNOWLEDGE		SKILLS		NJSLS
Students will know: <ul style="list-style-type: none"> Maps provide information. There are different types of maps. Maps and globes are different. Maps can show different physical features, both natural and manmade. Landforms are special ways the land is shaped, such as mountains, lakes, rivers, and plains. 		Students will be able to: <ul style="list-style-type: none"> Recite own phone number and address Describe relative location of people, places, and things using positional words Locate and describe places in the school and community Distinguish between land and water on a map Identify map symbols Identify north, south, east, and west 		6.1.4.B.1 6.1.4.B.4
Interdisciplinary Connections: <i>Reading Information</i> RI.K.3- With Prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. <i>Writing</i> W.K.6- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.				
VOCABULARY		RESOURCES/MATERIALS		ASSESSMENT/ PROJECT
Map Hill Mountain Plain River Lake		<ul style="list-style-type: none"> <u>Me on the Map</u> by Joan Sweeney P <u>Where Do I Live?</u> By Neil Chesnow <u>Follow that Map!</u> By Scot Ritchie <u>Mapping Penny's World</u> by Loreen Leedy <u>There's a Map on my Lap</u> by Tish Rabe <u>Map Keys</u> by Rebecca Aberg Brainpop Jr. <ul style="list-style-type: none"> Reading Maps Landforms Continents and Oceans 		<u>Formative</u> Class Discussion Teacher Observation <u>Summative</u> Classroom Map Project

	<ul style="list-style-type: none"> • Discovery Streaming Videos • Teacher and the Rockbots- How to Read a Map (YouTube) • Pearson, "My World Social Studies: Here We Are" 	
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21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input checked="" type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming

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

Kindergarten Unit 4 - Our Traditions		Time Frame 7 weeks	
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • People are alike and different. • People celebrate in many ways. • We learn about our county through stories and holidays. • We are all part of a culture. • There are many different cultures around the world. • We must respect each other’s differences. 		<ul style="list-style-type: none"> • How are people alike and different? • How are families alike and different? • What is culture? • How do we celebrate? • What are national holidays? • Who are American folk heroes? • What are other cultures like? 	
KNOWLEDGE		SKILLS	NJSLS
Students will know: <ul style="list-style-type: none"> • There are many types of families • Celebrations are ways to show how we feel about special people and events • People celebrate in different ways • There are many different cultures • American Folk Heroes, Betsy Ross, John Henry, Johnny Appleseed, Paul Bunyan 		Students will be able to: <ul style="list-style-type: none"> • Identify ways in which people are alike and different • Identify traditions and customs from families, friends, school and community • Compare our nation’s holidays with holidays of other cultures 	6.1.4.C.2 6.1.4.C.5 6.1.4.C.10 6.3.4.D.1
Interdisciplinary Connections: <i>Reading Information</i> RI.K.3- With Prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. <i>Reading Information</i> RI. K.9- With prompting and support, identify basic similarities in and differences between two texts on the same topic (illustrations, descriptions, or procedures). <i>Writing</i> W.K.6- With guidance and support form adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. Social Studies 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. Holocaust Commission Mandate- acceptance of differences Amistad Commission Mandate – incorporation of African American contributions as American Folk Heroes, and holiday celebrations			

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/ PROJECT
Family Custom Celebrate Holiday Tradition Culture Respect Acceptance	<ul style="list-style-type: none"> • The Berenstain Bears' New Neighbors- Jan and Stan Berenstain • A Pig is Moving In! Claudia Fries • Pearson, "My World Social Studies, Here We Are" • Kwanzaa (Rookie Read-About Holidays)- Lisa Herrington Brain Pop Junior	<u>Formative</u> Class Discussion Teacher Observation <u>Summative</u> My Family Traditions Project
21 st Century Themes		21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input checked="" type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy		<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards		8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making		<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming

Career Ready Practices

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

Kindergarten Unit 5 - Life Then and Now	Time Frame 7 weeks	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • Things change over time • Time can be measured • History is the story of our past • We learn about history from primary and secondary sources 	<ul style="list-style-type: none"> • What is my personal history? • How do we talk about time? • How do we measure time? • What is a timeline? • How can we learn about history? • Who are American heroes from the past? • How have families changed? • How has school changed? • How have communities changed? • How has technology changed? 	
KNOWLEDGE	SKILLS	NJSLS
Students will know: <ul style="list-style-type: none"> • History is the story of our past • Time can be measured in many ways • Primary Resources vs. Secondary Resources • Important people in US History 	Students will be able to: <ul style="list-style-type: none"> • Describe events in the day using sequence words • Arrange pictures and events in sequence • Identify that time can be measured in days, weeks, months, years on a calendar • Read a timeline • Use photographs to make predictions • Compare photographs from the present and the past 	6.1.4.C.2 6.1.4.C.5 6.1.4.C.10

Interdisciplinary Connections:

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

Writing W.K.6- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Amistad Commission Mandate – incorporation of African American Heroes

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/ PROJECT
Picture Calendar Timeline Past Hero Community History	<ul style="list-style-type: none"> • Pearson, “My World Social Studies, Here We Are” • Brain Pop 	<u>Formative</u> Class Discussion Teacher Observation <u>Summative</u> Hooray for Heroes Project

21 st Century Themes		21 st Century Skills	
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy		<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics	
8.1 Educational Technology Standards		8.2 Technology Education, Engineering, Design & Computational Thinking - Programming	
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making		<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming	

Career Ready Practices

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

SOCIAL STUDIES | Grade 1

Pacing Guide Grade 1 Social Studies

Unit 1 9 weeks (1 day per week)	Unit 2 9 weeks (1 day per week)
Marking Period 1	Marking Period 2
Unit 3 9 weeks (1 day per week)	Unit 4 9 weeks (1 day per week)
Marking Period 3	Marking Period 4

Unit 1 Citizenship

Unit 2 My America

Unit 3 Maps & Symbols

Unit 4 Wants vs Needs (*Intro to Economics*)

Grade 1 Unit 1 - Citizenship		Time Frame 4 weeks	
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> Rules are created to protect the rights of people and help solve problems. People's rights and the common good depends on others being good citizens. All people can work together to solve problems. 		<ul style="list-style-type: none"> How do rules help us? How can everyone help make rules? What makes a good rule? 	
KNOWLEDGE		SKILLS	NJSLS
Students will know: <ul style="list-style-type: none"> How rules and laws protect the rights of people, help resolve conflicts, and promote the common good. Why it is important that we all do our part to be a good citizen. How and why is important that people from diverse backgrounds come together to solve problems. 		Students will be able to: <ul style="list-style-type: none"> Brainstorm a list of rules that are appropriate for the classroom. Role-play situations demonstrating conflict resolution. Use evidence to support an idea in a written and/or oral format. Evaluate what makes a good rule or law. 	6.1.4.A.1 6.1.4.A.11 6.1.4.A.15 6.3.4.A.1 6.3.4.D.1
Interdisciplinary Connections: <i>Reading Information</i> RI.1.8- Identify the reasons an author gives to support points in a text. <i>Writing</i> W.1.6- With guidance and support form adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers			
VOCABULARY	RESOURCES/MATERIALS		ASSESSMENT/ PROJECT
citizen consequences directions friend leader rules	<ul style="list-style-type: none"> <u>Never Spit on Your Shoes</u> by Denys Cazet <u>http://www.udel.edu/dssep/literature.html</u> P Brainpop Jr. Clips <ul style="list-style-type: none"> School Rights and Responsibilities Book Flix Fiction/Non Fiction Pearson Text, "My World Social Studies, Making Our Way" 		<u>Formative</u> Class Discussion Teacher Observation <u>Summative</u> Class Rules Project

21 st Century Themes		21 st Century Skills	
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy		<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics	
8.1 Educational Technology Standards		8.2 Technology Education, Engineering, Design & Computational Thinking - Programming	
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input checked="" type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making		<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming	
Career Ready Practices			
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input type="checkbox"/> CRP3. Attend to personal health and financial well-being <input type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input type="checkbox"/> CRP7. Employ valid and reliable research strategies <input checked="" type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input type="checkbox"/> CRP11. Use technology to enhance productivity <input type="checkbox"/> CRP12. Work productively in teams while using global cultural competence			

Grade 1 Unit 2 - My America		Time Frame 4 weeks	
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • Symbols are things or pictures that stand for something else. • Important symbols of America, such as the flag, the bald eagle, and the Statue of Liberty, represent freedom, strength, and our country. 		<ul style="list-style-type: none"> • What are some important American symbols? • What does each symbol represent? • Why do these symbols evoke feelings of pride in the citizens of America? 	
KNOWLEDGE		SKILLS	NJSLS
Students will know: <ul style="list-style-type: none"> • That a symbol is something that stands for something else. • Important symbols of America, such as the flag, the bald eagle, and the Statue of Liberty, represent freedom, strength, and our country. 		Students will be able to: <ul style="list-style-type: none"> • identify important symbols of America • explain the meaning of the flag, the Statue of Liberty, the Liberty Bell, the bald eagle and the White House • explain why these symbols are so important to Americans 	6.1.4.D.17
Interdisciplinary Connections: <i>Reading Information</i> RI.1.3- Describe the connection between two individuals, events, ideas, or pieces of information in a text. <i>Writing</i> W.1.6- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers			
VOCABULARY	RESOURCES/MATERIALS		ASSESSMENT/ PROJECT
bald eagle flag Liberty Bell monument nation Pledge of Allegiance president stars Statue of Liberty stripes symbol United States of America Washington D. C. White House	<ul style="list-style-type: none"> • Brain Pop Jr. • Teacher and the Rockbots (You Tube video/song) <ul style="list-style-type: none"> ○ Pledge of Allegiance ○ What Does the Pledge Mean? • Discovery Streaming- search American Symbols • Pearson Text, "My World Social Studies, Making Our Way" • Symbols- P 		<u>Formative</u> Class Discussion Teacher Observation <u>Summative</u> My America Project

Grade 1: Unit 2 - My America

21 st Century Themes		21 st Century Skills	
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy		<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics	
8.1 Educational Technology Standards		8.2 Technology Education, Engineering, Design & Computational Thinking - Programming	
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making		<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming	
Career Ready Practices			
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input type="checkbox"/> CRP3. Attend to personal health and financial well-being <input type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input type="checkbox"/> CRP7. Employ valid and reliable research strategies <input checked="" type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input type="checkbox"/> CRP11. Use technology to enhance productivity <input type="checkbox"/> CRP12. Work productively in teams while using global cultural competence			

Grade 1 Unit 3 - Maps & Symbols		Time Frame 4 weeks	
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> There are different types of maps that are useful in different situations. Maps can be used to obtain information on an area. Landforms, climate, weather and availability of resources have impacted where and how people live and work in different regions. 		<ul style="list-style-type: none"> What are the different types of maps? What information can be collected from a map? How can I locate geographical features on a map? What tools can I use to help me locate places on a map? 	
KNOWLEDGE		SKILLS	NJSLS
Students will know: <ul style="list-style-type: none"> Maps provide information. There are different types of maps. Maps and globes are different. Maps can show different physical features, both natural and manmade. Landforms are special ways the land is shaped, such as mountains, oceans, lakes, rivers, and plains. 		Students will be able to: <ul style="list-style-type: none"> utilize a map to find out information explain the difference between natural and manmade physical features on a map identify the four directions on a compass use a map key/legend to obtain information on a map 	6.1.4.B.1 6.1.4.B.4
Interdisciplinary Connections: <i>Reading Information</i> RI.1.2- Identify the main topic and retell key details of a text. <i>Writing</i> W.1.6- With guidance and support form adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers			
VOCABULARY		RESOURCES/MATERIALS	ASSESSMENT/ PROJECT
compass compass rose continent country earth east geography globe hill lake landforms legend map	map key north ocean plain rivers south state symbol town United States west world	<ul style="list-style-type: none"> <u>Me on the Map</u> by Joan Sweeney <u>Where Do I Live?</u> By Neil Chesanow <u>Follow that Map!</u> By Scot Ritchie <u>Mapping Penny's World</u> by Loreen Leedy <u>There's a Map on my Lap</u> by Tish Rabe <u>Map Keys</u> by Rebecca Aberg Brainpop Jr. <ul style="list-style-type: none"> Reading Maps Landforms Continents and Oceans Discovery Streaming Videos Teacher and the Rockbots- How to Read a Map (You Tube) Pearson Text, "My World Social Studies, Making Our Way" Maps- P 	<u>Formative</u> Class Discussion Teacher Observation <u>Summative</u> Map Project

Grade 1: Unit 3 - Maps & Symbols

21 st Century Themes		21 st Century Skills	
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy		<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics	
8.1 Educational Technology Standards		8.2 Technology Education, Engineering, Design & Computational Thinking - Programming	
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making		<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming	
Career Ready Practices			
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Grade 1 Unit 4 - Wants vs. Needs (<i>Intro to Economics</i>)		Time Frame 4 weeks	
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • Money is used to get people the things that they want and need. • After money is earned, it can be spent or saved. • Money can be spent on goods or services. 		<ul style="list-style-type: none"> • Why should we save money? • Just because I want something, do I really need it? 	
KNOWLEDGE		SKILLS	NJSLS
Students will know: <ul style="list-style-type: none"> • A need is something people must have to survive. • A want is something would like to have. • A good is a thing you can make, grow, or buy. • A service is when you pay a person to do something for you. 		Students will be able to: <ul style="list-style-type: none"> • Distinguish between wants and needs. • Explain the exchange of goods and services. • Explain the role of money in individuals' lives'. • Use evidence to support and idea in a written and/or oral format. 	6.1.4.C.2 6.1.4.C.5 6.1.4.C.10
Interdisciplinary Connections: <i>Reading RI.1.3-</i> Describe the connection between two individuals, events, ideas, or pieces of information in a text. <i>Writing W.1.6-</i> With guidance and support form adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers			
VOCABULARY	RESOURCES/MATERIALS		ASSESSMENT/ PROJECT
earn save spend goods service wants needs shelter work	<ul style="list-style-type: none"> • Goods and Services Sort: <ul style="list-style-type: none"> ○ http://www.sfsocialstudies.com/g2/u3/index.html • Brainpopjr.com videos and resources: <ul style="list-style-type: none"> ○ Goods and Services ○ Needs and Wants ○ Saving and Spending • www.bankingkids.org- P • http://econkids.rutgers.edu/ • Smart Exchange Lessons • <u><i>A Chair for My Mother</i></u> by Vera B. Williams • <u><i>The Bag I'm Taking to Grandma's</i></u> by Shirley Neitzel • <u><i>How Much is That Doggie in the Window?</i></u> by Iza Trapani • <u><i>Jam & Jelly by Holly & Nellie</i></u> by Gloria Whelen • <u><i>The Pigeon Wants a Puppy</i></u> by Mo Willems • Book Flix Fiction/Nonfiction • Pearson Text, "My World Social Studies, Making Our Way" 		<u>Formative</u> Class Discussion Teacher Observation <u>Summative</u> Unit Project

Grade 1: Unit 4 - Wants vs. Needs (Intro to Economics)

21 st Century Themes		21 st Century Skills	
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy		<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input type="checkbox"/> Accountability, Productivity, and Ethics	
8.1 Educational Technology Standards		8.2 Technology Education, Engineering, Design & Computational Thinking - Programming	
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making		<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming	
Career Ready Practices			
<input type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input type="checkbox"/> CRP11. Use technology to enhance productivity <input type="checkbox"/> CRP12. Work productively in teams while using global cultural competence			

Pacing Guide Grade 2 Social Studies

Unit 1 9 weeks (2 periods per week)	Unit 2 9 weeks (2 periods per week)
Marking Period 1	Marking Period 2
Unit 3 9 weeks (2 periods per week)	Unit 4 9 weeks (2 periods per week)
Marking Period 3	Marking Period 4

Unit 1 Coming to America (*Immigration*)

Unit 2 Family & Ancestry (*Culture*)

Unit 3 Working to Meet Our Needs (*Goods/Services*)

Unit 4 Celebrations (*Historical Events/Figures/Monuments & Documents*)

Overview: Students in grade two continue their examination of citizenship through the extended study of the community around them. They gain an understanding of how people came to New Jersey through immigration and ancestry. They uncover the lives of people, cultures, and traditions in their everyday lives, as well as learning about extraordinary people in history whose achievements have touched them, directly or indirectly. Students will recognize that the past and present shape our future, and how communities and cultures have changed over time. They will explore what a community is and how to be a part of it by recognizing the responsibilities of individuals in local and state government. Students will value the people who supply goods and services to understand how their needs and wants are met. The differentiation of the curriculum is designed to meet the needs of all students. Second graders are expected to work to the best of their ability. Teachers will address the state standards. There will be a focus and emphasis on the study and improvement of all social studies related skills through critical thinking, reading and writing, the use of technology, hands on activities, and projects. In the end, we hope that students recognize and understand that everyone has a unique perspective (influenced by culture) that should be respected and appreciated by others.

Grade 2 Unit 1 - Coming to America (<i>Immigration</i>)		Time Frame 9 weeks	
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<p>There were Native Americans living all over the United States prior to the other groups' arrival. Throughout history, people have come to America for different reasons.</p>		<p>How does life change throughout history? Who are some of the first groups of people that immigrated to the United States and what kind of challenges did they encounter? How life was different for children then compared to today?</p>	
KNOWLEDGE	SKILLS		NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • How over time the United States grew in size. • Know where immigrants came from and why they settled. • How technology has changed the way people live. • How to locate things on a map • To identify different kinds of land and water • Impact of immigration on different populations, including Native Americans 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how the United States grew in size. • Explain how some immigrants did not come voluntarily. • Describe why people immigrate to the United States. • Describe where immigrants came from and where they settled. • Identify technological innovations that helped shape our nation. • Read parts of a map. • Recognize that the world is divided into different areas such as states, countries, and continents. • Describe how the location of landforms and bodies of water on shown on physical maps. • Determine the rationale for immigration to the United States and New Jersey • Assess the impact of immigration on the Native American population and growth of New Jersey • Compare and contrast historic versus present immigration to the United States and New Jersey 		<p>6.1.4.A.13 6.1.4.A.14 6.1.4.D.11 6.1.4.D.12 6.1.4.B.1 6.1.4.B.2</p>

Interdisciplinary Connections:

Reading Information RI.2.3- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Reading Information RI.2.6- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Writing W.2.6- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Holocaust Commission Mandate- reasons for immigration include escape from persecution

Amistad Commission Mandate – immigration and slavery, impact of immigration on Native Americans

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
America Atlantic Ocean Landform Geography Immigrant Pioneer Key Pilgrim	<ul style="list-style-type: none"> • My World Social Studies – We Do Our Part • Chapter 3 “The World Around Us” • Chapter 5, lesson 5 “Our Nation Past and Present” • Time for Kids/ Scholastic News • BrainPop / BrainPop Jr. Videos • Migration Maps- P 	<u>Formative</u> Class Discussion Teacher Observation Cooperative Work Charts/Graphs Map Work Writing Samples <u>Summative</u> Unit Project
21 st Century Themes		21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy		<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards		8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making		<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming

Career Ready Practices

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

Grade 2 Unit 2 - Families and Ancestry (<i>Culture</i>)		Time Frame 9 weeks	
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • Many different cultures combine to make the culture of the United States. • Celebrations are a part of our cultural heritage. • National holidays and celebrations reflect our national culture. • Stories, songs, and art help preserve and pass on culture. • Cultural elements such as food, clothing, and language are found throughout the world. • Over time somethings change, somethings remain the same. • Communities grow and change over time. 		<ul style="list-style-type: none"> • How is culture shared? • How has the American culture evolved? 	
KNOWLEDGE	SKILLS		NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • Each culture shares language, music, food, and art. • Many cultures make our country special. • National holidays are important. • American culture can be passed on through stories. • People, families, and communities have a history. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and explain that culture is a way of life that you learn from family, friends, and community. • Describe cultural characteristics such as language, music, food, crafts, and recreation. • Identify that community members have different cultural backgrounds. • Discuss why diversity in communities contributes to richness in our culture. • Describe why its is important to respect diversity. • Identify characters in folktales who demonstrate individualism, courage, honor, patriotism and strength. • Describe how our national heritage can be passed on and shared through stories, songs, and folktales. • Describe how cultures around the world meet similar needs in different ways. • Describe how people bring their culture with them when they travel or move. • Compare and contrast family life in the past with life today. 		<p>6.1.4.D.12 6.1.4.D.13 6.1.4.D.14 6.1.4.D.15 6.1.4.D.16 6.1.4.D.17 6.1.4.D.18 6.1.4.D.19 6.1.4.D.20 6.1.4.B.2</p>

Interdisciplinary Connections:

Reading Information RI.2.6- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Reading Information RI.2.9 – Compare and contrast the most important points presented by two texts on the same topic.

Writing W.2.6- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Holocaust Commission Mandate- acceptance and respect different cultures

Amistad Commission Mandate – study of various cultures and their impact on the United States, included African American influences

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
heritage ancestors Language Culture Tradition Custom generation	<ul style="list-style-type: none"> • My World Social Studies – We Do Our Part • Chapter 4, “Celebrating Our Traditions” • Chapter 5, “Our Nation Past & Present” • <u>Me and My Family Tree</u> Joan Sweeney • <u>The Keeping Quilt</u> Patricia Polacco • <u>Grandfather’s Journey</u> Allen Say • BrainPOP Jr – Ellis Island • Ellis Island documents- P • Family Trees- P 	<p><u>Formative</u> Class Discussion Teacher Observation Venn Diagrams· Cooperative Work Charts/Graphs Time Lines Map Work Writing Samples Songs</p> <p><u>Summative</u> Country of Ancestry Report</p>

21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input type="checkbox"/> Accountability, Productivity, and Ethics

8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices	
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Grade 2 Unit 3 - Working to Meet Our Needs (Goods/Services)	Time Frame 10- 11 weeks
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • People have to make choices about needs and wants because resources are limited • Using money is easier than bartering for making exchanges • People trade goods and services within their communities, with other states, and with other countries 	<p>How do people get what they need?</p>

<ul style="list-style-type: none"> Money can be saved to spend at a later time. Some people use banks to save or borrow money. 		
KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <p>Difference between a need and a want</p> <p>How to make good choices</p> <p>Why people produce and consume goods</p> <p>About services within the community</p> <p>How trade helps us get the things we need</p> <p>Why people save money</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Recognize the basic human needs of food, clothing, and shelter as well as different wants Explain that Not all wants can be satisfied because there are limited amounts of goods, services, and resources Understand that Individuals, families, and communities make choices due to limited resources Identify and give examples of what is gained and what is lost (given up) in choosing one of several alternatives Use a cost/benefit grid to make a decision about how to spend time or money Trace the production of a good from a natural resource to a finished product in the market place available to consumers Explain how producers decide what to produce based on the needs and wants of consumers Recognize that producers make goods to earn income Identify and describe services in the community Identify services people depend on in their communities, such as people who provide transportation, safety, education, and health 	<p>6.1.4.C.1</p> <p>6.1.4.C.2</p> <p>6.1.4.C.3</p> <p>6.1.4.C.4</p> <p>6.1.4.C.5</p> <p>6.1.4.C.6</p> <p>6.1.4.C.7</p> <p>6.1.4.C.8</p> <p>6.1.4.C.9</p> <p>6.1.4.C.10</p> <p>6.1.4.C.11</p>
<p>Interdisciplinary Connections:</p> <p><i>Reading Information</i> RI.2.6- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><i>Writing W.2.6-</i> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>		
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Needs</p> <p>Wants</p> <p>Resource</p> <p>Cost</p> <p>Goods</p> <p>Producer</p> <p>Consumer</p> <p>Skill</p>	<ul style="list-style-type: none"> My World Social Studies – We Do Our Part Chapter 2 – “Working to Meet Our Needs” Time for Kids/ Scholastic News Brainpopjr.com videos and resources: <ul style="list-style-type: none"> Goods and Services Needs and Wants Saving and Spending <p>Visit from local service community members, police, fire, nurse- P</p>	<p><u>Formative</u></p> <p>Class Discussion</p> <p>Teacher Observation</p> <p>Charts/Graphs</p> <p>Cooperative Work</p> <p><u>Summative</u></p> <p>Unit Project</p>

Trade Savings Borrow loan		
21 st Century Themes		21 st Century Skills
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Collaboration, Teamwork, and Leadership <input type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics	
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming	
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming	
Career Ready Practices		
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence		

Grade 2 Unit 4 - American Celebrations (Historical Events/ Figures/Monuments & Documents)		Time Frame 8 weeks
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> We celebrate on different days of honor in many different ways and for many different reasons. <ul style="list-style-type: none"> People from around the world celebrate holidays in different ways. We can also celebrate special people that have had a significant impact on society. Celebrations are an important part of American culture, as well as other cultures. Identify and use historical resources to understand the past. Developments in technology affect the way people live. The actions of individuals can affect history. 		<ul style="list-style-type: none"> Why do we have days to honor famous citizens or groups? How do people around the world celebrate holidays? How do citizens show patriotism? How does life change throughout history? What are the rights of American Citizens? How do rules and laws help?
KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> The names of major figures in American History, including George Washington, Sacajawea, Abraham Lincoln, Harriet Tubman, Susan B. Anthony, and Martin Luther King, Jr. The names of major holidays that are celebrated by citizens in the United States The guaranteed rights of American citizens That the government gives communities what they need and want. Role of government leaders How leaders are elected About US American Symbols Why National holidays are important. Know Native Americans were the first inhabitants of North America Know about different Native American Cultures 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify and describe right that citizens have in the United States Explore the basic concepts of diversity, tolerance, fairness, and respect for others through countries, cultural differences, and holidays Identify US documents in which rights are guaranteed Explain why the government is formed Define the purpose of the government Describe the role of government leaders in the community, state, and nation Describe reasons for Declaration of Independence Identify and describe national holidays that honor the achievements of Americans past and present. Explain that we celebrate American holidays to express values that are important to the nation. (e.g. President's Day, Martin Luther King, Jr. Day, Veteran's Day) Compare Native American cultures from different regions. Identify key people and events that shaped our nation (ex. <i>Thomas</i> 	<p>6.1.4.D.4 6.1.4.D.5 6.1.4.D.10 6.1.4.D.12 6.1.4.D.17</p>

<ul style="list-style-type: none"> Know about first colonies in North America 	<i>Jefferson, John Hancock, John Adams, Franklin D. Roosevelt)</i>	
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Interdisciplinary Connections:
Reading Information RI.2.3- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Reading Information RI.2.6- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Writing W.2.6- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers

Amistad Commission Mandate – African American influences on America as a developing country and impact on society today

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/ PROJECT
Government Rights Vote Freedom Constitution Congress President Symbol Anthem Holiday Explorer Settler Pilgrim Colony	<ul style="list-style-type: none"> My World Social Studies – We Do Our Part Chapter 1 “Our Rights as Citizens” Chapter 4, lesson 3 “Celebrating Our Traditions” Chapter 5, lesson 3, 4, 6, 7 “Our Nation Past & Present” Time for Kids/ Scholastic News BrainPop / BrainPop Jr. Videos <ul style="list-style-type: none"> Ex. <i>Bill of Rights</i> <i>Constitution</i> <i>Branches of Government</i> <i>Declaration of Independence</i> <i>Liberty Bell</i> <i>Symbols of America</i> <i>George Washington</i> <i>Dr. Martin Luther King, Jr.</i> (clips of original speech) P 	<u>Formative</u> Class Discussion Teacher Observation Cooperative Work Charts/Graphs Time Lines Map Work Writing Samples Songs <u>Summative</u> Biography Report- <i>Famous American</i>

21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics

8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<ul style="list-style-type: none"> <input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making 	<ul style="list-style-type: none"> <input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming

Career Ready Practices

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

SOCIAL STUDIES | Grade 3

Pacing Guide Grade 3 Social Studies

Unit 1 9 Weeks (2 times per week)	Unit 2 9 Weeks (2 times per week)
Marking Period 1	Marking Period 2
Unit 3 9 Weeks (2 times per week)	Unit 4 9 Weeks (2 times per week)
Marking Period 3	Marking Period 4

Unit 1 Our Communities – Geography

Unit 2 Communities Build a Nation – Native Americans

Unit 3 Communities at Work – US Government

Unit 4 People in Communities – Citizenship

Overview: In grade three, the students will be learning new social studies materials, skills, and information. There is a heavy emphasis upon geography and map skills and using maps and globes will be hands on work. To reinforce geography skills and understanding, the students will study communities, including our own town, as well as other urban and rural areas and Native American communities, and the location and use of natural resources.

Citizenship will be another important concept studied in third grade. This will include local, state, and federal governments, the need for laws, and the citizen’s right and responsibilities to represent themselves as well as other groups.

Grade 3 Unit 1 - Our Communities – Geography		Time Frame 10 weeks	
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • Geography influences needs, culture, opportunities, choices, interests, and skills. • There is a relationship between the consumption and conservation of natural resources • There are tools to assist in locating places within a community, region, and world. 		<ul style="list-style-type: none"> • How does geography influence lifestyle and point of view? • How do geography, climate, and natural resources affect the way people live and work? • What story do maps and globes tell? • What makes places unique and different? • How do maps and globes reflect history, politics, and economics? • What effect do people have on their environment? • What are major geographical features of our world? • How do I locate geographical features on a map? 	
KNOWLEDGE	SKILLS		NJSLS
Students will know: <ul style="list-style-type: none"> • The various types of maps • The terms associated with a compass rose incorporating intermediate directions, distance and map symbols. • Key vocabulary such as longitude, latitude, hemisphere. • The similarities and differences of suburban, urban and rural environments, both regionally and globally • Natural resources are finite. • Different ways humans have adapted over time. 	Students will be able to: <ul style="list-style-type: none"> • Analyze, identify and use different types of maps and globes. • Interpret and use a compass rose and symbols on a map and a globe. • Explain how the physical features of land have an effect on people’s lives. • Describe and determine how natural resources are misused and ways to conserve them. • Explain significant adaptations made by humans in order to survive their changing environment. 		6.1.4.B.1 6.1.4.B.3 6.1.4.B.4 6.1.4.B.8
Interdisciplinary Connections: <i>Reading Information</i> RI.3.7- Use information gained from illustrations (maps, photographs) and the words in a text to demonstrate understanding of the text (where, when, why and how key events occur) <i>Writing</i> W.3.6- With guidance and support form adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.			

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
community location natural resource region diverse culture compass rose scale key/legend cardinal direction intermediate direction symbol relative location absolute location map longitude latitude hemisphere rural urban suburban	<ul style="list-style-type: none"> • My World Social Studies – We Are Connected Chapter 1 – “Our Communities” • Time for Kids • brainpopjr.com/brainpop.com <p>Possible Literature:</p> <ul style="list-style-type: none"> ○ <u>Me on the Map</u> ○ <u>Armadillo from Amarillo</u> ○ <u>Mapping Penny’s World</u> ○ <u>Atlases</u> <ul style="list-style-type: none"> • Oceans and Continents • Map scale • Vocabulary • Maps/globes- P • Grids 	<p><u>Formative</u> Class Participation and Discussion, Teacher Observation</p> <p><u>Summative</u> Teacher generated study guides and chapter tests. Projects</p>

21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input checked="" type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming

Career Ready Practices

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

Grade 3		Time Frame	
Unit 2 - Communities Build A Nation – Native Americans		9 weeks	
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • Past and present interactions of people, culture, and environment shape the American heritage. • American culture has been based on traditions and values and behaviors of different cultural groups living in the United States. • Native American tribes adapted to the physical features of the region they settled in. • Native Americans were resourceful and used whatever resources were available to them. 		<ul style="list-style-type: none"> • How did my ancestors come to this country? • How and why do people settle where they do? • How have Native Americans influenced the present culture in America? 	
KNOWLEDGE		SKILLS	
<p>Students will know:</p> <ul style="list-style-type: none"> • Geography and climate influenced how early Native American peoples lived, adapted, and survived. • Early Native Americans depended on natural resources and trade to meet their basic needs for survival. • The cultures, traditions, and values of different early Native American tribes living in different regions were distinct from one another. • Different groups of people migrated to the “New World” for different reasons: some by choice and others by force. • Culture is expressed and influenced by the behavior of people. 		<p>Students will be able to:</p> <ul style="list-style-type: none"> • Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. • Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today. • 10 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage. • 11 Compare and contrast various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. • Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. 	
		NJSLS	
		6.1.4.B.4 6.1.4.B.6 6.1.4.D.2 6.1.4.D.3 6.1.4.D.10 6.1.4.D.11 6.1.4.D.13 6.1.4.D.14	

Interdisciplinary Connections:

Reading Information RI.3.3- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text using language that pertains to time, sequence, and cause/effect

Writing W.3.6- With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Holocaust Commission- impact of Westward Expansion on Native Americans

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
custom longhouse confederacy cooperate reservation government tradition	<ul style="list-style-type: none"> • My World Social Studies – We Are Connected Chapter 3 – “Communities Build a Nation” • Time for Kids • brainpopjr.com/brainpop.com <p>Possible Literature:</p> <ul style="list-style-type: none"> ○ <u>Westward to Home: Joshua’s Oregon Trail Diary- P</u> 	<p><u>Formative</u> Class Participation and Discussion, Teacher Observation Quizzes</p> <p><u>Summative</u> Teacher created assessments/unit tests Projects</p>

21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Collaboration, Teamwork, and Leadership <input type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics

8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input checked="" type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming

Career Ready Practices

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

Grade 3 Unit 3 - Communities at Work – US Government	Time Frame 9 weeks	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • Citizens are active members of a community, who have rights and responsibilities. • Governments are formed to provide services for communities on a local, state, and national level. • The governor is elected to rule a state and a mayor is elected to rule a town. • Students can go to the town council meeting to express their concerns to the council. 	<ul style="list-style-type: none"> • What is a government? • Why do people have governments? • How do leaders and laws help communities? • How can government leaders and people in the community solve problems? • What is the difference between federal, state, and local government? • What can you do and where can you go for you voice to be heard? 	
KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • The history of NJ is related to the history and the development of the United States. • NJ government has features that are similar to and unique from local and federal government. • Leaders and laws help communities within the local government. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • 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. • Explain how the United States government is organized and how the United States Constitution defines and checks the power of government. 	<ul style="list-style-type: none"> 6.1.4.A.1 6.1.4.A.3 6.1.4.A.4 6.1.4.A.5 6.1.4.A.6 6.1.4.A.7 6.1.4.A.8

<ul style="list-style-type: none"> • The roles and responsibilities of the three branches of the national government. • How the people in a community choose their leader. • What a law is and how does a council pass a law. • The importance of why communities pass laws. • How the state and national governments are organized. • The three parts of our national government and the main job of each part (congress, president, courts OR Legislative, Executive, Judicial). 	<ul style="list-style-type: none"> • Distinguish the roles and responsibilities of the three branches of the national government. • Compare and contrast how government functions at the community, state, and national levels, the services provided, and the impact of the policy decisions made at each level. 	
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Interdisciplinary Connections:
Reading Information RI.3.7- Use information gained from illustrations (maps, photographs) and the words in a text to demonstrate understanding of the text (where, when, why and how key events occur)

Writing W.3.6- With guidance and support form adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
democracy represent liberty legislative executive judicial representative bill veto Cabinet Governor census mayor council	<ul style="list-style-type: none"> • My World Social Studies – We Are Connected Chapter 4 – “US Government” • Time for Kids • Branches of the Government Foldable/brochure • Model government (class elections) • Writing letters to state and/or federal members of government (<i>recommended activity to meet Standard 6.3.4.A.2</i>) • Student created classroom constitutions (<i>recommended activity to meet Standard 6.3.4.A.1</i>) <p><u>Possible Books:</u></p> <ul style="list-style-type: none"> ○ Woodrow, The Whitehouse Mouse ○ House Mouse, Senate Mouse ○ Marshall the Courthouse Mouse ○ Woodrow for President <ul style="list-style-type: none"> • Teacher created power points • Discovery Education • Interactive Websites • Brainpop and Brainpop Jr. 	<p><u>Formative</u> Class discussions Quizzes</p> <p><u>Summative</u> Teacher created assessments Projects</p>

21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input checked="" type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices	
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input type="checkbox"/> CRP3. Attend to personal health and financial well-being <input type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input type="checkbox"/> CRP12. Work productively in teams while using global cultural competence	

Grade 3 Unit 4 - People in Communities - Citizenship		Time Frame 9-10 weeks	
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • Citizens are active members of a community, who have rights and responsibilities. • All U.S citizens are treated equally and fairly regardless of race, ethnicity, creed and gender. • Consensus and majority rules. • The importance of civil activist to catapult change. 		<ul style="list-style-type: none"> • Should there be equal rights for all? • How do we balance individual and community needs? • How do the needs of a community impact the creation of law? • How does the right to vote influence our elected officials? 	
KNOWLEDGE	SKILLS		NJSLS
Students will know: <ul style="list-style-type: none"> • The importance of each citizen's right to vote. • The importance of having equal rights for all U.S Citizens • Modeling the behaviors of a responsible citizen within a diverse community • Key Civil Rights leaders 	Students will be able to: <ul style="list-style-type: none"> • List the different Civil Rights leaders and the significant contributions they made • Describe how Civil Rights leaders influence current America? • Explain why liberties and freedoms should be granted to all? • Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g. fairness, civil rights, human rights) • 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. • Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. 		6.1.4.A.9 6.1.4.A.10 6.1.4.A.11
Interdisciplinary Connections: <i>Reading RI.3.7-</i> Use information gained from illustrations (maps, photographs) and the words in a text to demonstrate understanding of the text (where, when, why and how key events occur) <i>Writing W.3.6-</i> With guidance and support form adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.			
VOCABULARY	RESOURCES/MATERIALS		ASSESSMENT/PROJECT
deed amendment volunteer convention suffrage civil rights segregate delegate cause union	<ul style="list-style-type: none"> • My World Social Studies – We Are Connected Chapter 5 – “Citizenship” • Time for Kids • Branches of the Government Foldable/brochure • Model government (class elections) • Writing letters to state and/or federal members of government (recommended activity to meet Standard 6.3.4.A.2) 		<u>Formative</u> Class discussions Quizzes <u>Summative</u> Teacher created assessments Projects

strike boycott motto council	<ul style="list-style-type: none"> • Student created classroom constitutions <i>(recommended activity to meet Standard 6.3.4.A.1)</i> <p>Possible Books:</p> <ul style="list-style-type: none"> ○ Woodrow, The Whitehouse Mouse ○ House Mouse, Senate Mouse ○ Marshall the Courthouse Mouse ○ Woodrow for President <ul style="list-style-type: none"> • Teacher created power points • Discovery Education • Interactive Websites • Brainpop and Brainpop Jr. Suffrage and Civil Rights Pictures- P	
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21 st Century Themes		21 st Century Skills	
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics		
8.1 Educational Technology Standards		8.2 Technology Education, Engineering, Design & Computational Thinking - Programming	
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input checked="" type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming		
Career Ready Practices			
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input type="checkbox"/> CRP3. Attend to personal health and financial well-being <input type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence			

SOCIAL STUDIES | Grade 4

Pacing Guide Grade 4 Social Studies

Unit 1 7 Weeks (4 days per week)		Unit 2 9 Weeks (4 days per week)		Unit 3 2 Weeks (4 days per week)	
Marking Period 1			Marking Period 2		
Unit 3 3 Weeks (4 days per week)	Unit 4 4 Weeks (4 days per week)		Unit 5 10 Weeks (4 days per week)		
Marking Period 3			Marking Period 4		

Unit 1 The Geography of New Jersey

Unit 2 New Jersey's Early History and Role in the American Revolution

Unit 3 Bill of Rights and The Constitution

Unit 4 Inventors and Innovation

Unit 5 Geographic Regions of the US

Overview: In grade four, students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment have shaped the heritage of New Jersey and America. Students will begin the year learning about the characteristics of each of New Jersey's 4 regions to serve as a basis for understanding how the landforms, climate, and resources of the state have impacted the lives of past and present people in New Jersey. This understanding will facilitate the study of New Jersey's early history since the state's location, climate, and resources made it suitable for early settlement and would later contribute to New Jersey becoming an important site of the American Revolution. Students will then learn how the Constitution and Bill of Rights served as a plan for the United States government, expressing democratic principles and beliefs. With the birth of a new nation came growth, innovation, and industry. 4th graders will explore some of the major scientific discoveries and

inventions of New Jerseyans during the 19th and 20th centuries. Our last unit will focus on the regions of the United States. Comparisons of the landforms, climate, resources, people, and cultures will be made between the varying regions of the US and the State of New Jersey. This will allow students to place New Jersey into perspective relative to the United States as a whole.

Grade 4 Unit 1 - The Geography of New Jersey		Time Frame September-October
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • New Jersey has diverse landforms and physical features. • The landforms, climate, and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey. 		<ul style="list-style-type: none"> • What are the different features of each of the 4 regions in New Jersey? • How does location determine the division of regions? • How have each of New Jersey's four unique regions influenced the lives of past and present residents of the state?
KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • New Jersey's geographic place in the world • The geography of New Jersey and the different features of each of New Jersey's regions. • The impact New Jersey's resources has on the people of New Jersey and its environment. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use physical and political maps to describe New Jersey's location relative to other states, countries, and bodies of water. • Use maps and latitude and longitude to identify and describe the locations of cities in New Jersey • Describe the geography of New Jersey, including the Atlantic Coastal Plain, the Jersey Shore, the Pinelands, the Central Corridor/Piedmont, the Highlands, and the Appalachian Ridge and Valley. • 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. • Describe how the physical and human characteristics of each New Jersey region have changed over time. • Understand the distribution of how New Jersey's renewable and nonrenewable 	<p>6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</p> <p>6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</p> <p>6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and locations using latitude and longitude.</p> <p>6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States</p> <p>6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.</p>

	<p>resources are used and the environmental issues affecting New Jersey today.</p> <ul style="list-style-type: none"> Describe the development of transportation networks in New Jersey 	<p>6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>6.1.4.B.8 Compare ways people choose to use and distribute natural resources.</p> <p>6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.</p> <p>6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.</p> <p>6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.</p> <p>6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p>
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Interdisciplinary Connections:
Reading Information RI.4.5- Describe the overall structure (chronology, compare/contrast, cause effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
Writing W.4.6- Use technology for writing and collaborating.

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
longitude scale region climate natural resource mineral renewable resource nonrenewable resource conservation erosion	<ul style="list-style-type: none"> Scott Foresman: <u>New Jersey</u> ch. 1 and 2 Maps P - 	<u>Formative</u> Classwork Class participation/discussion Observations Exit slips Map activities Mini projects <u>Summative</u>

weathering ridge plateau elevation urban area suburb commute lowland resort boardwalk rural area		Research-based project, such as brochure, map, or PowerPoint.
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21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input type="checkbox"/> Accountability, Productivity, and Ethics

8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
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<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input checked="" type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
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Career Ready Practices

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

Grade 4 Unit 2 - New Jersey's Early History and Role in the American Revolution		Time Frame November-January
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Areas of settlements and culture were changed by European colonization. ● European control of colonies led to conflict and a fight for independence. 		<ul style="list-style-type: none"> ● What caused groups of people to migrate to new lands? ● What was NJ's role in the American Revolution? ● How were the ideas of "Liberty and Freedom" different for the European colonists compared with those of African Americans, enslaved and free, and the American Indians?
KNOWLEDGE	SKILLS	NJSLS
Students will know: <ul style="list-style-type: none"> ● The first people of New Jersey were the Lenni Lenape ● Why various groups immigrated to the New World and New Jersey ● The causes and effects related to the European settlement of New Jersey. ● Before the American Revolution began, the colonists and the British 	Students will be able to: <ul style="list-style-type: none"> ● Explain why the first people came to New Jersey ● Describe the effect the land had on the lives of early New Jerseyans ● Explain why various groups immigrated to the New World and describe the problems they encountered 	6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. 6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

<p>were locked in a series of growing conflicts.</p> <ul style="list-style-type: none"> ● Patriots led the struggle for independence, but many colonists remained loyal to England. ● On July 4, 1776, the Second Continental Congress declared independence from England. ● New Jersey was an important battleground during the American Revolution 	<ul style="list-style-type: none"> ● Identify the effects of increased contact between European settlers and the Lenape. ● Explain the transfer of power in New Jersey from Dutch to English control. ● Evaluate the diversity of ideas and beliefs of Native Americans, New Netherlanders, English/Dutch, and Quakers. ● Explain the significance of the French and Indian War as a “seed” of the American Revolution. ● Describe the sequence of taxation measures imposed by the British on the colonies. ● Explain colonial resistance to the British taxes and the sequence of events that led to the First Continental Congress and to the Second Continental Congress. ● Analyze the varying viewpoints of colonial Loyalists and Patriots ● Identify the Declaration of Independence as a major document in American history, as well as the key principles, beliefs, and ideas expressed in the Declaration of Independence. ● Describe the historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin. ● Describe the sequence of events during the Battle of Trenton, The Battle of Princeton, and the Battle of Monmouth ● Interpreting the roles African Americans, enslaved and free; women, and American Indians played in the American Revolution 	<p>6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.</p> <p>6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.</p> <p>6.1.4.D.5 Relate key historical documents (The Declaration of Independence) to present day government and citizenship.</p> <p>6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward he development of the United States government.</p> <p>6.1.4.D.8 Determine the significance of New Jersey’s role in the American Revolution.</p> <p>6.1.4.D.9 Explain the impact of trans Atlantic slavery on New Jersey, the nation, and individuals.</p> <p>6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</p> <p>6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage</p> <p>6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p>
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		<p>6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p>6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p>
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Interdisciplinary Connections:
Reading RI.4.5- Describe the overall structure (chronology, compare/contrast, cause effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Writing W.4.6- Use technology for writing and collaborating.

Amistad Commission Mandate: Roles of African Americans during the Revolutionary War

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Nomad Agriculture Expedition Peninsula Colony Treaty Parliament Tax Repeal Boycott Import Delegate Minutemen Loyalist Patriot Treason Strategy Enlistment Ratified Slave Revolution</p>	<ul style="list-style-type: none"> • New Jersey's Early History <ul style="list-style-type: none"> ○ <u>Text: Scott Foresman</u> <ul style="list-style-type: none"> ▪ Chapter 3: pages 63-67 ▪ Chapter 4 • Revolutionary War <ul style="list-style-type: none"> ○ <u>Text: Seeds of Revolution</u> (leveled reader from readinga-z.com) ○ <u>Text: Scott Foresman</u> <ul style="list-style-type: none"> ▪ Chapter 5 (including p. 113 on French and Indian War) ▪ Chapter 6: pages 136-141 • <u>Mentor Texts/Read Alouds:</u> <ul style="list-style-type: none"> ○ If you Lived at the Time of the American Revolution by Kay Moore ○ Liberty! How the Revolutionary War Began By: Lucille Recht Penner ○ Why Don't You Get a Horse, Sam Adams? By: Jean Fritz ○ Black Heroes of the American Revolution by: David Murka ○ Red, White, Blue, and Uncle Who? The Stories Behind Some of America's Patriotic Symbols by: Theresa Bateman 	<p><u>Formative</u> Class Participation and Discussion Teacher Observation Cooperative group activities Exit slips Assigned mini projects</p> <p><u>Summative</u> Timelines Assigned project debates/role-playing that verify the knowledge and skills learned</p>

	<ul style="list-style-type: none"> ○ The Revolutionary War Begins: Would You Join the Fight? By: Elaine Landau ○ When Washington Crossed the Delaware ○ By: Lynne Cheney ○ The Hatmaker's Sign: A Story by Benjamin Franklin ○ Paul Revere's Ride by: Henry Wadsworth Longfellow ○ In 1776 By: Jean Marzollo ○ George Washington's Socks by Elvira Woodruff ● <u>Streaming Videos:</u> <ul style="list-style-type: none"> ○ What's the Big Idea Ben Franklin? ○ Why Don't You Get a Horse, Sam Adams? ○ And Then What Happened, Paul Revere? ○ Road to the Revolution ○ American Heroes: George Washington- Original Pictures P ○ The Revolutionary War: Victory or Death 	
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21 st Century Themes	21 st Century Skills
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<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy 	<ul style="list-style-type: none"> <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
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8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
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<ul style="list-style-type: none"> <input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input checked="" type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making 	<ul style="list-style-type: none"> <input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
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Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee
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- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
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- CRP10. Plan education and career paths aligned to personal goals
- CRP11. Use technology to enhance productivity
- CRP12. Work productively in teams while using global cultural competence

Grade 4 Unit 3 - Bill of Rights and The Constitution		Time Frame February
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Breaking away from British rule and becoming an independent country was important for the building of the foundation of the United States. ● The desire of a new government led to the writing of the Constitution ● The Constitution created a representative government where leaders are elected ● The Bill of Rights protects our freedoms and rights. 		<ul style="list-style-type: none"> ● How do the values and principles of American Democracy relate to the rights, responsibilities and roles of a citizen in New Jersey? ● Was compromise a necessary tool when drafting the Constitution? Why or why not? ● Why is it important for Americans to understand the structure of our government? ● Why do countries need government?
KNOWLEDGE	SKILLS	NJSLS
Students will know: <ul style="list-style-type: none"> ● The sequence of events during the Constitutional Convention ● Key components and virtues of democracy and how it compares to an authoritarian government 	Students will be able to: <ul style="list-style-type: none"> ● Identify major documents and symbols in New Jersey and American history, including the Declaration of Independence, the United States Constitution, the New Jersey State Seal, and the Bill of Rights. 	6.1.4.D.4 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship

<ul style="list-style-type: none"> ● How the Constitution is a basic plan for the United States government ● The importance of the United States Constitution and the Bill of Rights and how they affect the American identity ● Responsibilities of our government 	<ul style="list-style-type: none"> ● Understand that the Constitution provides separation of powers in the government and ensures that no single branch gains too much power. ● Identify the fundamental values and principles of American democracy expressed in the Declaration of Independence, the United States Constitution and the Bill of Rights ● Explain how slavery was perceived and considered when drafting the Bill of Rights. ● Explain how the concern about the strong power of the national government led to the passage of a Bill of Rights in 1791 ● Describe contributions of George Washington, Thomas Jefferson and Benjamin Franklin ● Explain how New Jersey's Governor William Livingston was one of five NJ delegates at the Constitutional Convention ● Explain the power that citizens have in a democracy 	<p>6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson and Benjamin Franklin toward the development of the United States government.</p> <p>6.1.4.D.7 Explain the role Governor William Livingston played in the development of New Jersey government.</p> <p>6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.</p> <p>6.1.4.D.16 Explain how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p> <p>6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American Identity</p>
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Interdisciplinary Connections:
Reading Information RI.4.5- Describe the overall structure (chronology, compare/contrast, cause effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Writing W.4.6- Use technology for writing and collaborating.

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Legislature Democracy Veto Override Amendment Constitution Authoritarian government Democratic republic Separation of powers Checks and balances Bill of Rights Citizen Liberty	<ul style="list-style-type: none"> • Pearson: <u>My World Social Studies: Regions of Our Country</u> Ch. 3, lesson 1. • Scott Foresman: New Jersey. Ch.6, lesson 2. 	<u>Formative</u> Daily class participation and discussion Observations Mini-projects Worksheets and activities Exit Slips <u>Summative</u> Geography project related to the topic studied such as powerpoint etc.
21 st Century Themes		21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy		<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards		8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input checked="" type="checkbox"/> 8.1.A Technology Operations and Concepts <input checked="" type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input checked="" type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input checked="" type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making		<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming

Career Ready Practices

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

Grade 4 Unit 4 - Inventors and Innovation		Time Frame March
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Major scientific inventions and discoveries significantly impacted the lives of New Jerseyans, and still impact our lives today ● The role of science and technology has evolved throughout different historical time periods. 		<ul style="list-style-type: none"> ● How does an understanding of NJ inventions in the past relate to your understanding of the present and the future? ● How were scientific innovations important to NJ History? ● How can advances in science and technology impact the environment and how can we minimize the impact? ● How has the role of science and technology changed throughout different historical time periods?
KNOWLEDGE	SKILLS	NJSLs
Students will know: <ul style="list-style-type: none"> ● New Jersey's scientists and inventors helped develop the state's economy ● Major scientific discoveries and inventions, the scientists and inventors who developed them (e.g., Thomas Edison). 	Students will be able to: <ul style="list-style-type: none"> ● Describe major scientific discoveries and inventions in the 1800s and how they impact our life today ● Identify and describe scientists and inventors of New Jersey 	6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them 6.1.4.C.12 Evaluate the impact of ideas, inventions and other contributions of prominent figures who lived in New Jersey

<ul style="list-style-type: none"> ● The impact of inventions on daily life ● Factors involved in the development of cities (e.g. transportation, food, marketplace, religion, and military protection.) ● How New Jersey cities grew and changed over time ● New Jersey's cities attracted many different types of people and businesses ● The development of transportation and communication networks in New Jersey and the United States. 	<ul style="list-style-type: none"> ● Explain how New Jerseyans made discoveries in science and technology, contributing to the development of the telegraph and steamboat ● Describe how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. ● Explain how innovation affects lifestyle, access to information, and the creation of new products and services ● Research and articulate how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world. ● Explain how turnpikes, canals and railroads improved transportation in New Jersey ● Describe the relationship between a larger NJ population and social problems 	<p>6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.</p> <p>6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods</p> <p>6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.</p> <p>6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world</p>
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Interdisciplinary Connections:
Reading Information RI.4.5- Describe the overall structure (chronology, compare/contrast, cause effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Writing W.4.6- Use technology for writing and collaborating.

Amistad Commission Mandate: Contributions of African American Inventors

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
geologist turnpike canal census leisure reform textiles entrepreneur patent refine trust monopoly condense irrigation assembly line horticulturalist pharmaceutical	<ul style="list-style-type: none"> • Scott Foresman: <u>New Jersey</u>, Ch.7 and 9 Original pictures of inventors- P	<u>Formative</u> Daily class participation and discussion Observations Mini-projects Worksheets and activities Exit Slips <u>Summative</u> Project related to the topic studied such as PowerPoint, speech, poster, journal entries. etc.
21 st Century Themes		21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy		<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards		8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input checked="" type="checkbox"/> 8.1.A Technology Operations and Concepts <input checked="" type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input checked="" type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input checked="" type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making		<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices		

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

Grade 4 Unit 5 - Geographic Regions of the US		Time Frame April-June
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Geography affects the economy, climate, politics and culture of regions in the United States. ● US regions contain specific states and capitals within those regions. ● Regions grow and change over time. 		<ul style="list-style-type: none"> ● What is the importance of the regions of the US and how is it related to where you live? ● How does where we live affect who we are? ● How does knowledge of geography help to understand that geography is a spatial discipline that encompasses “anything that can be mapped?” ● How have regions grown and changed over time and what is the consequences of these changes?
KNOWLEDGE	SKILLS	NJSLS
Students will know: <ul style="list-style-type: none"> ● How the geography of each region impacts how people live there. ● How each region has unique landforms, bodies of water, resources and climate. 	Students will be able to: <ul style="list-style-type: none"> ● Differentiate between the 5 regions of the United States and identify their defining characteristics - landforms, geography, 	6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

<ul style="list-style-type: none"> ● The importance of the regions of the US and how it is related to where you live ● Common stereotypes of US regions. ● How regions can grow and change over time. ● How landforms, climate, weather and availability of resources have impacted where and how people live and work in different regions of the United States 	<p>main physical features, resources and climates</p> <ul style="list-style-type: none"> ● List the states that make up each region and identify the states on a map ● Describe and locate major rivers and bodies of water in each region ● Summarize how a region's natural resources can impact economy ● Identify major cities in the United States ● Explain changes in places and regions over time and the consequences of those changes. ● Identify the distribution and characteristics of populations for different regions of the United States and understand why it is important to collaborate. ● Analyze the differences between urban and rural lifestyles 	<p>6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</p> <p>6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</p> <p>6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.</p> <p>6.1.4.B.4 Describe how landforms, climate and weather, and the availability of resources have impacted where and how people live in different regions of New Jersey and the United States.</p> <p>6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States</p> <p>6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.</p> <p>6.1.4. B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others</p> <p>6.1.4.B.8 Compare ways people choose to use and distribute natural resources.</p>
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		<p>6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.</p> <p>6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.</p> <p>6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p>
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Interdisciplinary Connections:
Reading Information RI.4.5- Describe the overall structure (chronology, compare/contrast, cause effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Writing W.4.6- Use technology for writing and collaborating.

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
region state capital Northeast Southeast Midwest Southwest West climate coast natural resources boundary elevation ridges plateau desert lowland weathering equator peninsula	<ul style="list-style-type: none"> • Pearson: <u>My World Social Studies: Regions of Our Country</u> textbook ch. 1, 5, 7, 8 • Maps- P 	<p><u>Formative</u> Daily class participation and discussion Observations Mini-projects Worksheets and activities</p> <p><u>Summative</u> Geography project related to the topic studied</p>

tourist urban rural population density endangered species		
21st Century Themes		21st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics	
8.1 Educational Technology Standards		8.2 Technology Education, Engineering, Design & Computational Thinking – Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming	
Career Ready Practices		

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

SOCIAL STUDIES | Grade 5

Pacing Guide Grade 5 Social Studies

Unit 1 4 weeks (4 days per week)	Unit 2 4 Weeks (4 days per week)	Unit 3 4 weeks (4 days per week)	Unit 4 6 weeks (4 days per week)
Marking Period 1		Marking Period 2	
Unit 5 7 weeks (4 days per week)	Unit 6 6 weeks (4 days per week)		Unit 7 5 weeks (4 days per week)
Marking Period 3		Marking Period 4	

Unit 1 A View of the World

Unit 2 Early man/Fertile Crescent

Unit 3 United States and Canada

Unit 4 Middle America and South America

Unit 5 Europe

Unit 6 Asia & the Pacific Realm

Unit 7 Ancient Egypt & Nubia

Grade 5 Unit 1 - A View of the World		Time Frame 4 weeks
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Identify the five themes of geography. Explain how geographers use the six essential elements of geography. 		<ul style="list-style-type: none"> Why does geography matter? How do the themes and elements of geography contribute to a functional society?
KNOWLEDGE	SKILLS	NJSLS
<ul style="list-style-type: none"> How geographers classify regions using the themes and elements of geography. How chronology assists us in learning about our past Identify cultures and societies of the past Identify the purpose of governments Identify the importance of resources to an economy 	<ul style="list-style-type: none"> Use artifacts and primary sources to acquire information about world geography and people of the world. Interpret information in visuals. Interpret information in maps, graphs, and visuals. 	<p>6.1.4.A.14 Nations have their own governments, languages, customs, and laws</p> <p>6.1.4.A.15 How diverse cultures collaborate</p> <p>6.1.4.B.2 Use physical and political maps</p> <p>6.1.4.B.4 Understand how landforms, climate and weather, and availability of resources impact settlement</p> <p>6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions</p> <p>6.1.4.C.6 Describe the role and relationships within the economic system</p> <p>6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently</p> <p>6.1.4.D.5 Relate key historical documents to present day government and citizenship</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people</p> <p>6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture</p> <p>6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures</p> <p>6.1.8.B.1.b Analyze the world in spatial terms (e.g., longitude, latitude)</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Geography Historical empathy Regions Culture Government Civics Chronology Economy	<ul style="list-style-type: none"> Harcourt: <u>Social Studies World Regions</u> v.1 & 2 Prentice Hall: <u>The Ancient World</u> ch.1 Maps P 	<u>Formative:</u> Section quizzes Mini projects Daily participation Workbook <u>Summative</u> Unit Test

Interdisciplinary Connections:

Reading Information

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

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Writing W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

21 st Century Themes		21 st Century Skills	
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy		<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics	
8.1 Educational Technology Standards		8.2 Technology Education, Engineering, Design & Computational Thinking – Programming	
<input checked="" type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making		<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input checked="" type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming	

Career Ready Practices

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

<p style="text-align: center;">Grade 5 Unit 2 - Early Man / Fertile Crescent</p>	<p style="text-align: center;">Time Frame 4 weeks</p>	
<p style="text-align: center;">ENDURING UNDERSTANDINGS</p>	<p style="text-align: center;">ESSENTIAL QUESTIONS</p>	
<ul style="list-style-type: none"> • There is a connection between the geography of a place and its history. • People settled near available resources. • Religion helped shape culture. • Many interconnecting components of a society form a civilization. • Ancient river valleys were the sites of the world’s first civilizations. • There are underlying reasons for the rise and fall of civilizations. 	<ul style="list-style-type: none"> • Why would people migrate? • How is survival possible during pre-history? • Why adaptation is needed in order to survive? • How does religion play a factor in everyday life? • What was the most essential discovery of ancient man that led to the development of civilizations? • Why are rules and laws important for a society? • What was essential for survival in the ancient river valley? • How did physical geography affect the growth of ancient civilization? • What legacies have been left by cultures of the past? 	
<p style="text-align: center;">KNOWLEDGE</p>	<p style="text-align: center;">SKILLS</p>	<p style="text-align: center;">NJSLS</p>
<p>Students will know:</p> <ul style="list-style-type: none"> • The importance of archeological finds in understanding human history. • People migrated during prehistory because they were nomadic. • Geography affects civilizations and the development of them. • The development of farming and domestication changed the way people lived. • The importance of trade in the development of civilizations. • The first empires formed in Mesopotamia and the effects of trade and conquests on these ancient cultures. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognize physical and human characteristics of a region changing over time. • Use a time line to explain the difference between BC or BCE and AD or ACE • Use maps or other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems. • Compare and contrast differing interpretations of current and historical events. 	<p>6.2.8.A.1.a Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies</p> <p>6.2.8. B.1.a explain the various migratory patterns of hunters/gatherers and describe the impact of migration on their lives and on the shaping of societies.</p> <p>6.2.8.C.1.a Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations</p> <p>6.2.8.C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies</p>

	<ul style="list-style-type: none"> Describe the geography of the Fertile Crescent and explain the role of geographic features in the growth of cities. Explain how major events are related to one another in time. 	
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Interdisciplinary Connections:

Reading Information
 RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
 RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Writing W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

VOCABULARY		RESOURCES/ MATERIALS	ASSESSMENT/ PROJECT
Prehistory Archeologist History Oral tradition Nomad Fertile Domesticate	Irrigation Civilization Surplus Artisan Social class City-state	<ul style="list-style-type: none"> Harcourt: <u>Social Studies World Regions v.1 & 2</u> Prentice Hall: <u>The Ancient World</u> ch.1 	<u>Formative:</u> Section quizzes Mini projects Daily participation Workbook <u>Summative</u> Unit Test

21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input type="checkbox"/> Accountability, Productivity, and Ethics

8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking – Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming

Career Ready Practices

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

Grade 5 Unit 3 - United States and Canada		Time Frame 4 weeks
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Americans adjusted and settled where the climate and resources were ideal. The period of time for Americans to develop settlements across the United States. The United States is the “melting pot” of the world. The United States’ government is a Democracy. Canadians have adapted and modified their land in order to live. France and England’s part in establishing Canada as a nation. The Canadian government is a Parliamentary Democracy. 		<ul style="list-style-type: none"> What factors affected where people settled after immigrating to the United States? What major events led to the establishment of the United States? How did immigration lead to the United States becoming the “melting pot?” How and where did Canadians settle? How do the governments of Canada and the United States compare to one another?
KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> The geographic factors responsible for population patterns in the United States and Canada The relationships of past events and conditions have affected today’s society in the United States and Canada The effects of immigration, colonization and trade through England and France on Canada 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify the geographic factors that affect population and settlement of the United States Interpret information from an elevation map Identify the origins of democratic forms of government in the United States and Canada Analyze ways Americans and Canadians have adapted to and modified their physical environment Compare and contrast the government of Canada and the United States 	<p>6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.</p> <p>6.1.4. A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.</p> <p>6.1.4. A.5 Distinguish the roles and responsibilities of the three branches of the national government.</p>

Interdisciplinary Connections:

Reading Information

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

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Writing W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Holocaust Commission Mandate- reasons for immigration include escape from persecution

Amistad Commission Mandate – immigration and slavery, impact of immigration on Native Americans

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Elevation Indigenous Representation Constitution Amendment Immigration Democracy Province Territory Dominion Commonwealth	Harcourt: <u>Social Studies World Regions</u> v.1 Ch. 3 & 4 Maps- P	<u>Formative:</u> Section quizzes Mini projects Daily participation Workbook <u>Summative</u> Unit Test

21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking – Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input checked="" type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices	
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input type="checkbox"/> CRP3. Attend to personal health and financial well-being <input type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input type="checkbox"/> CRP12. Work productively in teams while using global cultural competence	

<p style="text-align: center;">Grade 5 Unit 4 - Middle America and South America</p>	<p style="text-align: center;">Time Frame 4 to 6 weeks</p>
<p style="text-align: center;">ENDURING UNDERSTANDINGS</p>	<p style="text-align: center;">ESSENTIAL QUESTIONS</p>
<ul style="list-style-type: none"> • People can find a way to live in almost any climate and environment. • Knowing about the sources of Mexican culture is important to understanding Mexican society today. • A country's political and economic activities affect neighboring countries. • Climate affects the way people in different regions live. • Many societies are a blend of cultures from both past and present. • The availability of resources influences the economies of South American nations. • European influences had long-lasting impacts on South American culture. • The desire for independence led to democracy and growth in South America. 	<ul style="list-style-type: none"> • How did people survive in the rugged landscape and contrasting climate of Mexico? • How did the Mexican culture develop from native and Spanish influences? • What impact does Mexico's history have on its' present government and economy? • How does climate and geography shape population patterns? • How did slaves and indentured servants support the economy in the Caribbean? • How do the governments of Central America and the Caribbean reflect their colonial histories? • How do the high mountains and nearby oceans of South America affect the continent's climate and vegetation as well as its people's way of life? • How does South America's blend of cultures influence the world? • Why would some South Americans continue to work towards freedom?

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • How geography impacted population patterns in Mexico. • The ways in which people have adapted to Mexico's physical environment. • The relationship between contemporary Mexican culture and the influences from the past. • The historical origins of Mexico's democratic government. • The events that occurred as countries in Central America and the Caribbean progressed from colonies to independent republics. • The key events and figures in South America's fight for independence. 	<ul style="list-style-type: none"> • Students will be able to: • Interpret information in visuals. • Apply critical-thinking skills to categorize information. • Analyze the historical background of Mexico to evaluate relationships between past conflicts and current conditions. • Utilize graphic organizers to interpret information. • Compare limited and unlimited governments. • Identify different groups native to South America. • Explain the effects of cooperation and diversification on the economies of South American nations. 	<p>6.1.8. A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period</p> <p>6.1.8.D.1.c Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives</p> <p>6.1.8.C.2.a Compare the practice of slavery and indentured servitude in Colonial labor systems</p>
<p>Interdisciplinary Connections:</p> <p><i>Reading Information</i></p> <p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><i>Writing</i> W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources</p> <p>W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>Amistad Commission Mandate – Compared the practice of slavery and indentured servitude in Colonial labor systems</p>		

VOCABULARY		RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Missionary Presidential democracy Archipelago Trade winds Indentured servant Columbian exchange Legacy Limited government Unlimited government Federation Civil war	Communism Self-government Transportation corridor Sharecropping Factors of Production Demarcation Line Viceroy Junta Aristocracy Diversify	Harcourt: <u>Social Studies World Regions</u> v.1 & 2 Ch. 5-7	<u>Formative:</u> Section quizzes Mini projects Daily participation Workbook <u>Summative</u> Unit Test

21 st Century Themes		21 st Century Skills	
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy		<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics	
8.1 Educational Technology Standards		8.2 Technology Education, Engineering, Design & Computational Thinking – Programming	
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input checked="" type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making		<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming	

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee
- CRP2. Apply appropriate academics and technical skills
- CRP3. Attend to personal health and financial well-being
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- CRP5. Consider the environmental, social and economic impacts of decisions
- CRP6. Demonstrate creativity and innovation
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- CRP9. Model integrity, ethical leadership, and effective management
- CRP10. Plan education and career paths aligned to personal goals
- CRP11. Use technology to enhance productivity
- CRP12. Work productively in teams while using global cultural competence

<p style="text-align: center;">Grade 5 Unit 5 - Europe</p>	<p style="text-align: center;">Time Frame 6 to 8 weeks</p>
<p style="text-align: center;">ENDURING UNDERSTANDINGS</p>	<p style="text-align: center;">ESSENTIAL QUESTIONS</p>
<ul style="list-style-type: none"> • Life in Western Europe varies greatly depending on geographic location. • Events and achievements in the history of Western Europe have influenced cultures and societies around the world. • The diversity of the cultures in Western Europe can serve to both unite and divide the people who live there. • Western Europe has an important role in the world economy. • Political changes in Eastern Europe show how easily peace between countries can be broken. • Cultural heritage is important in maintaining a country's identity. • The rise and fall of the Soviet Union. • Freedom and the exchange of ideas provides new opportunities and new challenges. 	<ul style="list-style-type: none"> • How does geography affect where people live in Western Europe? • How have the events and achievements of Western Europe influenced societies around the world? • How do the various cultures within Western Europe differ from one another? • What role does Western Europe play in world economy? • Why are there various forms of government in Western Europe? • How have wars and invasions affected Eastern Europe?

KNOWLEDGE	SKILLS	NJSLs
<p>Students will know:</p> <ul style="list-style-type: none"> • Identify the nations of Europe, Russia and Eurasia • The influence of climate and landforms on settlement in Western and Eastern Europe • Influence of ancient civilizations on the development of Western Europe • Religious differences among Western Europeans have led to conflict • Effects of War on the region and its people • Various forms of government within the region • The events that led to the rise and fall of the Soviet Union 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Interpret information from visuals. • Analyze information by identifying causes and effects. • Utilize graphic organizers. • Describe features of famous cities in Western Europe. • Compare and contrast the governments within Western Europe • Describe characteristics of governments within the region. 	<p>6.1.8. A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.1.8. C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.</p>
<p>Interdisciplinary Connections:</p> <p><i>Reading Information</i></p> <p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><i>Writing</i> W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources</p> <p>W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>Holocaust Commission Mandate: Impact of the Holocaust on Western Europe</p>		

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Eurasia Renaissance Mercantilism Manorialism Dialect Common Market Iron Curtain Satellite Nation Inflation Homogenous Climograph Reform Czar Abdicate Totalitarian Cold War	Harcourt: <u>Social Studies World Regions v.1</u> Ch. 8, 9, 10 Maps- P	<u>Formative:</u> Section quizzes Mini projects Daily participation Workbook <u>Summative</u> Unit Test

21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming

Career Ready Practices

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

<p style="text-align: center;">Grade 5 Unit 6 - Asia & the Pacific Realm</p>	<p style="text-align: center;">Time Frame 6 to 8 weeks</p>
<p style="text-align: center;">ENDURING UNDERSTANDINGS</p>	<p style="text-align: center;">ESSENTIAL QUESTIONS</p>
<ul style="list-style-type: none"> • The location of the nations within Southwest, Southeast, South, & East Asia are important to understanding the underlying reasons for tension in this area today. • Due to strong religious and economic ties with Southwest Asia, much of the world feels a close connection to this region. • The cultures and religions of all of South Asia’s people contribute to the subcontinent’s uniqueness. • The influence of colonization can last long after a country gains independence. • Many ancient Asian traditions are an important part of modern life. • A successful economy often depends on a stable effective government. 	<ul style="list-style-type: none"> • How do the governments and economies of Southwest Asia affect other parts of the world? • What new problems did South Asians face after gaining independence? • Why ancient traditions are important to today’s society in Asia? • How did migration lead to Australia and New Zealand becoming a multicultural nation? • Why might Aborigines be unwilling to use technology and change the environment.

		<ul style="list-style-type: none"> • How do New Zealand and Australia's economies differ from the rest of the world? • How are Pacific Island nations connected to the rest of the world?
KNOWLEDGE	SKILLS	NJSL
<p>Students will know:</p> <ul style="list-style-type: none"> • The relationship between religious ideas, philosophical ideas, and cultures. • The factors that influenced economic development in South Asia. • Different forms of government within Asia. • How cultural borrowing affects cultures in Asia. • The success of a country's economy often depends on the success of its government. • Recognize the difference between market and command economies. • The impact of Southeast Asia's natural resources on its economic development • New Zealand and Australia's economies differ greatly from the rest of the world but are essential in the world economy. • The unique cultures that developed through migration to the Pacific Islands. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Compare how governments function in Southwest Asia. • Describe ways in which societal issues influence creative expressions. • Identify historical origins of democratic forms of government. • Evaluate the relationships between societies in Asia and their architecture, art, music, and literature. • Describe characteristics of Australian and New Zealand societies that resulted from historical factors. • Explain how the Pacific Islanders adapted to the distinct island environment. • Identify the features that make Antarctica a unique continent. 	<p>6.2.8. A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world</p> <p>6.2.8. D.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.</p> <p>6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures</p> <p>6.1.8.B.1.b Analyze the world in spatial terms (e.g., longitude, latitude)</p>

<ul style="list-style-type: none"> The harsh conditions that do not allow for a population in Antarctica. 		
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Interdisciplinary Connections:

Reading Information
 RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
 RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Writing W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Vocabulary	Resources/Materials	Assessment/Project
Refugee Mixed Economies Absolute Monarchy Embargo Diplomat Filial piety Politburo Censor Protectorate Aborigine Geothermal power Penal Colony Trust Territory	Harcourt: <u>Social Studies World Regions</u> v.1 Asia: Ch. 11, 15, 16, 17 Pacific Realm: Ch. 18, 19 Maps- P	<u>Formative:</u> Section quizzes Mini projects Daily participation Workbook <u>Summative</u> Unit Test

21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics

8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input checked="" type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming

Career Ready Practices

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Grade 5 Unit 7 - Ancient Egypt & Nubia		Time Frame 6 weeks
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> The Nile River supports human life in ancient times and today. Accomplishments of Egypt's pharaohs have had a lasting impact. Architectural accomplishments of Egypt were created without the mechanical innovations we have today. That water, fertile soil, and protected setting of the Nile River Valley was a driving force in the rise of Egyptian civilization. The three kingdoms of Egyptian rule varied greatly. The Egyptians made lasting achievements in writing, architecture, art and science. 		<ul style="list-style-type: none"> What conditions are necessary for a civilization to develop? What economic and geographic factors led to the rise of the ancient Egyptian civilization? Why was religion so important to the ancient Egyptian way of life? How did the ancient Egyptians influence modern life? What historical accomplishments are the Egyptian civilizations known for?
Knowledge	Skills	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> The Nile River affected trade and the way of life of ancient Egyptians and Nubians. Pharaohs unified their country through the power that they held as political and religious leaders. The achievements of the pharaohs. The importance of religion and the afterlife to ancient Egyptians. The reasons Egyptians mummified their dead and built great monuments in their honor. Egyptians used technology and organization to build everlasting monuments such as the Great Pyramids. Ancient Egyptians achievements in writing, math, astronomy, and medicine. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Trace the course of the Nile River from its origins to the Mediterranean Sea. Describe hieroglyphics and how they were deciphered. Show an understanding of the everyday lives of Ancient Egyptians. Explain how major events are related to one another over time. Select and analyze information from a variety of sources to present a reasoned argument or position in a well-written and or oral format. 	<p>6.2.8.A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures</p> <p>6.2.8. A.2.b Determine the role of slavery in the economic and social structures of early river valley civilizations.</p> <p>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 early river valley civilizations.</p> <p>6.2.8.B.2.b Compare and contrast physical and political maps and determine the geopolitical impact of these civilizations, then and now</p> <p>6.2.8. C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade,</p>

<ul style="list-style-type: none"> The relationship between Egypt and Nubia throughout the 3 Kingdoms. 		<p>and the development of a class system in early river valley civilizations.</p> <p>6.2.8. D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</p> <p>6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in early river valley civilizations</p> <p>6.2.8.D.2.c Analyze the factors that led to the rise and fall of various early river valley civilizations</p> <p>6.2.8. D.2.d Evaluate the importance of the early river valley civilizations over time.</p>
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Interdisciplinary Connections:

Reading Information

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

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Writing W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Cataract Delta Silt Pharaoh Dynasty Regent Afterlife Mummy Pyramid Hieroglyph Papyrus Astronomer Artisan	Prentice Hall: The Ancient World Chapter 3 Eyewitness Book: 1. <u>Ancient Egypt</u> 2. <u>Pyramid</u> 3. <u>Mummy</u> 4. <u>Archeology</u> National Geographic – Ancient Civilizations Theme Set- P	<u>Formative:</u> Section quizzes Mini- Projects Daily participation Workbook

Interdisciplinary Connections:

Reading Information

- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
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21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input type="checkbox"/> Accountability, Productivity, and Ethics
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- 8.1.D Digital Citizenship
- 8.1.E Research and Information Fluency
- 8.1.F Critical Thinking, Problem Solving & Decision Making

- 8.2.D Abilities for a Technological World
- 8.2.E Computational Thinking: Programming

Career Ready Practices

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SOCIAL STUDIES | Grade 6

DENVILLE TOWNSHIP SCHOOL DISTRICT Social Studies Curriculum Guide World Civilizations

Pacing Guide *Grade 6 Social Studies: World Civilizations*

Intro - Uncovering Past 16 days	Unit 1 - India, Japan and China 20 days	Unit 2 - Foundations of West. Ideas 20 days	Unit 3 - Rome 25 days
Marking Period 1		Marking Period 2	

Unit 3 - Cont.	Unit 4 - Research Project 30 days	Unit 5 - Empires of Asia and the Americas-30	Unit 6 - Renewal in Europe- 15 Days
Marking Period 3		Marking Period 4	

Intro Uncovering the Past and Making Connections to our Modern World

Unit 1 Civilization in India and China

Unit 2 Foundations of Western Ideas

Unit 3 Roman World

Unit 4 Islamic and African Civilizations

Unit 5 Empires of Asia and the Americas

Unit 6 Renewal in Europe

I. Course Overview:

World Civilizations is a theme-based social studies course that encourages the development of reading skills and strategies, critical thinking, and understanding the role of geography, people, places, and environment in shaping history. Students will be guided to use the historical events and cultures of the past to connect to current global themes, making them more active and informed global citizens while stressing the critical importance of local civic responsibility. The underlying theme for the course is the enduring legacies of various world cultures and the understanding that the world we live in has been shaped over time by the contributions, sacrifices, innovations, , and perspectives of many people from different cultures and civilizations and the influence and effects of their societies, governments, legal systems, and economics.

II. Units of Study:

Introduction: Uncovering the Past and Making Connections to our Modern World

Module 1: Uncovering the Past - studying history, geography, economics, and civics (450 BC – present)

Unit 1: Civilization in India and China

Module 5: Ancient India (2500 BC – AD 500)

Module 6: Ancient China (1600 BC – AD 1)

Unit 2: Foundations of Western Ideas

Module 7: Hebrews and Judaism (2000 BC – AD 70)

Module 8: Ancient Greece (2000 – 330 BC)

Module 9: The Hellenistic World (330-30 BC)

Unit 3: The Roman World

Module 10: Ancient Rome (753 BC – AD 476)

Module 11: The Growth of Christianity (AD 1 – 400)

Module 12: Civilizations of Eastern Europe (AD 300 – 1480)

Unit 4: Islamic and African Civilizations

Module 13: The Rise of Islam (AD 550-900)

Module 14: Early African Civilizations (500 BC – AD 1600)

Unit 5: Empires of Asia and the Americas

Module 15: Later Chinese Dynasties (589 – 1644)

Module 16: Japan (550 -1868)

Module 17: Cultures of South and Southwest Asia (1299 – 1857)

Module 18: The Early Americas (12,000 BC – AD 1537)

Unit 6: Renewal in Europe

Module 19: The Middle Ages (500 – 1500)

Module 20: The Renaissance (1271 – 1600)

III. New Jersey Common Core Content Standards

A. Standards:

- a. **6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.
- b. **6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

B. Eras:

- a. Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)
- b. The Classical Civilizations of the Mediterranean World, India, and China (1000BCE-600CE)
- c. Expanding Exchanges and Encounters (500 CE – 1450 CE)
- d. Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)
- e. Active citizens in the 21st century:
 - Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
 - Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. · Are aware of their relationships to people, places, and resources in the local community and beyond.
 - Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
 - Develop strategies to reach consensus and resolve conflict.
 - Demonstrate understanding of the need for fairness and take appropriate action against unfairness.

IV. Social Studies Skills:

A. Chronological Thinking

- a. Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.
- b. Explain how major events are related to one another in time.

B. Spatial Thinking

- a. Select and use various geographic representations to compare information about people, places, regions, and environments.

- b. Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.

C. Critical Thinking

- a. Compare and contrast differing interpretations of current and historical events.
- b. Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
- c. Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).

D. Presentation Skills

- a. Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
- b. Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).

V. Common Core State Standards for Literacy in History/Social Studies Grade 6–8

A. Key Ideas and Details:

- a. **CCSS.ELA-LITERACY.RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- b. **CCSS.ELA-LITERACY.RH.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- c. **CCSS.ELA-LITERACY.RH.6-8.3:** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

B. Craft and Structure:

- a. **CCSS.ELA-LITERACY.RH.6-8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- b. **CCSS.ELA-LITERACY.RH.6-8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- c. **CCSS.ELA-LITERACY.RH.6-8.6:** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

C. Integration of Knowledge and Ideas:

- a. **CCSS.ELA-LITERACY.RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- b. **CCSS.ELA-LITERACY.RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text.
- c. **CCSS.ELA-LITERACY.RH.6-8.9:** Analyze the relationship between a primary and secondary source on the same topic.

D. Range of Reading and Level of Text Complexity:

- a. **CCSS.ELA-LITERACY.RH.6-8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Introduction: Uncovering the Past and Making Connections to our Modern World

Time Frame: 2-3 weeks

Unit Overview: *Studying history helps us to understand the world in which we live. The study of geography and the world's physical features influenced when and where civilization began, and continue to influence how people around the world live their lives today. Economics and politics play an important role in history and in our lives today. It is important to think about how society and culture have interacted throughout time, in order to understand that the world we live in today is the result of a series of events, people, and places coming together. We can better understand our world today when we understand how it came to be and the important role we should all play in it - both locally and globally.*

Themes: Economics, Society, Geography, Culture, Civics, Contemporary Issues

Enduring Understandings	Essential Questions
<ul style="list-style-type: none">• The study of history helps us to better understand the world in which we live.• Geography and the world's physical features influenced where civilization began, and continue to play a large part in how people live today.• Economics, government and politics play a vital role in our lives today.• In order to understand how and why people interact the way they do today, we must study the relationships of the past.• It is the role of every person to be an active participant in their local community and greater world.	<p>Why do scholars study the people, events, and ideas of long ago?</p> <p>What kind of historical evidence will be of value when historians study the time in which we are living?</p> <p>How can recurring themes help us to understand events throughout history?</p> <p>What are primary sources and how are they significant in our study of societies and cultures of the past?</p> <p>How do physical and human geography help us to understand the history of a society?</p> <p>How does the economic system of a society contribute to its development, culture, struggles and sustainability?</p> <p>What is the role of government?</p> <p>What is the relationship between government and economy?</p>

NJSLs	Knowledge	Skills
<p>6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • the many kinds of clues used by historians to understand how people lived in the past. • we can improve our understanding of people's actions and beliefs through the study of history. • physical and human geography contribute to the study of history. • economic systems help people buy the goods and services they need. • businesses and countries have to make decisions about economic resources, the main problem being scarcity. • money is used as a medium of exchange, a store of value, and a unit of account. • economics helps to explain events in history. <ul style="list-style-type: none"> • government plays an essential role in every country, affecting the lives of its people, and the economy. • there have been many different forms of government throughout history. • the role of government and a constitution. • the difference between a democracy and a republic and indicate the factors that make the United States a constitutional republic. 	<p>Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> • Identify and define specialized vocabulary terms of history to identify periods of time and dates. • Categorize various forms of historical clues to the past. • Evaluate a primary source. • Compare maps to determine how human and physical features are related. • Interpret a graph related to the basic principles of economics. • Develop a timeline of continuing events and illustrate how they correlate to simultaneous world events.

Interdisciplinary Connections:

Companion Standards- Reading History

RH 6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

Key Terms	Resources/Materials	Assessment Options
<p><i>History, Culture, Archaeology, Fossil, Artifacts, primary source, secondary source, geography, landforms, climate, environment, region, resources, economy, scarcity, profit, entrepreneur, mixed economy, trade, wealth, civics, monarchy, theocracy, dictatorship, oligarchy, constitution, democracy, republic, tax</i></p>	<p>HMH Social Studies. <i>World Civilizations</i>. Module 1: Uncovering the Past – studying history, geography, economics, and civics (450BC – present)</p> <p>Maps- P</p>	<p>*ONGOING TIMELINE: (*recommended for all 6th grade classes)</p> <ul style="list-style-type: none"> • set up class size and/or hall displayed pictorial timeline to illustrate and label module/topic • events on top and world events on bottom (demonstration of overlapping events influencing one another worldwide) • include up to 2018 to incorporate contemporary issues • incorporate BC, BCE, AD and/or CE <p>THEME BOOK: <i>The Making of Our</i></p>

		<p><i>Modern World</i> (students to create a similar title to be approved)</p> <ul style="list-style-type: none"> • children’s textbook or storybook format • includes a page(s) on each unit • individual, class and/or small group options • each unit highlights the ongoing themes studies throughout the year • overall message - how our modern world is a mixture of the contributions, legacies and achievements of various ancient societies • possible grant opportunity- publishing of final projects, encourages pride in one’s work and academic rigor • e-book format options with sharing capabilities, 5th grade students • cross-curricular: writing, editing, artwork, technology
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21 st Century Themes	21 st Century Skills
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<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
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8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
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<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input checked="" type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input checked="" type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
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Career Ready Practices

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

Unit 1 - Civilization in India and China

Time Frame: 5-6 weeks

Unit Overview: Ancient Indian and Chinese civilizations thrived in large part due to their geographic location in river valleys: Indian civilization in the Indus River Valley and Chinese civilization in the Huang He and Chang Jiang river valleys. In India, the Harappan civilization was followed by the Aryan's, a more complex society divided into a class system, which became a central part of Indian society. Two major religions, Hinduism and Buddhism, developed in India. The Mauryan and Gupta Empires emerged, uniting much of India. During this time Indians made great advancements in the arts and science. China was ruled by dynasties. Under the Shang dynasty, people developed a social order and writing system. It was followed by the Zhou dynasty, which eventually fell, resulting in disorder. From this, the teachings of Confucianism, Daoism and Legalism emerged. China was unified under the Qin dynasty with a strong government and system of standardization, followed by the Han dynasty that valued family, art and learning. During this period, the arts sciences flourished, along with trade, leading to the exchange of products and ideas between China and other cultures. This exchange of ideas led to the spread of Buddhism, which traveled from India to China, gaining many followers.

Themes: Religion, Society, Culture, Politics, Contemporary Issues

Enduring Understandings		Essential Questions	
<ul style="list-style-type: none"> Chinese civilization began and took shape under early dynasties. Dynasties controlled government and politics. The philosophy of Confucius influenced China's developing culture by establishing traditions such as the importance of family, art and learning. 		<ul style="list-style-type: none"> How do India's rich history and culture affect the world today? How do the people, events and ideas that shaped ancient China continue to influence the world? 	
NJSLS		Knowledge	
Era: Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations 6.2.8.A.3.a 6.2.8.A.3.b 6.2.8.A.3.d 6.2.8.B.3.a 6.2.8.B.3.a 6.2.8.C.3.a 6.2.8.C.3.b 6.2.8.D.3.a 6.2.8.D.3.b 6.2.8.D.3.c 6.2.8.D.3.d 6.2.8.D.3.e 6.2.8.A.4.a 6.2.8.B.4.a 6.2.8.B.4.b 6.2.8.B.4.d 6.2.8.B.4.f 6.2.8.C.4.a 6.2.8.D.4.a 6.2.8.D.4.g 6.2.8.D.4.e		Students will know: <ul style="list-style-type: none"> how India's rich history and culture affect the world today. the geographic factors that contributed to the development of settlement, development of trade networks, technological innovations, and sustainability of early river valley civilizations. the aspects of the physical and political maps of the early river valley civilizations and their modern counterparts (Indus River Valley and modern Pakistan/India, Ancient China and modern China). how technological advances led to greater economic specialization, improved weaponry, trade, and the development of a class system in the early river valley civilizations. how Aryan migrations influenced the 	
		<ul style="list-style-type: none"> region. the social class divisions of the complex Aryan society. 	
		Skills	
		Students will demonstrate the ability to: <ul style="list-style-type: none"> use a four-step process to make inferences about history using historical writing. compare and contrast the geographical features of an historical time period to modern times. use in-text phonetic guides to properly pronounce and fluently read unfamiliar words. interpret and create a diagram. use inference to draw conclusions from a reading passage. 	

- the ways in which Hinduism can be considered a multi-culturally based religion and how this is reflected in its teachings and beliefs.
- how Hinduism contributed to the development of other religions.
- the nonviolent contributions of Mohandas Gandhi and their influence on modern civil rights movements.
- the Four Noble Truths of Buddhism and the steps of the Eightfold Path.
- the religion, cultural norms, and social class system that flourished under the leadership of the Mauryas and Guptas Empires.
- how/why different river valley civilizations developed similar forms of government and legal structure.
- the factors that led to the rise and fall of the various early river valley civilizations and whether there was a common pattern of growth.
- determine the role of slavery in the economic and social structures of the early river valley civilizations.
- the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

Companion Standards- Reading History

RH 6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

Writing History

WHST.6-8.1. Write arguments focused on discipline-specific content.

A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

Key Terms	Resources	Assessment Options
<p>Subcontinent inoculation, Monsoons astronomy, Seals jade, Sanskrit oracle, caste system lords, Hinduism peasants, Reincarnation Confucius, Karma Ethics, Samskaras Confucianism, Jainism Daoism, Mahavira Laozi, Nonviolence Legalism, Sikhism Shi Huangdi, Guru Nanak Great Wall, Fasting Sundial, Meditation Seismograph, the Buddha Acupuncture, nirvana Silk, missionaries Diffusion, Candragupta</p>	<p>HMH Social Studies. <i>World Civilizations</i>. Modules 5-6.</p> <p>History Multimedia Connections: P -China and the Great Wall -A Land of Walls Within Walls -The Human Cost of Building -Twentieth-Century China</p> <p>Related Primary Sources: <i>excerpts from The Analects – Confucius, excerpts from The Shiji – Sima Qian</i></p>	<ul style="list-style-type: none"> • •• Section questions • Module 5 and 6 assessments • • Diagraming a Buddhist temple and a modern building • India illustrated poster • Inference chart on religious tolerance • Religions of Asia reading comprehension activity and chart • Zhou Dynasty beliefs chart • Venn diagram on Xia and Shang Dynasties • Evaluation and chart of unifying achievements of China • Map the silk road and its influence on other regions • Silk road economic flow chart • Oral presentation – influential
<p>Maurya, Silk Road, Asoka Candra Gupta II, Metallurgy, Alloys Hindu-Arabic numerals</p>		<ul style="list-style-type: none"> • figure in Chinese history • Multimedia Connection - Fact or Fiction: The Great Wall of China • Rise of India as a world power – current event activity • Civilizations of India and China test

21 st Century Themes	21 st Century Skills
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics

8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input checked="" type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input checked="" type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming

Career Ready Practices

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

Unit 2 - Foundations of Western Ideas

Time Frame: 5-6 weeks

Unit Overview: *Western ideas were heavily shaped by the contributions of the Hebrews and Greeks. The Hebrew people appeared in Southwest Asia sometime between 2000 and 1500 BC. The descendants of the Hebrews eventually established the Kingdom of Israel, the lives of the Israelites revolving around their religion, Judaism. The Israelites, eventually known as Jews, were conquered by different groups and dispersed around the world, while maintaining their religion and sense of identity. The geography of Greece, mountainous land surrounded by waters, shaped life there. Greeks traded by sea, as travel over the mountains was difficult. They developed independent city-states, which became the foundation of their civilization. They created the world's first democracy, a lasting contribution which helped to shape many governments in years to come. In addition, they created myths and works of literature which continues to be studied today. The city-states of Athens and Sparta joined together to defeat the Persians, but later battled each other. The Spartans defeated the Athenians in 404 BC, but the lack of unity among the Greek city-states made them vulnerable, and they were conquered by Macedonia in the 300s BC. Macedonian leader Alexander the Great built a large empire that stretched across much of Europe, Asia and Egypt. The Greeks lasting contributions to western ideas include achievements in the arts, philosophy and science.*

Themes: Religion, Geography, Politics, Society, Contemporary Issues

Enduring Understandings	Essential Questions
<ul style="list-style-type: none">• The foundations of Western civilization can be traced back more than 2,000 years to the eastern Mediterranean region.• The ancient Hebrews, their decedents and the Greeks developed many of the ideas that have shaped the world today.• The Jewish religion, Judaism, is based on a belief in one God and the basic ideas about right and wrong.• The decedents of the Hebrews, known as Jews, eventually established the Kingdom of Israel. Having been conquered by many groups, Jews dispersed around the world, but maintained their religion and sense of identity.• The relationship between the powerful Greek city,states contributed to the fate of the civilization. The ancient Greeks created the world's first democracy, revolutionized science and mathematics, and created some of the world's most famous art and literature.	<ul style="list-style-type: none">• How can the foundations of Western civilization be traced back more than 2,000 years to the eastern Mediterranean region?• Why might historians consider ancient Greece the first Western Civilization?• How did the Hebrews and Greeks shape the world we live in today?• How do the beliefs and practices of Judaism connect the ancient and modern worlds? What are the contemporary issues facing the Hebrews and Greeks today?

NJSLs	Knowledge	Skills
<p>Era: The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)</p> <p>6.2.8.A.3.a 6.2.8.A.3.b 6.2.8.A.3.c 6.2.8.A.3.d 6.2.8.A.3.e 6.2.8.B.3.a 6.2.8.B.3.b</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • Abraham and Moses were leaders to their religious followers: Abraham leading the Hebrews to Canaan and a new religion, and Moses leading the Israelites out of slavery in Egypt. • strong kings united the Israelites to fight off invaders, but they were eventually conquered after their kingdom broke apart. • some women in Israelite society made great contributions to their 	<p>Students will demonstrate the ability to</p> <ul style="list-style-type: none"> • distinguish the difference between fact and opinion and/or belief. • analyze an historical timeline. • analyze primary sources to identify and explain some of the basic beliefs that shaped Hebrew society. <p>identify the difference between short-and long-term effects in history. interpret a map of trading routes</p>

6.2.8.C.3.a
6.2.8.C.3.b
6.2.8.D.3.a
6.2.8.D.3.b
6.2.8.D.3.c
6.2.8.D.3.d
6.2.8.D.3.e

history. The central ideas and laws of Judaism are contained in sacred texts such as the Torah, Hebrew Bible, Dead Sea Scrolls, and Commentaries.

Hebrews believe in one God, commitment to education and justice, and observance of law anchor the Jewish society. the ideas of Judaism have helped shape later cultures.

although many Jews were forced out of Israel by the Romans and faced much discrimination, shared beliefs and customs helped Jews maintain their religion.

revolt, defeat, and migration led to great changes in the Jewish culture.

because Jews settled in different parts of the world, two cultural traditions formed.

Greece's geography and its proximity to the sea strongly influences the development of trade and the growth of city-states.

trading cultures developed in the Minoan and Mycenaean civilizations. Greeks created city-states for protection and security.

Athenians endured war and tried many different forms of government before creating a democracy.

the differences between ancient and modern democracy.

the two most powerful city-states in Greece, Athens and Sparta, had very different cultures and fought over who should have power and influence in Greece in the 400s BC. Spartans built a military society to provide security and protection, while the Athenians admires the mind and arts in addition to physical abilities.

the ancient Greeks created great myths and works of literature that influence the way we speak and write today.

ancient Greeks made lasting contributions in the arts, philosophy, science, math, medicine and engineering.

the teachings of Plato, Aristotle and

- and infer information about the Greek culture and influences.
- explain how environmental factors can influence drastic changes in a society, such as the volcanic eruption that contributed to the destruction of the Minoan civilization.
- analyze excerpts from historical sources of Pericles and Aristotle on democracy.
- interpret primary source excerpts to identify the difference in views on education between Plato, and Athenian, and Lycurgus, a Spartan. use the text to chart the differences between the role of various people in Athenian and Spartan societies. explain the Greek mythological roots of common English phrases or figures of speech.
- analyze costs and benefits by charting the example of the Greek settlement near the sea and the trading society that evolved.
- compare and contrast Macedonian leaders.
- identify the difference between, and interpret information from, various chart types: organizational, flow, classification.

	<p>Socrates are the basis of modern philosophy.</p> <ul style="list-style-type: none"> • Alexander the Great built a huge empire and helped spread Greek culture to Egypt and Asia, spreading Greek influences and thought. • Macedonia conquered Greece in the 300s BC. • following Alexander's death three powerful generals divided his empire amongst themselves forming three kingdoms: Hellenistic Macedonia, Hellenistic Syria, and Hellenistic Egypt. • the impact of new technology on the economy and labor force of the Hellenistic kingdoms. • the Hellenistic kingdoms had a blended, Greek-inspired culture, mostly notable in the cities, while the rural areas tended to be more traditional. • Hellenistic art and architecture demonstrated Greek influences but had their own unique characteristics. 	
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Interdisciplinary Connections

Companion Standards- Reading History

RH 6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

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- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

Key Terms	Resources	Assessment Options
<p><i>Judaism, Abraham, Moses, Exodus, Ten Commandments, David, Solomon, Diaspora, Monotheism, Torah, Synagogue, Prophets, Talmud, Dead Sea Scrolls, Zealots, Rabbis, Passover, High Holy Days, Acropolis, Democracy, aristocrats, oligarchy, aristocracy, citizens, tyrant, Pericles, Alliance, Peloponnesian War, mythology, Homer, Sappho, Aesop, Fables, Socrates, Plato, Aristotle, Reason, Euclid, Hippocrates</i></p>	<p>HMH Social Studies. <i>World Civilizations</i>. Modules 7-9</p> <p>History Multimedia Connections:</p> <ul style="list-style-type: none"> -The Persian Wars -The Goddess Athena -The Legacy of Greece -The Parthenon <p>Related Primary Sources: various excerpts from Aristotle, Plato, Pericles, Plutarch, Homer, excerpt from the <i>Iliad</i>, excerpt from the <i>Odyssey</i></p>	<ul style="list-style-type: none"> • modules 7-9 assessments, reviews, • guided reading activities migrations mapping • activities evaluation of key figures and • contributions chart • primary source analysis: Hebrew texts • identifying short and long-term effects activity • design a website (focus on writing activity) to highlight information about Jewish history, customs, beliefs, values and culture skill builder: previewing text 1600BC volcano in Thera, Greece – link to contemporary issues of the region (Aleppo, Jericho, Egypt, etc.), geography, climate, war, etc. • Historical source analysis – Pericles, Aristotle, Plutarch, Socrates, Plato, ancient philosophical debates, write, perform, discuss
		<ul style="list-style-type: none"> • Excerpts from <i>Iliad</i> and <i>Odyssey</i> • Compare and contrast education and upbringing of boys and girls in Athens to boys and girls today • Compare and contrast – slavery in the ancient worlds

		<ul style="list-style-type: none"> • Legacy of <i>Aesop's Fables</i> activity • Greek literature and mythology influences on our language today activity • Greek Architecture – construction and labeling of iconic structures • Develop a class science textbook, small groups per topic, focused on Greek accomplishments in science, math and engineering • Analyze cost and benefits chart – Greek trading and its economic benefits, compare to a contemporary location • Greek Mythology – creative writing activity • Hellenistic Kingdoms – map, label and research their contemporary nations and their current state of affairs (Syria, Egypt, Macedonia) • Chart interpretation skill builder: Organizational, flowcharts, classification • add to class timeline of events to include Rome and other world events
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21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input checked="" type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input checked="" type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming

Career Ready Practices

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

Unit 3 - The Roman World

Time Frame: 5-6 weeks

Unit Overview: *Rome's location and climate helped it become a major world power. In 509 BC, Roman nobles overthrew the monarchy and established a new form of government, a republic. Rome's representative government and sophisticated system of laws established many of the legal traditions and founding government principles we practice today. In later years the Roman Republic expanded through warfare and trade, although it faced challenges at home. The Roman Empire began when the Senate gave Octavian a new name, Augustus, meaning "reverend one". The Roman Empire spread across the Mediterranean, bringing with it their achievements in law, technology, science, engineering, architecture and culture. Christianity, a monotheistic religion, arose in the 1st century and spread throughout the eastern Mediterranean under the Roman Empire, eventually becoming the official religion. Internal weaknesses and Germanic invasions caused the collapse of the western empire in the late 400s, while the eastern empire, centered in Constantinople, continued as the Byzantium Empire. The politics of the Byzantine Empire helped spread Christianity throughout Eastern Europe and into Russia.*

Themes: Geography, Politics, Science, Technology, Religion, Society, Culture

Enduring Understandings	Essential Questions
<ul style="list-style-type: none">• The Roman Republic relied on the active participation of the people in their government. It was their sense of civic duty or responsibility to their city. This enduring legacy is a core principle in our America's republican government. Like the Greeks, the Roman's advancements left enduring legacies in the areas of religion, literature, language, engineering, architecture, written laws, and government. Based on the teachings of Jesus of Nazareth, Christianity, like Judaism, is a monotheistic religion. Although the Roman Empire accepted many religions, it came into conflict with Judaism. Within three centuries of Jesus's death, Christianity had spread throughout the Roman Empire and had become the official religion.	<ul style="list-style-type: none">• Was Rome more successful as a republic or as an empire?• How did developments within the Roman Empire affect Christianity's growth?• How might trade have changed the way eastern European society developed? <p>Compare and contrast Greek and Roman government. Which is most similar to the United States?</p> <p>Compare and contrast contemporary political issues in the United States today to that of the Roman Empire.</p>

NJSLs	Knowledge	Skills
<p>Era: The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)</p> <p>6.2.8.A.3.a 6.2.8.A.3.b 6.2.8.A.3.c 6.2.8.A.3.d 6.2.8.A.3.e 6.2.8.B.3.a 6.2.8.C.3.a 6.2.8.C.3.b 6.2.8.D.3.a</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • Rome’s location and government helped it become a major power in the ancient world. • the geography of Italy made land travel difficult, but heled the Roman’s prosper. • once they were subject to a monarchy, the Roman’s created a republic. • Rome’s tripartite government and written laws helped create a stable society and pave the way for expansion. • Roman life was shaped by laws, 	<p>Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> • creating an outline • diagram the three-pronged Roman government and the U.S. government • compare and contrast Roman government and U.S. government • analyze and draw conclusions from an excerpt of Virgil’s <i>Aeneid</i>. • compare and contrast Roman banking and banking in the United States • map the expansion of the Roman Empire, population density and
<p>8.D.3.b 6.2.8.D.3.c 6.2.8.D.3.d 6.2.8.D.3.e</p>	<p>government, and social order. Rome’s government was based, in large part, on citizenship and civic duty.</p> <ul style="list-style-type: none"> • Romans relied on written laws, beginning with the Law of Twelve Tables, and eventually expanding to laws passed by the Senate. • slaves played a significant role in Rome. • the Roman Forum was the heart of the city of Rome. • Rome had a large system of state and private banks. • the fiercest wars that Rome fought were the Punic Wars, a series of wars against Carthage. <p>Julius Caesar and Augustus led Rome’s transition from a republic to an empire. several crises struck Rome in the later years, causing many to call for change in government, and for Julius Caesar to rise to power as the sole ruler of Rome. Augustus became Rome’s first emperor after defeating Caesar’s killers and his own former allies.</p>	<ul style="list-style-type: none"> • trade routes diagram or chart the internal and external causes for the fall of the Roman Empire • compare and contrast chart: causes of the fall of empires – Roman Empire, Gupta Empire, Han Dynasty • identify Lain root words that are commonly used in the English language • skill builder: interpreting a globe activity writing skills: components of a legend, develop a legend based on examples from the test analyze and synthesize excerpts from <i>The Sermon on the Mount and The Parable of the Good Samaritan</i> • skill builder: continuity and change - identify the threads in a world of constant change, examine themes such as: cooperation and conflict, cultural invention and interaction, geography and environment, science and technology, economic opportunity, the impact of individuals, nationalism and imperialism, political and social systems

	<p>after Augustus became emperor the Roman Empire expanded to control the entire Mediterranean world, trade increased within the empire and with other people, political power grew, and the lives of the Roman people improved.</p> <p>the Pax Romana was a period of peace and prosperity in the cities and the country.</p> <p>the impact of the Roman system of roads and significance of the phrase “all roads lead to Rome”.</p> <p>outside invasions from the German barbarians, Huns from central Asia, and the Goths led to the fall of the Roman Empire</p> <p>internal factors that contributed to the fall of the Roman Empire were size, political crises, corruption, internal armies, population decrease, poverty, and increased taxes.</p>	<p>skill builder: identify stereotypes and bias in historical writing</p> <p>skill builder: chance, error and oversight in history – use variations of a given passage to explain how human oversight, error, and chance on the part of the author can alter the interpretation of the reader</p>
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	<ul style="list-style-type: none"> • many features of Roman culture were emulated by later civilizations and continue to influence our lives today. • Romans explored new ways to use science and engineering to improve their lives. • Roman art and architecture was largely based on Greek ideas. • various genres of Roman literature have influenced how people write today. • the Latin language developed into many different languages known as the Romance languages, the main ones being Italian, French, Spanish, Portuguese, and Romanian. • Roman law serves as a model for modern law codes worldwide. 	
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- Romans made important contributions to philosophy and history.
- although Romans allowed many religions to be practiced in the empire, Jews and Romans clashed over political and religious ideas.
- Christianity is based on the teachings of Jesus of Nazareth, the Messiah and the son of God, who taught about salvation, kindness, and love for God, and who's teachings were spread by his followers after his death.
- within three centuries after Jesus's death, Christianity had spread throughout the empire and became Rome's official religion, greatly influenced by the pope and new leaders and ideas which appeared over time.
- the physical geography, climate, and vegetation of eastern Europe varies widely from place to place, and influenced the movement of people throughout the region.
- the eastern Roman Empire prospered for hundreds of years after the western part fell, ruled by emperors from Constantinople who tried, but failed, to reunite the whole Roman Empire.
- the people of the eastern empire created a new society that was very different from the society of the west, including a Byzantine Christianity.

- early Russia as influenced by different cultures and experienced frequent changes in government, having been invaded by Mongol armies and later freed by Prince Ivan III.
- a form of Orthodox Christianity greatly influenced Russian culture.

Interdisciplinary Connections

Companion Standards- Reading History

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

Key Terms	Resources	Assessment Options
<p>Aeneas, Romulus and Remus, republic, dictators, Cincinnatus, plebeians, patricians, magistrates, consuls, Roman Senate, Majority rule, veto, Latin, checks and balances, Forum, legions, Punic Wars, Hannibal, Gaius Marius, Spartacus, Cicero, orator, Julius Caesar, Pompey, Brutus, Marc Antony, Augustus, Cleopatra, Hadrian, provinces, currency, Pax Romana, Diocletian, Clovis, Attila, corruption, Galen, aqueduct, Virgil, Ovid, satire, Roman languages, civic law, Christianity, Jesus of Nazareth, Messiah, John the Baptist, Bible, crucifixion, Resurrection, disciples, Apostles, Paul, saint, monotheism, martyrs, persecution, bishops, Eucharist, pope, Augustine of Hippo, Constantine, Ural Mountains, Carpathians, Balkan Peninsula, Danube, Volga, taiga, Rus, Justinian, Theodora, Byzantine Empire, mosaics, Ivan III, czar, principalities, icons</p>	<p>HMH Social Studies. <i>World Civilizations</i>. Modules 10-12.</p> <p>History Multimedia: --The Growth of Rome --The Glory of Rome's Forum -Carthage --Hail Caesar! --Deconstructing History: Pompeii --Rome Falls</p> <p>Images with Hotspots: -The Roman Forum --Roman Engineering</p> <p>Interactive Map: --Roman Trade Routes, AD 200</p> <p>Primary Source Excerpts: --<i>excerpts from the Aeneid</i> -- <i>The Sermon on the Mount</i> Matthew 5:1-16 --<i>The Parable of the Good Samaritan</i> Luke 10:29-37</p>	<ul style="list-style-type: none"> • assessments modules 10-12, guided reading, reviews add to class timeline of events to include Rome and other world events • interactive mapping activity • Literature in History: <i>the Aeneid</i> - analyze and draw conclusions from excerpt diagram the tripartite Roman government and the U.S. branches of government • research and report on the similarities of Roman and United States banking practices • biographical research and presentation on Roman leaders analysis of an historical source: contrast how Plutarch and Suetonius each wrote about Caesar's death Latin root words activity: English and other Romance Languages The Fall of Empires Chart: compare reasons for the fall of the Roman Empire, Gupta Empire and Han Dynasty • Skill builder: interpreting globes activity <ul style="list-style-type: none"> • excerpts from <i>The Sermon on the Mount</i> and <i>The Parable of the Good Samaritan</i>: analyze and synthesize questions • Chart development: Causes of the Spread of Christianity • Skill Builder: Continuity and

		<p>Change – Develop and explain examples for each of the recurring themes throughout history: cooperation and conflict, cultural invention and interaction, geography and environment, science and technology, economic opportunity, the impact of individuals, nationalism and imperialism, political and social systems</p> <ul style="list-style-type: none"> • Bias and Stereotypes in History: identify examples in the reading and research other examples throughout history, report, share • create a Venn diagram comparing and contrasting the eastern and western empires of Rome • Studying Architecture: Locate images of iconic architectural structures for the Roman Empire, Greek Empire, Byzantine Empire and Eastern Europe/Russia, compare and contrast styles • Skill Builder: Chance, Error and Oversight in History – read and discuss passages on Eastern Europe. Write a paragraph to explain how chance, error or oversight influenced the eastern Roman Empire's survival and growth.
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Grade 6: Unit 3 - The Roman World

21 st Century Themes		21 st Century Skills	
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy		<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics	
8.1 Educational Technology Standards		8.2 Technology Education, Engineering, Design & Computational Thinking - Programming	
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input checked="" type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making		<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming	
Career Ready Practices			
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input type="checkbox"/> CRP3. Attend to personal health and financial well-being <input type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence			

Unit 4 - Islamic and African Civilizations

Time Frame: 8-10 weeks

Unit Overview: *In the 600s the prophet Muhammad, a merchant from Mecca, introduced a new religion to the people of Southwest Asia, making it the birthplace of Islam. Although rejected at first, Islam soon spread throughout Arabia, a harsh environment of mostly desert. Islam continued to spread through both military conquests and trade. In time, three large Islamic empires formed: The Ottoman, Safavid, and Mughal. One hundred years later, Islam had spread throughout the region, across North Africa and into parts of Europe. Later, Islam spread to West Africa, the home of the rich and vibrant trading kingdoms. West Africa has varied environments and valuable resources. The Niger River flows through rain forests, savannah, and desert in this region and provides a source of water, food, and transportation. The resources of West Africa, iron technology, and trade, enabled the region's population to establish villages, where people lived in extended family groups. As these societies grew, the empires of Ghana, Mali, and Songhai, dominated the region and grew rich and powerful by controlling trade across the Sahara Desert. Muslim traders influenced Ghana and West Africa through written language, currency, architecture, slavery, and business practices. Muhammad's teachings, which had similarities to Judaism and Christianity, and formed the basis of Islam, spread throughout Africa's empires. Sacred texts called the Qur'an and the Sunnah guide Muslims in their religion, daily life, and laws. Muslim scholars and artists made important contributions to science, art, and literature. Throughout these empires, West African culture was passed down through oral history, accounts written by visitors, and the arts. The trading societies of Arabia and Africa provided an opportunity for the spread of Islamic ideas.*

Themes: Geography, Science, Technology, Religion, Society, Culture

Enduring Understandings	Essential Questions
<ul style="list-style-type: none">• Muhammad became a prophet and introduced Islam, a major world religion, similar to Judaism and Christianity, but presenting new ideas.• Islam is based on the Qur'an and the Sunnah, which guide the way of life and rule of law for Muslims.• Conquest of Muslim armies and trade led to the spread of Islam, the blending of cultures, and the growth of cities throughout Arabia, Africa and Europe.• Muslim scholars made advancements in various fields of science, philosophy, art and literature which influence the world today.• Geography, natural resources, trade, family ties, religion, and technology all contributed to the growth of West African societies.• Islam's views on slavery influenced the African empires, which in turn, influenced European and North American trading practices.	<ul style="list-style-type: none">• Why were Muslim leaders able to spread Islam and create an empire?• What was more important for the development of African societies, trade or warfare?• What are the similar values and principles of Judaism, Christianity, and Islam and how are the followers of each impacting contemporary issues?• How are most contemporary Muslim nations blending Shariah Law with Western legal systems, and how are some maintaining more traditional ways?• How has this difference impacted the world in which we live? What contemporary issues are facing Africa today?

NJSLs	Knowledge	Skills
<p>Era: The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)</p> <p>6.2.8.A.4.a 6.2.8.B.4.a 6.2.8.B.4.b 6.2.8.B.4.c 6.2.8.B.4.d 6.2.8.B.4.e 6.2.8.B.4.f 6.2.8.C.4.a 6.2.8.C.4.b 6.2.8.D.4.a 6.2.8.D.4.g</p>	<ul style="list-style-type: none"> • life in Arabia was influenced by the harsh desert climate of the region, creating two ways of life: nomadic and sedentary. • Muhammad, a prophet, and merchant from Mecca, introduced a major world religion called Islam in Arabia. • Muhammad’s teachings had similarities to Judaism and Christianity, but they also presented new ideas. • the lives of Muslims are guided by the Qur’an, their holy book, the Sunnah, the written record of Muhammad’s words and actions, and Shariah, or Islamic law. • the conquest of Muslim armies and trade led to the spread of Islam. • the spread of Islam created a mix of cultures and encouraged the growth of cities. • Muslim scholars made significant advancements in astronomy, geography, math, medicine and philosophy that have an ongoing impact on our world today. • from the blending of traditional Islam and the cultures of the conquered peoples evolved new approaches to art, architecture, writing and literature, all which influence our modern world. • natural resources, trade, family ties, religion, and iron technology all contributes to the growth of West African societies. • the natural resources of gold and salt, along with the natural landforms, water and climate affected the history of West Africa. • the rulers of Ghana built an empire by controlling the salt and gold trade. • the empire of Ghana was greatly influenced by Muslim traders in the areas of written language, currency, architecture, and business practices. • Islamic beliefs on slavery influenced the growth of the slave trade in Ghana, which 	<ul style="list-style-type: none"> • Understanding structural patterns: cause and effect, clue words, graphic organizers • Interpret a timeline: framework, order of events, missing information, and relationships • Making decisions: know and understand the options, think about possible outcomes, pick an option, do/do not action based on the choice • Media Center Research: notetaking, works cited, research, media center tools

	<p>played a significant role in its growing economy and later influenced the European and North American slave trade.</p> <ul style="list-style-type: none">• the wealthy and powerful Mali Empire ruled West Africa after the fall of Ghana, but fell to invaders in the late 1400s. The Songhai Empire regained power from Mali and was ruled as an Islamic empire, strengthening Islam in the region.• Songhai fell to Moroccan invaders, ending the great era of West African empires.• as the empire came to an end, changes in trade patterns changed, port cities became more important, and European traders began to sail along the Atlantic ports, rather than dealing with the Muslim traders. Within 20 years, the first slave ship would arrive to Jamestown, Virginia.• because the people of West Africa did not have a written language, their culture had been passed down through oral histories, writings by other people, and the arts. the movement and interaction of cultures and peoples created unique ways of life in sub-Saharan Africa.• African customs blended with Christian beliefs to create a new form of Christianity in Ethiopia.• the migration of the Bantu migration caused one of the most<ul style="list-style-type: none">• significant cultural transformations in African history.	
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Interdisciplinary Connections*Companion Standards- Reading History*

RH 6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

Key Terms	Resources/Materials	Assessment Options
<p><i>sand dunes, oasis, sedentary, caravan, souk, Muhammad, Islam, Muslim, Qur'an, shrine, pilgrimage, mosque, jihad, Sunnah, Five Pillars of Islam, Abu Bakr, caliph, tolerance, Ibn Battutah, Sufism, Omar Khayyam, patrons, minaret, calligraphy, rifts, subSaharan Africa, Sahel, savannah, rain forests, kinship system, extended family, patrilineal, matrilineal, animism, silent barter, income, Tunka Manin, Sundiata, Mansa Musa, Sunni Ali, Askia the Great, oral history, griots, proverbs, kente, Ethiopia, Coptic Christianity, Bantu, Great Zimbabwe, Swahili</i></p>	<p>HMH Social Studies. <i>World Civilizations</i>. Modules 13-14.</p> <p><i>Related Primary Sources: excerpts from the Koran – The Merciful Sura 55:1-55, excerpt from Sundiata</i></p>	<ul style="list-style-type: none"> • continuation of class timeline with additional information to include the rise and spread of Islam and the empires of Africa • continuation of pages and/or sections of the class book • modules 13-14 chapter assessments, guided reading activities and review • compare and contrast Venn diagram of Islam, Judaism and Christianity • research and present on Islamic law and current events in modern day nations • primary source: excerpt from the Koran, analyze recurring themes and message • graphic organizer: how Arab traders affected the Islamic world • skill builder: interpreting a timeline • history and geography: The Hajj • Muslim Cultural achievements – pairs or individuals select one to research history and contemporary uses • geography of Africa activity – mapping, climate, characteristics, natural resources • History and Geography: Crossing the Sahara • Music from Mali to the United States • African Oral Traditions: epics • Mapping the Bantu-Speaking People • Skill Builder: the process of making decisions, historical examples within the context • research contemporary issues in Africa

Grade 6: Unit 4 - Islamic and African Civilizations

21 st Century Themes		21 st Century Skills	
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy		<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics	
8.1 Educational Technology Standards		8.2 Technology Education, Engineering, Design & Computational Thinking - Programming	
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input checked="" type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making		<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming	
Career Ready Practices			
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input type="checkbox"/> CRP3. Attend to personal health and financial well-being <input type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence			

Unit 5 - Empires of Asia and the Americas

Time Frame: 5-6 weeks

Unit Overview: *Many different dynasties ruled China from the late 500s until the 1600s, leading to great political change. Some supported trade, which created great economic growth and stability. Others favored isolationism, limiting Chinese contact with the rest of the world. The first Japanese people and their religion, Shinto, were influenced by the cultures of China and Korea over time. They had a unique political system used to govern their nation and attitudes toward society and culture. Societal elements of medieval Japanese culture continue to affect life in Japan today. In the South and Southwest regions of Asia four great empires emerged: The Ottoman Empire, the Safavid Empire, the Sikh Empire and the Mughal Empire, each with a dominant religion. Religion greatly influenced society and cultures in these empires. Each of them experienced growth, but had notable causes for their decline. Across the world in Mesoamerica, a region that includes parts of Mexico and Central America, the Andes Mountains of South America, and parts of North America, more empires were developing. Like those of Asia, the Mayans, Incas, Aztecs, Mound Builders, Anasazi, Northwestern, Eastern and Great Plains civilizations were greatly influenced by geography, which shaped their society and culture. Each of these empires made significant advancements in science and technology which continue to influence our world today.*

Themes: Economics, Science, Technology, Politics, Society, Culture, Religion, Geography

Enduring Understandings	Essential Questions	
<ul style="list-style-type: none"> • Asian Civilizations of China and Japan were great centers of learning and culture. • In China, a series of dynasties ruled a large and unified empire, which made many advances which influence today's world, including the invention of paper money and gunpowder. • Societal and cultural elements of medieval Japan continue to influence their country today. Chinese influence in Korea and Vietnam continued for many years are evident in the contemporary issues of those nations and their regional relationships. • Across the world people began to build cities and empire in the Americas, where religion and in interest in astronomy guided the lives of the people. 	<ul style="list-style-type: none"> • Which dynasty in Chinese history would you most like to have lived and why? • How did periods of isolation followed by contact with other cultures influence the development of Japanese society? • How do politics, economics, and religion relate to the rise and fall of cultures in South and Southwest Asia? • How did geography and climate impact the way American civilization develop? 	
NJSLS	Knowledge	Skills

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

- 6.2.8.A.4.a
- 6.2.8.A.4.b
- 6.2.8.B.4.a
- 6.2.8.B.4.b
- 6.2.8.B.4.d
- 6.2.8.B.4.e
- 6.2.8.B.4.f
- 6.2.8.C.4.a
- 6.2.8.C.4.b 6.2.8.D.4.a
- 6.2.8.D.4.e
- 6.2.8.D.4.g

Students will know:

- after the Han Dynasty fell, China had many years of unrest.
- eventually China regained control of the land and experienced a period of brilliant achievements.
- control of China changed hands several times before the rule of dynasties finally ended.
- the age of Buddhism was major religious changes in China.
- the eras of the Tang and Song dynasties were periods of economic, cultural, fine arts, and technological advancements.
- advances in agriculture led to increased
- Akbar was able to unify the Mughal Empire through his tolerant religious and political policies, a blending of cultures unique to the Mughal Empire.
- the landforms and climate of the Americas affected farming and the development of early cultures.
- the Maya civilization was characterized by great cities, trade, and achievements in art, science and technology.
- the Maya worshipped many gods and believed their kings communicated with them.
- the Maya culture made great achievements in art, science, math and writing.
- A complex class structure shaped Mayan society.
- the Aztecs developed complex social, religious, artistic, and scientific systems in the empire in central Mexico.
- the Aztecs built an empire through trade and warfare, and created an impressive capital city in Mesoamerica.
- Aztec society was divided by social roles and by class, and its religion required human sacrifice for keeping the gods happy. • the Aztecs were conquered by Hernan Cortez.
- the Incas built a huge empire in South America and made many great achievements in architecture, art and oral literature. • for the Incas, position in society affected daily life.
- Pizarro conquered the Incas and took control of the region.

Students will demonstrate the ability to:

- Interpreting a Map: the spread of Buddhism, trade in the Tang and Song dynasties, size comparison East Asia empires, Japan physical map, Mongol invasion of Japan, growth of the Ottoman Empire, region of the Mughal Empire, place and movement of the Safavid Empire, the Americas physical map, migration to the Americas, early American civilizations
- Timeline of Events: Empires of Asia and the Americas with World Events
- Graphic Organizer: explain the relationship between Confucianism and Neo-Confucianism and government bureaucracy
- History and Geography: The Great Wall of China • Similarities and Differences: China, Korea, Vietnam, Japan
- Categorize: Japanese Fan Activity – two contributions of the Japanese on each section of the fan
- Class Systems Comparison Charts
- Literature in History – *Excerpt from the Tale of the Genji, The Book of the People: Popol Vuh*
- Compare and Contrast: Sunni and Shia Muslims in the Safavid Empire
- Compare and Contrast: Hinduism and Sikhism
- Historical Source Analysis:
views on writing, Olmec roller
- History and Geography: Inca Roads
- Interpret Culture Maps: Ancient Americas

- varied environments and available resources shaped the cultures of North American native peoples over thousands of years.
- the earliest North American cultures developed in the Southwest and eastern woodlands.
- North America's diverse geographical features led to the development of varied cultures.

Interdisciplinary Connections

Companion Standards- Reading History

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

- F. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- G. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- H. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- I. Establish and maintain a formal/academic style, approach, and form.
- J. Provide a concluding statement or section that follows from and supports the argument presented.

Key Terms	Resources/Materials	Assessment Options
<i>Period of Disunion, Grand Canal,</i>	HMH Social Studies. <i>World</i>	Module assessments, reviews, guided reading, activities

Empress Wu, porcelain, celadon, woodblock printing, gunpowder, compass, bureaucracy, civil service, scholar-official, Genghis Khan, Kublai Khan, Zheng He, isolationism, cultural diffusion, Trung sisters, clans, Shinto, Prince Shotoku, regent, court, Lady Murasaki Shikibu, Zen, daimyo, samurai, figurehead, shogun, Bushido, Janissaries, Mehmed II, sultan, Suleyman I, harem, Shia, Sunni, langar, gurdwara, Babur, Akbar, Mesoamerica, maize, obsidian, Pacal, observatories, Popol Vuh, causeways, codex, conquistadors, Hernan Cortes, Moctezuma II, Pachacuti, Quechua, llamas, Atahualpa, Francisco Pizarro, adobe, potlatch, wampum, Iroquois Confederacy

Civilizations. Modules 15-18

History Multimedia Connections:

- Destroying the Maya's Past
- Finding the City of Palenque
- Pakal's Tomb
- A New Way of life in Japan
- A Code for Samurai Living
- Death of the Samurai Class

Related Primary Sources: *excerpt from The Story of Marco Polo, excerpt from The Tale of Genji,*

add to class timeline of events to include Asia, the Americas, and other world events

add pages and/or sections to class book to include Asia and the Americas

Learning Centers: Empires of Asia

Earl Americas Museum

Display Projects

Making Predictions Skill Building

Stations: Growth of an Empire

Asia: Then and Now

Scrapbook

Asia: Then and Now travel brochure or

website Research, Construct and

Present: Great Wall of China

Research and Present:

Contemporary Korean and Vietnam and the influence of their roots

Asian Art Museum: displaying artistic influences from each of the cultures studies and all types of artistic contributions

Graphic Organizer: explain the relationship between Confucianism and New-

Confucianism and NeoConfucianism and government bureaucracy – current events opportunity U.S. politics

Japanese Fan Activity – two contributions of the Japanese on each section of the fan

Literature in History – *Excerpt from the Tale of the Genji, The Book of the People: Popol Vuh*

Modern Samurai – research and present on samurai values present in Japanese culture today

		<p>Compare and Contrast Maps: trade routes of Asian Empires with the previous cultures studied (selections may vary)</p> <p>Compare and Contrast: Sunni and Shia Muslims in the Safavid Empire</p> <p>Chinese Inventions: research invention and development</p>
		<p>over time, influence on modern day society</p> <p>Simulation and Journal of Feudal Japan</p> <p>A Comparison of Growth Chart: Greece, Rome, Han Dynasty, Mughal Empire India</p> <p>A Comparison of Early American Societies: Olmec, Maya, Aztec, Inca</p> <p>Maize Farming Chart – foundation and development, impact</p> <p>Architecture of a Mayan Temple</p> <p>Calendars of the World: compare and contrast Mayan Calendar to other ancient culture of choice</p> <p>History and Geography: Inca Roads</p> <p>Interpret Culture Maps: Ancient Americas – label with visual aids of contributions to society and cultural attributes</p>

Grade 6: Unit 5 - Empires of Asia and the Americas

21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics

8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input checked="" type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making 	<ul style="list-style-type: none"> <input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices	
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input type="checkbox"/> CRP3. Attend to personal health and financial well-being <input type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence 	

Unit 6 - Renewal in Europe

Time Frame: 5-6 weeks

Unit Overview: *During the Middle Ages, Europe's trade and growth was greatly affected by the geography of the land. During this time, the Christian religion spread throughout northern Europe. Invaders tried to conquer the land where a feudal system had developed. In Italy in the 1300s and 1400s a Renaissance was taking shape. Scholars, artists and scientists built on classical Greek and Roman roots to make new advances in science, technology and the arts. Italy's geographic location, along with the invention of the printing press and the reopening of routes between China and Europe, made the Renaissance a worldwide event with effects reaching far beyond Italy. Changes were also taking place in the Catholic religion, during the Reformation. Leaders of the Reformation affected different societies and cultures throughout the world. It was during these times that people began to see the world differently, and Europe was changed forever.*

Themes: Religion, Society, Culture, Geography, Science, Technology

Enduring Understandings		Essential Questions	
<ul style="list-style-type: none">• The spread of major world religions has caused conflict throughout the world, and has left lasting hostilities, some existing in our contemporary society.• The ideas that emerged from the Renaissance have a lasting impact on the world today. • Many ideas and events from the Renaissance and Reformation led to the development of the British-American colonies.• Medieval English legal and constitutional practices greatly influenced modern democratic thought and institutions.		<ul style="list-style-type: none">• How did life in Europe change after the fall of Rome?• Why do Renaissance ideas affect people's lives today?• How can different ideas about religion lead to conflict?• How could the events of the Renaissance and Reformation lead to the early beginnings of the 13 British colonies in North America?	
NJSLS	Knowledge		Skills

<p>Era: Expanding Exchanges and Encounters (500 CE-1450 CE)</p> <p>6.2.8.A.4.a 6.2.8.A.4.b 6.2.8.A.4.c 6.2.8.B.4.a 6.2.8.B.4.b 6.2.8.B.4.f 6.2.8.C.4.b 6.2.8.D.4.a 6.2.8.D.4.b 6.2.8.D.4.c 6.2.8.D.4.d 6.2.8.D.4.g</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • Europe faced religious and political change after the fall of Rome. • geography has shaped life in Europe, including where and how people live. • Christianity spread to northern Europe through the work of missionaries and monks. • The Franks, led by Charlemagne, created a huge Christian empire and brought together scholars from around Europe. • Invaders threatened much of Europe in the 700s and 800s. • A complex system of duties and obligations governed relationships between people in the Middle Ages. • Feudalism spread throughout much of Europe with the growth of towns and trade, and it governed how knights and nobles dealt with one another. • the manor system dominated Europe's economy. 	<p>Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> •Evaluate Sources: Checklist for Primary and Secondary Sources • Mapping: spread of Christianity, Invasions of Europe 800-1000, Europe 1000, Major Crusades 1096-1204, Religions in Europe 1600 •Categorizing Events: Events that brought unity or division and disruption to Europe •Chart Development: Medieval Society •Compare and Contrast: role of popes and kings •Cause and Effect: The Crusades • Interpreting an Historical Source: Magna Carta •Linking Past to Present: Disease Prevention •Reading Focus: Greek and Latin Word Roots • Skill Builder Activity: Speak and Listen
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- popes and kings dominated European society in the Middle Ages, ruling as spiritual and political leaders.
- the popes and kings of the Middle Ages clashed over some issues, and popes fought for power, leading to a permanent split within the church.
- the Christian and Muslim cultures fought over holy sites during a series of medieval wars.
- the pope called on Crusaders to invade the Holy Land, but despite some initial success, they later failed, having changed Europe forever.
- the Christian church was central to life in the Middle Ages, shaping both society and politics.
- church leaders helped build the first universities and influenced the arts in medieval Europe.
- Europe's political and social systems underwent great changes in the late Middle Ages.
- the Magna Carta cause changes in England's government and legal system.
- the hundred Years' War led to political changes in England and France.
- the Black Death had a demographic, economic and religious impact on Europe.
- the church reacted to challengers by punishing people who opposed its teachings.
- Christians fought Moors in Spain and Portugal in an effort to drive Muslims out of Europe.
- Jews faced discrimination across Europe in the Middle Ages.
- the growth of wealthy trading cities in Italy led to a new era, the Renaissance.
- European trade with Asia increased in the 1300s, and trade cities in Italy grew wealthy and competed against each other.
- Florence became a center for arts and learning, sparking the Renaissance.
- new ways of thinking created a rebirth of the arts and learning in Italy, giving people new ways to see the world.
- Italian writers and artists produced

- Literature in History Evaluation and Analysis: excerpt from Romeo and Juliet
- Evaluate Web-Based Resources: Online Research
- Historical Source Analysis: Luther's Ninety-Five Theses
- Linking Past to Present: Modern Reformers
- Skill Building Activity: Developing Graphs

	<p>great works of literature and art, while science and education also made advances.</p> <ul style="list-style-type: none">• the Renaissance spread far beyond Italy and changed in the process, giving new ideas to the Northern Renaissance from that of the Italian Renaissance.• paper, printing, and new universities led to the spread of new ideas, and literature thrived beyond Italy, giving rise to great works of William Shakespeare.• dissatisfied with the behavior of the Roman Catholic Church, its clergy, and church practices, religious reformers broke away to form their own churches.• Martin Luther urged reform in the Catholic Church, but he eventually broke away from the church, while other reformers built on the ideas of the early reformers and created their own new churches.• in response to the Reformation, Catholic leaders and missionaries worked to reform the Catholic Church and spread Catholic teachings, which created a Catholic culture in Spain.• the Reformation caused social and religious changes in Europe leading to political and cultural conflicts, divisions within Europe and the Americas, and religious wars between Protestants and Catholics.	
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Interdisciplinary Connections

Companion Standards- Reading History

RH 6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

Key Terms	Resources/Materials	Assessment Options
<p><i>Eurasia, Middle Ages, medieval, Patrick, monks, monasteries, Benedict, Charlemagne, knights, vassals, feudalism, William the Conqueror, manor, serfs, Eleanor of Aquitaine, excommunicate, Pope Gregory VII, Emperor Henry IV, Crusades, Holy Land, Pope Urban II, King Richard I, Saladin, clergy, religious order, Francis of Assisi, friars, Thomas Aquinas, natural law, Magna Carta, Parliament, Hundred Years' War, Joan of Arc, Black Death, heresy, Reconquista, King Ferdinand, Queen Isabella, Spanish Inquisition, Marco Polo, interest, Cosimo de Medici, Renaissance, humanism, Dante</i></p>	<p>HMH Social Studies. <i>World Civilizations</i>. Modules 19-21.</p> <p>History Multimedia Connections: The Crusades: -Siege of Jerusalem -The First Four Crusades -Defeat of the Crusaders</p> <p>Related Primary Sources: Magna Carta</p>	<ul style="list-style-type: none">•Module assessments, guided reading and review activities• Class timeline of module topics and simultaneous world events• Class history book pages and/or sections• Diagram Feudal systems and Manors•Develop an electronic map of the changes in Europe during the Middle Ages•Primary Source Analysis: Magna Carta•Research and report on the Black Death and a modern epidemic or pandemic, disease prevention

<p><i>Alighieri, Niccolo Machiavelli, Petrarch, perspective, Michelangelo, Leonardo da Vinci, Johann Gutenberg, Christian humanism, Desiderius Erasmus, Albrecht Durer, Miguel de Cervantes, William Shakespeare, Reformation, indulgences, purgatory, Martin Luther, Protestants, John Calvin, King Henry VIII, Catholic Reformation, Ignatius of Loyola, Jesuits, Francis Xavier, Huguenots, Edict of Nantes, Thirty Years' War, congregation, federalism</i></p>		<ul style="list-style-type: none"> • Mapping World Religions: Then and Now • Greek and Latin root words activity • Renaissance Artwork Project • Science and Education: The Lasting Impact of da Vinci • Literature in History: William Shakespeare • Research and Present: Modern Day Reformers • Graph Development: World Religions Then and Now • Compare and Contrast: Japanese and European Feudalism
21st Century Themes		21st Century Skills
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards		8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<ul style="list-style-type: none"> <input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input checked="" type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input checked="" type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making 	<ul style="list-style-type: none"> <input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming 	
Career Ready Practices		

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

SOCIAL STUDIES | Grade 7

DENVILLE TOWNSHIP SCHOOL DISTRICT
Social Studies Curriculum Guide
U.S. History and Civics

Pacing Guide
7th grade Social Studies

UNIT 1: Three Worlds Meet 20 Days	UNIT 2: Colonization and Settlement 25 Days	UNIT 3: The Revolutionary Era 32 Days
Marking Period 1		Marking Period 2
UNIT 4: Founding Principles of American Government in Context of Contemporary and Historical Forms of Government 20 Days	UNIT 5: Constitutional Convention: Establishing Our Government 28 Days	UNIT 6: Bill of Rights and Responsibilities of Citizens 24 Days
Marking Period 3		Marking Period 4

Unit 1 Three Worlds Meet

Unit 2 Colonization and Settlement

Unit 3 The Revolutionary Era

Unit 4 Founding Principles of American Government in Context of Contemporary and Historical Forms of Government

Unit 5 Constitutional Convention: Establishing Our Government

Unit 6 Bill of Rights and Responsibilities of Citizens

I. Course Overview:

U.S. History and Civics provides an introduction to American history, beginning with the Native American cultures and their initial interactions with European explorers. It examines the purpose for European exploration, conflicts faced, and the establishment of permanent colonial settlements. From colonies in North America and the associated conflicts, Great Britain emerged as a nation of great power which allowed the English colonists to flourish and establish local economies, societies, governments, and their own religious traditions. Enlightenment thought and various abuses of power by the king and his representatives began a quest for freedom from monarchy leading to the American Revolution. Americans stated their core principles in the Declaration of Independence, declaring themselves free from the British crown. Those founding principles, along with the political philosophies of ancient civilizations, led to the development of the United States Constitution, a document that is admired worldwide and which helped ignite a still-continuing worldwide revolution in self-governance and the fundamental equality of all people. In order for our constitutional republic to function properly, we require the participation of informed citizens both electing and serving in our government. Civic duties are a core principle and fundamental to the success of the United States of America.

II. Units of Study:

Unit 1: Three Worlds Meet

Unit 2: Colonization and Settlement

Unit 3: Revolutionary Era

Unit 4: Founding Principles of American Government: *in Context of Contemporary and Historical Forms of Government*

Unit 5: Constitutional Convention: Establishing Our Government

Unit 6: Bill of Rights and Responsibilities of Citizens

III. New Jersey Common Core Content Standards

A. Standards:

- a. **6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- b. **6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

B. Eras:

- a. Three Worlds Meet (Beginnings to 1620)
- b. Colonization and Settlement (1585-1763)
- c. Revolution and the New Nation (1754-1820s)
 - e. Active citizens in the 21st century:
 - Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.

- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. • Are aware of their relationships to people, places, and resources in the local community and beyond.
- Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
- Develop strategies to reach consensus and resolve conflict.
- Demonstrate understanding of the need for fairness and take appropriate action against unfairness.

IV. Social Studies Skills:

- A. **Chronological Thinking** • Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations. • Explain how major events are related to one another in time.
- B. **Spatial Thinking** • Select and use various geographic representations to compare information about people, places, regions, and environments.
 - Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
- C. **Critical Thinking**
 - Compare and contrast differing interpretations of current and historical events.
 - Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
 - Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).
- D. **Presentation Skills** • Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
 - Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).

V. Common Core State Standards for Literacy in History/Social Studies Grade 6–8

A. Key Ideas and Details:

- a. **CCSS.ELA-LITERACY.RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- b. **CCSS.ELA-LITERACY.RH.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- c. **CCSS.ELA-LITERACY.RH.6-8.3:** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

B. Craft and Structure:

- a. **CCSS.ELA-LITERACY.RH.6-8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- b. **CCSS.ELA-LITERACY.RH.6-8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- c. **CCSS.ELA-LITERACY.RH.6-8.6:** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

C. Integration of Knowledge and Ideas:

- a. **CCSS.ELA-LITERACY.RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- b. **CCSS.ELA-LITERACY.RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text.
- c. **CCSS.ELA-LITERACY.RH.6-8.9:** Analyze the relationship between a primary and secondary source on the same topic.

D. Range of Reading and Level of Text Complexity:

- a. **CCSS.ELA-LITERACY.RH.6-8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Grade: 7
Course: U.S. History and Civics

Unit 1: Three Worlds Meet

Time Frame: 3-4 weeks

Unit Overview: *The United States is a culturally diverse nation. Americans trace their roots to nearly every continent on earth and every country in the world. We also share a distinctly American culture that has strong roots in the past and has been enriched over time by the cultural backgrounds of all Americans. In the 1400s and 1500s, sea routes brought European ships south along the West African coast and around the southern tip of Africa before sailing across the Indian Ocean to Asia. European governments began to sponsor the exploration of the Americas, marking a new exchange of ideas and goods between Europeans and Native Americans, called the Columbian Exchange. This exploration and new trade routes transformed the world, and created a new global economy. Spain made the earliest European claims to America, where they experienced conflict with the Native Americans and a struggle for a labor force, resulting in the importation to enslaved persons of West Africa. Other European nations continued exploring in search of a northwest passage to Asia. The impact of exploration on the Native Americans was enormous, creating tensions over land and culture and bringing new diseases. The development of capitalist and mercantilist economies, which stressed profiting from the exportation of goods, amplified the need to explore new lands and the competition between European nations. The English colonies developed out of these economic policies. The unit will, in part, serve as a review of material from 6th grade and a means of continuity in linking world cultures and civilizations to the development of the Americas.*

Unit Themes: Civilization, Economy, Government, Continuity, Geography, Religion, Expansion, Conflict, Contemporary Issues

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none">• The roots of the American people extend to other continents and peoples, and to the cultures and civilizations they created.• The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.• Traders and migrating people brought with them goods, ideas, and beliefs from Central America to the early peoples of North America, where many distinct cultures emerged.• The methods and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations.	<ul style="list-style-type: none">• How did different cultures and traditions develop around the world?• What causes a society to want or need to expand?• How do religions develop?• How did early civilizations develop in the Americas? • How did geography influence the development of cultures in North American and how does it continue to impact the continent today? • What were the causes and effects of European exploration of the Americas?• What major influences shaped European civilization and how are those influences evident in America today?

<ul style="list-style-type: none"> • Geography shaped societies, economic systems, and beliefs of North American civilizations. • The rebirth of learning during the Renaissance encouraged Europeans to look outward, bringing ideas and traditions, such as Judeo-Christian values and Greek and Roman ideas about government, which greatly influenced American society, and took firm root. • The emergence of empires resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. 	<ul style="list-style-type: none"> • How did trade link Europe, Africa, and Asia as America developed, and how do those trading partners influence our economy today? • How did the English start colonies with distinct qualities in North America? • Should church and state be separated? • What is an American? • How is the development of America similar to that of other nations and empires of the past? How is it different?
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NJSLS	SKILLS	KNOWLEDGE
<p>Era: Three Worlds Meet (Beginnings – 1620)</p> <p>6.1.8.A.1.a 6.1.8.B.1.a 6.1.8.B.1.b 6.1.8.C.1.a 6.1.8.C.1.b 6.1.8.D.1.a 6.1.8.D.1.b 6.1.8.D.1.c</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations. • Explain how major events are related to one another in time. <ul style="list-style-type: none"> • Select and use various geographic representations to compare information about people, places, regions, and environments. • Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems. • Compare and contrast differing interpretations of current and historical events. • Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.). • Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation). 	<p>The students will know:</p> <ul style="list-style-type: none"> • how people may have first reached the Americas. • how the civilizations of the Mayas, Aztecs and Incas developed. • what different groups of Native Americans had in common. • the impact of geography on Native American cultures. • the role played by the Muslims in world trade. • how China dominated an important trade route across Asia. • the importance of the Judeo-Christian tradition. • how Greece and Rome shaped ideas about government and law. • the impact of the Crusades and the Renaissance on Europe. • why Europeans began to look beyond their borders to the New World. • the experiences of the Vikings who explored Newfoundland. • the experiences of Christopher Columbus's voyages. • the experiences of the expeditions of Spanish explorers such as Vasco Nunez de Balboa and Ferdinand Magellan. • the importance of the Columbian Exchange. • how the Spanish were able to defeat the empires of the Aztecs and Incas. • how society was organized in Spain's empire in the Americas. • the religious and economic conflicts that existed in Europe during the Reformation.

		<ul style="list-style-type: none"> • why European powers continued to search for new routes to Asia. • the outcome of the search by explorers John Cabot and Henry Hudson for a northwest passage around the Americas. • how the French colony of New France spread into the interior of North America. • how the Dutch established a thriving colony along the Hudson River. • the influence of these settlements on the Native Americans of the region. • why England wanted to establish colonies in North America. • the experiences of the first settlers who founded the first permanent English settlement at Jamestown. • why the Pilgrims came to Plymouth and how they managed to survive their first years in the Plymouth Colony.
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Interdisciplinary Connections

Companion Standards- Reading History

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

VOCABULARY	RESOURCES	ASSESSMENT OPTIONS
Glacier, irrigation, surplus, civilization, culture, adobe, clan, sachem, potlatch, Muhammad, Mansa Musa, navigation, Zheng He, monotheism, Jesus, salvation, direct democracy, republic, feudalism, Martin Luther, Henry the Navigator, Vasco da Gama, Christopher Columbus, Ferdinand Magellan, Vasco Nunez de Balboa, straight, circumnavigate, conquistador, Hernando Cortes, Moctezuma, plantation, encomienda, Bartolome de Las Casas, mission, peninsular, mercantilism, John Cabot, northwest passage, Henry Hudson, Samuel de Champlain, coureur de bois, Jacques Marquette, alliance, Charter, John Smith, pilgrim, representative government, Squanto	<ul style="list-style-type: none"> • Davidson, Stoff. <i>America: A History of Our Nation</i>. Unit 1: Chapters 1-2. • Shi & Tindall. <i>America: A Narrative History</i>. Chapter 1. • Shi & Mayer. <i>For the Record: A Documentary History of America</i>. Chapter 1. Primary Source Reference. • Primary Source Documents: John Smith's Map, Mayflower Compact 	Pre-test based on 6 th grade content AHON Unit 1: guided reading activities, section and chapter reviews, chapter and unit tests Multimedia Presentation: early civilizations of America, map of the modern Caribbean Journal Writing: life as a trader, various nations, routes Timeline: roots of American people, Aztec Civilization Compare and Contrast: Plymouth vs. Jamestown

21 st Century Themes	21 st Century Skills
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Collaboration, Teamwork, and Leadership <input type="checkbox"/> Cross-cultural and Interpersonal Communication <input type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming

- 8.1.A Technology Operations and Concepts
- 8.1.B Creativity and Innovation
- 8.1.C Communication and Collaboration
- 8.1.D Digital Citizenship
- 8.1.E Research and Information Fluency
- 8.1.F Critical Thinking, Problem Solving & Decision Making

- 8.2.A The Nature of Technology: Creativity and Innovation
- 8.2.B Technology and Society
- 8.2.C Design
- 8.2.D Abilities for a Technological World
- 8.2.E Computational Thinking: Programming

Career Ready Practices

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

Unit 1: Three Worlds Meet

Unit 2: Colonization and Settlement

Time Frame: 6-7

Unit Overview: *Although the initial reason for settlement in North America was for economic gain, once England controlled land in North America, many people began moving to the colonies for social and political reasons, rather than economic ones. Survival in the New World proved to be challenging. Colonists learned to use resources of their local region, shaping local economies, some of which resulted in the importation of slave laborers. Colonists began to establish unique cultural traditions which would go on to shape the United States as a nation. Governments were established to ensure survival, and religious practices were implemented, some allowing more freedom than others. European ideas about social class, race, individual rights, and government deeply influenced the colonists. English precedent encouraged colonists to assert rights first presented in the Magna Carta and the English Bill of Rights. Guarantees of rights did not extend to enslaved Africans. Various forms of slavery have existed throughout human history and continue today, although slavery as an institution in the United States was finally abolished in 1865. As the colonies prospered and developed their own cultural identity, the rising merchant class affected Europe. The time of new ideas and thinking, known as the Enlightenment, made colonists question the rule of monarchies throughout Europe. New ideas about natural rights flourished, creating a distinctly unique American political and cultural identity.*

Themes: Geography, Religion, Economy, Government

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none">• Many of the rights sought by English settlers were derived from the Roman Republic.• The trade system of the Middle Colonies resembled the trade networks of ancient Africa.• The American colonies developed forms of self government to establish and ensure their success.• The colonists relied on the principles of the Magna Carta and English Bill of Rights to establish their governments.• Slavery existed in ancient societies, traveled to the colonies by European traders, and led to an agricultural economy based on slave labor.• Enlightenment thinkers reflected on the impact of the Magna Carta and English Bill of Rights to encourage independent thought and restrictions on the monarchy.	<ul style="list-style-type: none">• How did the English start colonies with distinct qualities in North America? How did colonial life take shape?• How did the institution of slavery begin in the colonies and affect colonial life?• How did English ideas about government and trade affect the colonies?• How did ideas about religion and government influence colonial life?

NJSLs	SKILLS	KNOWLEDGE
<p>Era: Colonization and Settlement (1585 – 1763)</p> <p>NJSLs: 6.1.8.A.2.a 6.1.8.A.2.b 6.1.8.A.2.c 6.1.8.B.2.a 6.1.8.B.2.b 6.1.8.C.2.a 6.1.8.C.2.b 6.1.8.C.2.c 6.1.8.D.2.a 6.1.8.D.2.b</p>	<ul style="list-style-type: none"> • Explain how major events are related to one another in time. Select and use various geographic representations to compare information about people, places, regions, and environments. • Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems. • Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.). • Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. • Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation). 	<ul style="list-style-type: none"> • how the geography and climate influenced the growth of the New England, Middle Colonies, and Southern Colonies. • how and why Puritan settlements developed in Massachusetts, and the new settlements that grew as a result of Puritan religious practices. • the early history of New York, New Jersey, and Pennsylvania and the changes that occurred in the Middle Colonies in the 1600s and 1700s. • the history of Virginia and the founding of Maryland, the Carolinas, and Georgia. • the factors that produced the Tidewater and the backcountry ways of life. • how Spain established settlements throughout much of North America, including Spanish Florida. • English political traditions influenced the 13 Colonies. • the trial of John Peter Zenger established Freedom of the Press. • the Navigation Acts, enforced by England, impacted colonial economy. • men, women and children all played a role in colonial farming and society • enslaved Africans experienced harsh conditions. • the plantation economy relied on slave labor for the production of cash crops. • African slaves faced strict rules and punishments. • African slaves influenced African American culture. • education was valued in colonial America. • the colonies were significantly impacted by the spread of new ideas, the Enlightenment, and the Great Awakening.

Interdisciplinary Connections

Companion Standards- Reading History

RH 6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

VOCABULARY	RESOURCES	ASSESSMENT OPTIONS
John Winthrop, toleration, Roger Williams, Anne Hutchinson, Thomas Hooker, John Wheelright, town meeting, Metacom, proprietary colony, royal colony, William Penn, backcountry, Nathaniel Bacon, Lord Baltimore, James Oglethorpe, debtor,	<ul style="list-style-type: none"> • Davidson, Stoff. <i>America: A History of Our Nation</i>. Unit 1: Chapters 3-4. • Shi & Tindall. <i>America: A Narrative History</i>. Chapter 2-3. • Shi & Mayer. <i>For the Record: A Documentary History of America</i>. Chapter 2-3. Primary Source Reference. 	<ul style="list-style-type: none"> • AHON Unit 1: guided reading activities, section and chapter reviews, chapter and unit tests, document-based questions • Mock Trial: Peter Zenger • Research and Presentation: John Locke and Montesquieu • Mapping: Atlantic Slave Trade
plantation, borderland, Junipero Serra, presidio, pueblo, bill of rights, habeas corpus, freedom of the press, libel, gentry, indentured servant, triangular trade, racism, slave code, public school, dame school, Anne Bradstreet, Phillis Wheatley, Benjamin Franklin, Jonathan Edwards, natural rights, divine right, separation of powers	<ul style="list-style-type: none"> • Primary Source Documents: Magna Carta, English Bill of Rights • We the People. Center for Civic Education. 	<ul style="list-style-type: none"> • Persuasive Techniques: Colonial American Media Recruitment Project • Documents of Colonial Influence Chart

1 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input checked="" type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices	
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input type="checkbox"/> CRP3. Attend to personal health and financial well-being <input type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input type="checkbox"/> CRP12. Work productively in teams while using global cultural competence	

Unit 3: The Revolutionary Era

Time Frame: 7-8 weeks

Unit Overview: *In the middle of the eighteenth century, Britain and France were competing to expand their colonies in North America, as well as supremacy in other parts of the world. This led to the two nations and their allies becoming involved in wars fought in Europe, Africa and Asia. In North America, this clash led to a conflict called the French and Indian War, which resulted in British victory over the French and its Native American allies, and an end to French aspirations in North America. Territorial lands shifted, and tensions grew between the British and Native Americans of the Ohio and Mississippi River valleys. Further settlement of the colonists was barred west of the Appalachian Mountains in the Proclamation of 1763. The British victory came at a cost, resulting in the increased taxation of the colonies. Angry colonists responded with boycotts, protests, and demands for repeal of the new taxation laws, which resulted in a sense of unity and a growing strength amongst the colonists. The colonists convened in two Continental Congresses to voice their discontent and develop a strategy for their response to British policies. Fighting eventually erupted in April of 1775 in Lexington and Concord, where a colonial militia defeated the British army, inspiring confidence in the ability of the Continental Army to confront the British. Although it began as a protest over unfair colonial rule, the Revolutionary War evolved into a war to protect and expand the ideas of rights and self-government that were drawn from the Enlightenment. These beliefs were clearly stated in the Declaration of Independence. Fighting continued throughout the colonies, and victories for the Continental Army convinced France to become an ally of the United States. After fighting fierce battles in the North, West and South, the British finally surrendered on October 19, 1781 at the Battle of Yorktown. The Treaty of Paris was signed and the British acknowledged the sovereignty of the United States.*

Themes: Power, Protest, Sovereignty, Government, Revolution, Contemporary Issues

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> The American Revolution was an event that impacted the entire world and encouraged other revolutions to take shape. The principles of the Declaration of Independence clearly state when it is necessary and right to overthrow the government, a concept that continues to inspire revolutions worldwide. Americans learned from the Iroquois by emulating their motto: "In union there is strength." Propaganda is a powerful means by which people's minds and ideas can be manipulated. 		<ul style="list-style-type: none"> How did the American colonists gain their independence? What do contemporary revolutions have in common with the American Revolution? Should the principles of the Declaration of Independence be applied to all people and nations throughout the world? What is meant by unalienable rights? What is the purpose of government? 	
<ul style="list-style-type: none"> The principles of the Declaration of Independence are based on natural law, an unchanging set of laws that govern human relations. 			
NJSLS	SKILLS	KNOWLEDGE	

Era: Revolution and the New Nation (1754-1820s)

NJSLS:

- 6.1.8.A.3.a
- 6.1.8.B.3.a
- 6.1.8.B.3.c
- 6.1.8.B.3.d
- 6.1.8.C.3.a
- 6.1.8.C.3.b
- 6.1.8.C.3.c
- 6.1.8.D.3.a
- 6.1.8.D.3.b
- 6.1.8.D.3.c
- 6.1.8.D.3.d
- 6.1.8.D.3.e
- 6.1.8.D.3.f

Students will be able to:

- Construct timelines of events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.

Students will know:

- the reasons why fighting broke out between France and Britain in North America.
- how the British gained victory, and the results of the French and Indian War.
- the reasons for conflict between Native Americans and British settlers in 1763.
- how the colonists responded to British tax laws.
- the events of the Boston Massacre.
- how propaganda was used to convert Loyalists to Patriots. • how the colonists protested against the Intolerable Acts, and the causes of the Boston Tea Party.
- the details of the events of Lexington and Concord, “the shot heard round’ the world”.
- the issues facing the First and Second Continental Congresses.
- the significance of the Olive Branch Petition and why it failed.
- the significance of key battles of the early stages of the war.
- how Thomas Paine’s *Common Sense* influenced the minds of the colonists.
- the meaning and structure of the Declaration of Independence.
- why the Battle of Saratoga was a turning point in the war.
- how foreign nations and volunteers helped the Americans.
- the role of African Americans in the Revolution.
- the role of women and other civilians in the Revolution.

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| | | <ul style="list-style-type: none">• the progress of fighting in various fronts: Middle Colonies, western frontier, at sea.• how the Americans won the final battle.• the terms of the Treaty of Paris.• the effects of the American Revolution. |
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Interdisciplinary Connections

Companion Standards- Reading History

RH 6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

VOCABULARY	RESOURCES	ASSESSMENT OPTIONS
<p>Benjamin Franklin, William Pitt, Jeffrey Amherst, General Braddock, George Washington, General Wolfe, Iroquois Nation Albany Congress, Sir William Johnson, militia, alliance, cede, duty, boycott, petition, writ of assistance, John Adams, Samuel Adams, Patriot, Loyalist, propaganda, firebrand, <i>Common Sense</i>, Boston Massacre, Boston Tea Party, Battles of Lexington & Concord, tarring and feathering, Stamp Act, Sugar Act, Townshend Acts, Intolerable Acts, Quartering Act, Samuel Adams, Thomas Paine, Thomas Gage, Patrick Henry, Paul Revere, John Adams, Thomas Preston, Proclamation of 1763, Committees of Correspondence, Sons of Liberty, Olive Branch Petition Declaration of Independence, Writs of Assistance, Continental Congress, repeal Minutemen, blockade, mercenary, Richard Henry Lee, Green Mountain Boys, Continental Army, Redcoats, Hessians, Valley Forge & Jockey Hollow, Bunker Hill/Breeds Hill, Trenton, Saratoga, Brandywine, Monmouth, Yorktown, Baron von Steuben, Marquis de Lafayette, Thaddeus Kosciuszko, Comte de</p>	<ul style="list-style-type: none"> • Davidson, Stoff. <i>America: A History of Our Nation</i>. Unit 2: Chapters 5-8. • <i>We the People</i>. Center for Civic Education. Unit 2: Lessons 6-9. • Shi & Tindall. <i>America: A Narrative History</i>. Chapters 45. • Shi & Mayer. <i>For the Record: A Documentary History of America</i>. Chapters 4-5. <p style="color: purple;">Primary Source Reference. Primary Source Documents: Declaration of Independence, Join or Die Cartoon, <i>Common Sense</i>, Olive Branch Petition, Paul Revere's engraving of <i>The Boston Massacre</i>, Declaration of the Rights of Man and the Citizen</p>	<ul style="list-style-type: none"> • AHON Unit 2: guided reading activities, section and chapter reviews, chapter and unit tests, document-based questions • Multimedia Newscasts • Editorial Cartoon Development • Colonial Town Hall Simulation • Mapping the Revolution Activity • Research and Present: Modern Revolutionary Movements • Draft a Declaration of Rights • Journal Writing: Soldier at Valley Forge, Patriot or Loyalists to family

Rochambeau, Comte de Grasse, Nathaniel Greene, Henry Knox, Ethan Allen, Benedict Arnold, John Burgoyne, Lord Cornwallis, Molly Pitcher, Abigail Adams, Mercy Otis Warren, Phillis Wheatley		
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21 st Century Themes	21 st Century Skills
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Collaboration, Teamwork, and Leadership <input type="checkbox"/> Cross-cultural and Interpersonal Communication <input type="checkbox"/> Accountability, Productivity, and Ethics

8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input checked="" type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming

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

Unit 4: Founding Principles of American Government *in Context of Contemporary and Historical Forms of Government*

Time Frame: 2 weeks

Unit Overview: *The men who gathered together to write our Constitution knew a great deal about government. They and many other Americans at that time gained their knowledge by reading and discussing books on history, human nature, and political philosophy - these basic ideas influenced their thoughts on government. Many of these men had experience leading their colonies while under British rule or leading their new state governments formed after the American Revolution. They used their knowledge and experience to create what they believed would be the best kind of government, carefully studying the governments and experiences of the past and human nature. The United States Constitution is a combination of some of the best ideas from political philosophies and governments throughout history combined with a deep understanding of human nature. It is important to understand its foundational principles to appreciate its value and to explain how it has enabled an unprecedented degree of personal, religious, and economic freedom resulting in the highest standard of living in the history of the world while withstanding the test of time and having a significant impact on the rest of the world.*

Themes: Government, Civics, Natural Rights

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> The Founders were influenced by the principles of John Locke and the concepts of state of nature, natural rights, consent of the governed, and the purpose of government. The Founders adapted a republican government from the Romans to suit American life. The Founders organized the government with a system of separation of power among branches and a system of checks and balances. 		<ul style="list-style-type: none"> What were the Founders' basic ideas about government? Why do we need government? What is a republican government? What is a constitutional government? How is our government organized to prevent abuses of power? <p>Based on your knowledge of current political climate and practices, do you believe we are following our Founders' basic plan of government?</p>	
NJSLS	SKILLS	KNOWLEDGE	
Era: Revolution and the New Nation (1754-1820s) NJSLS: 6.1.8.A.3.b	Students will be able to: <ul style="list-style-type: none"> Explain how major events are related to one another in time. 	Students will know: <ul style="list-style-type: none"> why we need a government. how the ideas of John Locke influenced the Founders. 	

<p>6.1.8.A.3.c 6.1.8.A.3.d 6.1.8.A.3.f 6.1.8.A.3.g 6.1.8.B.3.b 6.1.8.D.3.b</p> <p>Standard: Active Citizenship in the 21st Century</p> <p>NJSLS: 6.3.8.A.1 6.3.8.A.2 6.3.8.D.1</p>	<ul style="list-style-type: none"> Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.). 	<ul style="list-style-type: none"> the principles of a republican form of government: common good, civic virtue, teaching the values of government, etc. the advantages and disadvantages of a republican form of government. the concepts of a constitution, constitutional government, and higher law. the differences between a constitutional government and autocratic and dictatorial governments. <ul style="list-style-type: none"> explain how government is organized to prevent abuses of power. the seven basic ideas about government found in state constitutions.
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Interdisciplinary Connections

Companion Standards- Reading History

RH 6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

VOCABULARY	RESOURCES	ASSESSMENT OPTIONS
<p>Natural rights, social contract, state of nature, civic virtue, delegate, common good, direct democracy, factions, representative, representative democracy, republic, republican government, constitutional government, higher law, monarchy, private domain, bill, checks and balances, executive branch, legislative branch, separation of powers, legislative supremacy, popular sovereignty, veto</p>	<ul style="list-style-type: none"> • <i>We the People</i>. Center for Civic Education. Unit 1: Lessons 2-5. • Davidson, Stoff. <i>America: A History of Our Nation</i>. Unit 2: Chapter 7. • Shi & Tindall. <i>America: A Narrative History</i>. Chapters 6. • <i>Shi & Mayer. For the Record: A Documentary History of America</i>. Chapters 6. Primary Source Reference. Primary Source Documents: United States Constitution, Declaration of Independence, Bill of Rights 	<ul style="list-style-type: none"> • <i>We the People</i> Assessments • <i>We the People</i> Simulations: <ul style="list-style-type: none"> -dramatizations -congressional hearings -town meeting -pro se court -moot court <i>We the People</i> Small Group Activities, Discussions, Questions
21st Century Themes		21st Century Skills
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy		<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards		8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input checked="" type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming	

Career Ready Practices

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

Unit 5: Constitutional Convention: Establishing Our Government

Time Frame: 8-10 weeks

Unit Overview: *After winning its independence from Britain, the leaders of the new United States faced the challenge of creating a new government. The central dilemma was creating a national government with enough power to operate, yet enough limits on power to prevent tyranny over the rights of states and individuals. The first attempt resulted in the Articles of Confederation, which restricted power so much that the government could barely function. Its weaknesses called for a meeting of delegates at the Constitutional Convention of 1787, where it was debated and decided to devise a new framework for our government. Through a series of compromises, the Constitution was created, providing for republican form of government, which limited its power over the states and individuals. Some states would not ratify the Constitution until it provided a Bill of Rights, to ensure additional rights of the people to protect them from their government. These first ten crucial amendments protected important individual rights such as free speech, religion and the press. The Constitution allowed for the fulfillment of most of the ideals in the Declaration of Independence, is the result of a collection of political philosophies, and has stood as the model for many new nations around the world.*

Themes: Government, Civics, Natural Rights, Popular Sovereignty

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • After the Revolution, the states were governed by their state constitutions, based on their knowledge of political philosophy and the principle of popular sovereignty. • After the Revolution, the United States government operated under the Articles of Confederation, which proved to be too weak. 	<ul style="list-style-type: none"> • How did the states govern themselves after the Revolution? • How should power be effectively divided between states and federal governments and branches of government? • How did the Articles of Confederation organize the first national government?

- How does the Constitution guarantee fair representation for each state?
- How did the Framers' approach conflict they faced? Do you believe our current government continues to practice these strategies?
- How was the Constitution used to establish our government?
How was the Constitution approved and what were the enduring results of this process?

NJSLS	SKILLS	KNOWLEDGE
<p>Era: Revolution and the New Nation (1754-1820s)</p> <p>NJSLS: 6.1.8.A.3.b 6.1.8.A.3.c 6.1.8.A.3.d 6.1.8.A.3.e 6.1.8.A.3.f 6.1.8.A.3.g 6.1.8.B.3.b 6.1.8.C.3.b 6.1.8.D.3.b 6.1.8.D.3.g</p>	<ul style="list-style-type: none"> • Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.). • Select and use various geographic representations to compare information about people, places, regions, and environments. • Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. • Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation). 	<p>Students will know:</p> <ul style="list-style-type: none"> • the reasons for the debate over the Articles of Confederation vs. Constitution. • deficiencies of the Articles of Confederation and how they organized the first national government. • the significance of Shay's Rebellion. • key delegates and their roles at the Constitutional Convention., and those who did not attend and reasons. • key compromises at the convention: 3/5 clause, 1808 postponement, tariffs, NJ vs. VA Plans, Great Compromise • functions of the three branches of government. • purpose and practices of checks and balances. • how the federal system operates: powers delegated to state and federal governments. • how a bill becomes a law. • rights protected in the Bill of Rights and connection to contemporary issues. • the process of approving the Constitution, the arguments for and against, and why the Federalists agreed to sign a Bill of Rights.

Interdisciplinary Connections

Companion Standards- Reading History

RH 6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

VOCABULARY	RESOURCES	ASSESSMENT OPTIONS
Articles of Confederation, inalienable rights, national government, Shay’s Rebellion, Northwest Ordinance, electoral college, enumerated powers, equal representation, ex post facto law, general welfare clause, Virginia Plan, New Jersey Plan, Great Compromise, fugitive slave clause, tariff, three-fifths compromise, impeach, jurisdiction, necessary and proper clause, proportional representation, writ of habeas corpus, unconstitutional,	<i>We the People</i> . Center for Civic Education. Unit 2: Lesson 10-11, Unit 3: Lessons 12-16, Unit 4: Lessons 17-22. Online Resources: Constitution Center Center for Civic Education 60-Second Civics Citizenship Counts Civics Renewal Bill of Rights Institute	<ul style="list-style-type: none"> • <i>We the People</i> Assessments • <i>We the People</i> Simulations: • -dramatizations -congressional hearings -town meeting -pro se court -moot court <i>We the People</i> Small Group Activities, Discussions, Questions Writing: compare and contrast Jefferson and Madison on separation of church and state

<p>jurisdiction, Twenty-Second Amendment, advise and consent, Anti-Federalists, confederation, federal system, Federalists, judicial review, political parties, supremacy clause, appellate courts, cabinet, federal district courts, Judiciary Act of 1789, Ninth and Tenth Amendments, Alien and Sedition Acts, Federalist Party, Republican Party, Marbury vs. Madison, null and void, opinion of the court, interpret, Second Amendment</p>	<p>Primary Source Documents: United States Constitution, Declaration of Independence, Bill of Rights</p>	<ul style="list-style-type: none"> Propose an Amendment: presentation format may vary Freedom of Expression: exploring contemporary issues and recent challenges
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21 st Century Themes	21 st Century Skills
<ul style="list-style-type: none"> <input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics

8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<ul style="list-style-type: none"> <input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input checked="" type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making 	<ul style="list-style-type: none"> <input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming

Career Ready Practices

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

Unit 6: Bill of Rights and Responsibilities of Citizens

Time Frame: 5-6 weeks

Unit Overview: *One of the most important purposes of government is to protect the rights of the people. The addition of the Bill of Rights to the Constitution was intended to achieve that purpose. However, these valued rights did not initially extend to all people, but have been extended over time to cover many of those who were initially denied their rights. This is a result of the struggles of reformers and those in the oppressed groups through historic events including the Civil War and emancipation, the women's suffrage movement, the Civil Rights movement, and other struggles for equality under the law for all people.*

Themes: Government, Civics, Natural Rights, Contemporary Issues

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none">•<ul style="list-style-type: none">• The judicial and legislative views of the• Constitution have been moving toward more encompassing and inclusive freedoms for all citizens.• Many people throughout the history of our country have struggled to fulfill the promise of Jefferson's words in the Declaration of Independence that all men are created equal and have unalienable rights.• Our freedoms are protected by the Bill of Rights but only when the citizens are willing to fight to ensure those rights are protected and expanded.	<ul style="list-style-type: none">• How does the Constitution protect freedom of expression and is it ever appropriate to limit this right?• What groups were excluded from the Bill of Rights, and how have they since been included?• How does the Constitution safeguard the right to equal protection under law?• What makes something fair? What makes something just? What is the difference?• How can individual rights and the rights of society conflict?• How are contemporary issues challenging our Bill of Rights?• What are the responsibilities of citizens?• What is the relationship between the United States and other nations of the world?• What are the rights and responsibilities of citizenship? • How might citizens participate in civic affairs?• How are contemporary issues at home and abroad affected by the rights and protections guaranteed in the Constitution?

Interdisciplinary Connections

Companion Standards- Reading History

RH 6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

NJSLS	SKILLS	KNOWLEDGE
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Era: Revolution and the New Nation (1754-1820s)

NJSLS:

- 6.1.8.A.3.b
- 6.1.8.A.3.c
- 6.1.8.A.3.d
- 6.1.8.A.3.e
- 6.1.8.A.3.f
- 6.1.8.A.3.g
- 6.1.8.B.3.b
- 6.1.8.C.3.b
- 6.1.8.D.3.b
- 6.1.8.D.3.g

Standard: Active Citizenship in the 21st Century

NJSLS:

- 6.3.8.A.1 6.3.8.A.2
- 6.3.8.D.1

The students will be able to:

- Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
- Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).

The student will know:

- the freedoms included in the First Amendment and when it might be reasonable and fair to limit freedom of expression.
- the importance of freedom of religion, the establishment and free exercise clauses, and the difference between them.
- the guidelines the Supreme Court has used to decide issues related to religion and public schools.
- how voting rights were extended by changes in state voting laws, amendments to the Constitution, acts of Congress, and decisions of the U.S. Supreme Court.
- some steps that have been taken by Congress, the executive branch, the U.S. Supreme Court, and citizens to end unfair discrimination in our nation.
- the general meaning of due process and how it applies to juveniles accused of breaking the law.
- the difference between the Fifth and Fourteenth Amendment, describe why the Fourteenth Amendment was needed.
- define nation-state and international law and explain in which ways nations interact.
- ways in which the Declaration of Independence, Constitution, and Bill of Rights have influenced other nations.
- the meaning of citizenship, the process of becoming a citizen, and the rights and responsibilities of citizens.
- various ways citizens can participate in their government, and how participation

is related to the propose of our constitutional republic.

VOCABULARY	RESOURCES	ASSESSMENT OPTIONS
<p>Due process of law, equal protection clause, establishment of religion clause, free exercise of religion clause, freedom of expression, freedom of religion, suffrage, citizen, international law, nation-state, naturalized citizen, legal permanent resident</p>	<p><i>We the People</i>. Center for Civic Education. Units 5-6.</p> <p>Online Resources: Constitution Center Center for Civic Education 60-Second Civics Citizenship Counts Civics Renewal Bill of Rights Institute</p> <p>Primary Source Documents: United States Constitution, Declaration of Independence, Bill of Rights</p>	<ul style="list-style-type: none"> • <i>We the People</i> Assessments <i>We the People</i> Simulations: • -congressional hearings • -town meeting • <i>We the People</i> Small Group • Activities, Discussions, • Questions • Political Action Activities: -online research on political action groups, monitoring of decisions actions of government • -online research of social action groups in your community, work to address local community problems -monitor a local newspaper for a week noting articles on citizen participation in local, state or national government, develop brief presentation and discussion questions • Citizenship and Immigration: research contemporary issues, laws, actions • Technology and the Right to Privacy: research, develop pros and cons and debate • Role of the United Nations: • contemporary issues • State Department: • Contemporary issues related to international agreements and relationships • Interview with School Board Member: policies regarding due process rights or students, record and present

- Police Officer Presentation: present on protection of due process rights of the accused or suspected
- Timeline of Events: struggle of various groups to gain equal protection under law
- Political Campaigns: follow, research, track articles and stories, present

21 st Century Themes	21 st Century Skills
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input checked="" type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming

Career Ready Practices

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

SOCIAL STUDIES | Grade 8

Pacing Guide U.S. History, Government and Civics II

Unit 1 Government & Civics		Unit 2 The New Republic		Unit 3 Presidential Leadership	
Marking Period 1			Marking Period 2		
Unit 3 Presidential Leadership	Unit 4 Expansion & Reform	Unit 5 Civil War and Reconstruction		Unit 6 Holocaust and Genocide	
Marking Period 3			Marking Period 4		

Unit 1 Government and Civics

Unit 2 The New Republic

Unit 3 Presidential Leadership

Unit 4 Expansion and Reform

Unit 5 Civil War and Reconstruction

Unit 6 Holocaust and Genocide

Grade 8 I. Course Overview:

U.S. History and Government and Civics II provides a more in-depth perspective of American history, beginning with the principles and history of the Constitution and continuing with the challenges to the new Republican form of government. The challenges faced by our early presidents and our young country are made relevant and contemporary with a unit on presidential leadership in the modern age where students explore the Constitution and the challenges and influence of recent presidents. The westward expansion, regional differences, conflicts with Native Americans, technological progress, the industrial revolution, improved transportation, and immigration are all covered as students explore the social changes and the increasing divide between the north and south leading up to the Civil War. The Civil War and Reconstruction expose students to the causes and effects of institutional and cultural racism, social upheaval, and reform as well as the government's role in these changes. This provides a segue way into the unit on the Holocaust and Genocide which includes the causes, results, and truths about human behavior and character.

II. Units of Study:

Unit 1: Government and Civics

Unit 2: The New Republic

Unit 3: Presidential Leadership Unit 4: Expansion and Reform

Unit 5: Civil War and Reconstruction

Unit 6: Holocaust and Genocide

III. New Jersey Common Core Content Standards

A. Standards:

- a. **6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- b. **6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

B. Eras:

- a. Three Worlds Meet (Beginnings to 1620)
- b. Colonization and Settlement (1585-1763)
- c. Revolution and the New Nation (1754-1820s)
- e. Active citizens in the 21st century:
 - Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.

- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. • Are aware of their relationships to people, places, and resources in the local community and beyond.
- Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
- Develop strategies to reach consensus and resolve conflict.
- Demonstrate understanding of the need for fairness and take appropriate action against unfairness.

IV. Social Studies Skills:

A. Chronological Thinking • Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.

- Explain how major events are related to one another in time.

B. Spatial Thinking • Select and use various geographic representations to compare information about people, places, regions, and environments.

- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.

C. Critical Thinking

- Compare and contrast differing interpretations of current and historical events.
- Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
- Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).

D. Presentation Skills • Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

- Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).

V. Common Core State Standards for Literacy in History/Social Studies Grade 6–8

A. Key Ideas and Details:

- CCSS.ELA-LITERACY.RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.RH.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CCSS.ELA-LITERACY.RH.6-8.3:** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

B. Craft and Structure:

- CCSS.ELA-LITERACY.RH.6-8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CCSS.ELA-LITERACY.RH.6-8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- CCSS.ELA-LITERACY.RH.6-8.6:** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

C. Integration of Knowledge and Ideas:

- a. **CCSS.ELA-LITERACY.RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- b. **CCSS.ELA-LITERACY.RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text.
- c. **CCSS.ELA-LITERACY.RH.6-8.9:** Analyze the relationship between a primary and secondary source on the same topic.

D. Range of Reading and Level of Text Complexity:

- a. **CCSS.ELA-LITERACY.RH.6-8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Unit 1: Government and Civics

Time Frame: 4-5 Weeks

Unit Overview: *The privileges and responsibilities of being a citizen of the United States are established in the Constitution, a document written using earlier civilizations including Rome as models. It also includes principles from the Magna Carta and English Bill of Rights. The Constitution consists of the Preamble, seven Articles, and the Amendments. It establishes the principles of popular sovereignty, limited government, separation of powers, federalism, and checks and balances. These provisions protect and preserve individual rights and were designed to prevent the federal government from abusing its power. It establishes the three branches of government: executive, legislative and judicial. The citizens of the United States enjoy many freedoms and are expected to take an active role as their civic duty to ensure these freedoms are preserved by being informed citizens, voting, communicating with their elected representatives, possibly serving in public office, paying taxes, defending the nation, and serving on juries. Civic participation can also include volunteering, community service, and advocating for various causes to create a more just, open, and prosperous society.*

Themes: Government, Civics, Natural Rights, Contemporary Issues

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none">• The judicial and legislative views of the Constitution have been moving toward more encompassing and inclusive freedoms for all citizens.• Many people throughout the history of our country have struggled to fulfill the promise of Jefferson’s words in the Declaration of Independence that all men are created equal and have unalienable rights.• Our freedoms are protected by the Bill of Rights but only when the citizens are willing to fight to ensure those rights are protected and expanded.	<ul style="list-style-type: none">• How did the Constitution create a strong government with roots in history that allowed for change and met the needs of the people?• What are the fundamental principles underlying the Constitution?• What are the rights and responsibilities of citizens?• What are the powers of state and local governments?• What is the structure of the Constitution?• How does the Constitution deal with changes that may occur in society? • How is the Constitution being continuously challenged in our contemporary culture?

NJSLs	SKILLS	KNOWLEDGE
<p>Era: Revolution and the New Nation (1754-1820s)</p> <p>NJSLs: 6.1.8.A.3.b 6.1.8.A.3.c 6.1.8.A.3.d 6.1.8.A.3.e 6.1.8.A.3.f 6.1.8.A.3.g 6.1.8.B.3.b 6.1.8.C.3.b 6.1.8.D.3.b 6.1.8.D.3.g</p>	<ul style="list-style-type: none"> • Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.). • Select and use various geographic representations to compare information about people, places, regions, and environments. • Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. • Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation). 	<ul style="list-style-type: none"> • functions of the three branches of government. • purpose and practices of checks and balances. • how the federal system operates: powers delegated to state and federal governments. how a bill becomes a law. rights protected in the Bill of Rights and connection to contemporary issues. • the process of approving the Constitution, the arguments for and against, and why the Federalists agreed to sign a Bill of Rights. • the responsibilities of citizenship.
<p>Interdisciplinary Connections</p> <p><i>Companion Standards- Reading History</i></p> <p>RH 6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p>WHST.6-8.1. Write arguments focused on <i>discipline-specific content</i>.</p>		

VOCABULARY	RESOURCES	ASSESSMENT OPTIONS
Amend, appeal, bill, censorship, checks and balances, citizen, dictatorship, dissent, federalism, habeas corpus, interest group, jurisdiction, libel, limited government, naturalization, override, popular sovereignty, private property, ratify, repeal, republic, separation of powers, unconstitutional, veto	<ul style="list-style-type: none"> • Davidson, Stoff. <i>America: A History of Our Nation</i>. • Citizenship Handbook. • Shi & Tindall. <i>America: A Narrative History</i>. Chapter 6. • Shi & Mayer. <i>For the Record: A Documentary History of America</i>. Chapter 6. Primary Source Reference. <p style="color: purple;">Primary Source Documents: Constitution, Bill of Rights, Magna Carta</p>	<ul style="list-style-type: none"> • AHON: guided reading, assessments, review activities • U.S. Constitution (original and plain English “translation”) • History Alive – Constitution Scavenger Hunt • Chart: How a Bill Becomes a Law • Links to Current Events • SCOTUS cases in review and recent decisions • Executive Branch: executive actions, current cabinet and events • Parent-Student Preamble Survey: completion, analysis and response to data gathered

21 st Century Themes	21 st Century Skills
<ul style="list-style-type: none"> <input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics

8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<ul style="list-style-type: none"> <input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input checked="" type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making 	<ul style="list-style-type: none"> <input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming

Career Ready Practices

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

Unit 2: The New Republic

Time Frame: 5-6 Weeks

Unit Overview: *Under its new constitution, the United States grew stronger at home while striving to take its place in the world at large. It faced many challenges. At home President Washington set precedents for future presidents, and from his first cabinet, came the birth of political parties. Factions disagreed on how the Constitution should be interpreted, and the larger role of the federal government. The need to draw lines between federal and state power created bitter political struggles in the 1800s. The Monroe Doctrine of 1823 announced a desire by the United States to limit European influence in the west. In recent years, the United States has continued to face challenges over states' rights, as well as accusations of various interventions by foreign powers.*

Themes: Government, Leadership, Expansion, Contemporary Issues

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none">• President Washington set a precedent for the servant president, the orderly peaceful transfer of power, and his warnings for America's future. Jefferson and Hamilton's debate over national finances led to the origin of political parties.• Early tests of Constitution included the Alien & Sedition Acts and the case of Marbury v. Madison.• Jefferson doubled size of US with LA Purchase, and the exploration by Lewis & Clark developed knowledge of West, resulting in early conflicts with Native Americans.• The War of 1812 was caused by British interference with American shipping, and resulted in reassertion of American independence and increased respect from European nations. A new sense of nationalism helped the U.S. establish its place in the world.	<ul style="list-style-type: none">• How did Americans respond to internal and external challenges?• How did Washington establish the presidency as a model for future administration?• How did the debate over pre-Constitution national debt lead to formation of first political parties?• How did Supreme Court establish itself as co-equal branch of Federal Government?• How did disagreements over political parties threaten citizens' rights?• How did events of Jefferson era strengthen nation?• How did Jefferson and Madison deal with unresolved problems? • How did American identity develop as a result of expansion? • How did the people gain more power during the Age of Jackson?• How did old issues take new shape in the conflict over the national bank and tariffs?• What makes a president popular?• How do "common people" exercise power over "social elites"?• How are conflicts resolved between Executive and Judicial branches of Federal Government?

NJSLS	SKILLS	KNOWLEDGE
<p>Era: Revolution and the New Nation (1754-1820s)</p> <p>NJSLS: 6.1.8.A.3.e</p> <p>Era: Expansion and Reform (1801-1860)</p> <p>NJSLS: 6.1.8.A.4.a 6.1.8.A.4.a</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • construct timelines of the events occurring during major eras • explain how major events are related to one another in time. • compare and contrast differing interpretations of current and historical events. • select and analyze information from a variety of sources to present a reasoned argument or 	<p>Students will know:</p> <ul style="list-style-type: none"> • how Washington created first cabinet. • how Washington DC was established as nation's capital. • how the Supreme Court established power of judicial review. • reason for Alien & Sedition Acts, responses of Madison (Virginia Resolution) and Jefferson (Kentucky Resolution).

<p>6.1.8.A.4.b 6.1.8.A.4.c 6.1.8.B.4.a 6.1.8.B.4.b 6.1.8.C.4.a 6.1.8.C.4.b</p>	<p>position in a written and/or oral format.</p>	<ul style="list-style-type: none"> • circumstances of LA Purchase. • scope of Lewis & Clark Expedition: geography of American west, encounters with Native Americans. • why US declared war on Britain in 1812. • how the War of 1812 ended and how it increased American nationalism and international respect. • the message and impact on the Monroe Doctrine. • how Jackson’s background influenced his popularity • how a constitutional amendment expanded the voting power of • Americans (direct election of • senators, etc.). • the impact of Indian Removal Act on several Native American tribes. • how Cherokee Removal resulted from conflict between Supreme Court decision and Jackson’s refusal to carry it out. • locations of Cherokee lands before and after removal by Jackson. • how “states’ rights” debate caused crisis over tariffs, state taxes, National Bank.
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Interdisciplinary Connections

Companion Standards- Reading History

RH 6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

VOCABULARY	RESOURCES	ASSESSMENT OPTIONS
<p>Sedition, judicial review, faction/party, nullification, census, precedent, national debt, speculators, National Bank, political parties, X-Y-Z affair, Alien & Sedition Acts, Federalists, Democratic-Republicans, Whiskey Rebellion Louisiana Purchase, Napoleon, Meriwether Lewis, William Clark, Sacagawea Zebulon Pike, Surveying, Monroe Doctrine, strict constructionist, "Jeffersonian Democracy", nominating conventions, Jacksonian democracy, Democratic party, John C. Calhoun, spoils system, Martin Van Buren, Whig Party, Daniel Webster, National Bank, McCulloch v. Maryland decision, Gibbons V. Ogden, Nullification crisis, Indian Removal Act, Indian Territory, Worcester vs. Georgia, Sequoya</p>	<p>Davidson, Stoff. <i>America: A History of Our Nation</i>. Unit 3: Chapters 8-10. Shi & Tindall. <i>America: A Narrative History</i>. Chapters 610. Shi & Mayer. <i>For the Record: A Documentary History of America</i>. Chapter 6-7.</p> <p>Primary Source Reference. Video Segments: Washington, Adams, Jefferson, Madison, Monroe</p>	<ul style="list-style-type: none"> • AHON: guided reading, assessments, review activities • Cherokee written language activity (translated newspaper, comparison of constitution) • Opinion statement re: Jefferson's authority to buy LA Territory Lewis & Clark Journal (possible comparison to space missions) •

21 st Century Themes	21 st Century Skills
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input checked="" type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices	
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input type="checkbox"/> CRP3. Attend to personal health and financial well-being <input type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence	

Unit 3: Presidential Leadership

Time Frame: 5-6 weeks

Unit Overview: *To understand current events it is necessary to place these events in the context of recent history.*

Our world today has been significantly influenced by the post-war events of the Cold War, the Civil Rights Movement, Vietnam, domestic policy changes, economic changes, terrorism, and events in the Middle East. By focusing on a modern-day president, students will select three significant events of his term and evaluate the background, presidential action, or inaction, and outcome to determine how the president shaped the event. While research takes place, students study the eras surrounding these leaders and participate in flipped classroom learning to expand their knowledge and understanding of the post-war world and how these events continue to impact us today.

Themes: Leadership, Government, Politics, Contemporary Issues

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Period between 1961 and 2016 saw major changes in:</p> <ul style="list-style-type: none">• Civil rights• Cold War policies and military intervention• US involvement in Middle East• Fiscal policy• Government programs for disadvantaged Americans• Domestic and foreign-based terrorism acts	<ul style="list-style-type: none">• How does presidential leadership shape major foreign and domestic events?• How are the events of the Contemporary United States related to current events in the U.S. and world?

NJSLs	SKILLS	KNOWLEDGE
<p>Era: Contemporary United States</p> <p>NJSLs: 6.1.12.A.12.a 6.1.12.A.12.b 6.1.12.A.12.c 6.1.12.C.12.a 6.1.12.C.12.d 6.1.12.D.12.a 6.1.12.D.12.d 6.1.12.A.13.b 6.1.12.B.13.b 6.1.12.D.13.e 6.1.12.A.14.a 6.1.12.A.14.b 6.1.12.A.14.c 6.1.12.D.14.c 6.1.12.A.15.a 6.1.12.A.15.d 6.1.12.C.15.a 6.1.12.D.15.d</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast differing interpretations of current and historical events. <ul style="list-style-type: none"> • Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information. • Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.). • Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. • Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation). • Participate in academic conversations both in class and online through flipped classroom learning. 	<p>The student will know:</p> <ul style="list-style-type: none"> • Students will place major events in context of list of presidents from Kennedy to G.W. Bush • the background, presidential action and outcome of selected researched events • connect researched events to contemporary issues and draw conclusions about the president's leadership
	<ul style="list-style-type: none"> • Prepare a written research paper, using in-text documentation, works cited, outline, and proper note-taking format, MLA formatting 	

Interdisciplinary Connections

Companion Standards- Reading History

RH 6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

VOCABULARY	RESOURCES	ASSESSMENT OPTIONS
<p>Cold War, Iron Curtain, Containment Policy, United Nations, North/South Korea, Fidel Castro, New Frontier, Domino Theory, Peace Corps, Bay of Pigs, Berlin Wall, Cuban Missile Crisis, Great Society, Vietnam War, Gulf of Tonkin Resolution, Détente, Gorbachev, Tiananmen Square, Ethnic Cleansing, Medicare/Medicaid, Vietnamization, Watergate, Inflation, Pardon, Oil embargo/energy crisis, Iran Hostage Crisis, Camp David Accords, Reaganomics, Star Wars, Iran – Contra Scandal, Persian Gulf War, Welfare Reform, NAFTA, Brown v. BOE, Freedom Riders, Jim Crow, Martin Luther King Jr., Rosa Parks, Civil Rights Act of 1964, Voting Rights Act of 1965, Black Panthers, Nation of Islam, Caesar Chavez, American Indian Movement (AIM), Japanese American Evacuation Claims Act, Affirmative Actions, Americans with Disabilities Act, Ho Chi Minh, Vietcong, Gulf of Tonkin Resolution, Tet Offensive, Paris Peace Accords, Watergate, ArabIsraeli Conflict, Reaganomics, OPEC</p>	<p>Library books on individual presidents and decade compendia</p> <p>Video Sources: U.S. Politics 1960-1980, U.S. Politics 1980-2000, The Cold War, Civil Rights, Vietnam, Middle East</p> <p>Flipped Classroom: Today's Meet classroom assigned learning environments</p>	<ul style="list-style-type: none"> • Prepare a written research paper, using in-text documentation, works cited, outline, and proper note-taking format, MLA formatting • Prepare a short presentation on one researched event to include a primary source clip • Participation in academic conversations in a flipped classroom environment • Unit Test

Unit 3: Presidential Leadership

21 st Century Themes		21 st Century Skills	
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy		<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics	
8.1 Educational Technology Standards		8.2 Technology Education, Engineering, Design & Computational Thinking - Programming	
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input checked="" type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making		<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming	
Career Ready Practices			
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input checked="" type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence			

Unit 4: Expansion and Reform

Time Frame: 6-7 weeks

Unit Overview: *The first half of the nineteenth century was a period of revolutionary developments in transportation and industrial technology, which facilitated and provided a catalyst for social change. The Industrial Revolution transformed the U.S. economy and further intensified existing differences between North and South. Mass production brought with it a need for unskilled laborers and the population of northern cities grew drastically, with new waves of immigrants joining the workforce of men, women and children. Increased Industrial capacity and better transportation led to a dramatic increase in the demand for cotton, which could now be processed more quickly using the cotton gin. With these new demands came an increase in the dependence on slave labor in the South which functioned as both a labor system and a means of social control. African Americans faced legal restrictions, prejudice, and discrimination. The economic divisions between North and South grew more pronounced and resulted in far-reaching consequences. By the time the Civil War broke out in 1861, the Industrial Revolution had given the North a major advantage in factories, population and munitions. With population growth came social injustice and need for reform. Reformers tackled social problems from alcohol abuse to prison reform, care of the mentally ill, and inadequate education. The issue that drew the most attention was slavery. Many abolitionists developed methods such as the Underground Railroad to protect and free slaves. The women's rights movement also evolved during this time as well as the struggle for women's suffrage and education. Increased population in the north encouraged many to travel west where they faced the physical hardships and encounters with native Americans. This spirit of movement and expansion encouraged the quest for Manifest Destiny.*

Themes: Technology, Economy, Reform, Expansion, Government, Contemporary Issues

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none">• The Industrial Revolution set in motion a time of drastic change.• Today's U.S. economy is changing from manufacturing to services such as banking and information technology.• The technology revolution of our time is similar to the Industrial Revolution, as it is forcing many workers to learn new skills and change the nature of business.• Reformers exist in our world today, bringing to attention important issues such as education, and the improvement of the public-school system nationwide.	<ul style="list-style-type: none">• Why did Americans take different paths in the early 1800s?• How did the technology of the Industrial Revolution change the way Americans lived? How did technology, urbanization and social change affect each region?• Why are people motivated to come to America today?• How is the economy of the United States today different than during the Industrial Revolution? How did reformers and writers inspire change and spark controversy?• How did the nation try but fail to deal with growing sectional differences?

NJSLs	SKILLS	KNOWLEDGE
Era: Expansion and Reform (1801-1861) NJSLs: 6.1.8.C.4.b 6.1.8.C.4.c 6.1.8.D.4.a 6.1.8.D.4.b 6.1.8.D.4.c	Students will be able to: <ul style="list-style-type: none"> • explain how major events are related to one another in time. • compare and contrast • differing interpretations of current and historical events. • use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems. • select and analyze information from a variety of sources to 	Students will know: <ul style="list-style-type: none"> • how new inventions such as • roads, canals, railroads, steamboats, mass production, interchangeable parts and mills changed the economy and daily lives of people • how New Jersey's • transportation systems and economy developed during the mid 19th Century • how sectional differences deepened as the Industrial Revolution progressed. • what motivates people to
	Present a reasoned argument or position in a written and/or oral format.	<ul style="list-style-type: none"> • immigrate to America what effects massive immigration had on American cities and society
Interdisciplinary Connections <i>Companion Standards- Reading History</i> RH 6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources. RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.		

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

VOCABULARY	RESOURCES	ASSESSMENT OPTIONS
<p>push & pull immigration factors, Nativists, Know-nothing Party tenement, industrial revolution, textiles, canal, Eli Whitney, Samuel Slater, interchangeable parts, Morse code, mass production Robert Fulton, Gibbons vs. Ogden decision, Rhode Island system, Lowell system, trade unions Strikes, John Deere, Cyrus McCormick, Oregon Trail, Texas Independence, Gadsden Purchase, Manifest Destiny, John C. Fremont Chinese Immigrants, Fugitive Slave Law, John Brown, Abraham Lincoln, Stephen Douglas, <i>Uncle Tom's Cabin</i>, Kansas-Nebraska Act Popular sovereignty, Dred Scott Missouri Compromise, Nat Turner Henry Clay, William Lloyd Garrison, Liberia, David Walker Underground Railroad, Harriet Tubman, Fredrick Douglass Gold Rush, Mormon Mexican-American War, John C. Calhoun, Daniel Webster</p>	<ul style="list-style-type: none">• Davidson, Stoff. <i>America: A History of Our Nation</i>. Unit 4: Chapters 11-13.• Shi & Tindall. <i>America: A Narrative History</i>. Chapters 6-10.• Shi & Mayer. <i>For the Record: A Documentary History of America</i>. Chapter 6-7. Primary Source Reference.	<ul style="list-style-type: none">• AHON: guided reading, review activities, assessments Steps to Civil War Timeline• Project• Illustrated Morris Canal map SCOTUS Activity: oral arguments, recent decisions Reformers: Then and Now Project

21 st Century Themes		21 st Century Skills	
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy		<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics	
8.1 Educational Technology Standards		8.2 Technology Education, Engineering, Design & Computational Thinking - Programming	
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input type="checkbox"/> 8.1.C Communication and Collaboration <input checked="" type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input checked="" type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making		<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming	
Career Ready Practices			
<input type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input type="checkbox"/> CRP3. Attend to personal health and financial well-being <input type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input type="checkbox"/> CRP11. Use technology to enhance productivity <input type="checkbox"/> CRP12. Work productively in teams while using global cultural competence			

Unit 5: Civil War and Reconstruction

Time Frame: 6-7 weeks

Unit Overview: *The 1850s experienced a series of unsatisfactory compromises, new legislation, and legal decisions which increased tensions between North and South over the issue of slavery. The Civil War began as a struggle to restore the Union after a series of events led to the secession of the southern states. Numerous compromises over the issue of slavery had been tried, but ultimately failed. At first, Lincoln was careful not to address the issue of slavery. On January 1, 1863, he issued the Emancipation Proclamation which changed the objective of the war into a struggle to end slavery. The Union's victory was followed in 1865 by the Thirteenth Amendment.*

Themes: War, Economy, Racism, Government, Contemporary Issues

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none">• Differences of North and South included:• population, economy, technology, leadership,• political structure.• The Emancipation Proclamation was used as a military tool to add freed slaves as Union soldiers.• The home-front effects of North and South were drastic, and varied by region.• Roles of military strategy and execution, including• Anaconda plan, McLellan's caution,• and decisive battles such as Bull Run, Vicksburg, Antietam and Gettysburg. <p>African Americans and women played important roles in the Civil War.</p> <p>Lincoln and Johnson differed in their goals for Reconstruction.</p> <p>Reconstruction involves physical as well as social and political rebuilding.</p> <p>Disagreements over Reconstruction challenged the Constitution's arrangement of checks and balances between the branches.</p> <p>End of Reconstruction led to decades of segregation and discrimination for African Americans.</p> <p>Reconstruction was ultimately a failure, leaving a need for the Civil Rights movement of the 1960s, and subsequent battles for civil rights.</p>	<ul style="list-style-type: none">• How did the nation try but fail to deal with growing sectional differences?• How did people, places and things affect the outcome of the Civil War?• How did the Civil War impact American life, politics, economics, and• society?• The Reconstruction of the South after the war was a failure, leaving the United States to deal with racial injustices, poverty and discrimination for decades to follow. <p>How is our nation still facing problems that can trace their roots back to the Era of Reconstruction?</p>

NJSLS	SKILLS	KNOWLEDGE
<p>Era: Civil War and Reconstruction (1860-1865) NJSLS: 6.1.8.A.5.a 6.1.8.A.5.b 6.1.8.B.5.a 6.1.8.D.5.a 6.1.8.D.5.b 6.1.8.D.5.c</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • construct timelines of the events occurring during major eras • explain how major events are related to one another in time. • compare and contrast differing interpretations of current and historical events. 	<p>Students will know:</p> <ul style="list-style-type: none"> • lawmakers debated how to keep a balance of free and slave holding states. • the Compromise of 1850 attempted to settle the slavery issues, but later the Kansas Nebraska Act established popular sovereignty and
	<ul style="list-style-type: none"> • use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems. • assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information. • select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. 	<p>triggered bloody fighting in Kansas. the Republican Party was formed to oppose the spread of slavery. the Dred Scott decision gave the SCOTUS the power to decide the issue of slavery. Lincoln's election sparked the start of secession and the Civil War. how North and South compared with respect to economic and military advantages. differences in military strategy between North and South</p> <ul style="list-style-type: none"> • • how Grant took control after McClellan and changed the direction of the Union Army • Lincoln's reasons for issuing Emancipation Proclamation, and the effects of it. • how Gettysburg ended Lee's campaign in the North. • the contributions of African Americans to the Union war effort. • contribution of women to the war effort on both sides. • how the military draft led to war opposition in North. • how economic hardships led to unrest in the South.

Interdisciplinary Connections

Companion Standards- Reading History

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

VOCABULARY	RESOURCES	ASSESSMENT OPTIONS
Frederick Douglass, Abraham Lincoln, John Brown, William Lloyd Garrison, Sojourner Truth Missouri Compromise, Compromise of 1850, Kansas- Nebraska Act, Dred Scott Declaration of Sentiments Abolitionist, popular sovereignty Suffrage, border state, blockade martial law, ironclads, George McClellan, Ulysses Grant, Robert E. Lee, emancipate, William T. Sherman, total war, Clara Barton, siege, Jefferson Davis, Abraham Lincoln Battles of: Bull Run, Vicksburg, Gettysburg, Antietam	<ul style="list-style-type: none"> • Davidson, Stoff. <i>America: A History of Our Nation</i>. Unit 4: Chapters 14-16. • Shi & Tindall. <i>America: A Narrative History</i>. Chapters 13-16 • <i>Shi & Mayer. For the Record: A Documentary History of America</i>. Chapter 13-16. • Primary Source Reference 	<ul style="list-style-type: none"> • AHON: guided reading, review activities, assessments • Small group presentations on Reconstruction topics • Journal Writing: Civil War soldier, woman, African American

21 st Century Themes	21 st Century Skills
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input checked="" type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input checked="" type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input checked="" type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices	
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input checked="" type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence	

Unit 6: Holocaust and Genocide

Time Frame: 7-8 weeks

Unit Overview: *Studying the horrors of the Holocaust can give us a perspective of how terrible things can happen when people allow an evil leader to gain absolute power, and how people can be influenced to go along with his plans and orders even when it leads to committing unspeakable acts of cruelty against their fellow man. Students will understand what the Holocaust was and why it happened. They will trace the process of the life of a Jewish victim of the Holocaust, through life under the harsh Nuremburg Race Laws, to the Ghetto, and the extermination camps. Students will reflect on essential questions and present artistic reflections on their Holocaust lessons.*

Themes: Humanity, Genocide, Ethics, Moral Responsibility

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> Economic and political conditions in Germany after World War I led to rise of Hitler and Nazi Party. Nazis took gradual steps to dehumanize Jews and other victims, leading to “final solution”. Non-Jews took enormous risks to help Jews. Jews formed several resistance groups. 		<ul style="list-style-type: none"> What led to the rise of Hitler and the Nazi Party in Germany? How was life in ghettos, concentration camps and death camps under Nazi rule How did Jews hide, escape, or benefit from rescue during the Holocaust? How did Jews resist Nazi oppression? 	
<ul style="list-style-type: none"> How can discrimination between people lead to mistreatment of groups? 			
NJSLS	SKILLS	KNOWLEDGE	
<p>“To Honor All Children” – New Jersey Commission on Holocaust Education</p> <p>18A:35-28 – Instruction on Holocaust, genocides required in elementary, secondary school curriculum.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> construct timelines of the events occurring during major eras explain how major events are related to one another in time. compare and contrast differing interpretations of current and historical events. use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems. assess the credibility of sources by identifying bias and prejudice in 	<p>Students will know:</p> <ul style="list-style-type: none"> how Nazis came to power in Germany, on a platform that emphasized Jewish responsibility for German problems how Nuremberg laws removed key civil liberties for Jews in Germany how German conquest of Europe led to persecution and/or relocation of Jews in occupied countries how “Final Solution” planned for total extermination of Jews in Europe how efforts of non-Jews led to hiding, escape and rescue of Jews in the midst of Nazi occupation how Warsaw uprising symbolized Jewish resistance to Nazi power how American and Soviet troops liberated camps and took steps to expose Nazi atrocities. 	

	documents, media, and computer-generated information. select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.	
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Interdisciplinary Connections

Companion Standards- Reading History

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

Holocaust Commission Mandate- in-depth unit on the Holocaust, themes covered humanity, genocide, ethics, moral responsibility

VOCABULARY	RESOURCES	ASSESSMENT OPTIONS
<p>Anti-Semitism, Aryan, Dehumanization, “Final Solution”, Hitler Youth, Judaism, Ku Klux Klan, Nazi, Pogrom, Propaganda, Stereotype, Scapegoat, Swastika, concentration camp, Bystander, <i>Kristallnacht</i>, Nuremberg Laws, Reichstag, Weimar Republic, Ghetto, Auschwitz-Birkenau, <i>Judenrat</i>, Lodz Ghetto, Warsaw Ghetto Uprising, Liquidated, Occupation, <i>Kindertransport</i>, Palestine, “Righteous Among Nations”, Bergen-Belsen, Buchenwald, Dachau, Death march, Zyklon B, DP Camps, Eugenics, Liberators, Perpetrator, Collaborator, Bystanders, Eichmann Trial, Crimes Against Humanity, Nuremberg Trials, Wannsee Conference, <i>Aktion</i> Declaration of the Rights of a Child, Zionism, <i>Sonderkommando</i>, Crematoria, Extermination camp, Genocide, Holocaust, Selection, <i>Einsatzgruppen</i>, Nationalism, Resistance, Star of David, Oskar Schindler, <i>Schindler’s List</i>, Yad Vashem</p>	<ul style="list-style-type: none"> • US Holocaust Memorial Museum website (ushmm.org) • <i>Schindler’s List – excerpts</i> • <i>Anne Frank – Diary of a Young Girl</i> • <i>Ships to Nowhere</i> • Inge Auerbacher – Holocaust survivor, children’s author, speaker • Classroom reading materials, handouts, books, atlases, etc. 	<ul style="list-style-type: none"> • Diary Entries • Reflection Booklet: paintings, drawings, poetry, essential questions • Unit test • Interdisciplinary Unit: ELA, Math

Unit 6: Holocaust & Genocide

21 st Century Themes	21 st Century Skills
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics

8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input checked="" type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input checked="" type="checkbox"/> 8.1.D Digital Citizenship <input checked="" type="checkbox"/> 8.1.E Research and Information Fluency <input checked="" type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input checked="" type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming

Career Ready Practices

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