

Hamburg School  
Social Studies  
Curriculum Content Standards



Adopted: May 2020

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# ***Introduction / Mission***

## **Social Studies Education in the 21st Century**

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

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

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

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

## **Intent and Spirit of the Social Studies Standards**

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

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical

analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

## ***Kindergarten***

**Content Area:** Social Studies

**Grade Level:** Kindergarten

**First Marking Period - Pacing Guide**

**Unit 1: Families and Friends-21 days**

Big Idea: Groups, Leaders, And Rules (Culture)

**NJ-SLS:** 6.1 U.S. History: America in the World

**Second Marking Period - Pacing Guide**

**Unit 2: A Big Wide World- 21 days**

Big Idea: People, Places, and Jobs (Geography and Economics)

**NJ-SLS:** 6.1 U.S. History: America in the World

**Third Marking Period - Pacing Guide**

**Unit 3: Long Ago and Today- 21 days**

Big Idea: Change Over Time (History)

**NJ-SLS:** 6.1 U.S. History: America in the World

**Fourth Marking Period - Pacing Guide**

**Unit 4: Our Country, It's a Great Place - 21 days**

Big Idea: Symbols, Heroes, and Leaders-Citizenship

**NJ-SLS:** 6.1 U.S. History: America in the World

**Textbook Resource:** TCI (Teacher Curriculum Institute)

\*Pacing based on Social Studies meeting every other day for a 40-minute period

Kindergarten Social Studies Curriculum	
<b>Content Area: Social Studies</b>	
<b>Unit Title:</b> Unit 1: Families and Friends	
<b>Target Course/Grade Level:</b> Social Studies/K	
<b>Unit Summary:</b> To understand the roles of family and friends at home and at school.	
<b>Primary interdisciplinary connections:</b> Language Arts, Math, Music, Art, Drama	
<b>21<sup>st</sup> century themes:</b> 9.1.4.A.1, 9.1.4.A.2, 9.1.4.B.1, 9.1.4.C.1, 9.1.4.D.1, 9.1.8.A.3	
<b>Unit Rationale:</b> To help students identify and understand the roles of families and friends.	
Learning Targets	
<b>Standards</b>	
<b>6.1 U.S. History: America in the World</b>	
<b>Content Statements</b> <ul style="list-style-type: none"> <li>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.</li> <li>Rules and laws are developed to protect people's rights and the security and welfare of society.</li> <li>American constitutional government is based on principles of limited government, shared authority, fairness, and equality.</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.3	Determine how "fairness," "equality," and the "common good" have influenced new laws and policies over time at the local and national levels of United States government.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Are families alike and different?</li> <li>Do adults and children have different roles at home and at school?</li> <li>How can children be good citizens?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Families are alike and different in many ways</li> <li>Adults and children have many different roles.</li> <li>Children can be good citizens by following rules, sharing and helping others</li> </ul>

**Unit Learning Targets**

*Students will know ...*

- Identify roles of children and adults in families.
- Recite the Pledge of Allegiance
- Identify things that are learned at school
- Identify roles of adults and children at school
- Identify ways people are alike and different
- Identify areas and jobs in a school
- Identify what leaders do at home and at school
- Identify rules at home and at school
- Explain why people need rules
- Explain that a responsibility is a duty and give examples

**Differentiation****Extra Support**

*School Days Long Ago and Today:* This photo essay shows kindergarten classroom of the early 1900's with classroom today. Children compare school, buildings, classroom equipment, play areas, and transportation. **Oral Language:** Viewing and Speaking, **Independent Writing:** Picture Labels, & **Graphic Organizer:** Have children look at each set of pictures and find things that are alike and different. Fill in a chart with their ideas.

**On Level**

*Follow the Leader:* This picture book shows the different adult leaders that help children, including parents, teachers, principals, lifeguards, and the President. **Oral Language:** Retelling, **Independent Writing:** Describe a Leader, & **Graphic Organizer:** Have children contribute ideas to a word web about leaders.

**Challenge**

*A Cat at School?* This rhyming story tells about a cat that goes to school and takes a tour of the different areas inside. **Oral Language:** Rhyming Words, **Independent Writing:** Rhyming Words, & **Graphic Organizer:** Guide children to place story events in order by having them tell where the cat goes first, next, and last.

**ELL Support**

Describe story details aloud as children follow along in their books. Pause frequently and help children monitor understanding.

**Modifications**

**On Level:** Have partners take turns telling about the story details on each page. Children can pause at the end of each page to ask each other questions

**Challenge:** Children can look through the selection and then talk about what they learned in small groups.

**Evidence of Learning****Summative Assessment/Benchmarks**

Classroom Based Assessment

**Written and Oral Assessment (7 Days)**

- Lesson Review Questions
- Unit Review
- Unit Project
- Unit Test

<b>Rubrics</b> <ul style="list-style-type: none"> <li>Teacher's Edition</li> <li>Assessment Options</li> </ul> <b>Informal, Continuous Assessment</b> <ul style="list-style-type: none"> <li>Comprehension: Lesson Review Questions, Teacher's Edition, Practice Book, Assessment options.</li> </ul>	
<b>Equipment needed:</b> Smartboard, overhead projector, maps, globe	
<b>Teacher Resources:</b> Consumable and non-consumable Social Studies materials. TCI teacher developed activities and lesson plans.	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Oral Discussion</li> <li>Teacher Observation</li> <li>Workbook pages</li> </ul>	
<b>Lesson Plans</b>	
<b>Lesson 1</b> <b>We learn from our families</b>	<b>1 Day</b>
<b>Lesson 2</b> <b>We learn at school</b>	<b>1 Day</b>
<b>Lesson 3</b> <b>Friends at school</b>	<b>1 Day</b>
<b>Lesson 4</b> <b>Leaders at home and at school</b>	<b>1 Day</b>
<b>Lesson 5</b> <b>Rules for home and for school</b>	<b>1 Day</b>
<b>Teacher Notes:</b> The lesson schedule can be revised based on students' abilities and needs.	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.eduplace.com/kids/ss.jsp">http://www.eduplace.com/kids/ss.jsp</a>	

Lesson Plan 1							
Content Area: Social Studies							
Lesson Title: We Learn from Our Families					Timeframe: 1 Day		
Lesson Components							
21 <sup>st</sup> Century Themes							
X	Global Awareness		Financial, Economic,	X	Civic Literacy		Health Literacy

			Business, and Entrepreneurial Literacy				
21 <sup>st</sup> Century Skills							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
Interdisciplinary Connections: Language Arts & Mathematics							
Integration of Technology: Smartboard, iPads, and laptops							
Equipment needed: TCI textbook Teacher and Student Edition							

<b>Goals/Objectives</b>	<b>Learning Activities/Instructional Strategies</b>	<b>Formative Assessment Tasks</b>
<b>Students:</b> <ul style="list-style-type: none"> <li>Will identify roles of children and adults in a family.</li> </ul>	<b>Lesson Sequence</b> <ol style="list-style-type: none"> <li>Motivate             <ol style="list-style-type: none"> <li>Preview Vocabulary: Write and read this sentence. (My family has adults and children). Ask what the underlined word means. Have children use family in oral sentences</li> <li>Build on What you Know: Ask: Who are the people in your family? What do they do for work? How do adults help you?</li> </ol> </li> <li>Teach             <ol style="list-style-type: none"> <li>Read the Big Book: Read the title as children look at the Big Book page. Point to the pictures and read the captions.</li> <li>Talk about it: Visual Learning: ask what each photo shows about family life. What do adults do in a family? What do children do? Culture: Read aloud the question at the bottom of the page. Have children tell one thing they have learned from their family that is not shown in the Big Book.</li> </ol> </li> <li>Review/Assess</li> </ol>	<ul style="list-style-type: none"> <li>Review and Assess: Children can draw a picture of their families, showing the roles of adults and children.</li> </ul>

<b>Differentiation:</b> Small group instruction, leveled readers. Modifications in accordance with students' 504 plans or IEP.
<b>Resources Provided</b> TCI textbook, teacher and student edition

<b>Content Area: Social Studies</b>	
<b>Unit Title:</b> Unit 2: A Big Wide World	
<b>Target Course/Grade Level:</b> Social Studies/K	
<b>Unit Summary</b> The world is made up of various land formations and bodies of water. The four seasons affect people, animals and plants in different ways. Homes, jobs and the needs /wants of others all vary throughout different areas of the world.	
<b>Primary interdisciplinary connections:</b> Language Arts, Art, Science, Music, Drama, Math	
<b>21st century themes:</b> 9.1.4.A.1, 9.1.4.A.2, 9.1.4.B.1, 9.1.4.C.1, 9.1.4.D.1, 9.1.8.A.3	
<b>Unit Rationale</b> To help students identify what they know about the world they live in.	
<b>Learning Targets</b>	
<b>Standards:</b> 6.1 U.S. History: America in the World	
<b>Content Statements:</b> <ul style="list-style-type: none"> <li>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.</li> <li>Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.
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.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Why do people work? Are there different kinds of land, water, seasons and communities?</li> <li>Do people have different needs and wants?</li> <li>Why do people work?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>There are many different land formations, bodies of water, seasons, and types of communities.</li> <li>People have various different needs and wants.</li> <li>People work to earn money to save, spend, or share.</li> </ul>

### Unit Learning Targets

*Students will know...*

- Demonstrate proper use of opposite spatial words near/far, here/there, above/below.
- Compare different types of land formations.
- Identify human characteristics of landscapes.
- Describe and identify different bodies of water.
- Describe the difference between water and land.
- Identify and explain how the four seasons affect people, animals, and plants.
- Describe seasonal work on a farm.
- Compare the shelters of families from different parts of the world.
- Compare the homes, traditions, and places where people live.
- Identify the differences between needs and wants.
- Identify goods that come from other countries.
- Name and describe jobs in a neighborhood.
- Understand that people work to pay for basic needs and other things.
- Explain why people save money to meet their needs and wants.

### Differentiation

#### Extra Support

*At Work:* This easy-to-read picture book shows mothers and fathers at work, and children at school. **Oral Language:** Vocabulary Expansion **Independent Writing:** Complete a Sentence & **Graphic Organizer:** Help children fill in details from the book that tell more about the main idea, People at Work.

#### On Level

*A Trip Across the Country:* A family travels cross-country from Los Angeles, California to Queens, New York, visiting geographical sights along the way. **Oral Language:** Personal Response **Independent Writing:** Postcard **Graphic Organizer:** Have children tell about the kinds of land and water in the book. Use their answer to complete a chart.

#### Challenge

*What Season Is it?* This story gives clues children can use to help them name the four season.

**Oral Language:** Comparing Literature **Independent Writing:** Seasons Poem **Graphic Organizer:** Guide children to contribute their ideas to a description wheel of each season.

### ELL:

Describe story details aloud as children follow along in their books. Pause frequently and help children monitor understanding.

#### Modifications:

**On Level:** Have partners take turns telling about the story details on each page. Children can pause at the end of each page to ask each other questions.

**Challenge:** Children can look through the selection and then talk about what they learned in small groups.

### Evidence of Learning

#### Summative Assessment/Benchmarks (8 - 10 days)

Classroom Based Assessment

#### Written and Oral Assessment (7 Days)

- Lesson Review Questions
- Unit Review
- Unit Project
- Unit Test

<b>Rubrics</b> <ul style="list-style-type: none"> <li>Teacher's Edition</li> <li>Assessment Options</li> </ul> <b>Informal, Continuous Assessment</b> <ul style="list-style-type: none"> <li>Comprehension: Lesson Review Questions, Teacher's Edition, Practice Book, Assessment options. Written assessment and teacher observation</li> </ul>	
<b>Equipment needed:</b> Smartboard, overhead projector, maps and a globe	
<b>Teacher Resources:</b> Consumable and non-consumable Social Studies materials. Teacher Edition Social Studies: TCI textbook, teacher developed activities and lesson plans.	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Teacher observation</li> <li>Oral discussion</li> <li>Workbook pages</li> </ul>	
<b>Lesson Plans</b>	
<b>Lesson 1</b> Where is it?	<b>1 Day</b>
<b>Lesson 2</b> Our world's land	<b>1 Day</b>
<b>Lesson 3</b> Our world's water	<b>1 Day</b>
<b>Lesson 4</b> Seasons bring change	<b>1 Day</b>
<b>Lesson 5</b> Community homes	<b>1 Day</b>
<b>Lesson 6</b> People have needs and wants	<b>1 Day</b>
<b>Lesson 7</b> People at work	<b>1 Day</b>
<b>Lesson 8</b> Saving	<b>1 Day</b>
<b>Teacher Notes:</b> The lesson schedule can be revised based on students' abilities and needs.	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.eduplace.com/kids/ss.jsp">http://www.eduplace.com/kids/ss.jsp</a>	

<b>Content Area: Social Studies</b>	
<b>Unit Title: Unit 3: Long Ago and Today</b>	
<b>Target Course/Grade Level: Social Studies/K</b>	
<b>Unit Summary</b> To understand time and how things such as needs/wants, communication, and transportation have all changed over time.	
<b>Primary interdisciplinary connections:</b> Language Arts, Art, Science, Music, Drama, Math, Physical Education	
<b>21st century themes:</b> 9.1.4.A.1, 9.1.4.A.2, 9.1.4.B.1, 9.1.4.C.1, 9.1.4.D.1, 9.1.8.A.3	
<b>Unit Rationale</b> To help students identify some things that has changed over time.	
<b>Learning Targets</b>	
<b>Standards:</b> 6.1 U.S. History: America in the World	
<b>Content Statements</b> <ul style="list-style-type: none"> <li>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.</li> <li>Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>What is history?</li> <li>What has happened to the ways people meet their needs?</li> <li>What has happened to communication and transportation?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>History is the story of the past.</li> <li>The way people meet their needs has changed over time.</li> <li>Communication and transportation have changed over time.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>Use time related vocabulary: yesterday, today, and tomorrow.</li> <li>Give examples of how people and events change.</li> <li>Define history as a story about the past.</li> <li>Describe ways people find out about the past.</li> <li>Explain how people living long ago and today met/meet basic needs.</li> <li>Identify modes of communication from long ago and today.</li> </ul>	

**Differentiation****Extra Support**

*Fun and Game Then and Now:* This photo essay presents a comparison of early American and contemporary games that children play. **Oral Language:** Picture Walk **Independent Writing:** Toy Diagram & **Graphic Organizer:** Guide children in categorizing the games from the book.

**On Level**

*When They Were Little Like Me:* This picture story about fathers, grandfathers, and great-grandfathers shows how life has changed over time. **Oral Language:** Viewing and Speaking **Independent Writing:** List **Graphic Organizer:** Guide children in completing a chart to compare and contrast the story details.

**Challenge**

*Mari Tallchief* This biography of Maria Tallchief tells the story of one America's most famous ballerinas. **Oral Language:** Discussion **Independent Writing:** Autobiography **Graphic Organizer:** Have children contribute information about Maria Tallchief's career as you complete a sequence chart.

**ELL/ Modification**

**ELL/Extra Support:** Describe story details aloud as children follow along in their books. Pause frequently and help children monitor understanding.

**On Level:** Have partners take turns telling about the story details on each page. Children can pause at the end of each page to ask each other questions.

**Challenge:** Children can look through the selection and then talk about what they learned in small groups.

**Evidence of Learning****Summative Assessment/Benchmarks (5 - 7 days)**

Classroom Based Assessment

**Written and Oral Assessment (7 Days)**

- Lesson Review Questions
- Unit Review
- Unit Project
- Unit Test

**Rubrics**

- Teacher's Edition
- Assessment Options

**Informal, Continuous Assessment**

- Comprehension: Lesson Review Questions, Teacher's Edition, Practice Book, Assessment options.

Written assessment and teacher observation

**Equipment needed:** Smart board , overhead projector, maps and a globe

**Teacher Resources:** Consumable and non-consumable Social Studies materials. Teacher Edition Social Studies: TCI textbook, teacher developed activities and lesson plans.

**Formative Assessments:**

- Teacher observation
- Oral discussion
- Workbook pages

Lesson Plans	
<b>Lesson 1</b> All about time	<b>1 Day</b>
<b>Lesson 2</b> Family History	<b>1 Day</b>
<b>Lesson 3</b> Meeting needs	<b>1 Day</b>
<b>Lesson 4</b> Communication	<b>1 Day</b>
<b>Lesson 5</b> Transportation	<b>1 Day</b>
<b>Teacher Notes:</b> The lesson schedule can be revised based on students' abilities and needs.	
<b>Curriculum Development Resources</b> Click the links below to access additional resources used to design this unit: <a href="http://www.eduplace.com/kids">www.eduplace.com/kids</a>	

<b>Content Area: Social Studies</b>
<b>Unit Title: Unit 4: Our Country, It's a Great Place</b>
<b>Target Course/Grade Level:</b> Social Studies/K
<b>Unit Summary</b> To understand there are different symbols that stand for the United States of America, that people have come from all over the world to the United States, there are many American heroes from the past and today, and Americans vote for their leaders.
<b>Primary interdisciplinary connections:</b> Math, Music, Language Arts, Art, Drama, Science
<b>21st century themes:</b> 9.1.4.A.1, 9.1.4.A.2, 9.1.4.B.1, 9.1.4.C.1, 9.1.4.D.1, 9.1.8.A.3
<b>Unit Rationale</b> To help students understand the ways in which we honor our country.
<b>Learning Targets</b>
<b>Standards 6.1 U.S. History: America in the World</b>
<b>Content Statements</b> <ul style="list-style-type: none"> <li>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.</li> <li>The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.</li> </ul>

CPI #	Cumulative Progress Indicator (CPI)	
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.	
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>What symbols stand for the United States of America?</li> <li>Where do people who come to the United States come from?</li> <li>What are the qualities of a hero?</li> <li>How are leaders chosen in the United States?</li> <li>Who is the leader of our country?</li> </ul>		<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>The Bald Eagle, American Flag, White House, Liberty Bell and Statue of Liberty are all symbols of the United States.</li> <li>People who come to the United States come from all over the world.</li> <li>Adults vote to elect leaders in the United States.</li> <li>The President is the leader of our country.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will...</i> Recognize the American flag and bald eagle as symbols for American values. <ul style="list-style-type: none"> <li>Explain the importance of American symbols.</li> <li>Explain that people in the United States come from around the world.</li> <li>Define kindness, honesty and courage.</li> <li>Retell the story of an American hero.</li> <li>Identify the roles of civic leaders.</li> <li>Recognize that voting is a responsibility of citizenship.</li> </ul>		
<b>Differentiation</b> <b>Extra Support</b> <i>Flags Everywhere:</i> This photo essay shows the different Americans display the United States Flag. <b>Oral Language:</b> Vocabulary Expansion <b>Independent Writing:</b> Colors and Shapes & <b>Graphic Organizer:</b> Have children name places where they can see flags as you complete a word web. <b>On Level</b> <i>Save Our Tree:</i> A Kindergarten class notices a bird's nest in a tree that is scheduled to be cut down. They write to local officials and save the tree, the nest, and the bird. <b>Oral Language:</b> Retelling <b>Independent Writing:</b> Story Summary <b>Graphic Organizer:</b> Name story events and have children tell why they happened as you fill in a cause-and-effect chart. <b>Challenge</b> <i>George Washington:</i> This biography tells about the life and accomplishments of George Washington. <b>Oral Language:</b> Discussion <b>Independent Writing:</b> Award <b>Graphic Organizer:</b> Guide children to complete a sequence chart based on the life of George Washington.		
<b>ELL &amp; Modifications</b> <b>ELL:</b> Describe story details aloud as children follow along in their books. Pause frequently and help children monitor understanding. <b>On Level:</b> Have partners take turns telling about the story details on each page. Children can pause at the end of each page to ask each other questions. <b>Challenge:</b> Children can look through the selection and then talk about what they learned in small groups.		

Evidence of Learning	
<b>Summative Assessment/Benchmarks (5 - 7 days)</b> Classroom Based Assessment <b>Written and Oral Assessment (7 Days)</b> <ul style="list-style-type: none"> <li>• Lesson Review Questions</li> <li>• Unit Review</li> <li>• Unit Project</li> <li>• Unit Test</li> </ul> <b>Rubrics</b> <ul style="list-style-type: none"> <li>• Teacher's Edition</li> <li>• Assessment Options</li> </ul> <b>Informal, Continuous Assessment</b> <ul style="list-style-type: none"> <li>• Comprehension: Lesson Review Questions, Teacher's Edition, Practice Book, Assessment options.</li> <li>• Written assessment and teacher observation</li> </ul>	
<b>Equipment needed:</b> Smartboard , overhead projector, maps and a globe	
<b>Teacher Resources:</b> Consumable and non-consumable Social Studies materials. Teacher Edition Social Studies: TCI textbook, teacher developed activities and lesson plans.	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Oral discussion</li> <li>• Workbook pages</li> </ul>	
Lesson Plans	
<b>Lesson 1</b> The flag and the bald eagle	<b>1 Day</b>
<b>Lesson 2</b> Other symbols for our country	<b>1 Day</b>
<b>Lesson 3</b> Our country's people	<b>1 Day</b>
<b>Lesson 4</b> Heroes long ago	<b>1 Day</b>
<b>Lesson 5</b> Our leaders	<b>1 Day</b>
<b>Teacher Notes:</b> The lessons may be revised based on students' abilities and needs. Formative assessments will be completed based on time.	
<b>Curriculum Development Resources</b> Click the links below to access additional resources used to design this unit: <a href="http://www.eduplace.com/kids/ss.jsp">http://www.eduplace.com/kids/ss.jsp</a>	

# Grade 1

**Content Area:** Social Studies

**Grade Level:** First Grade

## **First Marking Period - Pacing Guide**

Unit 1: People Everywhere-21 days

Big Idea: Family, School, and Community-Culture

NJ-SLS: 6.1 U.S. History: America in the World

## **Second Marking Period - Pacing Guide**

Unit 2: Where We Live- 21 days

Big Idea: Earth, People, Places -Geography

NJ-SLS: 6.1 U.S History: America in the World

## **Third Marking Period - Pacing Guide**

Unit 3: World of Work- 16 days

Big Idea: Choices, Needs, and Wants-Economics

NJ-SLS: 6.1 U.S. History: America in the World

- **First ½ of Unit 4: Everything Changes-5 days**

Big Idea: Exploration, Settlement, Technology-History

NJ-SLS: 6.1 History: America in the World

## **Fourth Marking Period - Pacing Guide**

Second ½ of Unit 4: Everything Changes-11 days

Big Idea: Exploration, Settlement, Technology-History

NJ-SLS: 6.1 History: America in the World

- **Unit 5: Good Citizens- 21 days**

Big Idea: Rights and Responsibilities-Government and Citizenship

NJ-SLS: 6.1 U.S. History: America in the World

**Textbook Series: TCI (Teacher Curriculum Institute)**

\*Pacing based on Social Studies meeting every other day for a 40 minute period

Grade 1 Social Studies Curriculum	
<b>Content Area: Social Studies</b>	
<b>Unit Title: Unit 1: People Everywhere</b>	
<b>Target Course/Grade Level: Social Studies/Grade 1</b>	
<b>Unit Summary</b> Family members learn together and help each other.	
<b>Primary interdisciplinary connections:</b> Math, Reading, Language Arts, and Science	
<b>21st century themes:</b> 9.1.4.A.1, 9.1.4.A.2, 9.1.4.B.1, 9.1.4.D.1, 9.1.8.A.3	
<b>Unit Rationale</b> To help children understand that culture is passed down to younger generations by asking them to think about all of the things they learn at home, at school, or in the community.	
Learning Targets	
<b>Standards</b> <b>6.1 U.S. History:</b> 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>Content Statements</b> <ul style="list-style-type: none"> <li>Rules and laws are developed to protect people’s rights and the security and welfare of society.</li> <li>Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.4.A.1	Explain how rules and laws are created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>What do we learn from our families, our schools, and our communities?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>We learn traditions, how to work together, and help each other.</li> <li>Children’s answers will vary.</li> </ul>

<ul style="list-style-type: none"> <li>• What traditions have you learned from your family?</li> <li>• What groups do you belong to, such as family and classroom?</li> </ul>	<ul style="list-style-type: none"> <li>• Students belong to their classrooms, families, sports teams, etc.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>Students will...</i>  Recognize that a map is a picture of a place shown from above.  Explain why and how people make rules.  Use a map key and its symbols to locate and identify points or areas on a map.  Give an example of the people you depend on in your community.  Name places that are important to the local community.  Explain why people move from one place to another.</p>	
<p><b>Differentiation</b>  <b>Extra Support</b>  <i>Meet a Community Helper:</i> A six-year old girl tells about a community helper that she knows- Nell the mail carrier. The narrator tells about all the hard work Nell does to deliver the mail <b>Oral Language:</b> Visual Learning <b>Independent Writing:</b> Poster &amp; <b>Graphic Organizer:</b> Children can use a web to summarize the role of a mail carrier.  <b>On Level</b>  <i>Don't Let the Cat Out!:</i> Dan's family has a rule about not letting the cat outside. One day Dan accidentally breaks the rule. He learns about the consequences of not following rules. <b>Oral Language:</b> Retelling <b>Independent Writing:</b> Personal Narrative <b>Graphic Organizer:</b> Have children use the cause and effect graphic organizer to tell what happened in the story.  <b>Challenge</b>  <i>Clara Barton:</i> This biography details the accomplishments of Clara Barton, founder of American Red Cross. Examples of her lifelong work helping other are shared. <b>Oral Language:</b> Personal Response <b>Independent Writing:</b> Persuasive Writing <b>Graphic Organizer:</b> Children can use a flow chart to sequence and describe three important accomplishments of Clara Barton.</p>	
<p><b>ELL &amp; Modifications</b>  <b>ELL/Extra Support:</b> Read the selection aloud as children follow along in their books. Pause frequently and help children monitor understanding.  <b>On Level:</b> Have partners take turns reading aloud. They can pause at the end of each page to ask each other questions and to check understanding.  <b>Challenge:</b> Children can read the selection and write down any questions they have. Then they can work in small groups to answer their questions.</p>	

Evidence of Learning	
<p><b>Summative Assessment/Benchmarks (5 - 7 days)</b></p> <p>Classroom Based Assessment</p> <p><b>Written and Oral Assessment (7 Days)</b></p> <ul style="list-style-type: none"> <li>• Lesson Review Questions</li> <li>• Unit Review</li> <li>• Unit Project</li> <li>• Unit Test</li> </ul> <p><b>Rubrics</b></p> <ul style="list-style-type: none"> <li>• Teacher's Edition</li> <li>• Assessment Options</li> </ul> <p><b>Informal, Continuous Assessment</b></p> <ul style="list-style-type: none"> <li>• Comprehension: Lesson Review Questions, Teacher's Edition, Practice Book, Assessment options.</li> </ul> <p>Written assessment and teacher observation</p> <p><b>Equipment needed: Maps and Globes</b></p> <p><b>Overhead Projector</b></p> <p><b>Smart Board</b></p> <p><b>Teacher Resources:</b> Consumable and non-consumable Social Studies materials, workbook, written assessments, Teacher Edition Social Studies: TCI (Teacher Curriculum Resources), teacher developed activities, lesson plans</p>	
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Oral discussion</li> <li>• Workbook pages</li> <li>• Centers</li> </ul>	
Lesson Plans	
<p><b>Lesson 1</b></p> <p>Family</p>	<p><b>2 days</b></p>
<p><b>Lesson 2</b></p> <p>In Your Classroom</p>	<p><b>2 days</b></p>
<p><b>Lesson 3</b></p> <p>Leader and Rules</p>	<p><b>2 days</b></p>
<p><b>Lesson 4</b></p> <p>A Community</p>	<p><b>2 days</b></p>
<p><b>Lesson 5</b></p> <p>Moving to New Homes</p>	<p><b>2 days</b></p>

Lesson	
<b>Teacher Notes:</b> The lessons may be revised based on students' abilities and needs. Formative assessments will be completed based on time.	
<b>Curriculum Development Resources</b> <b>Click the links below to access additional resources used to design this unit:</b> <a href="http://www.eduplace.com/ss">www.eduplace.com/ss</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>	

Lesson Plan 1							
Content Area: Social Studies							
Lesson Title: Family					Timeframe: 2 Days		
Lesson Components							
21st Century Themes							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
21st Century Skills							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
Interdisciplinary Connections: Language Arts & Mathematics							
Integration of Technology: Smart board, iPads, and laptops							
Equipment needed: TCI Textbook Teacher and Student Edition							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• will identify roles of family members.</li> <li>• will name things children learn from their families.</li> <li>• will explain how working together helps families get jobs done easier and faster</li> </ul>	<p><b>Lesson Sequence</b></p> <ol style="list-style-type: none"> <li>1. Get Set to Read             <ol style="list-style-type: none"> <li>a. Preview: Have children look at the pictures on page 26-27. Ask them to share things that their families do together.</li> <li>b. Reading Skill: Main Idea and Details: After you read page 26 with children, reread the main idea. People in a family help each other. Tell children that the main idea of the paragraph is that people in a family help one another.</li> <li>c. Build on What you Know: Ask children what they know about families. Ask: What do people in families do to help one another?</li> </ol> </li> <li>2. Teach             <ol style="list-style-type: none"> <li>a. A Family of Helpers: 1) Talk about it: What is family? Answer: A family is a group of people who care about and help each other. 2) Critical Thinking: Draw conclusions: How does working together in a family help jobs get done faster and easier?</li> <li>b. Families Learn Together: 1) Talk about: What do families teach? They teach how to care about other people, to be safe, and to be healthy. Visual learning: What are these children learning to do on page 28? 2) Critical Thinking: Draw Conclusions; Ask children why they think families are important. What do families give us? Help children draw a conclusion to answer this question.</li> </ol> </li> <li>3. Review/Assess</li> </ol>	<ul style="list-style-type: none"> <li>• Review and Assess: Ask: What do adults and children do in a family? What do children learn from their families? What happens when families work together at jobs?</li> <li>• Have students draw a picture of their family.</li> </ul>
<p><b>Differentiation:</b> Small group instruction, leveled readers. Modifications in accordance with students' 504 plans or IEP.</p>		
<p><b>Resources Provided</b> TCI textbook teacher and student edition</p>		

<b>Content Area: Social Studies</b>	
<b>Unit Title: Unit 2: Where We Live</b>	
<b>Target Course/Grade Level: Social Studies/Grade 1</b>	
<b>Unit Summary</b> Each place on Earth has physical features and weather affects how people live.	
<b>Primary interdisciplinary connections:</b> Math, Reading, Language Arts, and Science	
<b>21st century themes:</b> 9.1.4.A.1, 9.1.4.A.2, 9.1.4.B.1, 9.1.4.D.1, 9.1.8.A.3	
<b>Unit Rationale</b> Point out that each place on Earth has physical features such as landforms. Places have weather that affects how people live. When people build cities and towns, they modify the land and water in those places.	
<b>Learning Targets</b>	
<b>Standards:</b> <b>6.1 U.S. History: America in the World:</b> 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>Content Statements</b> <ul style="list-style-type: none"> <li>Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</li> <li>Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
6.1.4.B.8	Compare ways people choose to use and divide natural resources.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>What do you know about Earth and its people?</li> <li>What does the land in our community look like?</li> <li>Are there many buildings, homes, and people in our community?</li> <li>What are Earth's continents?</li> <li>What are Earth's oceans?</li> <li>What are some natural resources people use every day?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Earth has physical features. When people build cities and towns, they modify the land and water in those places.</li> <li>Everyone who lives within the boundaries of Hamburg is a part of the community.</li> <li>Natural resources are valuable, whether renewable or non-renewable.</li> </ul>

## Unit Learning Targets

*The students will . . .*

- Identify Earth's continents.
- Identify Earth's oceans.
- Compare globes and world maps and understand that both are representations of Earth.
- Identify the physical features of your community.
- Compare the land from other places to your region.
- Give examples of natural resources that people use in daily life.\
- Give examples of how people change the environment.
- Read a chart for information.
- Describe characteristics of weather.
- Show how the seasons and weather affect how people live.
- Describe features of a city, suburb, and town.
- Compare and contrast the way people live in a city, suburb, or town.
- Identify the United States on a map.
- Identify your state on a map of the United States.

## Differentiation

### Extra Support

*Find the Prize!*: Young squirrels use a map to locate a prize. Other young animals join in the game. By following directions, the squirrels find the prize that their whole family can enjoy. **Oral Language:** Visual Learning **Independent Writing:** Directions & **Graphic Organizer:** Children can use a flow chart to write what happened first, next, and last in the story.

### On Level

*From the Mountain to the Ocean!* The text and illustrations give an overview of part of the water cycle. Children read how rain and snowmelt travel down from the mountains, creating streams and rivers. Some rivers eventually flow into the ocean. **Oral Language:** Visual Learning **Independent Writing:** Picture Labels **Graphic Organizer:** Children can use a flow chart to show the cause and effect of how rivers and streams are made.

### Challenge

*Mother Nature:* This biography explains how Marjory Stoneman Douglas's view of the Florida Everglades was different from others of that time. Her efforts to persuade others to view it as vital natural resource eventually led to the Everglades becoming a national park. **Oral Language:** Discussion **Independent Writing:** Opinion Essay **Graphic Organizer:** Children can use a web to show some of Marjory Stoneham Douglas's character traits.

## ELL & Modifications

**ELL/Extra Support:** Read the selection aloud as children follow along in their books. Pause frequently and help children monitor understanding.

**On Level:** Have partners take turns reading aloud. Children can pause at the end of each page to ask each other questions and to check understanding.

**Challenge:** Children can read the selection and write down any questions they have. Then they can work in small groups to answer their questions.

Evidence of Learning	
<b>Summative Assessment/Benchmarks (5 - 7 days)</b> Classroom Based Assessment <b>Written and Oral Assessment (7 Days)</b> <ul style="list-style-type: none"> <li>• Lesson Review Questions</li> <li>• Unit Review</li> <li>• Unit Project</li> <li>• Unit Test</li> </ul> <b>Rubrics</b> <ul style="list-style-type: none"> <li>• Teacher's Edition</li> <li>• Assessment Options</li> </ul> <b>Informal, Continuous Assessment</b> <ul style="list-style-type: none"> <li>• Comprehension: Lesson Review Questions, Teacher's Edition, Practice Book, Assessment options.</li> </ul> Written assessment and teacher observation <b>Equipment needed:</b> Maps and Globes, Overhead Projector, Smart Board <b>Teacher Resources:</b> Consumable and non-consumable Social Studies materials, workbook, written assessments, Teacher Edition Social Studies: TCI (Teacher Curriculum Resources), teacher developed activities, lesson plans	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Oral discussion</li> <li>• Workbook pages</li> <li>• Centers</li> </ul>	
Lesson Plans	
<b>Lesson 1</b> Our Earth	<b>2 days</b>
<b>Lesson 2</b> Our Land, Our Water	<b>2 days</b>
<b>Lesson 3</b> Natural Resources	<b>2 days</b>
<b>Lesson 4</b> Weather and Seasons	<b>2 days</b>
<b>Lesson 5</b> City, Suburb, Town	<b>2 days</b>
<b>Lesson 6</b> Our Country	<b>2 days</b>
<b>Lesson 7</b> Our Country's Neighbors	<b>2 days</b>

**Teacher Notes:** The lessons may be revised based on students' abilities and needs. Formative assessments will be completed based on time.

**Curriculum Development Resources**

**Click the links below to access additional resources used to design this unit:**

[www.eduplace.com/ss](http://www.eduplace.com/ss)

[www.unitedstreaming.com](http://www.unitedstreaming.com)

<b>Content Area: Social Studies</b>	
<b>Unit Title: Unit 3: World of Work</b>	
<b>Target Course/Grade Level: Social Studies/Grade 1</b>	
<b>Unit Summary</b> People must make choices about what to buy or how to save money.	
<b>Primary interdisciplinary connections:</b> Math, Reading, Language Arts, and Science	
<b>21st century themes:</b> 9.1.4.A.1, 9.1.4.A.2, 9.1.4.B.1, 9.1.4.D.1, 9.1.8.A.3	
<b>Unit Rationale:</b> To help children understand <i>needs</i> , <i>wants</i> , and <i>scarcity</i> . Discuss buying and selling and give examples of <i>goods</i> and <i>services</i> . Understand different jobs people do and why people have jobs.	
<b>Learning Targets</b>	
<b>Standards:</b> <b>6.1 U.S. History: America in the World:</b> 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>Content Statements</b> <ul style="list-style-type: none"> <li>• People make decisions based on their needs, wants, and the availability of resources.</li> <li>• Economics is a driving force for the occurrence of various events and phenomena in societies.</li> <li>• Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.4.C.1	Apply <u>opportunity cost</u> to evaluate individuals' decisions, including ones made in their communities.
6.1.4.C.2	Distinguish between needs and wants and explain how <u>scarcity</u> and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals live
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What are some needs and wants of most families?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Needs: food, shelter, clothing; wants: car, toys, books, pets</li> </ul>

<ul style="list-style-type: none"> <li>● What are two examples of goods and services?</li> <li>● What are some ways people can save money?</li> <li>● Why do people have jobs?</li> <li>● What is the difference between a buyer and a seller?</li> <li>● Identify the services at school and in the community.</li> <li>● Compare barter to using money to buy goods and services.</li> <li>● Explain the cost of giving one thing up when making a buying choice.</li> <li>● Explain ways people can save money.</li> <li>● Explain why people have jobs.</li> <li>● Identify some types of jobs that produce goods or provide services.</li> </ul>	<ul style="list-style-type: none"> <li>● Goods: cars, books, homes, shoes; Services: dental work, taxi ride</li> <li>● People can save money by putting a little in the bank when they have extra.</li> <li>● People have jobs to get the goods and services they need.</li> <li>● A seller has goods that others can buy and a buyer pays money for goods.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>The students will . . .</i></p> <ul style="list-style-type: none"> <li>● Identify some needs and wants of most families.</li> <li>● Explain how families in this country and around the world meet their needs and wants.</li> <li>● Explain how supply of goods affects choices.</li> <li>● Give examples of goods and services.</li> </ul>	
<p><b>Differentiation</b>  <b>Extra Support</b>  <i>A Job for You!</i> Three children imagine jobs they might choose to do when they grow up. <b>Oral Language:</b> Personal Response <b>Independent Writing:</b> Opinion &amp; <b>Graphic Organizer:</b> Guide children in classifying the jobs in the book.  <b>On Level</b>  <i>Walt Disney's World:</i> This book tells the story of Walt Disney, and how he created a huge business based on animated characters. <b>Oral Language:</b> Retelling <b>Independent Writing:</b> Cartoon <b>Graphic Organizer:</b> Guide children in completing a sequence chart.  <b>Challenge</b>  <i>The Life of a Dollar Bill:</i> This book tells how a dollar bill goes from the press, to the bank, to a business, to a worker, and back to the bank. <b>Oral Language:</b> Viewing and Speaking <b>Independent Writing:</b> Journal Entry <b>Graphic Organizer:</b> Help children use a flow chart to track the movement of the dollar bill in the story.</p>	

**ELL/Modifications**

**ELL/Extra Support:** Read the selection aloud as children follow along in their books. Pause frequently and help children monitor understanding.

**On Level:** Have partners take turns reading aloud. Children can pause at the end of each page to ask each other questions and to check understanding.

**Challenge:** Children can read the selection and write down any questions they have. Then they can work in small groups to answer their questions.

**Evidence of Learning****Summative Assessment/Benchmarks (5 - 7 days)**

Classroom Based Assessment

**Written and Oral Assessment (7 Days)**

- Lesson Review Questions
- Unit Review
- Unit Project
- Unit Test

**Rubrics**

- Teacher's Edition
- Assessment Options

**Informal, Continuous Assessment**

- Comprehension: Lesson Review Questions, Teacher's Edition, Practice Book, Assessment options.
- Written assessment and teacher observation
- Written assessment – tests, quizzes, workbook pages

**Equipment needed:** Maps and Globes, Overhead Projector, Smart Board

**Teacher Resources:** Consumable and non-consumable Social Studies materials, workbook, written assessments, Teacher Edition Social Studies: TCI (Teacher Curriculum Resources), teacher developed activities, lesson plans

**Formative Assessments:**

- Teacher observation
- Oral discussion
- Workbook pages
- Centers

**Lesson Plans**

<b>Lesson 1</b> Needs and Wants	<b>2 days</b>
<b>Lesson 2</b> Goods and Services	<b>2 days</b>
<b>Lesson 3</b> Buy, Trade, and Save	<b>2 days</b>

<b>Lesson 4</b> All Kinds of Jobs	<b>2 days</b>
<b>Lesson 5</b> Getting Food to Market	<b>2 days</b>
<b>Teacher Notes:</b> The lessons may be revised based on students' abilities and needs. Formative assessments will be completed based on time.	
<b>Curriculum Development Resources</b> Click the links below to access additional resources used to design this unit: <a href="http://www.eduplace.com/ss">www.eduplace.com/ss</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>	

<b>Content Area: Social Studies</b>
<b>Unit Title: Unit 4: Everything Changes</b>
<b>Target Course/Grade Level: Social Studies/Grade 1</b>
<b>Unit Summary</b> People, places, and things change over time. History is the story about people, places, and events from the past.
<b>Primary interdisciplinary connections:</b> Math, Reading, Language Arts, and Science
<b>21st century themes:</b> 9.1.4.A.1, 9.1.4.A.2, 9.1.4.B.1, 9.1.4.D.1, 9.1.8.A.3
<b>Unit Rationale</b> To help children understand that culture is passed down to younger generations by asking them to think about all of the things they learn at home, at school, or in the community.
<b>Learning Targets</b>
<b>Standards:</b>  <b>6.1 U.S. History: America in the World</b> 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>Content Statements</b> <ul style="list-style-type: none"> <li>• Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</li> <li>• The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.</li> <li>• Cultures struggle to maintain traditions in a changing society.</li> </ul>

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>		
6.1.4.D.1.	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.		
6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.		
6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.		
6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.		
<table border="1"> <tr> <td style="vertical-align: top;"> <p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is something you did in the past? What is something you do in the present? What is something you would like to do in the future?</li> <li>• How can you learn about the past?</li> <li>• What are the names of two American Indian groups?</li> <li>• What were some of the difficulties the settlers encountered when they came to America?</li> <li>• What was the Pilgrims' first harvest festival like?</li> <li>• Compare your school to one of long ago.</li> <li>• How have transportation inventions changes the way people live?</li> <li>• What is a type of invention that made communication easier?</li> </ul> </td><td style="vertical-align: top;"> <p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Children's answers will vary.</li> <li>• Some examples might <b>include: looking at old</b> photographs, reading letters and books, and talking with people.</li> <li>• Chumash and the Cherokee are two names of American Indian groups.</li> <li>• They did not have enough food and they got sick.</li> <li>• They celebrated in the fall because they had enough food and they invited some Wampanoag.</li> <li>• Schools today have different grades and each grade is in a different classroom. Most children go to school now. We use paper and pencils and other technology.</li> <li>• People can travel farther and more often in less time.</li> <li>• Televisions, telephones, and computers have made it easier to communicate with people all over the world.</li> </ul> </td></tr> </table>		<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is something you did in the past? What is something you do in the present? What is something you would like to do in the future?</li> <li>• How can you learn about the past?</li> <li>• What are the names of two American Indian groups?</li> <li>• What were some of the difficulties the settlers encountered when they came to America?</li> <li>• What was the Pilgrims' first harvest festival like?</li> <li>• Compare your school to one of long ago.</li> <li>• How have transportation inventions changes the way people live?</li> <li>• What is a type of invention that made communication easier?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Children's answers will vary.</li> <li>• Some examples might <b>include: looking at old</b> photographs, reading letters and books, and talking with people.</li> <li>• Chumash and the Cherokee are two names of American Indian groups.</li> <li>• They did not have enough food and they got sick.</li> <li>• They celebrated in the fall because they had enough food and they invited some Wampanoag.</li> <li>• Schools today have different grades and each grade is in a different classroom. Most children go to school now. We use paper and pencils and other technology.</li> <li>• People can travel farther and more often in less time.</li> <li>• Televisions, telephones, and computers have made it easier to communicate with people all over the world.</li> </ul>
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## Unit Learning Targets

*The students will . . .*

- Use the terms *past*, *present*, and *future* to describe changes that happen in your life.
- Tell how we learn about the past.
- Use a timeline to get information about events and the order of those events.
- Identify American Indian groups.
- Tell about American Indian traditions that are still practiced today.
- Explain difficulties of settlers.
- Compare lives of Pilgrims and American Indian families to families today.
- Describe the Pilgrims' first harvest celebration.
- Follow problem-solving steps to solve a problem.
- Compare your school to one from long ago.
- Compare transportation methods from long ago to those we use today.
- Explain how transportation inventions have changed the way people live.
- Understand that different people have different points of view.
- Identify inventions and ideas that made communication easier.
- Compare communication methods long ago with those used today.

## Differentiation

### Extra Support

*Cars!*: This book is written around a timeline that shows cars from the time of their invention to the present day **Oral Language**: Discussion **Independent Writing**: Description & **Graphic Organizer**: Guide children in completing a chart to compare the Model T with contemporary cars.

### On Level

*Harriet Tubman: A Woman of Courage*: This book tells the story of how Harriet Tubman became a conductor for the Underground Railroad. **Oral Language**: Personal Response **Independent Writing**: Medal **Graphic Organizer**: Guide children in completing a cause-and-effect chart.

### Challenge

*Visit to a Museum*: This book documents a visit to the National Museum of American History in Washington, D.C., showing exhibits and artifacts related to American Indian and Colonial Life. **Oral Language**: Vocabulary Expansion **Independent Writing**: Brochure **Graphic Organizer**: Guide children in completing a chart that shows facts about the museum.

## ELL/Modifications

**ELL/Extra Support**: Read the selection aloud as children follow along in their books. Pause frequently and help children monitor understanding.

**On Level**: Have partners take turns reading aloud. Children can pause at the end of each page to ask each other questions and to check understanding.

**Challenge**: Children can read the selection and then work with a partner to write a sentence or too to tell what the selection is about.

Evidence of Learning	
<b>Summative Assessment/Benchmarks (7 - 9 days)</b> Classroom Based Assessment <b>Written and Oral Assessment (7 Days)</b> <ul style="list-style-type: none"> <li>• Lesson Review Questions</li> <li>• Unit Review</li> <li>• Unit Project</li> <li>• Unit Test</li> </ul> <b>Rubrics</b> <ul style="list-style-type: none"> <li>• Teacher's Edition</li> <li>• Assessment Options</li> </ul> <b>Informal, Continuous Assessment</b> <ul style="list-style-type: none"> <li>• Comprehension: Lesson Review Questions, Teacher's Edition, Practice Book, Assessment options.</li> <li>• Written assessment and teacher observation</li> <li>• Written assessment – tests, quizzes, workbook pages</li> </ul>	
<b>Equipment needed:</b> Maps and Globes, Overhead Projector, Smart Board	
<b>Teacher Resources:</b> Consumable and non-consumable Social Studies materials, workbook, written assessments, Teacher Edition Social Studies: TCI (Teacher Curriculum Resources), teacher developed activities, lesson plans	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Oral discussion</li> <li>• Workbook pages</li> <li>• Centers</li> </ul>	
Lesson Plans	
<b>Lesson 1</b> Learning About the Past	<b>2 days</b>
<b>Lesson 2</b> The First Americans	<b>2 days</b>
<b>Lesson 3</b> Family life: Past and Present	<b>2 days</b>
<b>Lesson 4</b> Going to School Long Ago	<b>2 days</b>
<b>Lesson 5</b> Moving People and Things	<b>2 days</b>

<b>Lesson 6</b> Sharing News and Ideas	<b>2 days</b>
<b>Teacher Notes:</b> The lessons may be revised based on students' abilities and needs. Formative assessments will be completed based on time.	
<b>Curriculum Development Resources</b> Click the links below to access additional resources used to design this unit: <a href="http://www.eduplace.com/ss">www.eduplace.com/ss</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>	

<b>Content Area: Social Studies</b>	
<b>Unit Title: Unit 5 Good Citizens</b>	
<b>Target Course/Grade Level: Social Studies/Grade 1</b>	
<b>Unit Summary</b> Understand what a <i>law</i> is and how people and the government work together to make laws. Discuss leaders at the town, state, and national levels, and leaders long ago. Explain the rights and responsibilities citizens have. Give examples of national heroes and the work they did. Give examples of symbols of the United States.	
<b>Primary interdisciplinary connections:</b> Math, Reading, Language Arts, and Science	
<b>21st century themes:</b> 9.1.4.A.1, 9.1.4.A.2, 9.1.4.B.1, 9.1.4.D.1, 9.1.8.A.3	
<b>Unit Rationale</b> Children understand that people have responsibilities or duties.	
<b>Learning Targets</b>	
<b>Standards:</b> <b>6.1 U.S. History: America in the World:</b> 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>Content Statements</b> <ul style="list-style-type: none"> <li>Rules and laws are developed to protect people's rights and the security and welfare of society.</li> <li>The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>

6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.		
6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.		
6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations		
<table border="1"> <tr> <td style="vertical-align: top;"> <p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● Who is the governor of your state? Who is the president of the United States?</li> <li>● Describe the work of a mayor, a governor, and the President.</li> <li>● What is one right that every citizen has?</li> <li>● What are two things citizens should do?</li> <li>● What is an election?</li> <li>● What character traits do many leaders have?</li> <li>● What are two facts you know about the American flag?</li> <li>● What is another symbol of the United States and why is it important?</li> </ul> </td><td style="vertical-align: top;"> <p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● Answers should name the governor of the state and the current President of the United States.</li> <li>● A mayor is the leader of a city or town and makes sure that the city takes care of schools and libraries. The governor leads a state and takes care of state roads, colleges, and parks.</li> <li>● Answers may include a citizen has the right to choose leaders, the right to privacy, or the right to be a part of a group.</li> <li>● Citizens should follow rules and laws and vote.</li> <li>● An election is when citizens vote for a law or for a leader they think will do the best job.</li> <li>● Accept responses such as bravery, strength, honesty, or a caring nature.</li> <li>● Answers should include two of the following: The American flag has thirteen stripes, one for each of the original states. It has one star for each of the 50 states. The flag is a symbol of our nation.</li> <li>● Answers should include one of the following: The Liberty Bell is a symbol of freedom. The bald eagle stands for a strong country. Uncle Sam is a symbol of our country. The Lincoln Memorial, Washington Monument, and Mt. Rushmore honor presidents. The White</li> </ul> </td></tr> </table>		<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● Who is the governor of your state? Who is the president of the United States?</li> <li>● Describe the work of a mayor, a governor, and the President.</li> <li>● What is one right that every citizen has?</li> <li>● What are two things citizens should do?</li> <li>● What is an election?</li> <li>● What character traits do many leaders have?</li> <li>● What are two facts you know about the American flag?</li> <li>● What is another symbol of the United States and why is it important?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● Answers should name the governor of the state and the current President of the United States.</li> <li>● A mayor is the leader of a city or town and makes sure that the city takes care of schools and libraries. The governor leads a state and takes care of state roads, colleges, and parks.</li> <li>● Answers may include a citizen has the right to choose leaders, the right to privacy, or the right to be a part of a group.</li> <li>● Citizens should follow rules and laws and vote.</li> <li>● An election is when citizens vote for a law or for a leader they think will do the best job.</li> <li>● Accept responses such as bravery, strength, honesty, or a caring nature.</li> <li>● Answers should include two of the following: The American flag has thirteen stripes, one for each of the original states. It has one star for each of the 50 states. The flag is a symbol of our nation.</li> <li>● Answers should include one of the following: The Liberty Bell is a symbol of freedom. The bald eagle stands for a strong country. Uncle Sam is a symbol of our country. The Lincoln Memorial, Washington Monument, and Mt. Rushmore honor presidents. The White</li> </ul>
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	House is the home of the President of the United States.
<b>Unit Learning Targets</b> <i>The students will . . .</i> <ul style="list-style-type: none"> <li>• Explain why communities need laws.</li> <li>• Identify who makes the laws in a community.</li> <li>• Write about a rule and why it is important.</li> <li>• Recognize some government leaders throughout history.</li> <li>• Identify the governor of your state and the President of the United States.</li> <li>• Describe the work of a mayor, a governor, and the President.</li> <li>• Name a right a citizen has.</li> <li>• Name two responsibilities of citizens.</li> <li>• Explain what an election is.</li> <li>• Identify American heroes and explain their achievements.</li> <li>• Identify character traits of some heroes.</li> <li>• Identify the American flag as a symbol of our country.</li> <li>• Identify and know the importance of symbols of the United States.</li> </ul>	
<b>Differentiation</b> <b>Extra Support</b> <i>Meet Johnny Appleseed:</i> This brief biography tells about Johnny Appleseed's contributions to many communities <b>Oral Language:</b> Summary <b>Independent Writing:</b> Thank-You Note & <b>Graphic Organizer:</b> Guide children in completing a cause-and effect chart. <b>On Level</b> <i>A Visit to the Statue of Liberty:</i> This simple tour of the Statue of Liberty tells about its history and symbols. <b>Oral Language:</b> Discussion <b>Independent Writing:</b> Comic Strip <b>Graphic Organizer:</b> Guide children in completing a main idea/details chart. <b>Challenge</b> <i>Helping Out:</i> Three children and their teacher hold recycling drive to raise money for new library books. <b>Oral Language:</b> Act it out <b>Independent Writing:</b> List <b>Graphic Organizer:</b> Guide children in completing a sequence-of-events chart.	
<b>ELL/Modifications</b> <b>ELL/Extra Support:</b> Read the selection aloud as children follow along in their books. Pause frequently and help children monitor understanding. <b>On Level:</b> Have partners take turns reading aloud. Children can pause at the end of each page to ask each other questions and to check understanding. <b>Challenge:</b> Children can read the selection and then work with a partner to write a sentence or two to tell what the selection is about.	

Evidence of Learning	
<b>Summative Assessment/Benchmarks (7 - 9 days)</b> Classroom Based Assessment <b>Written and Oral Assessment (7 Days)</b> <ul style="list-style-type: none"> <li>• Lesson Review Questions</li> <li>• Unit Review</li> <li>• Unit Project</li> <li>• Unit Test</li> </ul> <b>Rubrics</b> <ul style="list-style-type: none"> <li>• Teacher's Edition</li> <li>• Assessment Options</li> </ul> <b>Informal, Continuous Assessment</b> <ul style="list-style-type: none"> <li>• Comprehension: Lesson Review Questions, Teacher's Edition, Practice Book, Assessment options.</li> </ul> Written assessment and teacher observation Written assessment – tests, quizzes, workbook pages	
<b>Equipment needed:</b> Maps and Globes, Overhead Projector, Smart Board	
<b>Teacher Resources:</b> Consumable and non-consumable Social Studies materials, workbook, written assessments, Teacher Edition Social Studies: TCI (Teacher Curriculum Resources), teacher developed activities, lesson plans	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Oral discussion</li> <li>• Workbook pages</li> <li>• Centers</li> </ul>	
Lesson Plans	
<b>Lesson 1</b> People Need Laws	<b>2 days</b>
<b>Lesson 2</b> Government and Leaders	<b>2 days</b>
<b>Lesson 3</b> Citizens	<b>2 days</b>
<b>Lesson 4</b> Heroes in Our Country	<b>2 days</b>
<b>Lesson 5</b> Symbols of Our Country	<b>2 days</b>
<b>Teacher Notes:</b> The lessons may be revised based on students' abilities and needs. Formative assessments will be completed based on time.	

## Curriculum Development Resources

Click the links below to access additional resources used to design this unit:

[www.eduplace.com/ss](http://www.eduplace.com/ss)

[www.unitedstreaming.com](http://www.unitedstreaming.com)

## Grade 2

**Content Area:** Social Studies

**Grade Level:** Second Grade

### **First Marking Period - Pacing Guide**

Unit 1: People and Place-11 days

Big Idea: Community-Culture

NJ-SLS: 6.1 U.S. History: America in the World

First Half of Unit 2: Places Near and Far-11 days

Big Idea: The World and You-Geography

NJ-SLS: 6.1 U.S. History: America in the World

### **Second Marking Period - Pacing Guide**

Second Half of Unit 2: Places Near and Far-11 days

Big Idea: The World and You-Geography

NJ-SLS: 6.1 U.S. History: America in the World

Unit 3: Ways of Living- 11 days

Big Idea: Traditions, Customs, Diversity-Culture

NJ-SLS: 6.1 US History: America in the World

### **Third Marking Period - Pacing Guide**

Unit 4: People at Work- 11 days

Big Idea: Earn, Save, and Spend-Economics

NJ-SLS: 6.1 U.S. History: America in the World

First Half of Unit 5: America's Past-11 days

Big Idea: Exploration, Settlement, Technology-History

NJ-SLS: 6.1 History: America in the World

### **Fourth Marking Period - Pacing Guide**

Second Half of Unit 5: America's Past-11 days

Big Idea: Exploration, Settlement, Technology-History

NJ-SLS: 6.1 History: America in the World

Unit 6: America's Government- 11 days

Big Idea: Rights and Responsibilities-Citizenship

NJ-SLS: 6.1 U.S. History: America in the World

**Textbook Series:** TCI (Teacher Curriculum Institute)

\*Pacing based on Social Studies meeting every other day for a 40 minute period

Grade 2 Social Studies Curriculum	
<b>Content Area: Social Studies</b>	
<b>Unit Title: Unit 1: People and Places</b>	
<b>Target Course/Grade Level: Social Studies/Grade 2</b>	
<b>Unit Summary</b> People affect the places they live. Every place has geographic characteristics as well as human characteristics. As humans carry out their daily lives, they interact with the land and water around them.	
<b>Primary interdisciplinary connections:</b> Math, Reading, and Language Arts	
<b>21st century themes:</b> 9.1.4.A.1, 9.1.4.A.2, 9.1.4.B.1, 9.1.4.D.1, 9.1.8.A.3	
<b>Unit Rationale:</b> To help students understand the difference between the places people live.	
Learning Targets	
<b>Standards</b> <b>6.1 U.S. History: America in the World:</b> 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>Content Statements</b> <ul style="list-style-type: none"><li>Rules and laws are developed to protect people’s rights and the security and welfare of society.</li><li>The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.</li><li>Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</li></ul>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

<p><b>6.1.4.B.2</b></p>	<p>Use physical and political maps to explain how the location and spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</p>
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What groups do people belong?</li> <li>• What are the characteristics of a community and neighborhood?</li> <li>• What are the characteristics of a city, suburb and a rural area?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Families, classes, activities, friends</li> <li>• They consist of neighborhoods &amp; communities where people live and work together.</li> <li>• A city is a place where people live and work. A suburb is a community outside of a city. A rural area is a place with more open space than cities and suburbs.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>The students will . . .</i></p> <ul style="list-style-type: none"> <li>• Identify groups that most people belong to, describe the leader’s role and why rules in a group are important.</li> <li>• Compare maps, globes, use symbols, and use a compass rose to identify cardinal directions.</li> <li>• Identify the characteristics of a community and a neighborhood.</li> <li>• Find the places on a neighborhood map using a simple number letter grid.</li> <li>• Compare characteristics of cities and suburbs.</li> <li>• Describe the characteristics of a rural community.</li> </ul>	
<p><b>Differentiation</b></p> <p><b>Extra Support</b>  <i>When I Visit My Cousin:</i> The girl who narrates this realistic fiction describes a visit to her in her suburban neighborhood. <b>Oral Language:</b> Visual Language <b>Independent Writing:</b> Letter &amp; <b>Graphic Organizer:</b> Children list things the cousins did together in the city and in the suburb.</p> <p><b>On Level</b>  <i>Jaime Escalante, A Great Teacher:</i> This biography describes Jaime Escalante’s early life as an immigrant from Bolivia and his motivation to teach. It focuses on his success teaching math to high school student in Los Angeles. <b>Oral Language:</b> Discussion <b>Independent Writing:</b> Personal Narrative <b>Graphic Organizer:</b> Children use a flow chart to sequence four important events in Jaime Escalante’s life.</p> <p><b>Challenge</b>  <i>Cherry Blossoms Everywhere:</i> This nonfiction book offers an account of the long tradition of celebrating cherry blossoms in Japan. It tells how Helen Taft initiated the planting of Japanese cherry trees in Washington, D.C. <b>Oral Language:</b> Retelling <b>Independent Writing:</b> Poetry <b>Graphic Organizer:</b> Children use a Venn diagram to show information about cherry trees.</p>	

<b>ELL/Modifications</b> <b>ELL/Extra Support:</b> Read the selection aloud as children follow along in their books. Pause frequently and help children monitor understanding. <b>On Level:</b> Have partners take turns reading aloud. Children can pause at the end of each page to ask each other questions and to check understanding. <b>Challenge:</b> Children can read the selection and write down any questions they have. Then they can work in small groups to answer their questions.	
<b>Evidence of Learning</b>	
<b>Summative Assessment/Benchmarks (7 - 9 days)</b> Classroom Based Assessment <b>Written and Oral Assessment (7 Days)</b> <ul style="list-style-type: none"> <li>• Lesson Review Questions</li> <li>• Unit Review</li> <li>• Unit Project</li> <li>• Unit Test</li> </ul> <b>Rubrics</b> <ul style="list-style-type: none"> <li>• Teacher's Edition</li> <li>• Assessment Options</li> </ul> <b>Informal, Continuous Assessment</b> <ul style="list-style-type: none"> <li>• Comprehension: Lesson Review Questions, Teacher's Edition, Practice Book, Assessment options.</li> <li>• Written assessment and teacher observation</li> </ul>	
<b>Equipment needed:</b> overhead projector, maps, globes	
<b>Teacher Resources:</b> Textbooks, Workbooks, Overheads, Poster/Visual, Venn Diagrams, T charts, Leveled Readers	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Oral discussion</li> <li>• Workbook pages</li> </ul>	
<b>Lesson Plans</b>	
<b>Lesson 1</b> All Kinds of Groups	<b>2 days</b>
<b>Lesson 2</b> Living together	<b>2 days</b>
<b>Lesson 3</b> Cities and Suburbs	<b>2 days</b>
<b>Lesson 4</b> Rural Communities	<b>2 days</b>
<b>Teacher Notes:</b> The lessons may be revised based on students' abilities and needs. Formative assessments will be completed based on time.	
<b>Curriculum Development Resources</b>	

Click the links below to access additional resources used to design this unit: www.eduplace.com/ss www.unitedstreaming.com							
Lesson Plan 1							
Content Area: Social Studies							
Lesson Title: All Kinds of Groups					Timeframe: 2 Days		
Lesson Components							
21st Century Themes							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
21st Century Skills							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
Interdisciplinary Connections: Language Arts & Mathematics							
Integration of Technology: Smart board, iPads, and laptops							
Equipment needed: TCI (Teacher Created Institute) Teacher and Student Edition							

<b>Goals/ Objectives</b>	<b>Learning Activities/Instructional Strategies</b>	<b>Formative Assessment Tasks</b>
Students: <ul style="list-style-type: none"> <li>will identify groups that most people belong to.</li> <li>will describe the leader's role in a group</li> </ul>	<b>Lesson Sequence</b> <ol style="list-style-type: none"> <li>Get Set to Read               <ul style="list-style-type: none"> <li>Preview: Direct children to describe the groups pictured on page 28. Read aloud what each person says about leaders.</li> <li>Reading Skill: Compare and Contrast: As children read sections of this lesson, have them</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Review and Assess: Review tested objectives: What groups do most people belong to? What is the leader's role in a group? Why are rules important to a group?</li> </ul>

<ul style="list-style-type: none"> <li>will tell why rules are important to a group.</li> </ul>	<p>compare and contrast how the types of groups are alike and how they are different.</p> <ul style="list-style-type: none"> <li>Build on What You Know: Guide children to note that in a class or team several children are together. Discuss how being on a team or in a class is different from being alone.</li> </ul> <p>2. Teach</p> <p>a. Groups: Talk about it: Is a family a group? Why? In what way are families, classes, teams, and choirs alike? Why is Charan shown in each of these pictures?</p> <p>b. Leaders: Talk About it: What is a leader? What are some groups that have leaders?</p> <p>c. Rules: Talk about it: Why do most groups have rules? Why do you think people in some groups talk about their rules?</p> <p>3. Review/Assess</p>	
<p><b>Differentiation:</b> Small group instruction, leveled readers. Modifications in accordance with students' 504 plans or IEP.</p>		
<p><b>Resources Provided</b> TCI (Teacher Created Institute) teacher and student edition</p>		

<b>Content Area: Social Studies</b>
<b>Unit Title: Unit 2: Places Near and Far</b>
<b>Target Course/Grade Level: Social Studies/Grade 2</b>
<b>Unit Summary:</b> The world has different types of land and water. Land can be shaped by wind and weather.
<b>Primary Interdisciplinary Connections:</b> Math, Reading, and Language Arts
<b>21<sup>st</sup> Century Themes:</b> 9.1.4.A.1, 9.1.4.A.2, 9.1.4.B.1, 9.1.4.D.1, 9.1.8.A.3
<b>Unit Rationale:</b> To help students understand the world had different types of land and water.
<b>Learning Targets</b>
<b>Standards</b> <b>6.1 U.S. History: America in the World</b>

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>Content Statements:</b> <ul style="list-style-type: none"> <li>Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</li> <li>Places are jointly characterized by their physical and human properties.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>6.1.4.B.1</b>	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful
<b>6.1.4.B.2</b>	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.
<b>6.1.4.B.4</b>	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.
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>What state, country continent do you live?</li> <li>Where are the poles, hemispheres, and equator on the globe?</li> <li>What are the different landforms and bodies of water?</li> <li>What are the intermediate directions?</li> <li>How does climate affect people's lives?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>New Jersey, USA, North America</li> <li>valley, mountain, island, peninsula, &amp; plain</li> <li>lake &amp; river</li> <li>northeast, southeast, southwest, northwest</li> <li>jobs, activities, clothing</li> </ul>
<b>Unit Learning Targets</b> <i>The students will...</i> <ul style="list-style-type: none"> <li>Locate visual representations of global address: community, state, country, continent &amp; world.</li> <li>Locate on a globe the poles, hemispheres, and equator.</li> <li>Identify landforms and bodies of water.</li> <li>Tell the difference between weather and climate and how it affects people's lives.</li> <li>Compare places that have different climates.</li> <li>Describe and identify plant regions.</li> </ul>	

**Differentiation****Extra Support**

*Land and Water:* This nonfiction book provides information and shows examples that help children identify landforms and bodies of water **Oral Language:** Naming Game **Independent Writing:** Description & **Graphic Organizer:** Children use a chart to organize examples of land-forms and bodies of water in the book.

**On Level**

*A Trip on the Erie Canal:* Set in the 1820's, this historical fiction story is narrated by someone who is excited to be traveling along the Erie Canal. **Oral Language:** Vocabulary Expansion **Independent Writing:** List **Graphic Organizer:** Children use a web to organize information about the trip along the Erie Canal.

**Challenge**

*Rachel Carson: Scientist and Writer:* This biography begins by describing the main idea and impact of Rachel Carson's book, *Silent Spring*. Then it chronicles events in her life that led to her writing that book **Oral Language:** Personal Response **Independent Writing:** Biographical **Graphic Organizer:** Children can use a flow chart to summarize events in Rachel Carson's life.

**ELL/Modifications**

**ELL/Extra Support:** Read the selection aloud as children follow along in their books. Pause frequently and help children monitor understanding.

**On Level:** Have partners take turns reading aloud. Children can pause at the end of each page to ask each other questions and to check understanding.

**Challenge:** Children can read the selection and write down any questions they have. Then they can work in small groups to answer their questions.

**Evidence of Learning****Summative Assessment/Benchmarks (7 - 9 days)**

Classroom Based Assessment

**Written and Oral Assessment (7 Days)**

- Lesson Review Questions
- Unit Review
- Unit Project
- Unit Test

**Rubrics**

- Teacher's Edition
- Assessment Options

**Informal, Continuous Assessment**

- Comprehension: Lesson Review Questions, Teacher's Edition, Practice Book, Assessment options.

Written assessment and teacher observation

<b>Equipment needed:</b> Overhead projector, Smart Board, Maps, Globes	
<b>Teacher Resources:</b> Textbooks, workbooks, transparencies, posters/visuals, leveled readers	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Teacher observation</li> <li>Oral discussion</li> <li>Workbook pages</li> </ul>	
<b>Lesson Plans</b>	
<b>Lesson 1</b> Your Address	<b>2 days</b>
<b>Lesson 2</b> Land and Water	<b>2 days</b>
<b>Lesson 3</b> Weather and Climate	<b>2 days</b>
<b>Lesson 4</b> Regions	<b>2 days</b>
<b>Lesson 5</b> Resources	<b>2 days</b>
<b>Teacher Notes:</b> The lessons may be revised based on students' abilities and needs. Formative assessments will be completed based on time.	
<b>Curriculum Development Resources</b> Click the links below to access additional resources used to design this unit: <a href="http://www.eduplace.com/ss">www.eduplace.com/ss</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>	

<b>Content Area: Social Studies</b>
<b>Unit Title: Unit 3:</b> Ways of Living
<b>Target Course/Grade Level: Social Studies/Grade 2</b>
<b>Unit Summary:</b>
Our country's people have great diversity in the way they live. Different groups have different belief systems, customs, languages, folktales, music, art and ways of passing on ways of living to their children.
<b>Primary Interdisciplinary Connections:</b> Math, Reading, and Language Arts <b>21<sup>st</sup> Century Themes:</b> 9.1.4.A.1, 9.1.4.A.2, 9.1.4.B.1, 9.1.4.D.1, 9.1.8.A.3
<b>Unit Rationale:</b> To help students understand that different cultures have different ways of living.
<b>Learning Targets</b>
<b>Standards</b> <b>6.1 U.S. History: America in the World:</b> 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.

**Content Statements:**

- Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
- Key historical events, documents, and individuals led to the development of our nation.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.
6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do we learn about beliefs and values of families?</li> <li>• What are the contributions of various cultures to American life?</li> <li>• What are some examples of American symbols?</li> <li>• What is the importance of American symbols and landmarks?</li> <li>• What is the difference between national and state holidays?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• We learn about values and beliefs from our ancestors.</li> <li>• Contributions of various cultures are traditions, customs, languages</li> <li>• US flag, Mount Rushmore, Statue of Liberty, Liberty Bell</li> <li>• Symbols remind people that they are part of a country.</li> <li>• A state holiday is celebrated in a particular state, where a national holiday is celebrated by people in all states.</li> </ul>

## Unit Learning Targets

*The students will . . .*

- Describe how children learn beliefs and values from their families.
- Explain that Americans or their ancestors come from all over the world.
- Describe contributions of various cultures to American life.
- Explain the importance of American symbols and landmarks.
- Explain the differences among national, state, and religious holidays.

## Differentiation

### Extra Support

*One Birthday, Two Traditions:* In this realistic fiction story, a girl enjoys different traditions to celebrate her birthday. **Oral Language:** Dialogue **Independent Writing:** Invitation & **Graphic Organizer:** Use a Venn diagram to compare two birthday traditions.

### On Level

*Ellis Island:* This nonfiction book gives information about the landmark Ellis Island, where immigrants were screened before entering the United States, from 1892 to 1924. **Oral Language:** Retelling **Independent Writing:** Paragraph **Graphic Organizer:** Children can use a web to organize information from the book.

### Challenge

*Winslow Homer, American Painter:* This nonfiction book describes how Winslow Homer developed as an illustrator and as an admired painter in oil and watercolor. His scenes gives people today a view of American life in the past. **Oral Language:** Retelling **Independent Writing:** Personal **Graphic Organizer:** Children can use a chart to organize information that helps them draw conclusions about Winslow Homer.

## ELL/Modifications

**ELL/Extra Support:** Read the selection aloud as children follow along in their books. Pause frequently and help children monitor understanding.

**On Level:** Have partners take turns reading aloud. Children can pause at the end of each page to ask each other questions and to check understanding.

**Challenge:** Children can read the selection and write down any questions they have. Then they can work in small groups to answer their questions.

## Evidence of Learning

### Summative Assessment/Benchmarks (7 - 9 days)

Classroom Based Assessment

#### Written and Oral Assessment (7 Days)

- Lesson Review Questions
- Unit Review
- Unit Project
- Unit Test

#### Rubrics

- Teacher's Edition
- Assessment Options

<b>Informal, Continuous Assessment</b> <ul style="list-style-type: none"> <li>Comprehension: Lesson Review Questions, Teacher’s Edition, Practice Book, Assessment options.</li> <li>Written assessment and teacher observation</li> </ul>	
<b>Equipment needed:</b> Smart Board, overhead projector, maps, globe	
<b>Teacher Resources:</b> Textbook, Workbooks, Poster/Visuals	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Teacher observation</li> <li>Oral discussion</li> <li>Workbook pages</li> <li>Leveled Readers</li> </ul>	
<b>Lesson Plans</b>	
<b>Lesson 1</b> Families from Many Places	<b>2 days</b>
<b>Lesson 2</b> Sharing Cultures	<b>2 days</b>
<b>Lesson 3</b> America’s Symbols	<b>2 days</b>
<b>Lesson 4</b> We Celebrate Holidays	<b>2 days</b>
<b>Teacher Notes:</b> The lesson schedule can be revised based on students’ abilities and needs.	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.eduplace.com/kids">www.eduplace.com/kids</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>	

<b>Content Area: Social Studies</b>
<b>Unit Title: Unit 4: People At Work</b>
<b>Target Course/Grade Level: Social Studies/Grade 2</b>
<b>Unit Summary:</b> There are never enough resources, goods, or services to satisfy people's wants so people and nations make choices about what to buy. <b>Primary Interdisciplinary Connections:</b>

Math, Reading, and Language Arts	
<b>21<sup>st</sup> Century Themes:</b> 9.1.4.A.1, 9.1.4.A.2, 9.1.4.B.1, 9.1.4.D.1, 9.1.8.A.3	
<b>Unit Rationale:</b> To help students understand that people work and earn money to buy things that they want and need.	
<b>Learning Targets</b>	
<b>Standards</b> <b>6.1 U.S. History: America in the World</b> 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>Content Statements:</b> <ul style="list-style-type: none"> <li>• People make decisions based on their needs, wants, and the availability of resources.</li> <li>• Economics is a driving force for the occurrence of various events and phenomena in societies.</li> <li>• Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.4.C.1	Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.
6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.3	Explain why incentives vary between and among producers and consumers.
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What is the difference between needs and wants?</li> <li>• What do producers and consumers do?</li> <li>• What is income?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Needs are things that are required to live and wants are things you can live without.</li> <li>• A producer is a person who makes or grows something. A consumer is someone who buys or uses things.</li> </ul>

<ul style="list-style-type: none"> <li>• What is the difference between goods and services?</li> <li>• How does a bank and savings account work?</li> <li>• What is the difference between human and capital resources?</li> </ul>	<ul style="list-style-type: none"> <li>• Income is money that people earn.</li> <li>• Goods are things that people make or grow. Services are activities that people do to help other people.</li> <li>• A bank is a safe place where people can keep their money. One service is a savings account.</li> <li>• A human resource are people, capital resources are things such as tools, machinery, buildings and trucks.</li> </ul>
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### Unit Learning Targets

- *The students will . . .*
- Distinguish between wants and needs.
- Identify costs and benefits of an economic choice.
- Explain what producers and consumers do.
- Describe ways that people earn income to buy what they need and want.
- Explain the difference between goods and services.
- Describe how people make choices about spending and saving.
- Explain the purpose of banks and why people save their money.
- Describe how a good is made and then transported to market.
- Explain the differences among human, natural, and capital resources.
- Explain the advantages and disadvantages of using a system of barter compared to using money for buying goods.

### Differentiation

#### Extra Support

*John H. Johnson: Business Leader* This biography tells about John H. Johnson's life as a child and as a successful businessman who founded a publishing company that addressed interests of African American readers. **Oral Language:** Viewing and Speaking **Independent Writing:** Personal Narrative & **Graphic Organizer:** Children use a flow chart to summarize events in John H. Johnson's life.

#### On Level

*Mystery Coin:* This realistic fiction story is about a girl who receives a coin that is a mystery to her. She solves some mysteries about the coin by talking with a bank teller, a librarian, and her mother. **Oral Language:** Drama **Independent Writing:** Research Report **Graphic Organizer:** Children can use a three-column chart to tell some things Nina learned from three characters.

#### Challenge

*The World in Your Kitchen:* This nonfiction book looks at fresh foods that are now generally available and looks back 400 years to a time when they were not. Then it explains how inventions in transportation and refrigeration put such foods in stores today. **Oral Language:** Retelling **Independent Writing:** Comparison **Graphic Organizer:** Children can use a cause-and-effect chart to summarize the main idea of the book.

**ELL/Modifications**

**ELL/Extra Support:** Read the selection aloud as children follow along in their books. Pause frequently and help children monitor understanding.

**On Level:** Have partners take turns reading aloud. Children can pause at the end of each page to ask each other questions and check understanding.

**Challenge:** Children can read the selection and write down any questions they have. Then they can work in small groups to answer their questions.

**Evidence of Learning****Summative Assessment/Benchmarks (7 - 9 days)**

Classroom Based Assessment

**Written and Oral Assessment (7 Days)**

- Lesson Review Questions
- Unit Review
- Unit Project
- Unit Test

**Rubrics**

- Teacher's Edition
- Assessment Options

**Informal, Continuous Assessment**

- Comprehension: Lesson Review Questions, Teacher's Edition, Practice Book, Assessment options.
- Written assessment and teacher observation

**Equipment needed:** Smart Board, overhead projector, maps, globe

**Teacher Resources:**

- Textbooks
- Workbooks
- Overheads
- Poster/Visual
- Venn Diagrams
- T charts

**Formative Assessments:**

- Teacher observation
- Oral discussion
- Workbook pages

**Lesson Plans**

<b>Lesson 1</b> Needs, Wants, and Choices	<b>2 days</b>
<b>Lesson 2</b> Work	<b>2 days</b>
<b>Lesson 3</b> Goods and Services	<b>2 days</b>

<b>Lesson 4</b> People Save Money	<b>2 days</b>
<b>Lesson 5</b> From Field to Market	<b>2 days</b>
<b>Lesson 6</b> People and Nations Trade	<b>2 days</b>
<b>Teacher Notes:</b> The lesson schedule can be revised based on students' abilities and needs.	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.eduplace.com/kids">www.eduplace.com/kids</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>	

<b>Content Area: Social Studies</b>	
<b>Unit Title: Unit 5: America's Past</b>	
<b>Target Course/Grade Level: Social Studies/Grade 2</b>	
<b>Unit Summary:</b> The time before today is the past and that stories about the past are called history.	
<b>Primary Interdisciplinary Connections:</b> Math, Reading, and Language Arts <b>21<sup>st</sup> Century Themes:</b> 9.1.4.A.1, 9.1.4.A.2, 9.1.4.B.1, 9.1.4.D.1, 9.1.8.A.3	
<b>Unit Rationale:</b> To help students understand that history is the story of the past and of the people who came before us.	
<b>Learning Targets</b>	
<b>Standards</b> <b>6.1 U.S. History: America in the World</b> 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>Content Statements:</b> <ul style="list-style-type: none"> <li>American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.</li> <li>Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.</li> <li>Personal, family, and community history is a source of information for individuals about the people and places around them.</li> <li>Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.4.D.14	Trace how the American identity evolved over time

6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What is history?</li> <li>• What are the 4 different American Indian groups?</li> <li>• What is the importance of Marco Polo's journey?</li> <li>• What is the importance of Columbus's journey?</li> <li>• What are the customs and work of the settlers in Jamestown?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• History is everything that happened in the lives of people from far back in the past up to the present.</li> <li>• Delaware, Navajo, Osage, Shasta</li> <li>• Marco made people want to learn about Asia.</li> <li>• Columbus changed what people knew about the world.</li> <li>• They built houses, they had to plant, hunt, and fish for their food.</li> </ul>
<b>Unit Learning Targets</b> <i>The students will . . .</i> <ul style="list-style-type: none"> <li>• Explain that history is the story of the past and of the people who came before us.</li> <li>• Compare cultures of 4 different American Indian groups.</li> <li>• Explain the importance of Marco Polo and Columbus's journeys.</li> <li>• Describe the customs and work of the settlers in Jamestown and Plymouth.</li> <li>• Identify some of the important people in the struggle for independence and why the colonies wanted independence from Great Britain.</li> <li>• Describe the character and achievements of Sitting Bull, Jackie Robinson, and Golda Meir, Albert Einstein and Thomas Edison.</li> <li>• Identify changes in transportation that occurred in Plainfield between 1834 &amp; 2000 and how those changes affected the community.</li> <li>• Trace changes in communication over time and compare different modes of transportation.</li> </ul>	
<b>Differentiation</b> <b>Extra Support</b> <i>The Code That No One Broke:</i> This nonfiction book is about the Navajo Code Talkers, who played an important part in defending the United States in World War II. <b>Oral Language:</b> Personal Response <b>Independent Writing:</b> Message & <b>Graphic Organizer:</b> Use a web to organize information from the book. <b>On Level</b>	

<p><i>I Saw the Boston Tea Party</i>: This historical fiction book is a story from a child's view of the Boston Tea Party, an event that led up to the American Revolution <b>Oral Language</b>: Drama <b>Independent Writing</b>: Letter <b>Graphic Organizer</b>: Stop at some point before the end of the book and have children use the chart to make predictions. Continue reading and then compare outcomes.</p> <p><b>Challenge</b></p> <p><i>Sojourner Truth, Speaker for Equal Rights</i>: This biography of Sojourner Truth relates her life experiences of slavery and freedom. It tells how she became a forceful public speaker for the rights of blacks and women <b>Oral Language</b>: Personal Response <b>Independent Writing</b>: Speech <b>Graphic Organizer</b>: Children can use a Main Idea circle to identify character traits of Sojourner Truth.</p>
<p><b>ELL/Modifications</b></p> <p><b>ELL/Extra Support</b>: Read the selection aloud as children follow along in their books. Pause frequently and help children monitor understanding.</p> <p><b>On Level</b>: Have partners take turns reading aloud. Children can pause at the end of each page to ask each other questions and check understanding.</p> <p><b>Challenge</b>: Children can read the selection and write down any questions they have. Then they can work in small groups to answer their questions.</p>
<p style="text-align: center;"><b>Evidence of Learning</b></p>
<p><b>Summative Assessment/Benchmarks (7 - 9 days)</b></p> <p>Classroom Based Assessment</p> <p><b>Written and Oral Assessment (7 Days)</b></p> <ul style="list-style-type: none"> <li>• Lesson Review Questions</li> <li>• Unit Review</li> <li>• Unit Project</li> <li>• Unit Test</li> </ul> <p><b>Rubrics</b></p> <ul style="list-style-type: none"> <li>• Teacher's Edition</li> <li>• Assessment Options</li> </ul> <p><b>Informal, Continuous Assessment</b></p> <ul style="list-style-type: none"> <li>• Comprehension: Lesson Review Questions, Teacher's Edition, Practice Book, Assessment options.</li> </ul> <p>Written assessment and teacher observation</p>
<p><b>Equipment needed</b>: Smart Board, overhead projector, maps, globe</p>
<p><b>Teacher Resources</b>: Textbooks</p> <ul style="list-style-type: none"> <li>• Workbooks</li> <li>• Overheads</li> <li>• Poster/Visual</li> <li>• Venn Diagrams</li> <li>• T charts</li> <li>• Teacher created materials</li> </ul>

<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Teacher observation</li> <li>Oral discussion</li> <li>Workbook pages</li> </ul>	
<b>Lesson Plans</b>	
<b>Lesson 1</b> First Americans	<b>2 days</b>
<b>Lesson 2</b> Explorers Travel the World	<b>2 days</b>
<b>Lesson 3</b> Jamestown and Plymouth	<b>2 days</b>
<b>Lesson 4</b> A New Country	<b>2 days</b>
<b>Lesson 5</b> Past Heroes	<b>2 days</b>
<b>Lesson 6</b> Communities Change	<b>2 days</b>
<b>Lesson 7</b> Communication Changes	<b>2 days</b>
<b>Teacher Notes:</b> The lesson schedule can be revised based on students' abilities and needs.	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.eduplace.com/kids">www.eduplace.com/kids</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>	

<b>Content Area: Social Studies</b>
<b>Unit Title: Unit 6: America's Government</b>
<b>Target Course/Grade Level: Social Studies/Grade 2</b>
<b>Unit Summary:</b> Concept of government is an abstract idea that you can make concrete by considering all the ways that government is in your life.
<b>Primary Interdisciplinary Connections:</b> Math, Reading, and Language Arts <b>21<sup>st</sup> Century Themes:</b> 9.1.4.A.1, 9.1.4.A.2, 9.1.4.B.1, 9.1.4.D.1, 9.1.8.A.3
<b>Unit Rationale:</b> To help students understand America's government.
<b>Learning Targets</b>

**Standards****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.

**Content Statements:**

- Rules and laws are developed to protect people's rights and the security and welfare of society.
- There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.
- In a representative democracy, individuals elect representatives to act on the behalf of the people.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>6.1.4.A.1</b>	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.
<b>6.1.4.A.4</b>	Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.
<b>6.1.4.A.5</b>	Distinguish the roles and responsibilities of the three branches of the national government.
<b>6.1.4.A.8</b>	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"><li>• What are the levels of government?</li><li>• How do people depend on government services?</li><li>• What are citizens' rights?</li><li>• Why should citizens carry out responsibilities?</li><li>• Why do government leaders make laws?</li><li>• Why do people do in an election and why is voting important?</li><li>• What are the characteristics and duties of community leaders?</li><li>• What are the origins and the purpose of the Constitution?</li><li>• How is the government divided?</li></ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"><li>• Local, state and national.</li><li>• Schools, firefighters, libraries, police, colleges, parks, National Park Service, U.S. Post Office &amp; Coast Guard.</li><li>• Citizens have the right to speak freely, practice religion, and to privacy.</li><li>• Citizens' responsibilities are following rules and treating others fairly.</li><li>• Leaders make laws to protect citizens.</li><li>• People vote in an election to choose whom their next leader will be.</li><li>• Community leaders listen to citizens and work together with them to help governments work well.</li></ul>

<ul style="list-style-type: none"> <li>How do world leaders interact with the United States?</li> </ul>	<ul style="list-style-type: none"> <li>Constitution was made because they did not want a king to rule the new nation.</li> <li>White House, Capitol, Supreme Court.</li> <li>They work together to make the earth cleaner and safer.</li> </ul>
<b>Unit Learning Targets</b> <i>The students will . . .</i> <ul style="list-style-type: none"> <li>Identify the levels of government under which we live.</li> <li>Describe how people depend on government services.</li> <li>Explain why citizens should carry out their responsibilities.</li> <li>Explain why government leaders make laws.</li> <li>Explain how judges, police, and other citizens help make laws.</li> <li>Explain what people do in an election and why voting is important.</li> <li>Identify characteristics and duties of community leaders.</li> <li>Explain the origins and the purpose of the Constitution.</li> <li>Describe how the United States government is divided into three parts.</li> <li>Describe ways leaders interact with the United States.</li> </ul>	
<b>Differentiation</b> <b>Extra Support</b> <i>Welcome to the White House:</i> This nonfiction photo essay introduces the White House as the home of the President, including family and pets. It also shows some rooms where the President works. <b>Oral Language:</b> Visual Learning <b>Independent Writing:</b> Letter/Card & <b>Graphic Organizer:</b> Children can use a web to organize information from the book. <b>On Level</b> <i>What Does a Governor Do?:</i> The text gives an overview of the roles and responsibilities of a governor, with examples describing photographs of governors from several different states. <b>Oral Language:</b> Retelling <b>Independent Writing:</b> Opinion Essay <b>Graphic Organizer:</b> Children can use a web to summarize the roles and the responsibilities of governors.	
<b>Challenge</b> <i>Susan B. Anthony, Fighter for Women's Rights:</i> This biography describes Susan B. Anthony's actions and experiences in historical context. It highlights her strength, courage, and persistence. <b>Oral Language:</b> Personal Narrative <b>Independent Writing:</b> Biographical Essay <b>Graphic Organizer:</b> Children can use a flow chart to sequence events in Susan B. Anthony's life.	
<b>ELL/Modifications</b> <b>ELL/Extra Support:</b> Read the selection aloud as children follow along in their books. Pause frequently and help children monitor understanding. <b>On Level:</b> Have partners take turns reading aloud. Children can pause at the end of each page to ask each other questions and check understanding. <b>Challenge:</b> Children can read the selection and write down any questions they have. Then they can work in small groups to answer their questions.	
<b>Evidence of Learning</b>	

**Summative Assessment/Benchmarks (7 - 9 days)**

Classroom Based Assessment

**Written and Oral Assessment (7 Days)**

- Lesson Review Questions
- Unit Review
- Unit Project
- Unit Test

**Rubrics**

- Teacher's Edition
- Assessment Options

**Informal, Continuous Assessment**

- Comprehension: Lesson Review Questions, Teacher's Edition, Practice Book, Assessment options.

Written assessment and teacher observation

**Equipment needed:** Smart Board, overhead projector, maps, globe**Formative Assessments:**

- Textbooks
- Workbooks
- Overheads
- Poster/Visual
- Venn Diagrams
- T charts
- Teacher created materials

**Lesson Plans**

<b>Lesson 1</b> Government and People	<b>2 days</b>
<b>Lesson 2</b> Citizens Make a Difference	<b>2 days</b>
<b>Lesson 3</b> Laws	<b>2 days</b>
<b>Lesson 4</b> Leaders	<b>2 days</b>
<b>Lesson 5</b> National Government	<b>2 days</b>
<b>Lesson 6</b> Our Nation and the World	<b>2 days</b>

**Teacher Notes:** The lesson schedule can be revised based on students' abilities and needs.**Curriculum Development Resources:**

(Click the links below to access additional resources used to design this unit)

[www.eduplace.com/kids](http://www.eduplace.com/kids)[www.unitedstreaming.com](http://www.unitedstreaming.com)

## ***Grade 3***

<b>Content Area:</b> Social Studies <b>Grade Level:</b> Third Grade
<p style="text-align: center;"><b><u>First Marking Period - Pacing Guide</u></b></p> <p style="text-align: center;">Unit 1: Community and Geography-11 days          Big Idea: Living Together          NJ-SLS: 6.1 U.S. History: America in the World</p> <p style="text-align: center;">First Half of Unit 2: America’s Early Communities-11 days          Big Idea: People Long Ago          NJ-SLS: 6.1 U.S. History: America in the World</p>
<p style="text-align: center;"><b><u>Second Marking Period - Pacing Guide</u></b></p> <p style="text-align: center;">Second Half of Unit 2: America’s Early Communities-11 days          Big Idea: People Long Ago          NJ-SLS: 6.1 U.S. History: America in the World          Unit 3: People Move From Place to Place- 11 days          Big Idea: Changes Over Time          NJ-SLS: 6.1 US History: America in the World</p>
<p style="text-align: center;"><b><u>Third Marking Period - Pacing Guide</u></b></p> <p style="text-align: center;">Unit 4: Community Government- 11 days          Big Idea: Citizens Take Part          NJ-SLS: 6.1 U.S. History: America in the World</p> <p style="text-align: center;">First Half of Unit 5: Making Economic Choices-11 days          Big Idea: Meeting People          NJ-SLS: 6.1 History: America in the World</p>
<p style="text-align: center;"><b><u>Fourth Marking Period - Pacing Guide</u></b></p> <p style="text-align: center;">Second Half of Unit 5: Making Economic Choices-11 days          Big Idea: Meeting People          NJ-SLS: 6.1 History: America in the World</p> <p style="text-align: center;">Unit 6: Celebrating People and Cultures- 11 days          Big Idea: Meeting People          NJ-SLS: 6.1 U.S. History: America in the World</p>
<b>Textbook Series:</b> TCI (Teacher Curriculum Institute) *Pacing based on Social Studies meeting every other day for a 40 minute period

<b>Content Area: Social Studies</b>
<b>Unit Title:</b> Unit 1: Community and Geography

<b>Target Course/Grade Level: Social Studies/Grade 3</b>	
<b>Unit Summary:</b> There are many kinds of communities. Different communities have a variety of land masses and resources. <b>Primary Interdisciplinary Connections:</b> Math, Reading, Language Arts, and Social Studies <b>21<sup>st</sup> Century Themes:</b> 9.1.4.A.1, 9.1.4.A.2, 9.1.4.B.1, 9.1.4.C.1, 9.1.4.D.1, 9.1.8.A.3	
<b>Unit Rationale:</b> To help students understand and identify the kinds of communities and their natural resources.	
<b>Learning Targets</b>	
<b>Standards</b> <b>Standards: 6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically 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>Content Statements</b> <ul style="list-style-type: none"> <li>Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</li> <li>Places are jointly characterized by their physical and human properties.</li> <li>The physical environment can both accommodate and be endangered by human activities.</li> <li>Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.</li> <li>Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
6.1.4.B.4	Describe how landforms, climate, and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
6.1.4.B.8	Compare ways people choose to use and divide natural resources.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is a community?</li> <li>• How are communities different?</li> <li>• How do landforms affect where communities are built?</li> <li>• How does the climate affect how people live?</li> <li>• What are natural resources?</li> <li>• How do you interpret a map?</li> <li>• How can you identify U.S. regions?</li> <li>• Why do you use a map grid?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• A community is a place where people live, work, and play together.</li> <li>• There are three kinds of communities: urban, suburban, and rural.</li> <li>• The three landforms, plain, plateau, and hill, affect where people build their communities.</li> <li>• The climate determines the kind of shelter, food and housing that people have.</li> <li>• There are three kinds of natural resources: renewable, nonrenewable, and natural.</li> <li>• Interpret map information by using the map key.</li> <li>• Identify the U.S. regions by using a map.</li> <li>• Use a map grid to determine absolute location.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>The students will . . .</i></p> <ul style="list-style-type: none"> <li>• Describe what a community is.</li> <li>• Explain the role of citizens in a community.</li> <li>• Determine the reasons for rules and laws in the community.</li> <li>• Describe the characteristics of an urban, suburban, and rural community.</li> <li>• Describe the types of landforms and how they affect how people live.</li> <li>• Explain how the climate can determine where and how people live.</li> <li>• Describe and give examples of the three kinds of natural resources.</li> <li>• Use a map to help identify U.S. regions.</li> <li>• Use the map key to interpret a map.</li> <li>• Use the map grid to find locations on a map.</li> </ul>	
<p><b>Differentiation</b></p> <p><b>Extra Support</b>  <i>Wildlife:</i> Certain animals are common to different regions of the United States. Taking care of our environment helps protect these animals and their habitats. <b>Oral Language:</b> Animal New Report  <b>Independent Writing:</b> Fact Cards &amp; <b>Graphic Organizer:</b> Have students chart an idea and details that support it.</p> <p><b>On Level</b>  <i>Weather Alert!</i> We have learned a great deal about windstorms, such as tornadoes and hurricanes, as well as extremes in temperature. <b>Oral Language:</b> Choral Reading <b>Independent Writing:</b> Poem and Story <b>Graphic Organizer:</b> Students can use a Venn diagram to compare tornadoes and hurricanes.</p> <p><b>Challenge</b></p>	

*San Francisco: Then and Now* San Francisco changed over time from a small community of 850 people to a bustling urban area of more than seven million. **Oral Language:** Monologue **Independent Writing:** Story **Graphic Organizer:** Students can use a sequence chart to record events in San Francisco.

#### **ELL/Modifications**

**ELL/Extra Support:** Read the selection aloud as children follow along in their books. Pause frequently and help children monitor understanding.

**On Level:** Have partners take turns reading aloud. Students can pause at the end of each page to ask each other questions and check understanding.

**Challenge:** Students can read the selection and write down any questions they have. Then they can work in small groups to answer their questions.

#### **Evidence of Learning**

#### **Summative Assessment/Benchmarks (7 - 9 days)**

Classroom Based Assessment

#### **Written and Oral Assessment (7 Days)**

- Lesson Review Questions
- Unit Review
- Unit Project
- Unit Test

#### **Rubrics**

- Teacher's Edition
- Assessment Options

#### **Informal, Continuous Assessment**

- Comprehension: Lesson Review Questions, Teacher's Edition, Practice Book, Assessment options.

Written assessment and teacher observation

**Equipment needed:** Smart Board, overhead projector, maps, globe

**Teacher Resources:** Consumable and non-consumable Social Studies materials ,workbook, written assessments, Teacher Edition TCI (Teacher Curriculum Institute), teacher developed activities, lesson plans

#### **Formative Assessments:**

- Centers
- Leveled Readers
- Teacher observation
- Oral discussion
- Workbook pages

Lesson Plans	
<b>Lesson 1</b> What is a Community?	<b>2 days</b>
<b>Lesson 2</b> Kinds of Communities	<b>2 days</b>
<b>Lesson 3</b> Earth's Land and Water	<b>2 days</b>
<b>Lesson 4</b> Our Country's Geography	<b>2 days</b>
<b>Lesson 5</b> Communities and Resources	<b>2 days</b>
<b>Lesson 6</b> World Connections: Mexico City	<b>2 days</b>
<b>Chapter Review</b>	<b>1 day</b>
<b>Teacher Notes:</b> The lesson schedule can be revised based on students' abilities and needs.	
<b>Curriculum Development Resources:</b> <b>(Click the links below to access additional resources used to design this unit)</b> <a href="http://www.eduplace.com/ss">www.eduplace.com/ss</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> <a href="https://www.teachinci.com/">https://www.teachinci.com/</a>	

Lesson Plan 1	
<b>Content Area:</b> Social Studies	
<b>Lesson Title:</b> What is a Community	<b>Timeframe:</b> 2 Days
<b>Lesson Components</b>	
<b>21st Century Themes</b>	

X			Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
21st Century Skills							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
Interdisciplinary Connections: Language Arts, Science & Mathematics							
Integration of Technology: Smart board, iPads, and laptops							
Equipment needed: TCI (Teacher Created Institute) Teacher and Student Edition							

Goals/ Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<b>Students:</b> <ul style="list-style-type: none"> <li>will describe what a community is.</li> <li>will explain the role of citizens in a community.</li> <li>will determine the reason for rules and laws in the community.</li> </ul>	<b>Lesson Sequence</b> <ol style="list-style-type: none"> <li>Get Set to Read           <ul style="list-style-type: none"> <li>Preview: Direct students to read the title and headings in the lesson. Identify the title as the topic for the lesson. Then ask what further information these headings give about the topic.</li> <li>Reading Skill: Main Idea and Details: Details can include why following rules is important.</li> <li>Build on What You Know: Discuss their community with students. Encourage them to share examples of what they like about their community.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Review and Assess: Review tested objectives: A community is a place where people live, work, and play together. Citizens should get along with one another. They should follow rules and laws that help to keep community members safe and treated fairly. Citizens can choose leaders who will make these laws. Laws and rules keep people safe and make sure everyone is treated fairly.</li> </ul>

	<p>2. People Together: Talk about it: What kinds of people may live in a community?</p> <ul style="list-style-type: none"> <li>Reading Strategy: Summarize: Explain that to summarize means to tell the most important ideas briefly and in your own words. You may wish to model the process for students. For example: <i>I will summarize the first two pages. A community is where people live, work, play, and help each other. People in a community need homes, food, water, schools, jobs, families, and friends.</i></li> <li>Laws and Communities: Talk About It: Citizenship What is a citizen? How can citizens help their communities?</li> </ul> <p>3. Review/Assess</p>	
<p><b>Differentiation:</b> Small group instruction, leveled readers. Modifications in accordance with students' 504 plans or IEP.</p>		
<p><b>Resources Provided</b> TCI (Teacher Curriculum Institute) teacher and student edition</p>		

<b>Content Area: Social Studies</b>
<b>Unit Title:</b> Unit 2: America's Early Communities
<b>Target Course/Grade Level: Social Studies/Grade 3</b>
<p><b>Unit Summary:</b> Describe important Social Studies concepts, such as economics, within the context of four of America's early communities. Tell about the early history of the United States.</p> <p><b>Primary Interdisciplinary Connections:</b> Math, Reading, Language Arts, and Social Studies</p> <p><b>21<sup>st</sup> century themes:</b> 9.1.4.A.1, 9.1.4.A.2, 9.1.4.B.1, 9.1.4.C.1, 9.1.4.D.1, 9.1.8.A.3</p>
<p><b>Unit Rationale</b> To help students understand and identify the importance of early American communities.</p>

Learning Targets	
<b>Standards</b> <b>Standards: 6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically 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>Content Statements</b> <ul style="list-style-type: none"> <li>Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places and environments on Earth.</li> <li>Places are jointly characterized by their physical and human properties.</li> <li>Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.</li> <li>American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.</li> <li>Cultures struggle to maintain traditions in a changing society.</li> <li>The cultures with which an individual or group identifies change and evolve in the response to interactions with other groups and/or in response to needs or concerns.</li> <li>People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.</li> <li>People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
6.1.4.B.4	Describe how landforms, climate, and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.14	Trace how the American identity evolved over time.
6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining

	traditional beliefs and practices and adopting new beliefs and practices.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4.D.20	Describe why it is important to understand the perspective of other cultures in an interconnected world.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What was the environment of the Navajo like?</li> <li>• How did the Navajo adapt to their environment?</li> <li>• Why is the Navajo culture important today?</li> <li>• What was the environment of the Yurok like?</li> <li>• How do the Yurok depend on the natural resources of the land?</li> <li>• What is the economy of the Yurok?</li> <li>• What was the environment of the Cherokee like?</li> <li>• How did the Cherokee adapt to their environment?</li> <li>• How did the Europeans coming to America change the Cherokee life?</li> <li>• What was the environment of the Haudenosaunee like?</li> <li>• What was the Haudenosaunee's government like?</li> <li>• What was the role of the constitution in the Haudenosaunee government?</li> <li>• Why did explorers first come to the United States?</li> <li>• How did the explorers interact with the American Indians?</li> <li>• What are some of the resources that the explorers found in the Americas?</li> <li>• How did early colonists adapt to the land?</li> <li>• How did the Pilgrims and the Wampanoag interact?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• The Navajo lived in the desert.</li> <li>• The Navajo learned to farm and hunt.</li> <li>• The Navajo live in many parts of the United States and share their culture with others.</li> <li>• The Yurok lived in Northern California near rivers and forests.</li> <li>• The rivers and forests influenced the Yuroks' way of life.</li> <li>• The Yuroks' economy was based on trade and the natural resources of their land.</li> <li>• The Cherokee depended on forests, rivers, and rich soil to survive.</li> <li>• The Cherokee had two homes; a winter home and a summer home.</li> <li>• The Cherokee and the Europeans fought over land and other resources.</li> <li>• The Haudenosaunee depended on resources of the forest for food, clothing, and shelter.</li> <li>• The Peacemaker and Hiawatha helped the Haudenosaunee form a new government to help settle arguments about laws.</li> <li>• Five of the Haudenosaunee nations agreed to follow the constitution's rules.</li> <li>• Many explorers hoped to find gold and a better trade route to Asia.</li> <li>• Many of the American Indians welcomed the explorers.</li> </ul>

<ul style="list-style-type: none"> <li>• Why did the Colonists want freedom from England?</li> <li>• Who worked for freedom?</li> <li>• How are the United States Constitution and its documents important today?</li> </ul>	<ul style="list-style-type: none"> <li>• Explorers found rich resources such as fish and beaver.</li> <li>• With the help of the Wampanoag, the Pilgrims learned to hunt, fish, and farm in the new land.</li> <li>• The Pilgrims chose to live in peace with the Wampanoag.</li> <li>• The colonists felt the British government did not listen to them.</li> <li>• Thomas Jefferson, John and Abigail Adams, Ben Franklin, and George Washington secured our freedoms.</li> <li>• The U.S. Constitution told how much power each part of the government should have. It established the United States as a democracy.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>The students will . . .</i></p> <ul style="list-style-type: none"> <li>• Describe the Navajo and their culture.</li> <li>• Describe the Yurok and introduce the concept of an economy.</li> <li>• Describe the Cherokee and their culture.</li> <li>• Tell about the Haudenosaunee and its government.</li> <li>• Describe the arrival of European explorers in the Americas.</li> <li>• Tell about European colonies.</li> <li>• Discuss how the colonies became the United States.</li> </ul>	
<p><b>Differentiation</b>  <b>Extra Support</b>  <i>Pueblo:</i> A look at what life is like for the American Indians of the Taos Pueblo in New Mexico.  <b>Oral Language:</b> Descriptive <b>Independent Writing:</b> Writing Journal &amp; <b>Graphic Organizer:</b> Students can use a word web to record words related to the pueblo.  <b>On Level</b>  <i>On the Beams</i> A look inside the sky-high world of Mohawk steelworkers who work without ropes or nets on beams suspended hundreds of feet in the sky. Oral Language: Interview Independent Writing: Friendly Letter Graphic Organizer: Students can use a cause-and-effect diagram as they read  <b>Challenge</b>  <i>Anne Bradstreet:</i> The inspiring story of Anne Bradstreet, a Puritan settler in New England who stepped out of traditional women’s roles and became the first published American poet. Oral Language: Monologue Independent Writing: Persuasive Letter Graphic Organizer: Students can use a sequence chart to keep track of events.</p>	

<b>ELL/Modifications</b> <b>ELL/Extra Support:</b> Read the selection aloud as students follow along in their books. Pause frequently and help students monitor understanding. <b>On Level:</b> Have partners take turns reading aloud. Students can pause at the end of each page to ask each other questions and check understanding. <b>Challenge:</b> Students can read the selection and write down any questions they have. Then they can work in small groups to answer their questions.	
<b>Evidence of Learning</b>	
<b>Summative Assessment/Benchmarks (7 - 9 days)</b> Classroom Based Assessment <b>Written and Oral Assessment (7 Days)</b> <ul style="list-style-type: none"> <li>• Lesson Review Questions</li> <li>• Unit Review</li> <li>• Unit Project</li> <li>• Unit Test</li> </ul> <b>Rubrics</b> <ul style="list-style-type: none"> <li>• Teacher's Edition</li> <li>• Assessment Options</li> </ul> <b>Informal, Continuous Assessment</b> <ul style="list-style-type: none"> <li>• Comprehension: Lesson Review Questions, Teacher's Edition, Practice Book, Assessment options.</li> </ul> Written assessment and teacher observation Written assessment - tests, quizzes, workbook pages Projects Leveled Readers	
<b>Equipment needed:</b> Smart Board, overhead projector, maps, globe	
<b>Teacher Resources:</b> Consumable and non-consumable Social Studies materials ,workbook, written assessments, Teacher Edition TCI (Teacher Curriculum Institute), teacher developed activities, lesson plans	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Centers</li> <li>• Leveled Readers</li> <li>• Teacher observation</li> <li>• Oral discussion</li> <li>• Workbook pages</li> </ul>	
<b>Lesson Plans</b>	
<b>Lesson 1</b> The Navajo	<b>2 days</b>
<b>Lesson 2</b> The Yurok	<b>2 days</b>

<b>Lesson 3</b> The Cherokee	<b>2 days</b>
<b>Lesson 4</b> Haudenosaunee	<b>2 days</b>
<b>Lesson 5</b> Explorers Arrive	<b>2 days</b>
<b>Lesson 6</b> Colonies in America	<b>2 days</b>
<b>Lesson 7</b> Becoming a Country	<b>2 days</b>
<b>Lesson 8</b> World Connection: Canada	<b>2 days</b>
<b>Chapter Review</b>	<b>1 day</b>
<b>Teacher Notes: The lesson schedule can be revised based on students' abilities and needs.</b>	
<b>Curriculum Development Resources:</b> <b>(Click the links below to access additional resources used to design this unit)</b> <a href="http://www.eduplace.com/kids">www.eduplace.com/kids</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> <a href="https://www.teachtci.com/">https://www.teachtci.com/</a>	

<b>Content Area: Social Studies</b>
<b>Unit Title:</b> Unit 3: People Move from Place to Place
<b>Target Course/Grade Level: Social Studies/Grade 3</b>
<b>Unit Summary:</b> Tell about the westward expansion and advances in transportation. Discuss new arrivals in the United States and Brazil. <b>Primary Interdisciplinary Connections:</b> Math, Reading, Language Arts, and Social Studies <b>21<sup>st</sup> Century Themes:</b> 9.1.4.A.1, 9.1.4.A.2, 9.1.4.B.1, 9.1.4.C.1, 9.1.4.D.1, 9.1.8.A.3 <b>Unit Rationale:</b> To help students understand and identify the westward movement and its importance to the growth of our nation.
<b>Learning Targets</b>
<b>Standards</b> <b>Standards: 6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically 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.

### **Content Statements**

- Immigrants can become and obtain the rights of American citizens.
- The world is comprised of nations that are similar to and different from the United States.
- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- Cultures struggle to maintain traditions in a changing society.
- The cultures with which an individual or group identifies change and evolve in the response to interactions with other groups and/or in response to needs or concerns.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.4.A.13	Describe the process by which immigrants become United States citizens.
6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.14	Trace how the American identity evolved over time.
6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4.D.20	Describe why it is important to understand the perspective of other cultures in an interconnected world.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Who are entrepreneurs?</li> <li>• In what ways did the telegraph improve communication?</li> <li>• Why did so many immigrants come to the United States in the 1800s and 1900s?</li> <li>• In what ways immigrants pass some of their traditions to the next generation?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Entrepreneurs start new businesses. They offer goods and services that people want to buy.</li> <li>• The telegraph allowed news to travel great distances very quickly. This helped people around the country feel closer together.</li> <li>• Many immigrants came in search of better opportunities and better jobs. Some left their homes because of war and injustice.</li> <li>• They might teach their children the language of their home country. They might live in neighborhoods where people take part in crafts or ceremonies from that country, too.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>The students will . . .</i></p> <ul style="list-style-type: none"> <li>• Identify reasons why St. Louis grew in the 1800s.</li> <li>• Describe the economies established by settlers in St. Louis.</li> <li>• Identify ways in which St. Louis has changed and stayed the same over time.</li> <li>• Read and interpret historical data using a line graph.</li> <li>• Name modes of transportation used to move west during the 1800s.</li> <li>• Use a map scale to determine actual distances.</li> <li>• Describe the experiences of African Americans during the 1700s and 1800s.</li> <li>• Describe the experiences of immigrants who came to the East and West Coasts.</li> <li>• Identify some contributions that immigrants have made in the United States.</li> <li>• Differentiate between primary and secondary sources.</li> <li>• Identify reasons why immigrants have settled in Brazil.</li> <li>• Describe how traditions can be passed from one generation to the next.</li> <li>• Identify ways that communication links people and communities.</li> </ul>	
<p><b>Differentiation</b></p> <p><b>Extra Support</b>  <i>The Pony Express:</i> The story of the first ride of the Pony Express, carrying mail western to California  <b>Oral Language:</b> Job Interview <b>Independent Writing:</b> Poster &amp; <b>Graphic Organizer:</b> Students can use a cause-and-effect diagram to understand the creation of the Pony Express.</p> <p><b>On Level</b>  <i>Miles on the Mississippi</i> In the 1800s, steamboats roll up and down the length of the mighty Mississippi River, carrying people and goods and creating a special world on the river. <b>Oral Language:</b> Dialogue <b>Independent Writing:</b> Narrative Writing <b>Graphic Organizer:</b> Students can use a word web to record words related to steamboats.</p> <p><b>Challenge</b>  <i>Madame C.J. Walker:</i> The inspiring story of Madame C.J. Walker, who was the first African American woman to create a multi-million-dollar business. <b>Oral Language:</b> Speech <b>Independent Writing:</b> Journal <b>Graphic Organizer:</b> Students can use a sequence chart as they read.</p>	

**ELL/Modifications**

**ELL/Extra Support:** Read the selection aloud as students follow along in their books. Pause frequently and help students monitor understanding.

**On Level:** Have partners take turns reading aloud. Students can pause at the end of each page to ask each other questions and check understanding.

**Challenge:** Students can read the selection and write down any questions they have. Then they can work in small groups to answer their questions.

<b>Evidence of Learning</b>
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**Summative Assessment/Benchmarks (7 - 9 days)**

Classroom Based Assessment

**Written and Oral Assessment (7 Days)**

- Lesson Review Questions
- Unit Review
- Unit Project
- Unit Test

**Rubrics**

- Teacher's Edition
- Assessment Options

**Informal, Continuous Assessment**

- Comprehension: Lesson Review Questions, Teacher's Edition, Practice Book, Assessment options.

Written assessment and teacher observation

Written assessment - tests, quizzes, workbook pages

Projects

Leveled Readers

**Equipment needed:** Smart Board, overhead projector, maps, globe

**Teacher Resources:** Consumable and non-consumable Social Studies materials, workbook, written assessments, Teacher Edition TCI (Teacher Curriculum Institute), teacher developed activities, lesson plans

**Formative Assessments:**

- Centers, Leveled Readers, Teacher observation, Oral discussion, Workbook pages

<b>Lesson Plans</b>	
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<b>Lesson 1</b> Settlers in St. Louis	<b>2 days</b>
<b>Lesson 2</b> Moving West	<b>2 days</b>
<b>Lesson 3</b> Coming to America	<b>2 days</b>
<b>Lesson 4</b> World Connection: Brazil	<b>2 days</b>
<b>Chapter Review</b>	<b>2 days</b>

<b>Teacher Notes:</b> The lesson schedule can be revised based on students' abilities and needs.
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.eduplace.com/kids">www.eduplace.com/kids</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>

<b>Content Area: Social Studies</b>	
<b>Unit Title:</b> Unit 4: Community Governments	
<b>Target Course/Grade Level:</b> Social Studies/Grade 3	
<b>Unit Summary:</b> <i>Chapter 7:</i> Describe the rights and responsibilities of citizens. <i>Chapter 8:</i> Tells about local, state, and national government. <b>Primary Interdisciplinary Connections:</b> Math, Reading, Language Arts, and Social Studies <b>21<sup>st</sup> Century Themes:</b> 9.1.4.A.1, 9.1.4.A.2, 9.1.4.B.1, 9.1.4.C.1, 9.1.4.D.1, 9.1.8.A.3	
<b>Unit Rationale:</b> Although everyone wants to leave his or her mark on the world. That's the root of Ben Franklin's quotation. How can you make the world a better place? What good can you do in the world? Explain to students that a citizen's, they have an important role to play in the world.	
<b>Learning Targets</b>	
<b>Standards</b> <b>6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically 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>Content Statements</b> <ul style="list-style-type: none"> <li>Rules and laws are developed to protect people's rights and the security and welfare of society.</li> <li>American constitutional government is based on principles of limited government, shared authority, fairness, and equality.</li> <li>There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.</li> <li>In a representative democracy, individuals elect representatives to act on the behalf of the people.</li> <li>The United States democratic system requires active participation of its citizens.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

6.1.4.A.3	Determine how “fairness,” “equality,” and the “ <u>common good</u> ” have influenced new laws and policies over time at the local and national levels of United States government.
6.1.4.A.4	Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.
6.1.4.A.6	Explain how national and state governments share power in the federal system of government.
6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Name three ways citizens can work for the common good.</li> <li>What are some rights that adults have?</li> <li>What responsibilities does a city council have?</li> <li>What does a governor do?</li> <li>What is one of the duties of the legislature?</li> <li>Why might one country make a treaty with another country?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Citizens can keep parks clean, work to change unfair laws, and solve community problems.</li> <li>Adult citizens can vote for leaders, say what they think, and own property.</li> <li>A city council makes local rules or laws. Some hire a city manager.</li> <li>A governor signs laws, carries them out, and selects department heads.</li> <li>The legislature writes laws.</li> <li>A country might make a treaty with another to end a war.</li> </ul>
<b>Unit Learning Targets</b> <i>The students will . . .</i> <ul style="list-style-type: none"> <li>Explain how citizens can help improve their community.</li> <li>Identify ways to promote the common good in a community.</li> <li>Understand and apply the process of conflict resolution.</li> <li>Name some rights of citizenship.</li> <li>Identify the U.S. Constitution as a document that helps protect our rights.</li> <li>Name some responsibilities of citizenship.</li> <li>Describe how people choose their government leaders.</li> <li>Identify services provided by local government and explain how they are paid for.</li> <li>Identify different kinds of local government.</li> </ul>	

- Recognize and respect different points of view.
- Identify the three branches of state government and their responsibilities.
- Explain how the branches of state government make and enforce state laws.
- Describe ways states and the nation interact.

### **Differentiation**

#### **Extra Support**

*Thomas Jefferson:* Thomas Jefferson drafted the Declaration of Independence, became President, and brought new ideas from Europe to America. **Oral Language:** Debate **Independent Writing:** Biography Card & **Graphic Organizer:** Students can use a sequence chart to keep track of the sequence of events of Jefferson's life.

#### **On Level**

*How We Vote* A description of the voting process through the story of a third grader accompanying her parents and grandfather to the polls during a mayoral election **Oral Language:** Dialogue **Independent Writing:** Persuasive Writing **Graphic Organizer:** Students can use a cause-and-effect diagram as they read.

#### **Challenge**

*The Ladybug and the Legislature:* The true story of a group of students who successfully lobbied for the state legislature to name the ladybug the state insect. **Oral Language:** Newscast **Independent Writing:** Poster **Graphic Organizer:** Students can use a problem/solution chart to note how students overcame opposition.

### **ELL/Modifications**

**ELL/Extra Support:** Read the selection aloud as students follow along in their books. Pause frequently and help students monitor understanding.

**On Level:** Have partners take turns reading aloud. Students can pause at the end of each page to ask each other questions and check understanding.

**Challenge:** Students can read the selection and write down any questions they have. Then they can work in small groups to answer their questions.

### **Evidence of Learning**

#### **Summative Assessment/Benchmarks (7 - 9 days)**

Classroom Based Assessment

#### **Written and Oral Assessment (7 Days)**

- Lesson Review Questions
- Unit Review
- Unit Project
- Unit Test

#### **Rubrics**

- Teacher's Edition
- Assessment Options

#### **Informal, Continuous Assessment**

- Comprehension: Lesson Review Questions, Teacher's Edition, Practice Book, Assessment options.

Written assessment and teacher observation

Written assessment - tests, quizzes, workbook pages

Projects

Leveled Readers

<b>Equipment needed:</b> Smart Board, overhead projector, maps, globe	
<b>Teacher Resources:</b> Consumable and non-consumable Social Studies materials, workbook, written assessments, Teacher Edition TCI (Teacher Curriculum Institute), teacher developed activities, lesson plans	
<b>Formative Assessments:</b>	
<ul style="list-style-type: none"> <li>Centers, Leveled Readers, Teacher observation, Oral discussion, Workbook pages</li> </ul>	
<b>Lesson Plans</b>	
<b>Lesson 1</b> Citizens Make a Difference	<b>2 days</b>
<b>Lesson 2</b> Rights and Responsibilities	<b>2 days</b>
<b>Lesson 3</b> Local Government	<b>2 days</b>
<b>Lesson 4</b> State Government	<b>2 days</b>
<b>Lesson 5</b> National Government	<b>2 days</b>
<b>Lesson 6</b> World Connection: Nations Work Together	<b>2 days</b>
<b>Chapter Reviews</b>	<b>2 days</b>
<b>Teacher Notes:</b> The lesson schedule can be revised based on students' abilities and needs.	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.eduplace.com/kids">www.eduplace.com/kids</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>	

<b>Content Area: Social Studies</b>
<b>Unit Title:</b> Unit 5: Making Economic Choices
<b>Target Course/Grade Level:</b> Social Studies/Grade 3
<b>Unit Summary:</b> <b>Chapter 9:</b> Discusses money and choosing how to use it. <b>Chapter 10:</b> Explains international trade and the roles of producers and consumers. <b>Primary Interdisciplinary Connections:</b> Math, Reading, Language Arts, and Social Studies <b>21<sup>st</sup> Century Themes:</b> 9.1.4.A.1, 9.1.4.A.2, 9.1.4.B.1, 9.1.4.C.1, 9.1.4.D.1, 9.1.8.A.3
<b>Unit Rationale:</b> Katharine Graham was one of the first women to lead a major newspaper, the <i>Washington Post</i> . Discuss with students what she might have meant by her quotation. Explain that although work is work, it can also be fun if you truly enjoy what you are doing. <i>Human Needs and Wants:</i> Ask the students to think about whether they've ever done errands or chores to earn money for something they wanted. Discuss the reasons people have for working, and what role money plays in people's lives.
<b>Learning Targets</b>

<b>Standards</b> <b>6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically 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>Content Statements</b> <ul style="list-style-type: none"> <li>• People make decisions based on their needs, wants, and the availability of resources.</li> <li>• Economics is a driving force for the occurrence of various events and phenomena in societies.</li> <li>• Interactions among various institutions in the local, national, and global economies influence policymaking and societal outcomes.</li> <li>• Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.</li> <li>• Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.4.C.1	Apply <u>opportunity cost</u> (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
6.1.4.C.3	Explain why <u>incentives</u> vary between and among producers and consumers.
6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
6.1.4.C.13	Examine the qualities of entrepreneurs in a capitalistic society.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• Why might a person have a budget</li> <li>• What is the opportunity cost when someone chooses to buy a book instead of a CD?</li> <li>• What are some of the capital resources that go into making goods?</li> <li>• Why would consumers want their country to import more goods?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Someone might write a budget to plan how to spend or save his or her money.</li> <li>• The opportunity cost is the CD-the next best good or service he or she did not buy.</li> <li>• Some capital resources are machines and buildings.</li> </ul>

	<ul style="list-style-type: none"> <li>• They would want their country to import goods so they would have more choices.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>The students will . . .</i></p> <ul style="list-style-type: none"> <li>• Compare and contrast money and barter.</li> <li>• Explain the link between work and money earned</li> <li>• Explain how people use money for saving and buying.</li> <li>• Show how a person makes choices about what to buy.</li> <li>• Evaluate the opportunity costs of choosing one product over another.</li> <li>• Explain the relationship between scarcity and choice.</li> <li>• Prepare for an interview by developing a list of questions</li> <li>• Conduct an interview.</li> <li>• Identify different kinds of producers.</li> <li>• Explain the importance of free enterprise in the United States.</li> <li>• Explain the relationship between supply and demand.</li> <li>• Distinguish between natural resources, human resources, and capital resources in the production of a good.</li> <li>• Trace how blue jeans are made, from the use of natural resources to their distribution across the country.</li> <li>• Explain how a factory assembly line works.</li> <li>• Identify some benefits of international trade to consumers and producers.</li> <li>• Summarize how trade between China and the United States helps both countries.</li> <li>• Name some good that Chia exports to the United States.</li> </ul>	
<p><b>Differentiation</b>  <b>Extra Support</b>  <i>In the Bank:</i> A trip through the workings of a local bank, from the point of view of a child. <b>Oral Language:</b> Debate <b>Independent Writing:</b> Biography Card &amp; <b>Graphic Organizer:</b> Students can use a sequence chart to keep track of the sequence of events of Jefferson’s life.  <b>On Level</b>  <i>When Children Worked:</i> Children once worked long days alongside their parents in factories and on farms, until determined reformers changed the face of work and childhood in the United States <b>Oral Language:</b> Speech <b>Independent Writing:</b> Descriptive Letter <b>Graphic Organizer:</b> Students can chart the main idea and details of child labor.  <b>Challenge</b>  <i>I’m an Entrepreneur:</i> Meet child entrepreneur Laura Manoshey, who started and runs a business taking care of pets for travelers <b>Oral Language:</b> Interview <b>Independent Writing:</b> Advertising <b>Graphic Organizer:</b> Students can use a Venn diagram to organize the characteristics of an entrepreneur.</p>	

**ELL/Modifications**

**ELL/Extra Support:** Read the selection aloud as students follow along in their books. Pause frequently and help students monitor understanding.

**On Level:** Have partners take turns reading aloud. Students can pause at the end of each page to ask each other questions and check understanding.

**Challenge:** Students can read the selection and write down any questions they have. Then they can work in small groups to answer their questions.

<b>Evidence of Learning</b>
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<b>Summative Assessment/Benchmarks (7 - 9 days)</b> Classroom Based Assessment <b>Written and Oral Assessment (7 Days)</b> <ul style="list-style-type: none"> <li>• Lesson Review Questions</li> <li>• Unit Review</li> <li>• Unit Project</li> <li>• Unit Test</li> </ul> <b>Rubrics</b> <ul style="list-style-type: none"> <li>• Teacher's Edition</li> <li>• Assessment Options</li> </ul> <b>Informal, Continuous Assessment</b> <ul style="list-style-type: none"> <li>• Comprehension: Lesson Review Questions, Teacher's Edition, Practice Book, Assessment options.</li> </ul> Written assessment and teacher observation Written assessment - tests, quizzes, workbook pages Projects Leveled Readers
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<b>Equipment needed:</b> Smart Board, overhead projector, maps, globe
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<b>Teacher Resources:</b> Consumable and non-consumable Social Studies materials, workbook, written assessments, Teacher Edition TCI (Teacher Curriculum Institute), teacher developed activities, lesson plans
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<b>Formative Assessments:</b>
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|--|
| <ul style="list-style-type: none"> <li>• Centers, Leveled Readers, Teacher observation, Oral discussion, &amp; Workbook pages</li> </ul> |
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<b>Lesson Plans</b>
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<b>Lesson 1</b> Using Money	<b>2 days</b>
<b>Lesson 2</b> Making Choices	<b>2 days</b>
<b>Lesson 3</b> Chapter 9 Review	<b>1 day</b>
<b>Lesson 4</b> Who are Producers?	<b>2 days</b>

<b>Lesson 5</b> Making Goods	<b>2 days</b>
<b>Lesson 6</b> World Connection: Trade Around the World	<b>2 days</b>
Chapter 10 Review	<b>1 day</b>
<b>Teacher Notes:</b> The lesson schedule can be revised based on students' abilities and needs.	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.eduplace.com/kids">www.eduplace.com/kids</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>	

<b>Content Area: Social Studies</b>
<b>Unit Title:</b> Unit 6: Celebrating People and Cultures
<b>Target Course/Grade Level:</b> Social Studies/Grade 3
<b>Unit Summary:</b> <b>Chapter 11:</b> Tells about culture <b>Chapter 12:</b> Discusses holidays and heroes.
<b>Primary Interdisciplinary Connections:</b> Math, Reading, Language Arts, and Social Studies <b>21<sup>st</sup> Century Themes:</b> 9.1.4.A.1, 9.1.4.A.2, 9.1.4.B.1, 9.1.4.C.1, 9.1.4.D.1, 9.1.8.A.3
<b>Unit Rationale:</b> Explain to students that the word objective means "goal." Substitute goal in the quotation and read it aloud. Ask students what Anne Frank might have meant. As people, we all want to be happy, although our lives are all different.
<b>Learning Targets</b>
<b>Standards</b> <b>6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically 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>Content Statements</b> <ul style="list-style-type: none"> <li>• Cultures struggle to maintain traditions in a changing society.</li> <li>• Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</li> <li>• Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</li> <li>• People make decisions based on their needs, wants, and the availability of resources.</li> </ul>

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What can legend teach about a culture?</li> <li>• In what ways are the customs in Russian schools different from customs in American schools?</li> <li>• What are some religious holidays celebrated by people in the United States?</li> <li>• In what ways do American citizens show their patriotism on national holidays?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• A legend can teach ideas that are important to a culture. In the story of Johnny Appleseed the importance of being unselfish is one of the messages.</li> <li>• In Russia, children of all ages often go to school in the same building. Older students usually do not go to a separate high school.</li> <li>• Different people in the United States celebrate Christmas, Ramadan, and Rosh Hashanah</li> <li>• People might hang American flags. Some might attend services that honor the men and women who have served in wars.</li> </ul>
<b>Unit Learning Targets</b> <i>The students will . . .</i> <ul style="list-style-type: none"> <li>• Explain what culture is.</li> <li>• Compare how people across the world meet their needs.</li> <li>• Describe ways in which people learn about their culture.</li> <li>• Describe some school routines and customs in Moscow.</li> <li>• Compare a school day in Moscow to a school day in your community.</li> <li>• Identify some cultural holidays celebrated in the United States.</li> <li>• Identify some religious holidays celebrated in the United States</li> <li>• Describe ways in which families share beliefs and values.</li> <li>• Identify national holidays celebrated by people across the United States.</li> <li>• Explain why some people are honored with holidays.</li> <li>• Describe the lives of American heroes who worked for freedom.</li> <li>• Identify American heroes whose new ideas helped others.</li> </ul>	

## **Differentiation**

### **Extra Support**

*Happy New Year:* Celebrate New Year's Day around the world and around the calendar with American, German, Chinese, Vietnamese, Muslim and Jewish New Years. **Oral Language:**

Interview **Independent Writing:** Short Story & **Graphic Organizer:** Students can use a compare-and-contrast chart to organize information from the book.

### **On Level**

*Cesar Chavez:* Cesar Chavez didn't believe people who told him that migrant farm workers could not win fair wages and working conditions, and he won his fight for justice. **Oral**

**Language:** Speech **Independent Writing:** Poster **Graphic Organizer:** Students can use a sequence chart to keep track of the sequence of Chavez's life.

### **Challenge**

*Hindu Holiday:* Diwali, the Hindu New Year celebration, is a festival of light marked by millions of tiny lamps shining in the windows of houses throughout India. **Oral Language:** Monologue **Independent Writing:** Interview **Graphic Organizer:** Students can create a word web about the holiday.

## **ELL/Modifications**

**ELL/Extra Support:** Read the selection aloud as students follow along in their books. Pause frequently and help students monitor understanding.

**On Level:** Have partners take turns reading aloud. Students can pause at the end of each page to ask each other questions and check understanding.

**Challenge:** Students can read the selection and write down any questions they have. Then they can work in small groups to answer their questions.

## **Evidence of Learning**

### **Summative Assessment/Benchmarks (7 - 9 days)**

Classroom Based Assessment

#### **Written and Oral Assessment (7 Days)**

- Lesson Review Questions
- Unit Review
- Unit Project
- Unit Test

#### **Rubrics**

- Teacher's Edition
- Assessment Options

#### **Informal, Continuous Assessment**

- Comprehension: Lesson Review Questions, Teacher's Edition, Practice Book, Assessment options.

Written assessment and teacher observation

Written assessment - tests, quizzes, workbook pages

Projects

Leveled Readers

<b>Equipment needed:</b> Smart Board, overhead projector, maps, globe	
<b>Teacher Resources:</b> Consumable and non-consumable Social Studies materials, workbook, written assessments, Teacher Edition TCI (Teacher Curriculum Institute), teacher developed activities, lesson plans	
<b>Formative Assessments:</b>	
<ul style="list-style-type: none"> <li>Centers, Leveled Readers, Teacher observation, Oral discussion, &amp; Workbook pages</li> </ul>	
<b>Lesson Plans</b>	
<b>Lesson 1</b> Culture and Community	<b>2 days</b>
<b>Lesson 2</b> World Connection: Russia	<b>2 days</b>
<b>Lesson 3</b> Chapter 11 Review	<b>1 day</b>
<b>Lesson 4</b> Cultural Holidays	<b>2 days</b>
<b>Lesson 5</b> National Holidays	<b>2 days</b>
<b>Lesson 6</b> Our Heroes	<b>2 days</b>
Chapter 12 Review	<b>1 day</b>
<b>Teacher Notes:</b> The lesson schedule can be revised based on students' abilities and needs.	
<b>Curriculum Development Resources:</b> (Click the links below to access additional resources used to design this unit) <a href="http://www.eduplace.com/kids">www.eduplace.com/kids</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>	

## ***Grade 4***

<b>Content Area:</b> Social Studies <b>Grade Level:</b> Fourth Grade
<b><u>First Marking Period - Pacing Guide</u></b> Chapter 1: The Geography of New Jersey-13 days NJ-SLS: 6.1 U.S. History: America in the World  Chapter 2: Early Peoples-11 days NJ-SLS: 6.1 U.S. History: America in the World 6.3 Active Citizenship in the 21st Century

<p align="center"><b><u>Second Marking Period - Pacing Guide</u></b></p> <p align="center">Chapter 3: An Independent Country - 22 days NJ-SLS: 6.1 U.S. History: America in the World 6.3 Active Citizenship in the 21st Century</p>
<p align="center"><b><u>Third Marking Period - Pacing Guide</u></b></p> <p align="center">Chapter 4: The Civil War- 11 days NJ-SLS: 6.1 U.S. History: America in the World</p> <p align="center">Chapter 5: A Time of Change in New Jersey - 11 days NJ-SLS: 6.1 U.S. History: America in the World 6.3 Active Citizenship in the 21st Century</p>
<p align="center"><b><u>Fourth Marking Period - Pacing Guide</u></b></p> <p align="center">Chapter 6: Challenges and Opportunities - 11 days NJ-SLS: 6.1 U.S. History: America in the World 6.3 Active Citizenship in the 21st Century</p> <p align="center">Chapter 7: New Jersey Today - 11 days NJ-SLS: 6.1 U.S. History: America in the World 6.3 Active Citizenship in the 21st Century</p>
<p><b>Textbook Series:</b> TCI (Teacher Curriculum Institute) *Pacing based on Social Studies meeting every other day for a 40 minute period</p>

<b>Grade 4 Social Studies Curriculum</b>
<b>Content Area: Social Studies</b>
<b>Unit Title:</b> Unit 1: The Geography of New Jersey
<b>Target Course/Grade Level:</b> Social Studies/Grade 4
<p><b>Unit Summary:</b> New Jersey is a Middle Atlantic state with many interesting features, different landforms/regions, and a moderate climate that supports a variety of plants, animals, and natural resources.</p> <p><b>Primary Interdisciplinary Connections:</b> Math, Reading, Writing, Science, Art, Music/Drama, Literature</p> <p><b>21<sup>st</sup> Century Themes:</b> 9.1.4.A.1, 9.1.4.A.2, 9.1.4.B.1, 9.1.4.C.1, 9.1.4.D.1, 9.1.8.A.3</p>
<b>Unit Rationale:</b>

Students will recognize and be able to identify the features, landforms, regions, and climates of New Jersey.	
<b>Learning Targets</b>	
<b>Standards</b> <b>6.1 U.S. History: America in the World</b> 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, nation, and global communities. <b>6.3 Active Citizenship in the 21<sup>st</sup> Century</b> 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>Content Statements</b> <ul style="list-style-type: none"> <li>• Places are jointly characterized by their physical and human properties</li> <li>• The physical environment can both accommodate and be endangered by human activities.</li> <li>• Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</li> <li>• Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.</li> <li>• Advancements in science and technology can have unintended consequences that impact individuals and/or societies.</li> <li>• Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.</li> <li>• Are aware of their relationships to people, places, and resources in the local community and beyond</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
6.1.4.B.10	Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and

	demographic tools can be used to understand tangible and intangible cultural differences.
6.3.4.B.1	Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What region of the United States is New Jersey located in?</li> <li>• What type of climate does New Jersey have?</li> <li>• How many land regions is New Jersey broken up into?</li> <li>• What are the special features of each of New Jersey's regions?</li> <li>• In which region are most of New Jersey's largest cities located?</li> <li>• What are renewable/nonrenewable resources?</li> <li>• How can we help to keep New Jersey beautiful?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• New Jersey is located in the Middle Atlantic region of the United States.</li> <li>• New Jersey has a moderate climate with mild springs, warm summers, brisk autumns, and cold winters.</li> <li>• New Jersey is broken up into four regions.</li> <li>• The Atlantic Coastal Plain has wide, sandy beaches, the Appalachian Ridge and Valley region has ridges and valleys, the Central Corridor/Piedmont region has many rivers, and the Highlands are known for its lakes.</li> <li>• Most of New Jersey's largest cities are located in the Central Corridor/Piedmont region.</li> <li>• Renewable resources can be renewed or replaced with careful planning, but nonrenewable resources cannot.</li> <li>• Through conservation, New Jersey can be kept beautiful.</li> </ul>
<b>Unit Learning Targets</b> <i>The students will . . .</i> <ul style="list-style-type: none"> <li>• Identify the main features that help attract people to New Jersey.</li> <li>• Describe the basic components of Earth's physical systems, including landforms, the water cycle, weather, and climate.</li> <li>• Support the main idea that the geography of New Jersey's regions includes many wonders to explore.</li> </ul>	

**Differentiated Instruction:**

**L1 Special Needs:** Explain that the Big Questions focuses on how geography affects people's lives, such as where people build houses, whether they fish for food, or farms lands with rich soils. Ask students: How did the geography in Batsto Village affect the people who lived there? How does geography affect how you live in your community?

**L2 Extra Support:** Ask students to look at the images of water, soil, and other resources found in Batsto Village. Then ask them to tell why each resource was valuable to the people who lived there. As you point out to each visual clue, have students take turns reading the captions aloud.

**L3 On-Level:** Ask the students list items that were made from the natural resources found in the soil and water at Batsto Village.

**L4 Challenge:** Have students think of ways that a place such as Batsto Village can be valuable or special beyond its land, water, and human-made features. For example, a place may have historical or cultural significance. Have students research and write a short essay about another historically or culturally significant place in New Jersey.

**ELL/Modifications**

**Beginning:** High/Low Have students look at the visuals in the chapter and use key vocabulary terms to describe New Jersey's geography. Encourage them to use the terms in phrases or short sentences to describe each image.

**Intermediate:** High/Low Invite students to use complete sentences when describing the land, water, and human-made features found in New Jersey. Encourage them to use a vocabulary term in each sentence.

**Advanced** High/Low Have students list landforms, bodies of water, human-made features, and natural resources where they live. Ask them to use as many vocabulary terms as possible in their descriptions.

**Evidence of Learning****Summative Assessment (6-11 days)**

- **Student Worktext (1-2 days)**
  - Review and Assessment
- **Activity (1-2 days)**
  - Geography: Mapping People and the Environment
- **Digital Presentation (1-2 days)**
- **Book Online (1-2 days)**
  - Students write, illustrate, and publish a digital book.
- **Chapter Assessment (1-3 days)**
  - Chapter Test
  - Written assessment-test, quizzes, workbook pages
  - Projects

**Equipment needed: Smart Board, overhead projector, maps, globe**

**Teacher Resources:** Consumable and non-consumable Social Studies materials, workbook, written assessments, Teacher Edition Social Studies: TCI (Teacher Curriculum Institute), teacher developed activities, lesson plans

<b>Formative Assessments:</b> Teacher observation, oral discussion, workbook pages	
<b>Lesson Plans</b>	
<b>Lesson 1</b> Discover New Jersey	<b>3 days</b>
<b>Lesson 2</b> New Jersey's Four Regions	<b>3 days</b>
<b>Lesson 3</b> New Jersey's Environment	<b>2 days</b>
<b>Lesson 4</b> 21 <sup>st</sup> Century Skill Collaboration and Creativity: Solve Problems	<b>3 days</b>
<b>Lesson 5</b> Review and Assessment	<b>2 days</b>
<b>Teacher Notes:</b> The lesson schedule can be revised based on students' abilities and needs.	
<b>Curriculum Development Resources:</b> <b>(Click the links below to access additional resources used to design this unit)</b> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> <a href="https://www.teachtc.com/">https://www.teachtc.com/</a>	

Lesson Plan 1							
Content Area: Social Studies							
Lesson Title: Discover New Jersey					Timeframe: 3 days		
Lesson Components							
21st Century Themes							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
21st Century Skills							

	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
Interdisciplinary Connections: Language Arts, Science & Mathematics							
Integration of Technology: Smart board, iPads, and laptops							
Equipment needed: TCI (Teacher Curriculum Institute) Teacher and Student Edition							

Goals/ Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students will:</p> <ul style="list-style-type: none"> <li>describe how geography affects where people live and work</li> <li>compare characteristics of U.S. regions</li> <li>explain why some locations are more suited for settlement than others.</li> <li>Identify major cities and explain how maps can be used to understand tangible and intangible differences.</li> </ul>	<p><b>Lesson Sequence</b></p> <ul style="list-style-type: none"> <li>Worktext: Envision it!-Remind students of the discussion they had about the big questions for this chapter: How does geography affect our lives? Review the instructions for Envision it! with students, and have them complete the activity.</li> <li>Worktext: Active Reading-Model active reading by asking the questions and using the teaching strategies indicated below this lesson's worktext pages.</li> <li>Worktext: Got it?- Ask students to complete the Got it? activity at the end of the lesson to evaluate their understanding of the key objectives in this lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Ask students to write one sentence summarizing what you learned about New Jersey's geography.</li> <li>Ask students to write a sentence to encourage someone from another state to move to New Jersey.</li> <li>Stop! Discuss content</li> <li>Wait! Student questions</li> <li>Go! Self assess</li> </ul>
<b>Differentiation:</b> Small group instruction, leveled readers. Modifications in accordance with students' 504 plans or IEP.		

**Resources Provided**

Pearson: TCI (Teacher Curriculum Institute) teacher and student edition

**Content Area: Social Studies**

**Unit Title:** Unit 2: Early Peoples

**Target Course/Grade Level:** Social Studies/Grade 4

**Unit Summary**

The first people of New Jersey were Native Americans whose rich culture was well adapted to available resources. European explorers reached what is now New Jersey while searching for a water route from Europe to Asia, which became divided between the Quakers in West Jersey and other English settlers in East Jersey. European settlers and the Delaware faced conflicts as their cultures divided.

**Primary interdisciplinary connections:** Math, Reading, Writing, Science, Art, Music/Drama, Literature

**21<sup>st</sup> century themes:** 9.1.4.A.1, 9.1.4.A.2, 9.1.4.B.1, 9.1.4.C.1, 9.1.4.D.1, 9.1.8.A.3

**Unit Rationale:** Students will understand the daily life, rich culture, and conflicts faced by the early settlers of New Jersey.

**Learning Targets****Standards****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, nation, and global communities.

**Content Statements**

- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.
- Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
- Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
- Key historical events, documents, and individuals led to the development of our nation.
- Personal, family, and community history is a source of information for individuals about the people and places around them.

<ul style="list-style-type: none"> <li>• The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.</li> <li>• Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.</li> <li>• Cultures struggle to maintain traditions in a changing society.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
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.
6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in difference regions of New Jersey.
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.15	Explain how various cultural groups have dealt with conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• Who were the first people of New Jersey?</li> <li>• How did the Lenape Indians adapt to their new land and resources?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Native Americans were the first people to settle in New Jersey.</li> <li>• The Lenape's rich culture was well adapted to available resources.</li> </ul>

<ul style="list-style-type: none"> <li>• How did European explorers reach what is now New Jersey?</li> <li>• How was the land in New Jersey divided?</li> <li>• What type of relationship did the European settlers and the Delaware have?</li> </ul>	<ul style="list-style-type: none"> <li>• European explorers reached what is now New Jersey while searching for a water route from Europe to Asia.</li> <li>• New Jersey was divided between the Quakers in West Jersey and other English settlers in East Jersey.</li> <li>• The European settlers and the Delaware faced conflicts as their cultures collided.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>The students will . . .</i></p> <ul style="list-style-type: none"> <li>• Understand the patterns and processes of early migration.</li> <li>• Describe how the Lenape way of life was affected by the environment.</li> <li>• Understand the causes and effects related to the European settlement of New Jersey.</li> <li>• Identify the causes and effects of New Jersey's division into West Jersey and East Jersey and the colony's eventual reunion.</li> <li>• Identify the effects of increased contact between European settlers and the Delaware.</li> <li>• Describe how the development of transportation networks in New Jersey affected New Jersey's relationships with other colonies.</li> </ul>	
<p><b>Differentiated Instruction</b></p> <p><b>L1 Special Needs:</b> Tell students that one of the reasons people migrate to new lands is to have a better life. Ask students: <i>Why do some people move to new lands? Do you know people who have moved to the United States from another country? What was the reason this person moved to this country? What other reasons cause people to leave one country to live in another?</i></p> <p><b>L2 Extra Support:</b> Point out that one reason people migrate to new lands is to get away from something that makes life difficult. Tell students that climate or nature might be a reason to leave a place. For example, a place might be too hot or too prone to violent storms. Ask: <i>What other reasons in nature might make a person migrate to a new land?</i></p> <p><b>L3 On-Level:</b> Ask students to make a list of why people would migrate to a new land. Tell them to choose one reason and write a journal entry from the point of view of the person who is leaving, explaining in detail why he or she decided to move.</p> <p><b>L4 Challenge:</b> Have students imagine they are from a different country, and they must leave to seek out a new life in a faraway place. Have them write a poem that describes why they left and the challenges they will face in their new home.</p>	
<p><b>ELL/Modifications</b></p> <p><b>Beginning:</b> High/Low Work with students to fill in these sentence frames, (I, My family, my grandparents) moved from _____. (I, We, They) wanted_____.</p> <p><b>Intermediate:</b> High/Low Have students use full sentences to identify their families' homelands, and reasons for moving here.</p> <p><b>Advanced</b> High/Low Encourage students to supply at least two reasons why their families decided to move to the United States.</p>	
<p><b>Evidence of Learning</b></p>	
<p><b>Summative Assessment/benchmarks (6-11 days)</b></p>	

- **Student Worktext (1-2 days)**
  - Review and Assessment
- **Activity (1-2 days)**
  - Geography: Mapping People and the Environment
- **Digital Presentation (1-2 days)**
- **Book Online (1-2 days)**
  - Students write, illustrate, and publish a digital book.
- **Chapter Assessment (1-3 days)**
  - Chapter Test
  - Administer online test.
  - Written assessment-test, quizzes, workbook pages
  - Projects

**Equipment needed: Smart Board, overhead projector, maps, globe**

Smart Board, overhead projector, maps, globes

**Teacher Resources:** Consumable and non-consumable Social Studies materials, workbook, written assessments, Teacher Edition Social Studies TCI (Teacher Curriculum Institute), teacher developed activities, lesson plans

**Formative Assessments:**

Teacher observation, oral discussion, workbook pages

**Lesson Plans**

<b>Lesson 1</b> Native Americans of New Jersey	<b>3 days</b>
<b>Lesson 2</b> Europeans Arrive	<b>3 days</b>
<b>Lesson 3</b> Three Worlds Meet	<b>3 days</b>
<b>Review and Assessment</b>	<b>2 days</b>

**Teacher Notes:** The lesson schedule can be revised based on students' abilities and needs.

**Curriculum Development Resources:**

(Click the links below to access additional resources used to design this unit)

[www.unitedstreaming.com](http://www.unitedstreaming.com)

<https://www.teachtc.com/>

**Content Area: Social Studies**

**Unit Title: Unit 3/4: An Independent Country/Civil War**

**Target Course/Grade Level: Social Studies/Grade 4**

**Unit Summary:**

Before the American Revolution began, the colonists and the British were locked in a series of growing conflicts. Patriots led the struggle for independence, but many colonists remained loyal to Great Britain. New Jersey was an important battleground during the America Revolution. Problems creating a new government led to the writing of the Constitution.

**Primary Interdisciplinary Connections:**

Math, Reading, Writing, Science, Art, Music/Drama, Literature

**21<sup>st</sup> Century Themes:** 9.1.4.A.1, 9.1.4.A.2, 9.1.4.B.1, 9.1.4.C.1, 9.1.4.D.1, 9.1.8.A.3

<b>Unit Rationale:</b> Students will understand the sequence of events leading up to the American Revolution and the writing of the Constitution while explaining New Jersey's significance during this time period.	
<b>Learning Targets</b>	
<b>Standards</b> <b>6.1 U.S. History: America in the World</b> 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, nation, and global communities.	
<b>Content Statements</b> <ul style="list-style-type: none"> <li>• The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.</li> <li>• American constitutional government is based on principles of limited government, shared authority, fairness, and equality.</li> <li>• The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</li> <li>• In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.</li> <li>• Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.</li> <li>• Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.</li> <li>• Key historical events, documents, and individuals led to the development of our nation.</li> <li>• The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.</li> <li>• Prejudice and discrimination can be obstacles to understanding other cultures.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
6.1.4.A.3	Determine how "fairness," "equality," and the " <u>common good</u> " have influenced change at the local and national levels of the United States government.
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

6.1.4.A.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
6.1.4.D.7	Explain the role of Governor William Livingston played in the development of New Jersey government.
6.1.4.D.8	Determine the significance of New Jersey's role in the American Revolution.
6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What type of relationship did the colonists and the British have during the time period before the American Revolution?</li> <li>• What is the difference between a loyalist and patriot?</li> <li>• What date did the Second Continental Congress declare independence from Great Britain?</li> <li>• What was New Jersey's significance during the American Revolution?</li> <li>• What led to the writing of the Constitution?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Before the American Revolution began, the colonists and the British were locked in a series of growing conflicts.</li> <li>• Patriots led the struggle for independence, but many colonists remained loyal to Great Britain.</li> <li>• On July 4, 1776, the Second Continental Congress declared independence from Great Britain.</li> <li>• New Jersey was an important battleground during the American Revolution.</li> <li>• The desire for a new government led to the writing of the constitution.</li> </ul>
<b>Unit Learning Targets</b> <i>The students will . . .</i> <ul style="list-style-type: none"> <li>• Describe the sequence of taxation measures imposed by the British on the colonies.</li> <li>• Explain the sequence of events that led to the First Continental Congress and to the Second Continental Congress.</li> <li>• Describe the sequence of events leading to the drafting of the Declaration of Independence.</li> <li>• Describe the sequence of events during the Battle of Trenton, the Battle of Princeton, and the Battle of Monmouth.</li> <li>• Describe the sequence of events during the Constitutional Convention.</li> </ul>	
<b>Differentiated Instruction</b> <b>L1 Special Needs:</b> Explain to students that colonists like William Livingston did not think it was fair that they were being taxed by Great Britain because they didn't have a say in government. Have students repeat aloud the saying "No taxation without representation" as a way to link the explanation with the saying. <b>L2 Extra Support:</b> Tell students that colonists like William Livingston did not think it was fair that they were being taxed by Great Britain since they didn't have a say in government. <b>L3 On-Level:</b> Have students write a letter to Parliament from William Livingston explaining why the colonists believe they should be free to create their own government. Ask students to incorporate the saying "No taxation without representation" into their letters. <b>L4 Challenge:</b> Have pairs of students prepare a speech for William Livingston to give at the First Continental Congress. It should describe why the colonists should fight for freedom. Optional: students may present their speeches to the class if time permits.	

**ELL/Modifications**

**Beginning:** Have students work in groups or pairs to look up all the vocabulary words in the chapter. Assign each group a different lesson. Have each group say and spell its vocabulary words and read aloud each word's definition. As each word is spelled, create a word wall for the class.

**Intermediate:** Present students with a word wall of the chapter vocabulary. Ask each student to rewrite the words in alphabetical order in a A-B-C book. Have them write an example sentence for four of the words.

**Advanced** Present students with a word wall of the chapter vocabulary. Ask each student to select four words and write a paragraph that includes cloze sentences that use vocabulary words as the missing words.

**Evidence of Learning****Summative Assessment/benchmarks (6-11 days)**

- **Student Worktext (1-2 days)**
  - Review and Assessment
- **Activity (1-2 days)**
  - Geography: Mapping People and the Environment
- **Digital Presentation (1-2 days)**
- **Book Online (1-2 days)**
  - Students write, illustrate, and publish a digital book.
- **Chapter Assessment (1-3 days)**
  - Chapter Test
  - Administer online test.
  - Written assessment-test, quizzes, workbook pages
  - Projects

**Equipment needed:** Smart Board, overhead projector, maps, globe

**Teacher Resources:** Consumable and non-consumable Social Studies materials, workbook, written assessments, Teacher Edition Social Studies: TCI (Teacher Curriculum Institute), teacher developed activities, lesson plans

**Formative Assessments:**

Teacher observation, oral discussion, workbook pages

**Lesson Plans**

<b>Lesson 1</b> Britain's 13 Colonies	<b>4 days</b>
<b>Lesson 2</b> The Path to Independence	<b>4 days</b>
<b>Lesson 3</b> The War in New Jersey	<b>4 days</b>
<b>Lesson 4</b> A New Nation, A New State	<b>4 days</b>
<b>Lesson 5</b> New Jersey Develops	<b>4 days</b>
<b>Chapter 3 Review and Assessment</b>	<b>2 days</b>

<b>Lesson 6</b> The Fight against Slavery	<b>3 days</b>
<b>Lesson 7</b> The Union Divided	<b>3 days</b>
<b>Lesson 8</b> Rebuilding the Nation	<b>3 days</b>
<b>Chapter 4 Review and Assessment</b>	<b>2 days</b>
<b>Teacher Notes:</b> The lesson schedule can be revised based on students' abilities and needs.	
<b>Curriculum Development Resources:</b> <b>(Click the links below to access additional resources used to design this unit)</b> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> <a href="https://www.teachtpci.com/">https://www.teachtpci.com/</a>	

<b>Content Area: Social Studies</b>
<b>Unit Title:</b> Unit 5 A Time of Change in New Jersey
<b>Target Course/Grade Level:</b> Social Studies/Grade 4
<b>Unit Summary</b> The New Jersey area grew and developed in the time between the American Revolution and the Civil War. New Jersey was the site of much technological innovation, including the development of canals, railroads, and the telegraph. New Jersey was an important passageway for escaped slaves seeking freedom, and the state later fought for the Union in the Civil War. <b>Primary interdisciplinary connections:</b> Math, Reading, Writing, Science, Art, Music/Drama <b>21<sup>st</sup> century themes:</b> 9.1.4.A.1, 9.1.4.A.2, 9.1.4.B.1, 9.1.4.C.1, 9.1.4.D.1, 9.1.8.A.3
<b>Unit Rationale</b> Students will recognize and be able to identify how New Jersey's scientists, inventors, businesses, and many other types of people helped develop the state's economy; understand how the practice of slavery divided New Jersey and the Nation.
<b>Learning Targets</b>
<b>Standards</b> <b>6.1 U.S. History: America in the World</b> 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, nation, and global communities.
<b>Content Statements</b> <ul style="list-style-type: none"> <li>American constitutional government is based on principles of limited government, shared authority, fairness, and equality.</li> </ul>

<ul style="list-style-type: none"> <li>• The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</li> <li>• Immigrants can become and obtain the rights of American citizens.</li> <li>• Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</li> <li>• Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.</li> <li>• Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.</li> <li>• Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</li> <li>• The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.4.A.3	Determine how “fairness,” “equality,” and the “ <u>common good</u> ” have influenced new laws and policies over time at the local and national levels of United States government.
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
6.1.4.A.13	Describe the process by which immigrants become United States citizens.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
6.1.4.C.13	Examine the qualities of entrepreneurs in a capitalistic society.
6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
6.1.4.D.14	Trace how the American identity evolved over time.
6.1.4.D.18	Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>

<ul style="list-style-type: none"> <li>• Who helped to develop the state's economy?</li> <li>• What did many of New Jersey's cities attract?</li> <li>• What divided New Jersey and the nation?</li> <li>• What helped many enslaved people escape to freedom?</li> <li>• Which state played an important role in the civil war?</li> </ul>	<ul style="list-style-type: none"> <li>• New Jersey's scientists and inventors helped to develop the state's economy</li> <li>• New Jersey's cities attracted many different types of people and businesses.</li> <li>• The practice of slavery divided New Jersey and the nation.</li> <li>• The Underground Railroad helped many enslaved people to escape to freedom.</li> <li>• New Jersey played an important role in the Civil War.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>The students will . . .</i></p> <ul style="list-style-type: none"> <li>• Draw conclusions about the effects that inventions and technology had on social and economic activities.</li> <li>• Draw conclusions about the growth of New Jersey cities.</li> <li>• Draw conclusions about New Jersey's role in the Civil War.</li> </ul>	
<p><b>Differentiated Instruction</b></p> <p><b>L1 Special Needs:</b> Provide examples of opportunities that students might have, such as vacations, eating out, and holidays.</p> <p><b>L2 Extra Support:</b> Explain the economic refers to finances and money. Economic growth means that new businesses are opening and others are growing. This growth results in new jobs for people in the community.</p> <p><b>L3 On-Level:</b> Tell students that as they read the chapter, they should be thinking about the different ways economic growth affects people and the opportunities they have.</p> <p><b>L4 Challenge:</b> Have students discuss different types of economic growth. For example, has a new business opened in the community? Do students' parents or guardians work at any local businesses? How do these facts affect students' lives?</p>	
<p><b>ELL/Modifications</b></p> <p><b>Beginning:</b> Give students cards with drawings that illustrate the following words: light bulb, phonograph, DVD, and MP3 player. Tell them these devices were either invented by Thomas Edison or were based on his ideas. Have students write the name of each device on the back of its card.</p> <p><b>Intermediate:</b> Have students write down as many types of technology as they can. Explain that technological devices are built in factories and that they help industry grow. Ask students to write a paragraph about how their day would be different without these technologies.</p> <p><b>Advanced</b> Challenge students to discuss the different kinds of technology we use today. Explain that new ideas can lead to new jobs and discuss this concept with students. Ask students to make a list of some industries in their community of in New Jersey.</p>	
<p style="text-align: center;"><b>Evidence of Learning</b></p>	
<p><b>Summative Assessment/Benchmarks (6-11 days)</b></p> <ul style="list-style-type: none"> <li>• Student Worktext (1-2 days)</li> </ul>	

<ul style="list-style-type: none"> <li>○ Review and Assessment</li> <li>• <b>Activity (1-2 days)</b> <ul style="list-style-type: none"> <li>○ Geography: Mapping People and the Environment</li> </ul> </li> <li>• <b>Digital Presentation (1-2 days)</b></li> <li>• <b>Book Online (1-2 days)</b> <ul style="list-style-type: none"> <li>○ Students write, illustrate, and publish a digital book.</li> </ul> </li> <li>• <b>Chapter Assessment (1-3 days)</b> <ul style="list-style-type: none"> <li>○ Chapter Test</li> <li>○ Administer online test.</li> <li>○ Written assessment-test, quizzes, workbook pages</li> <li>○ Projects</li> </ul> </li> </ul> <p><b>Equipment needed:</b> Smart Board, overhead projector, maps, globe</p> <p><b>Teacher Resources:</b> Consumable and non-consumable Social Studies materials, workbook, written assessments, Teacher Edition Social Studies: TCI (Teacher Curriculum Institute), teacher developed activities, lesson plans</p> <p><b>Formative Assessments:</b> Teacher observation, oral discussion, workbook pages</p>	
<b>Lesson Plans</b>	
<b>Lesson 1</b> Technology and Industry	<b>3 days</b>
<b>Lesson 2</b> Immigrants in New Jersey	<b>2 days</b>
<b>Lesson 3</b> 21 <sup>st</sup> Century Skill: Interpret Data on Maps	<b>2 days</b>
<b>Lesson 4</b> Change and Reform	<b>2 days</b>
<b>Chapter 5 Review and Assessment</b>	<b>2 days</b>
<b>Teacher Notes:</b> The lesson schedule can be revised based on students' abilities and needs.	
<b>Curriculum Development Resources:</b> <b>(Click the links below to access additional resources used to design this unit)</b> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> <a href="https://www.teachtc.com/">https://www.teachtc.com/</a>	

<b>Content Area: Social Studies</b>
<b>Unit Title: Unit 6: Challenges and Opportunities</b>
<b>Target Course/Grade Level: Social Studies/Grade 4</b>
<b>Unit Summary</b> In the late 1800's and early 1900's, inventions, such as those of Thomas Edison, became an important part of industrial growth in New Jersey. Oil, food production, and health care began to play important roles in the state's economy. During the same period, immigration

and the Great Migration changed the population of New Jersey. New Jersey's people successfully met many challenges, including two world wars and the Great Depression.  
**Primary interdisciplinary connections:** Math, Reading, Writing, Science, Art, Music/Drama, Literature

**21<sup>st</sup> century themes:** 9.1.4.A.1, 9.1.4.A.2, 9.1.4.B.1, 9.1.4.C.1, 9.1.4.D.1, 9.1.8.A.3

### Unit Rationale

Students will recognize and be able to identify specific events, which were an important part of the industrial growth in New Jersey.

### Learning Targets

#### Standards

#### 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, nation, and global communities.

#### Content Statements

- The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
- The world is comprised of nations that are similar to and different from the United States.
- In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
- In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
- Personal, family, and community history is a source of information for individuals about the people and places around them.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.

CPI #	Cumulative Progress Indicator (CPI)
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find

	solutions to community, state, national, and global challenges.
6.1.4.A.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.4.D.14	Trace how the American identity has evolved over time.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What changes in New Jersey impacted daily life?</li> <li>• What has been important to New Jersey History?</li> <li>• When did immigration to the United States increase?</li> <li>• During what time period did the nation face many challenges?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Scientific inventions and improvements, including those of Thomas Edison, had a great impact on daily life.</li> <li>• Scientific innovations have been important to New Jersey history.</li> <li>• Immigration to the United States increased dramatically during the early 1900's.</li> <li>• The nation faced many challenges as it experienced two World Wars and the Great Depression.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will know ...</i> <ul style="list-style-type: none"> <li>• <i>The students will . . .</i></li> <li>• Compare and contrast the social and economic effects of major inventions.</li> <li>• Compare and contrast the contributions of John T. Dorrance, Charles F. Seabrook, and Robert Wood Johnson to New Jersey industry.</li> <li>• Compare and contrast the challenges that immigrants faced in their home countries and in the United States.</li> <li>• Compare and contrast two gateways to America-Ellis Island, New Jersey, and Angel Island, California.</li> </ul>	
<b>Differentiated Instruction</b> <b>L1 Special Needs:</b> Explain to students that in good times everything goes well and problems are small and easily solved, and in bad times things are not going well and problems may seem large and hard	

to solve. Tell students that being sick is a bad time, and a day at school when they know the right answers and get their work done well is a good time. Talk with students about how their work done well is a good time. Talk with students about how they respond to days like those you have described.

**L2 Extra Support:** Explain that respond means “to react or do something when an event happens.” Tell students that many people often respond to a bad event, such as a natural disaster or others’ loss of home and jobs, by finding ways to help. Describe a recent natural disaster, and discuss the different ways people tried to help.

**L3 On-Level:** Discuss with students the examples of good things and bad things that have happened recently in your city, town, or school. With students, choose one event. Then ask students to write a paragraph that describes their response to this event. Have them write a second paragraph that describes how a friend or family member responded.

**L4 Challenge:** Have students research a recent national event, such as natural disaster or the results of an election. Have them look for people’s responses to this event and share these responses with the class. Discuss what students think about what they learned.

#### **ELL/Modifications**

**Beginning:** Write the following words on index cards: prejudice, equality, freedom, inequality, war, education. Read each aloud. Tell students that each word names either something Robeson spoke out against or something he supported. Hold up and read each word. Have students respond for or against to each.

**Intermediate:** Write the following words on the board: prejudice, equality, freedom, inequality, war, education. Have students select a word and tell a fact about Paul Robeson’s life using the word.

**Advanced:** Write the following words on index cards: prejudice, equality, freedom, inequality, war, education. Have students write sentences about Paul Robeson, using as many of the words as possible. Ask students to read their sentences to a partner.

#### **Evidence of Learning**

##### **Summative Assessment/Benchmarks (6-11 days)**

- **Student Worktext (1-2 days)**
  - Review and Assessment
- **Activity (1-2 days)**
  - Geography: Mapping People and the Environment
- **Digital Presentation (1-2 days)**
- **Book Online (1-2 days)**
  - Students write, illustrate, and publish a digital book.
- **Chapter Assessment (1-3 days)**
  - Chapter Test
  - Administer online test.
  - Written assessment-test, quizzes, workbook pages
  - Projects

**Equipment needed: Smart Board, overhead projector, maps, globe**

**Teacher Resources:** Consumable and non-consumable Social Studies materials, workbook, written assessments, Teacher Edition Social Studies: TCI (Teacher Curriculum Institute), teacher developed activities, lesson plans

<b>Formative Assessments:</b> Teacher observation, oral discussion, workbook pages	
<b>Lesson Plans</b>	
<b>Lesson 1</b> World War I and the 1920's	<b>3 days</b>
<b>Lesson 2</b> The Great Depression and World War II	<b>3 days</b>
<b>Lesson 3</b> 21 <sup>st</sup> Century Skill: Create Charts	<b>1 days</b>
<b>Lesson 4</b> The 1950s and 1960s	<b>2 days</b>
<b>Chapter 6 Review and Assessment</b>	<b>2 days</b>
<b>Teacher Notes:</b> The lesson schedule can be revised based on students' abilities and needs.	
<b>Curriculum Development Resources:</b> <b>(Click the links below to access additional resources used to design this unit)</b> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> <a href="https://www.teachtc.com/">https://www.teachtc.com/</a>	

<b>Content Area: Social Studies</b>
<b>Unit Title:</b> Unit 7 New Jersey Today
<b>Target Course/Grade Level:</b> Social Studies/Grade 4
<b>Unit Summary</b> New Jersey developed a strong economy built on its service and manufacturing industries. Government plays an important role in a state's economy, and taxes help provide a number of services. After World War II, New Jersey's research and technology fields developed quickly, and the state's suburbs grew. National, state, and local governments serve New Jersey in different places. <b>Primary interdisciplinary connections:</b> Math, Reading, Writing, Science, Art, Music/Drama, Literature <b>21<sup>st</sup> century themes:</b> 9.1.4.A.1, 9.1.4.A.2, 9.1.4.B.1, 9.1.4.C.1, 9.1.4.D.1, 9.1.8.A.3
<b>Unit Rationale</b> Students will identify the branches of government and its important role in each state's economy and growth.
<b>Learning Targets</b>
<b>Standards</b> <b>6.1 U.S. History: America in the World</b> 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, nation, and global communities. <b>6.3 Active Citizenship in the 21<sup>st</sup> Century</b>

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.

**Content Statements**

- Rules and laws are developed to protect people's rights and the security and welfare of society.
- The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
- American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
- There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.
- In a representative democracy, individuals elect representatives to act on the behalf of the people.
- The United States democratic system requires active participation of its citizens.
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- People make decisions based on their needs, wants, and the availability of resources.
- Economics is a driving force for the occurrence of various events and phenomena in societies.
- Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.
- Availability of resources affects economic outcomes.
- Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.
- Economic opportunities in New Jersey and other states are related to the availability of resources and technology.
- Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
- Key historical events, documents, and individuals led to the development of our nation.
- Personal, family, and community history is a source of information for individuals about the people and places around them.
- The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.

- The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of the United States government.
6.1.4.A.4	Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.
6.1.4.A.5	Distinguish the roles and responsibilities of the three branches of the national government.

6.1.4.A.6	Explain how national and state governments share power in the federal system of government.
6.1.4.A.7	Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels.
6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
6.1.4.A.12	Explain the process of creating change at the local, state, and national level.
6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
6.1.4.C.1	Apply <u>opportunity cost</u> (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
6.1.4.C.3	Explain why incentives vary between and among producers and consumers.
6.1.4.C.4	Describe how supply and demand influence price and output of products.
6.1.4.C.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.

6.1.4.C.13	Determine the qualities of entrepreneurs in a capitalistic society.
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.
6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.14	Trace how the American identity evolved over time.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.

6.3.4.A.4	Communicate with students from various countries about common issues of public concern and possible solutions.
6.3.4.C.1	Develop and implement a group initiative that addresses an economic issue impacting children.
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What does New Jersey’s economy involve?</li> <li>• What are two important elements of New Jersey’s economy?</li> <li>• What changed life in New Jersey after World War II?</li> <li>• What are the three branches of government?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• New Jersey’s economy involves many goods and services.</li> <li>• Supply and demand are important elements of New Jersey’s economy.</li> <li>• Technological discoveries, expanding highways, and suburban growth all changed life in New Jersey after World War II.</li> <li>• The three branches of government are executive, judicial and legislative.</li> </ul>
<b>Unit Learning Targets</b> <i>The students will . . .</i> <ul style="list-style-type: none"> <li>• Summarize the three functions of money in the economy.</li> <li>• Summarize how needs, wants, supply and demand, and scarcity of resources require choices, which generate opportunity costs.</li> <li>• Summarize how all societies have economic systems to allocate resources and to produce and distribute goods and services.</li> <li>• Summarize the contributions of Henry G. Henderson, Jr.</li> <li>• Summarize how New Jersey changed after World War II.</li> <li>• Summarize Monsignor William Linder's contributions to creating affordable housing in Newark.</li> <li>• Summarize the roles of the three branches of government.</li> <li>• Summarize the contributions of New Jersey Congresswoman Millicent Hammond Fenwick</li> </ul>	
<b>Differentiated Instruction</b> <b>L1 Special Needs:</b> Draw a word web on the board. Write the term Legislative Branch in the center circle. Have volunteers take turns reading each paragraph on page 184 aloud, pausing when they are done. After each volunteer has finished reading, have students describe and record facts about the legislative branch on the web. Repeat the activity with the executive branch and judicial branch. <b>L2 Extra Support:</b> Invite students to share what they know about the three branches of government and record this information on the first column of a KWL chart. Then ask them to list questions about each branch in the second column. As students read the lesson, invite them to fill in the last column with information they have learned. <b>L3 On-Level:</b> Have students choose a graphic organizer that allows them to compare and contrast the General Assembly and the Senate. Before they begin, have them brainstorm what they already know about each house and include this information on the organizer.	

**L4 Challenge:** Divide the class into the three branches of government. Invite them to act out the roles of people who work in each branch. Encourage them to review the text information and do additional research to help them demonstrate what they might say and do in a typical workday.

#### **ELL/Modifications**

**Beginning:** High/Low Have students look at the visuals in the chapter and use key vocabulary terms to describe New Jersey's economy, government, and cultural diversity. Encourage them to say phrases or short sentences describing each image.

**Intermediate:** High/Low Invite students to use complete sentences when describing New Jersey's economy, government, and cultural diversity. Encourage them to use vocabulary term in each sentence.

**Advanced:** High/Low Have students list what they know about New Jersey's economy, government, and cultural diversity. Ask them to use as many vocabulary terms as possible in their descriptions.

#### **Evidence of Learning**

##### **Summative Assessment/Benchmarks (6-11 days)**

- **Student Worktext (1-2 days)**
  - Review and Assessment
- **Activity (1-2 days)**
  - Geography: Mapping People and the Environment
- **Digital Presentation (1-2 days)**
- **Book Online (1-2 days)**
  - Students write, illustrate, and publish a digital book.
- **Chapter Assessment (1-3 days)**
  - Chapter Test
  - Administer online test.
  - Written assessment-test, quizzes, workbook pages
  - Projects

**Equipment needed: Smart Board, overhead projector, maps, globe**

**Teacher Resources:** Consumable and non-consumable Social Studies materials, workbook, written assessments, Teacher Edition Social Studies: TCI (Teacher Curriculum Institute), teacher developed activities, lesson plans

#### **Formative Assessments:**

Teacher observation, oral discussion, workbook pages

#### **Lesson Plans**

<b>Lesson 1</b> A Modern Economy	<b>2 days</b>
<b>Lesson 2</b> Democracy and Citizenship	<b>2 days</b>

<b>Lesson 3</b> 21 <sup>st</sup> Century Skill: Collaboration and Creativity: Generate New Ideas	<b>2 days</b>
<b>Lesson 4</b> Government in New Jersey and the Nation	<b>2 days</b>
<b>Lesson 5</b> New Jersey Today	<b>2 days</b>
Chapter Review and Assessment	<b>2 days</b>
<b>Teacher Notes:</b> The lesson schedule can be revised based on students' abilities and needs.	
<b>Curriculum Development Resources:</b> <b>(Click the links below to access additional resources used to design this unit)</b> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> <a href="https://www.teachtpci.com/">https://www.teachtpci.com/</a>	

## Grade 5

<b>Content Area:</b> Social Studies World History <b>Grade Level:</b> 5 <sup>th</sup> Grade
Unit Title
<p style="text-align: center;"><b>1<sup>st</sup> Marking Period</b></p> <p style="text-align: center;"><b><i>Chapter 3: Early Humans and the Agricultural Revolution</i></b>  4 Weeks (Approximately 10 classes)  <b>NJ-SLS:</b> 6.2.8.A.01.A, 6.2.8.B.01.B, 6.2.8.C.01.B, &amp; 6.2.8.D.01.C</p> <p style="text-align: center;"><b><i>Chapter 4: Mesopotamia</i></b>  5 Weeks (Approximately 13 Classes)  <b>NJ-SLS:</b> 6.2.8.A.01.A, 6.2.8.A.02.B, 6.2.8.B.01.B, 6.2.8.C.01.A, 6.2.8.C.01.B, &amp; 6.2.8.C.02.A</p> <p style="text-align: center;"><b><i>Chapter 5: Ancient Egypt and Kush</i></b>  1 Week (Approximately 2 Classes)  <b>NJ-SLS:</b> 6.2.8.A.02.A, 6.2.8.A.02.C, 6.2.8.B.02.B, 6.2.8.C.01.B, 6.2.8.C.02.A, 6.2.8.D.02.A, 6.2.8.D.02.B, &amp; 6.2.8.D.02.D</p>
<p style="text-align: center;"><b>2<sup>nd</sup> Marking Period</b></p> <p style="text-align: center;"><b><i>Chapter 5: Ancient Egypt and Kush (cont.)</i></b>  5 Weeks (Approximately 13 Classes)  <b>NJ-SLS:</b> 6.2.8.A.02.A, 6.2.8.A.02.C, 6.2.8.B.02.B, 6.2.8.C.01.B, 6.2.8.C.02.A, 6.2.8.D.02.A, 6.2.8.D.02.B, &amp; 6.2.8.D.02.D</p> <p style="text-align: center;"><b><i>Chapter 6: The Israelites</i></b>  4 Weeks (Approximately 10 Classes)  <b>NJ-SLS:</b> 6.2.8.D.01.B &amp; 6.2.8.D.02.A</p> <p style="text-align: center;"><b><i>Chapter 7: The Ancient Greeks</i></b>  1 Week (Approximately 2 Classes)  <b>NJ-SLS:</b> 6.2.8.A.03.D, 6.2.8.B.02.A, 6.2.8.B.03.B, 6.2.8.B.04.A, &amp; 6.2.8.C.03.B</p>

<p align="center"><b>3<sup>rd</sup> Marking Period</b></p> <p align="center"><b>Chapter 7: The Ancient Greeks (cont.)</b></p> <p align="center">5 Weeks (Approximately 13 Classes)</p> <p align="center"><b>NJ-SLS:</b> 6.2.8.A.03.D, 6.2.8.B.02.A, 6.2.8.B.03.B, 6.2.8.B.04.A, &amp; 6.2.8.C.03.B</p> <p align="center"><b>Chapter 8: Greek Civilization</b></p> <p align="center">5 Weeks (Approximately 13 Classes)</p> <p align="center"><b>NJ-SLS:</b> 6.2.8.A.03.B, 6.2.8.A.03.C, 6.2.8.A.03.D, 6.2.8.A.03.E, &amp; 6.2.8.B.03.B</p>
<p align="center"><b>4<sup>th</sup> Marking Period</b></p> <p align="center"><b>Chapter 11: Rome: Republic to Empire</b></p> <p align="center">6 Weeks (Approximately 15 Classes)</p> <p align="center"><b>NJ-SLS:</b> 6.2.8.A.03.C, 6.2.8.A.03.E, 6.2.8.A.04.A, 6.2.8.B.04.A, 6.2.8.D.03.A, &amp; 6.2.8.D.03.F</p> <p align="center"><b>Chapter 12: Roman Civilization</b></p> <p align="center">4 Weeks (Approximately 10 Classes)</p> <p align="center">NJ-SLS: 6.2.8.A.03.B, 6.2.8.D.03.A, &amp; 6.2.8.D.04.H</p>
<p><b>Textbook Series: TCI (Teacher Curriculum Institute)</b></p>

<b>Grade 5 Social Studies Curriculum</b>
<b>Content Area:</b> Social Studies
<b>Unit 1:</b> “Early Humans and the Agricultural Revolution”
<b>Target Course/Grade Level:</b> Social Studies/Grade 5
<p><b>Unit Summary</b></p> <p>Paleolithic people had lived for many years creating sophisticated tools, using fire for lighting and cooking, and adapting to and changing their environment. They were nomads who gathered plants and hunted wild animals; they also created a human culture that included cave paintings. However, once the Agricultural Revolution of the Neolithic Age began around 10,000 B.C., the way of living for these ancient people changed drastically. They were now able to grow food on a regular basis, which ended their nomadic way of living and allowed them to create more permanent settlements.</p>
<b>Primary interdisciplinary connections:</b> Language Arts, Art, Technology
<b>21st century themes:</b> Environmental Literacy, Global Awareness
<p><b>Unit Rationale</b></p> <p>With more permanent societies in place, civilizations began to appear around 3,000 B.C. in the river valleys of Mesopotamia, Egypt, India, and China. As a result of an increase in food production, there was also a significant increase in human population and the growth of cities.</p>
<b>Learning Targets</b>

<b>Standards</b> NJ-SLS 6.2: World History: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Content Statements</b> <ul style="list-style-type: none"> <li>Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements.</li> <li>The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.2.8.B.1.a	Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
6.2.8.C.1.a	Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.
6.2.8.C.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How do people adapt to their environment?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>People, places, and ideas change over time.</li> </ul>

**Unit Learning Targets**

Students will know ...

- how Paleolithic humans adapted to their environments to survive
- how advances made during the Paleolithic Age made it possible for humans to survive the Ice Ages
- why some historians consider the Agricultural Revolution the most important event in human history
- why people created permanent settlements when they began to farm
- how tools and roles changed as a result of permanent communities

**Differentiated Instruction/Modification/ELL**

Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, & ELL-English Language Learner.

- **ELL:** Tell students that these methods are examples of trial-and-error learning, you try different solutions to a problem until you find an answer.
- **AL:** Have students categorize the words into groups; for examples, words, about food, words about shelter, positive words, negative words, and so on.
- **ELL:** Have students establish a reason for reading by skimming the text. Point out section's headings, illustrations, and boldfaced words. Tell students that these new features can help establish a purpose for reading.
- **BL:** Ask students to speculate on how agriculture might change people's lives. Write students' ideas on the board. Discuss which ideas were correct, which ideas might need to be changed, and which ideas they would like to add to the list.

**Evidence of Learning****Summative Assessment/ Benchmarks (4 days)**

- Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and preare for assessment
- Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.
- Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian
- Chapter 3 Test (1 day)

**Equipment needed:** Student Edition of textbook (Teacher Curriculum Institute) Computer with Internet Access, Overhead Projector, Interactive Whiteboard

**Teacher Resources:** Teacher Edition of textbook (Teacher Curriculum Institute)

**Formative Assessments:**

- Graphic Organizers

<ul style="list-style-type: none"> <li>• 21st Century Skills Activity</li> <li>• What Do You Think? Questions</li> <li>• Primary Source, Geography, History, and Economics Activities</li> <li>• Written Paragraphs</li> <li>• Lesson Reviews</li> <li>• Classroom Discussion</li> <li>• Brainstorming questions and Writing the essay</li> <li>• Hands-on Chapter Project</li> </ul>	
<b>Lesson Plans</b>	
<b>Lesson1</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Read “Hunter-Gatherers” on pages 54-61</li> <li>• Graphic Organizer</li> <li>• Slide Show (Woolly Mammoth)</li> <li>• Discussion</li> <li>• Lesson 1 Review</li> </ul>	2 days
<b>Lesson 2</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Read “The Agricultural Revolution” on pages 62-69</li> <li>• Graphic Organizer</li> <li>• Map</li> <li>• Slide Show (Catalunya)</li> <li>• Discussion</li> </ul>	2 days
<ul style="list-style-type: none"> <li>• Chapter 3 Activities</li> <li>• United Streaming Videos</li> </ul>	1 day
<b>Teacher Notes:</b> The lessons may be revised based on students’ abilities and needs. Formative assessments will be completed based on time.	
<b>Curriculum Development Resources</b> Click the links below to access additional resources used to design this unit: <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> <a href="https://www.teachtc.com/social-studies/">https://www.teachtc.com/social-studies/</a>	

<b>Content Area:</b> Social Studies	
Unit 2: “Mesopotamia”	
<b>Target Course/Grade Level:</b> Social Studies/Grade 5	
<b>Unit Summary</b> The Mesopotamians built one of the first civilizations. They invented writing to keep records, created literature, constructed monuments for their gods and to preserve their culture. The Mesopotamians were also one of the first people to pose questions about life and write down answers. Although they gave rise to many small states, these states were eventually overshadowed by the rise of great empires, such as the Assyrian Empire.	
<b>Primary interdisciplinary connections:</b> Language Arts, Art, Technology	
<b>21st century themes:</b> Global Awareness, Civic Literacy, Environmental Literacy	
<b>Unit Rationale</b> As a result of the detailed records left by the Mesopotamians, we are able to understand how these early people dealt with the three main issues that humans continue to struggle with: the nature of human relationships, the nature of the universe, and the role of divine forces in that universe.	
<b>Learning Targets</b>	
<b>Standards</b> NJ-SLS 6.2: World History All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Content Statements</b> Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.2.8.B.2.a	Determine the extent to which geography influenced settlement,

	the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.
6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.
6.2.8.D.2.d	Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How does geography influence the way people live?</li> <li>• Why does conflict develop?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• People, places, and ideas change over time.</li> <li>• Cultures are held together by shared beliefs and common practices and values.</li> </ul>
<b>Unit Learning Targets</b> Students will know... <ul style="list-style-type: none"> <li>• why people settled in Mesopotamia</li> <li>• how Gilgamesh relates to modern-day literature pieces</li> <li>• what it was like to live in Sumer</li> <li>• the Sumerian ideas and inventions that have been passed on to other civilizations</li> <li>• the themes found in the epic poem genre</li> <li>• how civilizations developed in Mesopotamia</li> <li>• what contributions the Assyrians made to Southwest Asia</li> <li>• why Babylon was an important city in the ancient world</li> </ul>	

### Differentiated Instruction/Modification/ELL

Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, & ELL-English Language Learner.

- **AL/ELL:** Describing: Review with students how irrigation works. Then, have students watch the interactive slide show about irrigation. Have students describe in their own words how irrigation works.
- **BL:** Comparing and Contrasting: Students can create a graphic organizer to help them compare and contrast the conflicts over natural resources that occurred in the past with those conflicts of today. Students should first determine what type of organizer to use. Then, they should use their research and textbooks to complete the organizer.
- **AL:** Ask: What do you think the daily life of a monarch was like? What type of education did a monarch's children likely receive? What was the home of a monarch like?
- **BL/ELL:** Have students watch the interactive slide show about precious stones traded in Sumer to help them understand more about these minerals. Make sure students read the captions for each image.

### Evidence of Learning

- Summative Assessment/ Benchmarks (4 days)
- Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and prepare for assessment
- Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.
- Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian
- Chapter 4 Test (1 day)

**Equipment needed:** Student Edition of textbook (Teacher Curriculum Institute), Computer with Internet Access, Overhead Projector, Interactive Whiteboard

Teacher Resources: Teacher Edition of textbook (Teacher Curriculum Resources)  
<https://www.teachtc.com/social-studies/>

### Formative Assessments:

- Graphic Organizers, 21st Century Skills Activity, What Do You Think? Questions, Primary Source, Geography, History, and Economics Activities, Written Paragraphs, Lesson Reviews, Classroom Discussion, brainstorming questions and Writing the essay, & Hands-on Chapter Project

### Lesson Plans

<b>Lesson1</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Read “The Sumerians” on pages 76-83</li> <li>• Graphic Organizer</li> <li>• Slide Show (Irrigation Methods, Ziggurats, Sumerian Jewelry)</li> <li>• Discussion</li> <li>• Lesson 1 Review</li> </ul>	2 days
<b>Lesson 2</b> <ul style="list-style-type: none"> <li>• Read “Mesopotamian Empires” on pages 86-93</li> <li>• Graphic Organizer</li> <li>• Primary Source (Code of Hammurabi)</li> <li>• Discussion</li> <li>• Lesson 2 Review</li> </ul>	2 days
<b>Lesson3</b> <ul style="list-style-type: none"> <li>• Chapter 4 Activities</li> <li>• United Streaming Videos</li> </ul>	1 day
<b>Teacher Notes:</b> The lessons may be revised based on students’ abilities and needs. Formative assessments will be completed based on time.	
<b>Curriculum Development Resources</b> Click the links below to access additional resources used to design this unit: <a href="https://www.teachtc.com/social-studies/">https://www.teachtc.com/social-studies/</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>	

<b>Content Area:</b> Social Studies
<b>Unit 2:</b> “Ancient Egypt and Kush”
<b>Target Course/Grade Level:</b> Social Studies/Grade 5
<b>Unit Summary</b> The Ancient Egyptians were able to thrive in part due to the Nile River. These people worshipped their pharaohs, believed in a divine presence, and were skilled builders, as is evident from the creation of pyramids. They also impacted the Nubians, a kingdom to their south, who borrowed many ideas from the Egyptians, such as hieroglyphics, religious beliefs, and burying their kings in pyramids.

<b>Primary interdisciplinary connections:</b> Language Arts, Art, Technology	
<b>21st century themes:</b> Global Awareness, Civic Literacy, Environmental Literacy	
<b>Unit Rationale</b> The Ancient Egyptians had a lasting effect on other cultures as a result of their religious beliefs, pyramids, and their ability to maintain harmony and cosmic order within the kingdom.	
<b>Learning Targets</b>	
<b>Standards</b> NJ-SLS 6.2 :World History All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Content Statements</b> Peoples: Early River Valley Civilizations Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.2.8.C.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.
6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How does geography influence the way people live?</li> <li>• What makes a culture unique?</li> <li>• Why do civilizations rise and fall?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• People, places and ideas change over time.</li> <li>• Cultures are held together by shared beliefs and common practices and values.</li> </ul>
<p><b>Unit Learning Targets</b>  Students will know...  why the Nile River was important to the ancient Egyptians  characteristics of ancient Egyptian religion and society  factors that led to the rise and fall of the ancient Egyptian empire  how Kush and Egypt influenced each other</p>	
<p><b>Differentiated Instruction/Modification/ELL</b>  Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, &amp; ELL-English Language Learner.</p> <ul style="list-style-type: none"> <li>• <b>AL:</b> Ask: Why did people in both places live near water.</li> <li>• <b>ELL:</b> Ask volunteers to share their organizers with the class. If necessary, review the meanings of key terms, such as crops, drinking, soil, and transportation.</li> <li>• <b>AL:</b> Determining Cause and Effect: Help students understand how the flooding of the Nile River helped farmers. Have students work in pairs or small groups to create a cause-and-effect chart that identifies two effects of the Nile’s regular flooding.</li> <li>• <b>ELL:</b> Ask: What do you think of when you think of Egypt?</li> <li>• <b>BL:</b> Ask: What did the Egyptians develop in mathematics to help them make calculations, such as how much stone was needed to make a pyramid.</li> </ul>	
<p><b>Evidence of Learning</b></p>	
<ul style="list-style-type: none"> <li>• Summative Assessment/ Benchmarks (4 days)</li> <li>• Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and preare for assessment</li> <li>• Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.</li> <li>• Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian</li> <li>• Chapter 5 Test (1 day)</li> </ul>	

<b>Equipment needed:</b> Student Edition of textbook (Teacher Curriculum Institute), Computer with Internet Access, Overhead Projector, Interactive Whiteboard	
<b>Teacher Resources:</b> Teacher Edition of textbook (Teacher Curriculum Institute), <a href="https://www.teachtc.com/social-studies/">https://www.teachtc.com/social-studies/</a>	
<b>Formative Assessments:</b> Graphic Organizers, 21st Century Skills Activity, What Do You Think? Questions, Primary Source, Geography, History, and Economics Activities, Written Paragraphs, Lesson Reviews, Classroom Discussion, brainstorming questions and Writing the essay, & Hands-on Chapter Project	
Lesson Plans	
<b>Lesson 1</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Read “The Nile River” on pages 100-107</li> <li>• Graphic Organizer</li> <li>• Map (Ancient Egypt and Early Trade Routes)</li> <li>• Discussion</li> <li>• Lesson 1 Review</li> </ul>	2 days
<b>Lesson2</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Read “Life in Ancient Egypt” on pages 108-119</li> <li>• Graphic Organizer</li> <li>• Slide Show (The Pyramid of Giza)</li> <li>• Video (Ancient Egypt)</li> <li>• Discussion</li> <li>• Lesson 2 Review</li> </ul>	2 days
<b>Lesson 3</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Read “Egypt’s Empire” on pages 120-127</li> <li>• Graphic Organizer</li> <li>• Map (Ancient Egyptian Kingdoms)</li> <li>• Discussion</li> <li>• Lesson 3 Review</li> </ul>	3 days
<b>Lesson 4</b> <ul style="list-style-type: none"> <li>• Read “The Kingdom of Kush” on pages 128-133</li> <li>• Graphic Organizer</li> <li>• Map (Kush Kingdom)</li> </ul>	2 days

<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Lesson 4 Review</li> </ul>	
<b>Lesson5</b> <ul style="list-style-type: none"> <li>• Chapter 5 Activities</li> <li>• United Streaming Videos</li> </ul>	1 day
<b>Teacher Notes:</b> The lessons may be revised based on students’ abilities and needs. Formative assessments will be completed based on time.	
<b>Curriculum Development Resources</b> Click the links below to access additional resources used to design this unit: <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> <a href="https://www.teachtc.com/social-studies/">https://www.teachtc.com/social-studies/</a>	

<b>Content Area:</b> Social Studies
<b>Unit 4:</b> Chapter 7: “The Ancient Greeks”
<b>Target Course/Grade Level:</b> Social Studies/Grade 5
<b>Unit Summary</b> The Greeks were the first civilization to develop the idea of citizenship and democracy. Although the Greek city-states often fought with one another, they were able to unite against the Persian army during the Persian Wars. However, because of the Athenian Empire that formed, the Athenians and Spartans began the Great Peloponnesian War. This war weakened the Greek city-states and led to a Macedonian invasion, which ended their freedom in 338 B.C.
<b>Primary interdisciplinary connections:</b> Language Arts, Art, Technology
<b>21st century themes:</b> Global Awareness, Civic Literacy, Environmental Literacy
<b>Unit Rationale</b> Many of our political ideas and words came from the Greeks. Our idea of democracy originated in Greece, and our concepts of the rights and duties of citizens also arose as a result of the Greek culture.
<b>Learning Targets</b>
<b>Standards</b> NJ-SLS 6.2: World History

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

### **Content Statements**

The Classical Civilizations of the Mediterranean World, India, and China: Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values.

Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.

Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.2.8.A.3.d	Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.
6.2.8.B.3.b	Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.
6.2.8.D.3.f	Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How does geography influence the way people live?</li> </ul>	<b>Unit Enduring Understandings</b>

<ul style="list-style-type: none"> <li>• Why do people form governments?</li> <li>• Why does conflict develop?</li> <li>• How do governments change?</li> </ul>	<ul style="list-style-type: none"> <li>• People, places, and ideas change over time.</li> <li>• The value that a society places on individual rights is often reflected in that society's government.</li> <li>• Countries have relationships with each other.</li> </ul>
<p><b>Unit Learning Targets</b>  Students will know...  how geography affected the early Greeks  what contributed to the development of the Minoan civilization  how the Mycenaeans became a powerful military force  how Greek culture spread to other parts of the world  the different types of government that developed among the Greek city-states  why Sparta became a military society  what characteristics made Athens unique  how the Persians successfully ruled their large empire  what the Greeks did to defeat the Persians  what it was like to live in Athens during the rule of Pericles</p>	
<p><b>Differentiated Instruction/Modification/ELL</b>  Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, &amp; ELL-English Language Learner.</p> <ul style="list-style-type: none"> <li>• <b>AL/ELL:</b> Ask: What happens when people from different places meet and trade?</li> <li>• <b>BL:</b> Ask: How do you think these geographic features might have affected life in ancient Greece?</li> <li>• <b>BL:</b> Write the answers in the appropriate column in the graphic organizer on the interactive whiteboard.</li> <li>• <b>ELL:</b> Defining: As written in 1787, the U.S. Constitution did not offer citizenship to all Americans. In the 1860s, however, the Fourteenth Amendment provided guidelines to protect citizenship status.</li> <li>• <b>AL:</b> Ask: What freedoms did Spartan women have?</li> </ul>	
<p style="text-align: center;"><b>Evidence of Learning</b></p>	
<ul style="list-style-type: none"> <li>• Summative Assessment/ Benchmarks (4 days)</li> </ul>	

<ul style="list-style-type: none"> <li>• Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and prepare for assessment</li> <li>• Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.</li> <li>• Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian</li> <li>• Chapter 7 Test (1 day)</li> </ul>	
<b>Equipment needed:</b> Student Edition of textbook (Teacher Curriculum Institute) Computer with Internet Access, Overhead Projector, Interactive Whiteboard	
<b>Teacher Resources:</b> Teacher Edition of textbook (Teacher Curriculum Institute), <a href="https://www.teachtpci.com/social-studies/">https://www.teachtpci.com/social-studies/</a>	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• 21st Century Skills Activity</li> <li>• What Do You Think? Questions</li> <li>• Primary Source, Geography, History, and Economics Activities</li> <li>• Written Paragraphs</li> <li>• Lesson Reviews</li> <li>• Classroom Discussion</li> <li>• Brainstorming questions and Writing the essay</li> <li>• Hands-on Chapter Project</li> </ul>	
<b>Lesson Plans</b>	
<b>Lesson 1</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Read “Rise of Greek Civilization” on pages 174-182</li> <li>• Graphic Organizer</li> <li>• Slide Show (Mycenaean Artifacts)</li> <li>• Discussion</li> <li>• Lesson 1 Review</li> </ul>	2 days
<b>Lesson 2</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Read “Sparta and Athens: City-State Rivals” on pages 183-189</li> <li>• Graphic Organizer</li> <li>• Discussion</li> <li>• Lesson 2 Review</li> </ul>	2 days
<b>Lesson3</b>	2 days

<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Read “Greece and Persia” on pages 190-197</li> <li>• Graphic Organizer</li> <li>• Video (The Royal Road)</li> <li>• Discussion</li> <li>• Lesson 3 Review</li> </ul>	
<b>Lesson 4</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Read “Glory, War, and Decline” on pages 198-205</li> <li>• Graphic Organizer</li> <li>• Discussion</li> <li>• Lesson 4 Review</li> </ul>	2 days
<b>Lesson5</b> <ul style="list-style-type: none"> <li>• Chapter 7 Activities</li> <li>• United Streaming Videos</li> </ul>	1 day
<b>Teacher Notes:</b> The lessons may be revised based on students’ abilities and needs. Formative assessments will be completed based on time.	
<b>Curriculum Development Resources</b> Click the links below to access additional resources used to design this unit: <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> <a href="https://www.teachtc.com/social-studies/">https://www.teachtc.com/social-studies/</a>	

<b>Content Area:</b> Social Studies
<b>Unit 5:</b> “Greek Civilization”
<b>Target Course/Grade Level:</b> Social Studies/Grade 5
<b>Unit Summary</b> Socrates, Plato, and Aristotle were some of the Greeks’ greatest thinkers. They debated fundamental questions and gave people the freedom to try to understand the world. They also created great works of art and architecture. However, despite all of their wonderful achievements, they were still plagued with tragedy. As a result of the fighting amongst city-states, Greece was eventually conquered by Macedonia. Greek culture continued to exist even after they were conquered. Alexander the Great joined forces with the Greeks to take over Persia. As a result, Greek culture survived, but changed to mix with the local cultures conquered by Alexander.

<b>Primary interdisciplinary connections:</b> Language Arts, Science, Art, Technology	
<b>21st century themes:</b> Global Awareness, Civic Literacy	
<b>Unit Rationale</b> Much of what we do in Western society today arose as a result of the Greeks. Questioning and debating, creating art and architecture, and our literary forms were all created based on Greek models.	
<b>Learning Targets</b>	
<b>Standards</b> NJ-SLS 6.2: World History All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Content Statements</b> The Classical Civilizations of the Mediterranean World, India, and China Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.2.8.A.3.b	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
6.2.8.A.3.c	Determine the foundational concepts and

	principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
6.2.8.A.3.d	Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.
6.2.8.B.3.b	Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What makes a culture unique?</li> <li>• How do new ideas change the way people live?</li> <li>• What are the characteristics of a leader?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Cultures are held together by shared beliefs and common practices and values.</li> <li>• People, places, and</li> </ul>

	<p>ideas change over time.</p> <ul style="list-style-type: none"> <li>• Leaders can bring about change in a society.</li> </ul>
<p><b>Unit Learning Targets</b></p> <p>Students will know...</p> <p>how the ancient Greeks honored gods and goddesses</p> <p>the ideas that the ancient Greeks expressed in their literature, drama, art, and architecture</p> <p>ancient Greek beliefs about history and science</p> <p>how successful Alexander was in achieving his goals</p> <p>how Hellenistic kingdoms spread Greek culture</p> <p><u>ideas</u> developed during the Hellenistic Era</p>	
<p><b>Differentiated Instruction/Modification/ELL</b></p> <p>Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, &amp; ELL-English Language Learner.</p> <ul style="list-style-type: none"> <li>• <b>AL/ELL:</b> Defining: Have students work in pairs or small groups to play the game in which they match words from the lesson to their definitions. Give them time to complete the activity, and the supply the correct answers. Have students check their own work.</li> <li>• <b>ELL:</b> Ask: Why do a people perform rituals? (Answers will vary but may include that people perform rituals to honor religious beliefs or to create a feeling of community among the members of a religion.</li> <li>• <b>BL:</b> Ask: How are the characters in this fable different from those in many other fables?</li> </ul>	
<p><b>Evidence of Learning</b></p>	
<ul style="list-style-type: none"> <li>• Summative Assessment/ Benchmarks (1 day)</li> <li>• Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and prepare for assessment</li> <li>• Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.</li> <li>• Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian</li> <li>• Chapter 8 Test (1 day)</li> </ul>	

<b>Equipment needed:</b> Student Edition of textbook (Discovering Our Past: A History of the World: Early Ages, 2013), Computer with Internet Access, Overhead Projector, Interactive Whiteboard	
<b>Teacher Resources:</b> Teacher Edition of textbook (Teacher Curriculum Institute) <a href="https://www.teachinci.com/social-studies/">https://www.teachinci.com/social-studies/</a>	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• 21st Century Skills Activity</li> <li>• What Do You Think? Questions</li> <li>• Primary Source, Geography, History, and Economics Activities</li> <li>• Written Paragraphs</li> <li>• Lesson Reviews</li> <li>• Classroom Discussion</li> <li>• Brainstorming questions and Writing the essay</li> <li>• Hands-on Chapter Project</li> </ul>	
<b>Lesson Plans</b>	
<b>Lesson 1</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Read “Greek Culture” on pages 212-219</li> <li>• Graphic Organizer</li> <li>• Slide Show (Ancient Greek Art)</li> <li>• Discussion</li> <li>• Lesson 1 Review</li> </ul>	2 days
<b>Lesson 2</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Read “The Greek Mind” on pages 220-227</li> <li>• Graphic Organizer</li> <li>• Slide Show (Aristotle, Plato, and Socrates)</li> <li>• Discussion</li> <li>• Lesson 2 Review</li> </ul>	2 days
<b>Lesson 3</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Read “Alexander’s Empire” on pages 230-235</li> <li>• Graphic Organizer</li> <li>• Video (Famous People, Incredible Lives: Alexander the Great)</li> <li>• Discussion</li> <li>• Lesson 3 Review</li> </ul>	2 days

<b>Lesson 4</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Read “Hellenistic Culture” on pages 236-241</li> <li>• Graphic Organizer</li> <li>• Slide Show (Story of Pi)</li> <li>• Discussion</li> <li>• Lesson 4 Review</li> </ul>	2 days
<b>Lesson 5</b> <ul style="list-style-type: none"> <li>• Lesson 5 Activities</li> <li>• United Streaming Videos</li> </ul>	1 day
<b>Teacher Notes:</b> The lessons may be revised based on students’ abilities and needs. Formative assessments will be completed based on time.	
<b>Curriculum Development Resources</b> Click the links below to access additional resources used to design this unit: <a href="https://www.teachinci.com/social-studies/">https://www.teachinci.com/social-studies/</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>	

<b>Content Area:</b> Social Studies
<b>Unit 6:</b> “Ancient India”
<b>Target Course/Grade Level:</b> Social Studies/Grade 5
<b>Unit Summary</b> The first two major cities in India were Harappa and Mohenjo-Daro. After the Aryans took control, a caste system was put in place, dividing people into two major social classes. Two of the world’s greatest religions also formed, Buddhism and Hinduism. Indian civilization eventually spread to China and Southeast Asia.
<b>Primary interdisciplinary connections:</b> Language Arts, Art, Math, Science, Technology
<b>21st century themes:</b> Global Awareness, Civic Literacy, Environmental Literacy
<b>Unit Rationale</b> The Indian civilization has been around since the fourth millennium B.C. Two major religions originated there, Buddhism and Hinduism. Two major Empires also arose in India, the Mauryan Empire and the Gupta Empire.
<b>Learning Targets</b>

**Standards****NJ-SLS 6.2: World History**

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

**Content Statements**

- Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
- Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.2.8.A.2.a	Explain why different ancient river valley civilizations developed similar forms of government.
6.2.8.A.2.c	Determine the role of slavery in the economic and social structures of ancient river valley civilizations.
6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.
6.2.8.A.3.b	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8.C.3.a	Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How does geography influence the way people live?</li> <li>• How do religions develop?</li> <li>• What makes a culture unique?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Unit Enduring Understandings</b></li> <li>• People, places, and ideas change over time.</li> <li>• Religion can influence a society's beliefs and values.</li> </ul>
<b>Unit Learning Targets</b> Students will know... how the Indus Valley civilization developed the origins of the caste system in India fundamental concepts of Hinduism and Buddhism what Ashoka accomplished during his rule the achievements of the Golden Age of the Gupta Empire the contributions of Indian culture to literature, art, math, and science	
<b>Differentiated Instruction/Modification/ELL</b> Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, & ELL-English Language Learner. <ul style="list-style-type: none"> <li>• <b>ELL:</b> Classifying-Have students complete the sorting activity on caste in the interactive graphic organizer. Remind students to refer to their textbook for details and information that will help them complete the sorting activity. Ask students to comment on their completed organizers and to share their thoughts about what the organizer's pyramid shape suggests about the class divisions in ancient India.</li> <li>• <b>AL:</b> Ask: What happened to the Mauryan Empire after Ashoka's death? Why? The empire declined and split into warring kingdoms because the rulers that followed Ashoka were not as wise or as unselfish as he had been. They raised taxes and land.</li> <li>• <b>BL:</b> Illustrating-Assign students the task of creating their own seal that illustrates a key characteristic of either the Indus Valley or Aryan civilizations. Student seals should be colorful. They may include pictographic inscriptions, but students must provide a translation of any inscriptions they write. Students should also include a written explanation of what the images on their seal represent and why they chose those</li> </ul>	

images as representative of either the Indus Valley or Aryan civilizations. Students may complete their seals as homework.	
<b>Evidence of Learning</b>	
<ul style="list-style-type: none"> <li>• Summative Assessment/ Benchmarks (4 days)</li> <li>• Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and prepare for assessment</li> <li>• Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.</li> <li>• Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian</li> <li>• Chapter 9 Test (1 day)</li> </ul>	
<b>Equipment needed:</b> Student Edition of textbook (Teacher Curriculum Institute) Computer with Internet Access, Overhead Projector, Interactive Whiteboard	
Teacher Resources: Teacher Edition of textbook (Teacher Curriculum Institute) <a href="https://www.teachinci.com/social-studies/">https://www.teachinci.com/social-studies/</a>	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• 21st Century Skills Activity</li> <li>• What Do You Think? Questions</li> <li>• Primary Source, Geography, History, and Economics Activities</li> <li>• Written Paragraphs</li> <li>• Lesson Reviews</li> <li>• Classroom Discussion</li> <li>• Brainstorming questions and Writing the essay</li> <li>• Hands-on Chapter Project</li> </ul>	
<b>Lesson Plans</b>	
<b>Lesson 1</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Read “Early Civilizations” on pages 248-256</li> <li>• Graphic Organizer</li> <li>• Slide Show (Crafts in India)</li> <li>• Discussion</li> <li>• Lesson 1 Review</li> </ul>	2 days
<b>Lesson 2</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> </ul>	2 days

<ul style="list-style-type: none"> <li>• Read “Religions of Ancient India” on pages 257-264</li> <li>• Graphic Organizer</li> <li>• Slide Show (The Buddha and Gandhi)</li> <li>• Video (India’s History)</li> <li>• Discussion</li> <li>• Lesson 2 Review</li> </ul>	
<b>Lesson 3</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Read “The Mauryan Empire” on pages 265-271</li> <li>• Graphic Organizer</li> <li>• Slide Show (Ancient Indian Medical Tools)</li> <li>• Discussion</li> <li>• Lesson 3 Review</li> </ul>	2 days
<b>Lesson 4</b> <ul style="list-style-type: none"> <li>• Chapter 9 Activities</li> <li>• United Streaming Videos</li> </ul>	1 day
<b>Teacher Notes:</b> The lessons may be revised based on students’ abilities and needs. Formative assessments will be completed based on time.	
<b>Curriculum Development Resources</b> Click the links below to access additional resources used to design this unit: <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> <a href="https://www.teachtc.com/social-studies/">https://www.teachtc.com/social-studies/</a>	

<b>Content Area:</b> Social Studies
<b>Unit 7:</b> “Early China”
<b>Target Course/Grade Level:</b> Social Studies/Grade 5
<b>Unit Summary</b> By the time that China fully developed, societies in Mesopotamia, Egypt, and India had already reached an advanced level of civilization. There were many dynasties that were formed which created systems of writing, an organized government, and other features that characterized China’s civilization for many centuries. Kings were given a divine right to rule, three major schools of thought were established, and eventually there was a new era of Chinese unity.
<b>Primary interdisciplinary connections:</b> Language Arts, Art, Technology, Math

<b>21st century themes:</b> Global Awareness, Economic Literacy, Civic Literacy, Environmental Literacy	
<b>Unit Rationale</b> Although China was the last river valley civilization to fully develop, their culture eventually became unrivaled and their scientific achievements were unsurpassed.	
<b>Learning Targets</b>	
<b>Standards</b> NJ-SLS 6.2: World History All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Content Statements</b> <ul style="list-style-type: none"> <li>• Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.</li> <li>• Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.
6.2.8.D.3.e	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their

	responses to the current challenges of globalization.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What makes a culture unique?</li> <li>• How do new ideas change the way people live?</li> <li>• How do governments change?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• People, places, and ideas change over time.</li> <li>• The movement of people, goods, and ideas causes societies to change over time.</li> </ul>
<b>Unit Learning Targets</b> Students will know... <ul style="list-style-type: none"> <li>• how geography shaped the development of China’s civilization</li> <li>• why Shang rulers were able to remain powerful</li> <li>• the ways society and government were influenced by Chinese thinkers</li> <li>• what changes the Qin emperor made to unite China</li> <li>• how life improved under Han rulers</li> <li>• how China and the rest of the world benefited from the Silk Road why Buddhism became popular in China</li> </ul>	
<b>Differentiated Instruction/Modification/ELL</b> Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, & ELL-English Language Learner. <ul style="list-style-type: none"> <li>• <b>ELL:</b> Ask-Where do you think early Chinese people were most likely to have settled? Have volunteers come to the board and circle these places. Based on their study of other early civilizations, students will most likely circle river valleys as place where the ancient Chinese settled. As students circle the places, have them read the name aloud.</li> <li>• <b>AL:</b> Summarizing: Discuss as a class the change that the Shang and Zhou dynasties brought to China. Then show the Interactive Graphic Organizer for this lesson and have students complete it. Changes noted can include: writing introduced, bronze arts developed, idea of Mandate of Heaven introduced, irrigation developed, first cities built, trade expanded, kings become leaders of religion and government, strong army created, and borders of China expanded.</li> <li>• <b>BL:</b> Create a four-column chart on the whiteboard. Label the columns Tigris-Euphrates, Nile, Indus, and Huang He. Have students come to the board and complete</li> </ul>	

<p>the chart with information about each of the river valley civilizations. Using the chart on the board for reference, discuss ways in which the civilization that arose along the Huang He was the same as or different from other river valley civilizations.</p>	
<p><b>Evidence of Learning</b></p>	
<ul style="list-style-type: none"> <li>• Summative Assessment/ Benchmarks (4 days)</li> <li>• Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and prepare for assessment</li> <li>• Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.</li> <li>• Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian</li> <li>• Chapter 10 Test (1 day)</li> </ul>	
<p><b>Equipment needed:</b> Student Edition of textbook (Teacher Curriculum Institute) Computer with Internet Access, Overhead Projector, Interactive Whiteboard</p>	
<p><b>Teacher Resources:</b> Teacher Edition of textbook (Teacher Curriculum Institute), <a href="https://www.teachtc.com/social-studies/">https://www.teachtc.com/social-studies/</a></p>	
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• 21st Century Skills Activity</li> <li>• What Do You Think? Questions</li> <li>• Primary Source, Geography, History, and Economics Activities</li> <li>• Written Paragraphs</li> <li>• Lesson Reviews</li> <li>• Classroom Discussion</li> <li>• Brainstorming questions and Writing the essay</li> <li>• Hands-on Chapter Project</li> </ul>	
<p><b>Lesson Plans</b></p>	
<p><b>Lesson1</b></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> </ul>	<p>2 days</p>

<ul style="list-style-type: none"> <li>• Read “The Birth of Chinese Civilization” on pages 278-285</li> <li>• Graphic Organizer</li> <li>• Video (The Chinese Landscape)</li> <li>• Discussion</li> <li>• Lesson 1 Review</li> </ul>	
<b>Lesson 2</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Read “Society and Culture in Ancient China” on pages 286-291</li> <li>• Graphic Organizer</li> <li>• Slide Show (Zhou Dynasty Art)</li> <li>• Discussion</li> <li>• Lesson 2 Review</li> </ul>	2 days
<b>Lesson 3</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Read “The Qin and the Han Dynasties” on pages 292-299</li> <li>• Graphic Organizer</li> <li>• Slide Show (Qin Tomb Soldiers)</li> <li>• Discussion</li> <li>• Lesson 3 Review</li> </ul>	2 days
<b>Lesson 4</b> <ul style="list-style-type: none"> <li>• Chapter 10 Activities</li> <li>• United Streaming Videos</li> </ul>	1 day
<b>Teacher Notes:</b> The lessons may be revised based on students’ abilities and needs. Formative assessments will be completed based on time.	
<b>Curriculum Development Resources</b> Click the links below to access additional resources used to design this unit <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>	

<b>Content Area:</b> Social Studies
<b>Unit 8:</b> “Rome: Republic to Empire”
<b>Target Course/Grade Level:</b> Social Studies/Grade 5

**Unit Summary**

Around the eighth century B.C., Rome was built along the Tiber River in Italy. Roman rule expanded to include almost all of the people who lived on the Italian Peninsula. Rome allowed for local autonomy and for non-Romans to be granted citizenship. Rome eventually expanded to the west and east and became master of the Mediterranean Sea. As a result of the republican rule, Rome had to create a new system of government, known as an Empire in which emperors ruled. After the change in government took place, the Pax Romana, or Roman Peace, began.

**Primary interdisciplinary connections:** Language Arts, Art, Technology

**21st century themes:** Global Awareness, Civic Literacy, Environmental Literacy

**Unit Rationale**

Rome began as a republic ruled by aristocrats. However, after realizing that the republic was not adequate to rule such a large empire, Augustus created the Roman Empire which was ruled by emperors.

**Learning Targets****Standards**

NJ-SLS 6.2: World History

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

**Content Statements**

Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.2.8.A.3.b	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
6.2.8.A.3.c	Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the

	development of the United States Constitution.
6.2.8.A.3.e	Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How does geography influence the way people live?</li> <li>• How do governments change?</li> <li>• Why does conflict develop?</li> <li>• What are the characteristics of a leader?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• People, places, and ideas change over time.</li> <li>• Conflict can lead to change.</li> <li>• Leaders can bring about change in society.</li> </ul>
<b>Unit Learning Targets</b> Students will know... the effect geography had on the rise of Rome how Rome gained control of the Mediterranean region how conflict between Rome’s social classes led to change in its government what caused the decline of the Roman Republic the events that enabled Rome to become an empire what caused the Roman Empire to prosper	
<b>Differentiated Instruction/Modification/ELL</b> Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, & ELL-English Language Learner. <ul style="list-style-type: none"> <li>• <b>AL:</b> Have students list the physical and geographic features that made Italy an appealing place to settle. Have them compare their answers with their responses from the Think-Pair-Share activity above. The show students the images of Rome today and in ancient times. Discuss how the physical and geographic features that made it a good place to settle likely still affect life in that city today.</li> <li>• <b>BL:</b> Ask-Which legend of Rome’s origins is more likely to be based on fact? Why? Answers may vary, but students might identify the legend told in the Aeneid as more likely to have a factual basis because it is more realistic and based on actual history. The Remus and Romulus story is less likely to be factual because the idea of two boys being raised by wolves seems unlikely.</li> <li>• <b>ELL:</b> Challenge students to think of their own personal “Rubicon moments” and to share their thoughts with the class, if they want to. Alternately, have students think of other” Rubicon moments” in history, such as alexander’s decision to turn back from</li> </ul>	

India or Moses's decision to lead the ancient Israelites from Egypt. Ask students to recall the risks and benefits of each decision.	
<b>Evidence of Learning</b>	
<ul style="list-style-type: none"> <li>Summative Assessment/ Benchmarks (1 day)</li> <li>Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and prepare for assessment</li> <li>Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.</li> <li>Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian</li> <li>Chapter 11 Test (1 day)</li> </ul>	
<b>Equipment needed:</b> Student Edition of textbook (Teacher Curriculum Institute), <a href="https://www.teachinci.com/social-studies/">https://www.teachinci.com/social-studies/</a> Computer with Internet Access, Overhead Projector, Interactive Whiteboard	
<b>Teacher Resources:</b> Teacher Edition of textbook (Teacher Curriculum Institute), <a href="https://www.teachinci.com/social-studies/">https://www.teachinci.com/social-studies/</a>	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>21st Century Skills Activity</li> <li>What Do You Think? Questions</li> <li>Primary Source, Geography, History, and Economics Activities</li> <li>Written Paragraphs</li> <li>Lesson Reviews</li> <li>Classroom Discussion</li> <li>Brainstorming questions and Writing the essay</li> <li>Hands-on Chapter Project</li> </ul>	
Lesson Plans	
<b>Lesson 1</b> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Read "The Founding of Rome" on pages 306-311</li> <li>Time Line (Events in Ancient Rome)</li> <li>Discussion</li> <li>Lesson 1 Review</li> </ul>	2 days
<b>Lesson 2</b>	2 days

<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Read “Rome As a Republic” on pages 312-319</li> <li>• Graphic Organizer</li> <li>• Slide Show (Symbols of Authority)</li> <li>• Video (Hannibal of Carthage)</li> <li>• Discussion</li> <li>• Lesson 2 Review</li> </ul>	
<b>Lesson 3</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Read “The End of the Republic” on pages 320-327</li> <li>• Graphic Organizer</li> <li>• Primary Source (Crossing the Rubicon)</li> <li>• Discussion</li> <li>• Lesson 3 Review</li> </ul>	2 days
<b>Lesson 4</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Read “Rome Builds and Empire” on pages 328-333</li> <li>• Graphic Organizer</li> <li>• Slide Show (Mt. Vesuvius and Pompeii and Roman Architecture)</li> <li>• Discussion</li> <li>• Lesson 4 Review</li> </ul>	2 days
<b>Lesson 5</b> <ul style="list-style-type: none"> <li>• Chapter 11 Activities</li> </ul>	1 day
<b>Teacher Notes:</b> The lessons may be revised based on students’ abilities and needs. Formative assessments will be completed based on time.	
<b>Curriculum Development Resources</b> Click the links below to access additional resources used to design this unit: <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>	

<b>Content Area:</b> Social Studies
<b>Unit 9:</b> “Roman Civilization”

<b>Target Course/Grade Level:</b> Social Studies/Grade 5	
<b>Unit Summary</b> The Roman Empire achieved many great accomplishments that continue to be useful in the Western world. However, they also faced many crises that changed their empire. The government did not have enough resources to defend themselves against the Germanic groups that invaded. In 479 A.D., the last Western emperor was deposed; however, as the western part of the empire disintegrated, the eastern part flourished.	
<b>Primary interdisciplinary connections:</b> Language Arts, Art, Technology, Science	
<b>21st century themes:</b> Global Awareness, Economic Literacy, Civic Literacy, Environmental Literacy	
<b>Unit Rationale</b> There are many resources that we use today which have been influenced by Roman culture, such as the idea of trial by jury, Roman aqueducts, roads, and architectural styles.	
<b>Learning Targets</b>	
<b>Standards</b> NJ-SLS 6.2: World History All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Content Statements</b> <ul style="list-style-type: none"> <li>Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values.</li> <li>Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.2.8.A.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.A.3.e	Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.
6.2.8.D.3.c	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What makes a culture unique?</li> <li>• Why do civilizations rise and fall?</li> <li>• How does geography influence the way people live?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• People, places, and ideas change over time.</li> </ul>
<b>Unit Learning Targets</b> Students will know... how the Greeks influenced Roman religion, science, art, architecture, and literature the reasons for the decline of the Roman Empire why the Byzantine Empire became powerful	
<b>Differentiated Instruction/Modification/ELL</b> Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, & ELL-English Language Learner. <ul style="list-style-type: none"> <li>• <b>AL:</b> Ask-Think about your daily life. What do you have in common with the Romans? How could you organize this information into categories?</li> <li>• <b>BL:</b> Ask-How do you think the dependence on slavery might have affected Rome's economy? Students might say that slavery had a negative effect on the birth of new businesses or industries because so many people were enslaved.</li> <li>• <b>ELL:</b> Ask-Why might Constantine have chosen to build the Hippodrome instead of a church or some other kind of public building? Have students think of a time they attended an outdoor sports event. Invite volunteers to speculate what the Byzantines would have experienced when they attended events in the Hippodrome.</li> </ul>	
<b>Evidence of Learning</b>	

<ul style="list-style-type: none"> <li>• Summative Assessment/ Benchmarks (4 days)</li> <li>• Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and prepare for assessment</li> <li>• Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.</li> <li>• Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian</li> <li>• Chapter 12 Test (1 day)</li> </ul>	
<b>Equipment needed:</b> Student Edition of textbook Teacher Curriculum Institute), <a href="https://www.teachtci.com/social-studies/">https://www.teachtci.com/social-studies/</a> Computer with Internet Access, Overhead Projector, Interactive Whiteboard	
<b>Teacher Resources:</b> Teacher Edition of textbook (Teacher Curriculum Institute), <a href="https://www.teachtci.com/social-studies/">https://www.teachtci.com/social-studies/</a>	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• 21st Century Skills Activity</li> <li>• What Do You Think? Questions</li> <li>• Primary Source, Geography, History, and Economics Activities</li> <li>• Written Paragraphs</li> <li>• Lesson Reviews</li> <li>• Classroom Discussion</li> <li>• Brainstorming questions and Writing the essay</li> <li>• Hands-on Chapter Project</li> </ul>	
<b>Lesson Plans</b>	
<b>Lesson 1</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Read “The Roman Way of Life” on pages 340-347</li> <li>• Graphic Organizer</li> <li>• Slide Show (Roman Homes)</li> <li>• Video (WorldQuest: Italy)</li> <li>• Discussion</li> <li>• Lesson 1 Review</li> </ul>	2 days
<b>Lesson 2</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Read “Rome’s Decline” on pages 350-357</li> </ul>	2 days

<ul style="list-style-type: none"> <li>• Graphic Organizer</li> <li>• Discussion</li> <li>• Lesson 2 Review</li> </ul>	
<b>Lesson 3</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Read “The Byzantine Empire” on pages 360-365</li> <li>• Graphic Organizer</li> <li>• Slide Show (Hagia Sophia, The Hippodrome of Constantinople)</li> <li>• Discussion</li> <li>• Lesson 3 Review</li> </ul>	2 days
<b>Lesson 4</b> <ul style="list-style-type: none"> <li>• Chapter 12 Activities</li> <li>• United Streaming Videos</li> </ul>	1 day
<b>Teacher Notes:</b> The lessons may be revised based on students’ abilities and needs. Formative assessments will be completed based on time.	
<b>Curriculum Development Resources</b> Click the links below to access additional resources used to design this unit: <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>	

<b>Lesson Plan 1 Template</b>	
<b>Content Area:</b> Social Studies	
<b>Lesson Title:</b> Chapter 12 Lesson 1	<b>Timeframe:</b> 3 days
<b>Lesson Components</b>	
21st Century Themes	

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21st Century Skills							
	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
Interdisciplinary Connections: Language Arts							
Integration of Technology: Connect-ed Website							
Equipment needed: Smartboard, textbook							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<b>Students:</b> To learn what makes a culture unique; to learn how the Greeks influenced Roman culture. .	<b>Lesson Sequence</b> <ul style="list-style-type: none"> <li>Review chapter 11 (Rome introduction).</li> <li>Read chapter 12 lesson 1 and discuss essential and guiding questions as we read.</li> <li>Show slideshow about Roman homes and discuss what homes looked like and what types of resources ancient Romans had.</li> <li>Show video on website about <b>WorldQuest:</b> Italy. Have students take notes as they watch to count for a classwork grade.</li> <li>Take notes on the important parts of the lesson.</li> </ul>	Quiz based on notes for chapter 12 lesson 1
<b>Differentiation:</b> Students with an IEP will be given a fill-in-the-blank template for the notes. They will fill in the answers for the important parts of the lesson so that they can use it to study for their quiz.		
<b>Resources Provided:</b> Fill-in-the-blank notes		

## ***Grade 6***

<b>Content Area:</b> Social Studies <b>Grade Level:</b> Sixth
<b>Pacing</b>
<p style="text-align: center;">1st Marking Period</p> <p style="text-align: center;">Unit 1: Chapter 13: The Rise of Christianity – 20 classes  NJ-SLS: 6.2.8.A.4.a, 6.2.8.D.4.b, 6.2.8.D.4.c</p> <p style="text-align: center;">Unit 2: Chapter 14: Islamic Civilization – 23 classes  NJ-SLS: 6.2.8.B.4.a, 6.2.8.B.4.b, 6.2.8.B.4.c, 6.2.8.C.4.b, 6.2.8.C.4.d, 6.2.8.C.4.e, 6.2.8.D.4.i, &amp; 6.2.8.D.4.j</p>
<p style="text-align: center;">2nd Marking Period</p> <p style="text-align: center;">Unit 3: African Civilizations- 20 classes  NJ-SLS: 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.c, 6.2.8.D.4.g, &amp; 6.2.8.D.4.j</p> <p style="text-align: center;">Unit 4: Chapter 17: Imperial China- 23 classes  NJ-SLS: 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.c, 6.2.8.D.4.g, &amp; 6.2.8.D.4.j</p>
<p style="text-align: center;">3rd Marking Period</p> <p style="text-align: center;">Unit 5: Chapter 18: Civilizations of Korea, Japan, and Southeast Asia - 15 classes  NJ-SLS: 6.2.8.A.4.a, 6.2.8.A.4.b, 6.2.8.B.4.a, 6.2.8.B.4.e, 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, &amp; 6.2.8.D.4.j</p> <p style="text-align: center;">Unit 6: Chapter 19: Medieval Times – 23 classes  NJ-SLS: 6.2.8.A.4.b, 6.2.8.A.4.c, 6.2.8.B.4.a, 6.2.8.B.4.e, 6.2.8.C.4.a, 6.2.8.C.4.e, 6.2.8.D.4.c, 6.2.8.D.4.d, 6.2.8.D.4.e, &amp; 6.2.8.D.4.f</p>
<p style="text-align: center;">4th Marking Period</p> <p style="text-align: center;">Unit 7: Chapter 20: Renaissance and Reformation - 15 classes  NJ-SLS: 6.2.8.C.4.a, 6.2.8.C.4.c, 6.2.8.D.4.b, 6.2.8.D.4.c, 6.2.8.D.4.d, 6.2.8.D.4.j</p> <p style="text-align: center;">Unit 8: Chapter 22: The Scientific Revolution and the Enlightenment- 8 classes  NJ-SLS: 6.2.8.A.4.c, 6.2.8.C.4.b, &amp; 6.2.8.D.4.j</p>
<b>Textbook Series:</b> TCI (Teacher Curriculum Institute) <a href="https://www.teachtci.com/social-studies/">https://www.teachtci.com/social-studies/</a>

<b>Grade 6 Social Studies Curriculum</b>	
<b>Content Area:</b> Social Studies	
<b>Unit 1:</b> “The Rise of Christianity”	
<b>Target Course/Grade Level:</b> Social Studies/6th Grade	
<b>Unit Summary</b> Many eastern Christian churches approved of having icons, but western Christian churches, for the most part, did not approve of them. In the west, the pope believed he was the head of all Christian churches. The Byzantines strongly disagreed. They believed the patriarch of Constantinople and various bishops were the pope's equal. The eastern and western churches also disagreed about how the church should relate to political authority. Similarities between the two branches of Christianity include belief in Jesus as the Son of God, belief in his teachings, and the use of the Christian Bible, among other religious books. Stylistic differences existed between Byzantine and Roman Catholic Churches and their respective forms of religious art.	
<b>Primary interdisciplinary connections:</b> Language Arts, Art, Technology	
<b>21st century themes:</b> Global Awareness & Civic Literacy	
<b>Unit Rationale</b> The two churches, Eastern Orthodox and Roman Catholic, differed according to how they related to political authority, how they viewed the authority of the pope, religious communities they established, and the role of missionaries.	
<b>Learning Targets</b>	
<b>NJ-SLS Standard 6.2: Global Studies</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.  NJ-SLS: RH.6 & WHST.6 (to be determined at a later date) NCSS: 1) Culture, 2) Time, Continuity and Change, 3) People, Places, and Environments, 4) Individual Development and Identity, and 5) Individuals, Groups, and Institutions	
<b>Content Statements</b> <ul style="list-style-type: none"> <li>Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to</li> </ul>	

<p>favorable geographic conditions. They created centralized systems of government and advanced societies.</p> <ul style="list-style-type: none"> <li>• Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.</li> <li>• The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. NCSS: 1.4, 1.6, 2.6, 2.7, 3.8, 4.3, 4.4, 5.3, 5.5, 5.6, and 5.8</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (ie: Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.D.4.a	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What are the characteristics of a leader?</li> <li>• How do religions develop?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• People, places, and ideas change over time.</li> </ul>
<b>Unit Learning Targets</b> Students will know ... The message of Jesus and its connection to Jewish thought Why Christianity spread in the Roman Empire The role Constantine played in the acceptance of Christianity in the Roman Empire The causes of the split of the Christian church into eastern and western branches	
<b>Differentiated Instruction/Modification/ELL</b> Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, & ELL-English Language Learner.	
<b>Evidence of Learning</b>	
<ul style="list-style-type: none"> <li>• Summative Assessment/ Benchmarks (4 days)</li> <li>• Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and prepare for assessment</li> <li>• Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.</li> <li>• Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian</li> <li>• Chapter 13 Test (1 day)</li> </ul>	
<b>Equipment needed:</b> Student Edition of online textbook (TCI Teacher Curriculum Institute) Computer w/ Internet access, Overhead Projector, Interactive Whiteboard	
<b>Teacher Resources:</b> Teacher Edition of textbook (TCI Teacher Curriculum Institute)	
<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>· Graphic Organizers</li> <li>· 21st Century Skills Activity</li> <li>· What Do You Think? Questions</li> <li>· Primary Source, Geography, History, and Economics Activities</li> </ul>	<ul style="list-style-type: none"> <li>· Written Paragraphs</li> <li>· Lesson Reviews</li> <li>· Classroom Discussion</li> <li>· Brainstorming questions and Writing the essay</li> <li>· Hands-on Chapter Project</li> </ul>
<b>Lesson Plans</b>	

Lesson	Timeframe
Lesson 1 Early Christianity	Approximately 2 days
Lesson 2 The Early Church	Approximately 2 days
Lesson 3 A Christian Europe	Approximately 2 days
<b>Curriculum Development Resources</b> Click the links below to access additional resources used to design this unit: <ul style="list-style-type: none"> <li>• Mr. Dowling's "Judaism" <a href="http://www.mrdowling.com/605-judaism.html">http://www.mrdowling.com/605-judaism.html</a></li> <li>• Mr. Dowling's "Christianity" <a href="http://www.mrdowling.com/605-christianity.html">http://www.mrdowling.com/605-christianity.html</a></li> <li>• Pontius Pilate (45 mins)</li> <li>• <a href="http://www.biography.com/people/pontius-pilate-9440686/videos/pontius-pilate-full-episode-2074726991">http://www.biography.com/people/pontius-pilate-9440686/videos/pontius-pilate-full-episode-2074726991</a></li> <li>• United Streamings' "Religions of the World: Christianity" <a href="http://player.discoveryeducation.com/index.cfm?guidAssetId=68379F12-7D04-424A-803F-01F0CC4C04D9&amp;blnFromSearch=1&amp;productcode=US">http://player.discoveryeducation.com/index.cfm?guidAssetId=68379F12-7D04-424A-803F-01F0CC4C04D9&amp;blnFromSearch=1&amp;productcode=US</a></li> </ul>	

Lesson Plan							
Content Area: Social Studies							
Lesson Title: Ch 13, Lesson 2: The Early Church						Timeframe: blocks	
Lesson Components							
<u>21st Century Themes</u>							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	x	Critical Thinking and Problem Solving		Communication and Collaboration	x	Information Literacy

x	Media Literacy	x	ICT Literacy		Life and Career Skills
Interdisciplinary Connections: Art, Language Arts Literacy, Science, Mathematics					
Integration of Technology: Research, Presentations, Interactive Resources, McGraw-Hill's ConnectEd Online Textbook/Assignments					
Equipment needed: Computer, Projector, WhiteBoard, Internet Access, Textbook, Online Resources					

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<b>Students will:</b> <ul style="list-style-type: none"> <li>Synthesize the geographic theme of movement and its importance to spreading Christianity in the Roman Empire</li> <li>Draw conclusions about Christianity's expansion and eventual acceptance in the Roman Empire</li> <li>Organize information graphically to record their understanding of the rise of Christianity</li> </ul>	<b>Lesson Sequence</b> <ul style="list-style-type: none"> <li>Chapter Opener/Interactive Timeline &amp; Map</li> <li>Vocabulary Builder Activity</li> <li>Interactive Graphic Organizer</li> <li>Guided Reading Activity</li> <li>Analyzing Primary Resources</li> <li>21st Century Skills</li> <li>Geography and History Activity</li> <li>Lesson Review</li> </ul>	<ul style="list-style-type: none"> <li>Guided Notes</li> <li>Foldable Activity</li> <li>Lesson Quiz</li> <li>Hands-on Chapter Project</li> <li>Reading Essentials &amp; Study Guide</li> </ul>
<b>Differentiation</b> <ul style="list-style-type: none"> <li>Technology Extension</li> <li>Graphic Novel</li> <li>Student Audio</li> <li>What Do You Know? Activity</li> <li>Online Self-Check Quizzes</li> </ul>		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>Interactive Timeline/Map</li> <li>Biography</li> <li>Chapter Summary</li> <li>Slide Shows/Presentations/Videos</li> </ul>		

<b>Content Area:</b> Social Studies
<b>Unit 2:</b> “Islamic Civilization”
<b>Target Course/Grade Level:</b> Social Studies/6th Grade
<b>Unit Summary</b> Religions often have a deep impact on culture and the way people live. Life for the Arabs before Islam changed as compared to life after because people converted to Islam in categories such as daily life, trade, government, and overall culture. The development of Islam affected every aspect of people’s lives.
<b>Primary interdisciplinary connections:</b> Language Arts, Technology, Mathematics, Science, Art
<b>21st century themes:</b> Global Awareness
<b>Unit Rationale</b> Islam has provided change and unity to those on the Arabian Peninsula and for those countries that became part of the Islamic Empire.
<b>Learning Targets</b>
NJ-SLS Standard 6.2: Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. NJ-SLS: RH.6 & WHST.6 (to be determined at a later date) NCSS: 1) Culture, 2) Time, Continuity and Change, 3) People, Places, and Environments, 4) Individual Development and Identity, 5) Individuals, Groups, and Institutions, and 8) Science, Technology, and Society
<b>Content Statements</b> Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations

The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.

While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

NCSS: 1.4, 1.8, 2.7, 3.8, 4.3, 4.4, 5.2, 5.6, 5.9, and 8.6

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.B.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.
6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.B.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.
6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
6.2.8.B.4.d	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade

	and fostered the spread of Islam into Africa, Europe, and Asia.
6.2.8.C.3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
6.2.8.C.4.b	Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.D.4.a	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.D.4.f	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
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.
<b>Differentiated Instruction/Modification/ELL</b> Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, & ELL-English Language Learner.	
<b>Evidence of Learning</b>	
<ul style="list-style-type: none"> <li>Summative Assessment/ Benchmarks (4 days)</li> <li>Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and prepare for assessment</li> <li>Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.</li> <li>Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian</li> <li>Chapter 14 Test (1 day)</li> </ul>	
<b>Equipment needed:</b> Student Edition of online textbook (TCI Teacher Curriculum Institute), Computer w/ Internet access, Overhead Projector, Interactive Whiteboard	
<b>Teacher Resources:</b> Teacher Edition of textbook (TCI Teacher Curriculum Institute) <a href="https://www.teachtci.com/social-studies/">https://www.teachtci.com/social-studies/</a>	
<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>Hands-on Chapter Project</li> <li>Class discussion answers</li> <li>Compare/Contrast Activity</li> <li>Map Activities</li> <li>Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>Written Activities</li> <li>21st Century Skills Activity</li> <li>Geography, History, and Economics Activities</li> <li>Lesson Reviews</li> <li>Written paper to dispel misconceptions</li> <li>Timeline</li> </ul>

Lesson Plans	
Lesson	Timeframe
Lesson 1 A New Faith	Approximately 2 days
Lesson 2 The Spread of Islam	Approximately 2 days
Lesson 3 Life in the Islamic World	Approximately 2 days
<b>Curriculum Development Resources</b> <ul style="list-style-type: none"> <li>Click the links below to access additional resources used to design this unit:</li> <li>The MET's "Islamic Art Gallery" <a href="http://www.metmuseum.org/collections/galleries/islamic/450">http://www.metmuseum.org/collections/galleries/islamic/450</a></li> <li>Islam: Empire of Faith <a href="http://www.pbs.org/empires/islam/">http://www.pbs.org/empires/islam/</a></li> <li>How Stuff Works Islamic "Cultural Achievements" <a href="http://history.howstuffworks.com/asian-history/islamic-culture.htm">http://history.howstuffworks.com/asian-history/islamic-culture.htm</a></li> <li>Mr. Dowling's "Islam" <a href="http://www.mrdowling.com/605-islam.html">http://www.mrdowling.com/605-islam.html</a></li> <li>United Streamings' "Religions of the World: Islam" <a href="http://player.discoveryeducation.com/index.cfm?guidAssetId=8BA4C427-4B9F-4CFC-9BFE-404C9F122FB7&amp;blnFromSearch=1&amp;productcode=US">http://player.discoveryeducation.com/index.cfm?guidAssetId=8BA4C427-4B9F-4CFC-9BFE-404C9F122FB7&amp;blnFromSearch=1&amp;productcode=US</a></li> <li>Fordham University's "Internet History Sourcebook: Islam" <a href="http://www.fordham.edu/Halsall/sbook1d.asp">http://www.fordham.edu/Halsall/sbook1d.asp</a></li> </ul>	

Lesson Plan Template							
Content Area: Social Studies							
Lesson Title: Ch 14, Lesson 1: A New Faith				Timeframe: blocks			
Lesson Components							
21st Century Themes							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21st Century Skills							

	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy
x	Media Literacy	x	ICT Literacy		Life and Career Skills		
<b>Interdisciplinary Connections:</b> Art, Language Arts Literacy, Science, Mathematics, Music							
<b>Integration of Technology:</b> Research, Presentations, Interactive Resources, TCI's Online Textbook/Assignments							
<b>Equipment needed:</b> Computer, Projector, Whiteboard, Internet Access, Textbook, Online Resources							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students:</p> <ul style="list-style-type: none"> <li>• identify the tenets of Islam</li> <li>• Discuss the significance of key components of Islam</li> <li>• Identify current-day countries in which Islam is a major religion</li> <li>• Distinguish the methods of how Islam was spread through various events and people</li> </ul>	<p>Lesson Sequence</p> <ul style="list-style-type: none"> <li>• Chapter Opener/Interactive Timeline &amp; Map</li> <li>• Vocabulary Builder Activity</li> <li>• Interactive Graphic Organizer</li> <li>• Guided Reading Activity</li> <li>• Analyzing Primary Resources</li> <li>• 21st Century Skills</li> <li>• Map Activities</li> <li>• Economics of History Activity</li> <li>• Geography and History Activity</li> <li>• Lesson Review</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Notes</li> <li>• Foldable Activity</li> <li>• Lesson Quiz</li> <li>• Hands-on Chapter Project</li> <li>• Reading Essentials &amp; Study Guide</li> </ul>
<p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>• Technology Extension</li> <li>• Graphic Novel</li> <li>• Student Audio</li> <li>• What Do You Know? Activity</li> </ul>		

<ul style="list-style-type: none"> <li>• Online Self-Check Quizzes</li> </ul>
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>• Interactive Timeline/Map</li> <li>• Biography</li> <li>• Chapter Summary</li> <li>• Slide Shows/Presentations/Videos</li> </ul>

<b>Content Area:</b> Social Studies
<b>Unit 3:</b> “African Civilizations”
<b>Target Course/Grade Level:</b> Social Studies/6th Grade
<b>Unit Summary</b> Trade affected various aspects of early African civilizations. Locations along trade routes helped empires such as Ghana expand, and the taxing of trade helped these civilizations become wealthy. Geographic features, such as rivers, valleys, and climate, and accurately explain how these features affected the growth of civilization in Africa.
<b>Primary interdisciplinary connections:</b> Language Arts, Technology, Art
<b>21st century themes:</b> 1) Global Awareness, 2) Financial, economic, business, and entrepreneurial literacy, and 3) Environmental Literacy
<b>Unit Rationale</b> There are a number of ways in which trade brought changes to early African civilizations.
<b>Learning Targets</b>
NJ-SLS Standard 6.2: Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. NJ-SLS RH.6 & WHST.6 (to be determined at a later date) NCSS: 1) Culture, 2) Time, Continuity and Change, 3) People, Places, and Environments, 6) Power, Authority, and Governance, 7) Production, Distribution, and Consumption
<b>Content Statements</b>

Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements

The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.

While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

NCSS: 1.1, 1.4, 2.6, 2.7, 2.9, 3.1, 3.2, 3.5, 6.5, 7.1, 7.3, 7.6, and 7.7

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.2.8.B.1.A	Explain the various migratory patterns of hunter-gatherers that moved from AFRICA to Eurasia Australia and the Americas and describe the impact of migration on their lives and on the shaping of societies.
6.2.8.B.4.B	Assess how maritime and overland trade routes (i.e. the African caravan and Silk Road) impacted urbanization transportation communication and the development of international trade centers.
6.2.8.B.4.C	Determine how AFRICA's physical geography and natural resources presented challenges and opportunities for trade development and the spread of religion.
6.2.8.B.4.D	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into AFRICA Europe and Asia.
6.2.8.B.4.F	Explain how the geographies and climates of Asia AFRICA Europe and the Americas influenced their economic development and interaction or isolation with other societies.
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.
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>

<ul style="list-style-type: none"> <li>• Why do people trade?</li> <li>• How does religion shape society?</li> <li>• How do religions develop?</li> </ul>	<ul style="list-style-type: none"> <li>• People, places, and ideas change over time.</li> </ul>
<b>Unit Learning Targets</b> Students will know ... <ul style="list-style-type: none"> <li>• How Africa's geography influenced trade in the region</li> <li>• What types of trade took place in Africa</li> <li>• How the African economy was dependent on trade</li> <li>• How Islam arrived in Africa</li> <li>• How ideas spread through trade</li> <li>• How African arts and music have influenced today's popular culture</li> <li>• The economic reasons behind the slave trade</li> </ul>	
<b>Differentiated Instruction/Modification/ELL</b> Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, & ELL-English Language Learner.	
<b>Evidence of Learning</b>	
<ul style="list-style-type: none"> <li>• Summative Assessment/ Benchmarks (4 days)</li> <li>• Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and prepare for assessment</li> <li>• Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.</li> <li>• Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian</li> <li>• Chapter 15 Test (1 day)</li> </ul>	
<b>Equipment needed:</b> Student Edition of textbook (TCI Teacher Curriculum Institute), Computer w/ Internet access, Overhead Projector, Interactive Whiteboard	
Teacher Resources: Teacher Edition of textbook (TCI Teacher Curriculum Institute) <a href="https://www.teachtci.com/social-studies/">https://www.teachtci.com/social-studies/</a>	
<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>• Responses to Interactive Whiteboard Activities</li> <li>• Interactive Graphic Organizers</li> <li>• Economics in History Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of an illustrated map</li> <li>• 21st Century Skills Activities</li> <li>• Geography and History Activity</li> <li>• Lesson Reviews</li> </ul>

<ul style="list-style-type: none"> <li>Responses to classroom discussions</li> </ul>	
<b>Lesson Plans</b>	
<b>Lesson</b>	<b>Timeframe</b>
Lesson 1 The Rise of African Civilizations	Approximately 2 days
Lesson 2 African Governments and Religions	Approximately 2 days
Lesson 3 African Society and Culture	Approximately 2 days
Curriculum Development Resources Click the links below to access additional resources used to design this unit: <ul style="list-style-type: none"> <li>The MET's "History of Art Timeline and Map Resources"  <a href="http://www.metmuseum.org/toah/world-regions/#/06/Africa">http://www.metmuseum.org/toah/world-regions/#/06/Africa</a></li> </ul>	

<b>Content Area:</b> Social Studies
<b>Unit 4:</b> "Imperial China"
<b>Target Course/Grade Level:</b> Social Studies/6th Grade
<b>Unit Summary</b> China had positive and negative interactions with outsiders. When the Chinese were openly trading on the Silk Road during the Tang dynasty, China benefited because its goods, ideas, and influence were spread throughout the world. In return, China obtained goods and wealth. Even after China was invaded by the Mongols, the Chinese eventually experienced peace, order, and prosperity. Travelers such as the Italian Marco Polo visited and sent reports of China's greatness and inventions back to Europe. During the Ming dynasty, however, government officials became distrustful of influence from outsiders. They stopped all sea voyages, and they tried to limit the influence of Europeans, such as Portuguese missionaries.
<b>Primary interdisciplinary connections:</b> art, language arts, technology
<b>21st century themes:</b> Global Awareness
<b>Unit Rationale</b> Both leaders, Empress Wu and Kublai Khan, affected China's government, economy, and/or culture during their reigns.

<b>Learning Targets</b>	
<p>NJ-SLSLStandard 6.2: Global Studies</p> <p>All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>NJ-SLS: RH.6 &amp; WHST.6 (to be determined at a later date)</p> <p>NCSS: 1) Culture, 2) Time, Continuity and Change, 3) People, Places, and Environments, 5) Individuals, Groups, and Institutions, 7) Production, Distribution, and Consumption, and 8) Science, Technology, and Society</p>	
<p><b>Content Statements</b></p> <ul style="list-style-type: none"> <li>• Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values.</li> <li>• Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.</li> <li>• The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.</li> <li>• The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.</li> <li>• While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.</li> <li>• The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.</li> <li>• Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.</li> </ul> <p>NCSS: 1.4, 1.6, 1.7, 1.8, 2.5, 2.7, 3.8, 5.9, 6.5, 7.1, 8.2, 8.4, and 8.5</p>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.2.8.A.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.A.3.d	Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
6.2.8.A.3.e	Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.B.2.b	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
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.
6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
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.
6.2.8.C.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.

6.2.8.C.3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
6.2.8.C.3.b	Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
6.2.8.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.D.3.b	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.D.4.a	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
6.2.8.D.4.e	Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How does geography influence the way people live?</li> <li>• How do new ideas change the way people live?</li> <li>• What are the characteristics of a leader?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• People, places, and ideas change over time.</li> <li>• Leaders can bring about change in a society.</li> </ul>
<p><b>Unit Learning Targets</b> Students will know ...</p> <ul style="list-style-type: none"> <li>• What improvements the Sui, Tang, and Song dynasties made to China</li> <li>• Accomplishments of the Tang and Song dynasties</li> <li>• What life was like in the capital city of Changan</li> <li>• Why civil service examinations were important</li> <li>• How China's economy changed under the Tang and Song dynasties</li> <li>• The impact of technological advances developed during the Tang dynasty</li> <li>• Why the Tang and Song dynasties were a golden age</li> <li>• How neo-Confucianism influenced Chinese government</li> <li>• The extent of the Mongol conquest</li> <li>• The traits and characteristics of the Mongols</li> <li>• How Genghis Khan and Kublai Khan ruled China</li> <li>• The effect of Mongol rule on China</li> <li>• How the Ming dynasty restored China</li> <li>• About the scope and purpose of Zheng He's travels</li> <li>• About Chinese ships of exploration</li> <li>• About a character from classic Chinese literature</li> <li>• What an allegory is</li> </ul>	
<p><b>Differentiated Instruction/Modification/ELL</b> Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, &amp; ELL-English Language Learner.</p>	
<p><b>Evidence of Learning</b></p>	
<ul style="list-style-type: none"> <li>• Summative Assessment/ Benchmarks (1 day)</li> <li>• Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and prepare for assessment</li> <li>• Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.</li> </ul>	

<ul style="list-style-type: none"> <li>Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian</li> <li>Chapter 17 Test (1 day)</li> </ul>	
<b>Equipment needed:</b> Student Edition of online textbook (Discovering Out Past: A History of the World: Early Ages, 2013), Computer w/ Internet access, Overhead Projector, Interactive Whiteboard	
<b>Teacher Resources:</b> Teacher Edition of textbook (Discovering Out Past: A History of the World: Early Ages, 2013), <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> ,	
<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>Research activity</li> <li>Participation in class discussion</li> <li>Written activities</li> <li>Interactive Whiteboard Activities</li> <li>Graphic Organizer activities</li> </ul>	<ul style="list-style-type: none"> <li>Geography and History Activities</li> <li>Primary Source Activity</li> <li>Economics of History Activity</li> <li>21st Century Skills Activity</li> <li>Lesson Reviews</li> </ul>
<b>Lesson Plans</b>	
<b>Lesson</b>	<b>Timeframe</b>
Lesson 1 China Reunites	Approximately 2 days
Lesson 2 Chinese Society	Approximately 2 days
Lesson 3 The Mongols in China	Approximately 2 days
Lesson 4 The Ming Dynasty	Approximately 2 days
<b>Curriculum Development Resources</b> Click the links below to access additional resources used to design this unit: <ul style="list-style-type: none"> <li>Kidipede's "China Projects for Kids"</li> <li><a href="http://www.historyforkids.org/crafts/china.htm">http://www.historyforkids.org/crafts/china.htm</a></li> <li>"Animated Hero Classics: Marco Polo"</li> <li><a href="http://player.discoveryeducation.com/index.cfm?guidAssetId=58C920EA-CEB5-4EA5-A719-DA0A063FCADD&amp;blnFromSearch=1&amp;productcode=US">http://player.discoveryeducation.com/index.cfm?guidAssetId=58C920EA-CEB5-4EA5-A719-DA0A063FCADD&amp;blnFromSearch=1&amp;productcode=US</a></li> </ul>	

- “China: From Past to Present: The Silk Road, the Great Wall, and Changes in Government” (22 mins)
- <http://player.discoveryeducation.com/index.cfm?guidAssetId=A4400C23-4612-4C76-8464-4F3F12A1FCC4&blnFromSearch=1&productcode=US>
- “Time Warp Trio: You Can’t, but Genghis Khan” (22 mins)
- <http://player.discoveryeducation.com/index.cfm?guidAssetId=F8A097E0-DA09-4E33-B0E1-79F0F8F0EA2C&blnFromSearch=1&productcode=US>
- “China: People and Places” (20 mins)
- <http://player.discoveryeducation.com/index.cfm?guidAssetId=A7D265F9-F1F7-48CD-BA66-685894B248ED&blnFromSearch=1&productcode=US>

Lesson Plan							
Content Area: Social Studies							
Lesson Title: Ch 17, Lesson 1: China Reunites					Timeframe: blocks		
Lesson Components							
21st Century Themes							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21st Century Skills							
	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy
x	Media Literacy	x	ICT Literacy		Life and Career Skills		
Interdisciplinary Connections: Art, Language Arts Literacy, Science, Mathematics, Music, Technology							
Integration of Technology: Research, Presentations, Interactive Resources, TCI’s Online Textbook/Assignments							
Equipment needed: Computer, Projector, Whiteboard, Internet Access, Textbook, Online Resources							

<b>Goals/Objectives</b>	<b>Learning Activities/Instructional Strategies</b>	<b>Formative Assessment Tasks</b>
<p>Students:</p> <ul style="list-style-type: none"> <li>• Compare the concepts of leadership from imperial China with those of today</li> <li>• Recognize Chinese cultural artifacts</li> <li>• Analyze a map of Mongol conquests</li> <li>• Evaluate characteristics of leaders</li> <li>• Determine characteristics needed to rule a vast land</li> </ul>	<p>Lesson Sequence</p> <ul style="list-style-type: none"> <li>• Chapter Opener/Interactive Timeline &amp; Map</li> <li>• Vocabulary Builder Activity</li> <li>• Interactive Graphic Organizer</li> <li>• Guided Reading Activity</li> <li>• Analyzing Primary Resources</li> <li>• 21st Century Skills</li> <li>• Map Activities</li> <li>• Economics of History Activity</li> <li>• Geography and History Activity</li> <li>• Participation in Class discussions</li> <li>• 11. Lesson Review</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Notes</li> <li>• Foldable Activity</li> <li>• Lesson Quiz</li> <li>• Hands-on Chapter Project</li> <li>• Reading Essentials &amp; Study Guide</li> </ul>

#### **Differentiation**

Technology Extension, Graphic Novel, Student Audio, What Do You Know? Activity, & Online Self-Check Quizzes

#### **Resources Provided**

Interactive Timeline/Map, Biography, Chapter Summary, Slide Shows/Presentations/Videos, & Other...

**Content Area:** Social Studies

**Unit 5:** “Civilizations of Korea, Japan, and Southeast Asia”

**Target Course/Grade Level:** Social Studies/6th Grade

#### **Unit Summary**

Water in Southeast Asian countries impacts the economy and lifestyle. The early people hunted animals and gathered wild plants. They lived in pits dug into the ground. The Yayoi

<p>were farmers. They made pottery, iron tools, and bronze bells and weapons. They lived in clans headed by a small group of warriors.</p>	
<p><b>Primary interdisciplinary connections:</b> language arts, technology, art</p>	
<p><b>21st century themes:</b> Global Awareness</p>	
<p><b>Unit Rationale</b>  The different Korean, Japanese, and Southeast Asian powers evolved over time. There are strong interrelationships among the different states and empires and how control and influence shifted with the rise and fall of different powers.</p>	
<p><b>Learning Targets</b></p>	
<p>NJ-SLS Standard 6.2: Global Studies  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.  NJ-SLS: RH.6 &amp; WHST.6 (to be determined at a later date)  NCSS: 1) Culture, 2) Time, Continuity and Change, 3) People, Places, and Environments, and 5) Individuals, Groups, and Institutions</p>	
<p><b>Content Statements</b></p> <ul style="list-style-type: none"> <li>• The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.</li> <li>• Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.</li> <li>• While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.</li> <li>• Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements.</li> <li>• While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.</li> <li>• The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.</li> <li>• Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.</li> </ul> <p>NCSS: 1.2, 1.4, 1.5, 1.7, 1.8, 2.5, 2.6, 2.7, 3.2, 3.4, 3.5, 3.6, 3.8, 5.6 and 5.7.</p>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>

6.2.8.A.4.B	Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
6.2.8.B.3.A	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.B.4.A	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.B.4.F	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
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.
6.2.8.C.3.A	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
6.2.8.C.3.B	Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
6.2.8.C.4.A	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
6.2.8.D.1.B	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

6.2.8.D.3.A	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.D.3.D	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.D.3.E	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.D.4.A	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
6.2.8.D.4.G	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• Why do people form government?</li> <li>• How does geography influence the way people live?</li> <li>• How do new ideas change the way people live?</li> <li>• What makes a culture unique?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• People, places, and ideas change over time.</li> </ul>
<b>Unit Learning Targets</b> Students will know ... The reasons Korea is described as a bridge between China and Japan How Korea built a civilization How geography affected ways of life in Japan and Southeast Asia What caused military leaders to rise to power in Japan Why powerful kingdoms and empires developed in Southeast Asia	
<b>Differentiated Instruction/Modification/ELL</b>	

Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, & ELL-English Leanguage Learner.

### Evidence of Learning

- Summative Assessment/ Benchmarks (4 days)
- Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and preare for assessment
- Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.
- Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian
- Chapter 18 Test (1 day)

**Equipment needed:** Student Edition of online textbook (TCI Teacher Online Institute) Computer w/ Internet access, Overhead Projector, Interactive Whiteboard

Teacher Resources: Teacher Edition of textbook ((TCI Teacher Curriculum Institute) <https://www.teachtci.com/social-studies/>

### Formative Assessments

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Discussion answers to Korea as a bridge between China and Japan</li> <li>• Identification of geographical features</li> <li>• Answers from analyzing visuals</li> <li>• Responses to Interactive Whiteboard Activities</li> <li>• Lesson Reviews</li> <li>• Analysis paper on why the Shinto religion may be followed today</li> </ul> | <ul style="list-style-type: none"> <li>• Geography and History Activity</li> <li>• 21st Century Skills Activity</li> <li>• Economics and History Activity</li> <li>• 21st Century Skills Activities</li> <li>• Economics and History Activity</li> <li>• Illustration of one area of Southwest Asia</li> <li>• Discussion answers on how the area was influenced by cultures of India, China, and Islam</li> </ul> |
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### Lesson Plans

#### Lesson

#### Timeframe

Lesson 1  
Korea: History and Culture

Approximately 2 days

Lesson 2 Early Japan	Approximately 2 days
Lesson 3 Medieval Japan	Approximately 2 days
Lesson 4 Southeast Asia: History and Culture	Approximately 2 days

### Curriculum Development Resources

Click the links below to access additional resources used to design this unit:

- “Asia’s Global Influence” (50 mins)
- <http://player.discoveryeducation.com/index.cfm?guidAssetId=7DFF1E22-6911-447C-9D2D-C97DD0C61231&blnFromSearch=1&productcode=US>
- “World Geography: Asia and the Pacific” (1 hr, 12 mins)
- <http://player.discoveryeducation.com/index.cfm?guidAssetId=496C00FE-C0E3-4A8E-9F40-AC72F283249C&blnFromSearch=1&productcode=US>
- “Time Warp Trio: Sam Samurai” (22 mins)
- <http://player.discoveryeducation.com/index.cfm?guidAssetId=90E6618F-2BCF-4B6F-BDF5-4B6E8E642FDC&blnFromSearch=1&productcode=US>
- “Folktales from Around the World: Yoshi, the Lantern Maker (Japan)” (9 mins)
- <http://player.discoveryeducation.com/?guidAssetId=1486b734-d850-45d2-9f4c-01995a84efb7>
- “The Samurai Warrior” (9mins)
- <http://player.discoveryeducation.com/index.cfm?guidAssetId=EC33C935-80BC-4AF1-BB51-42DCF5BB4C6E&blnFromSearch=1&productcode=US>
- “Destiny Determined: Power and Ritual in Asia” (54 mins)
- <http://player.discoveryeducation.com/index.cfm?guidAssetId=52D3AA98-1BE2-47B9-B3C9-64CC7661ABC0&blnFromSearch=1&productcode=US>
- “Megaquake: Hour that Shook Japan” (43 mins)
- <http://player.discoveryeducation.com/index.cfm?guidAssetId=1B403C60-4C96-4F05-983E-F2BDB7FFC138&blnFromSearch=1&productcode=US>
- “Understanding the Japan Earthquake” (4 mins)
- <http://player.discoveryeducation.com/index.cfm?guidAssetId=B13B0D71-43AC-47AD-930F-DED31DE95392&blnFromSearch=1&productcode=US>

<b>Lesson Plan 4</b>
<b>Content Area:</b> Social Studies

Lesson Title: Ch 18, Lesson 3: Medieval Japan					Timeframe: blocks		
Lesson Components							
21st Century Themes							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21st Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy
x	Media Literacy	x	ICT Literacy		Life and Career Skills		
Interdisciplinary Connections: Art, Language Arts Literacy, Science, Mathematics, Music, Technology							
Integration of Technology: Research, Presentations, Interactive Resources, TCI's Online Textbook/Assignments							
Equipment needed: Computer, Projector, Whiteboard, Internet Access, Textbook, Online Resources							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students will: <ul style="list-style-type: none"> <li>Explain how military leaders became powerful in Southeast Asia</li> <li>Explain how and why culture flourished during the time of the shoguns</li> <li>Identify and locate geographical features that affected settlement and early ways of life in Southeast Asia</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>Chapter Opener/Interactive Timeline &amp; Map</li> <li>Vocabulary Builder Activity</li> <li>Interactive Graphic Organizer</li> <li>Guided Reading Activity</li> <li>Analyzing Primary Resources</li> </ul>	<ul style="list-style-type: none"> <li>Guided Notes</li> <li>Foldable Activity</li> <li>Lesson Quiz</li> <li>Hands-on Chapter Project</li> <li>Reading Essentials &amp; Study Guide</li> </ul>

	<ul style="list-style-type: none"> <li>• 21st Century Skills</li> <li>• Economics and History Activity</li> <li>• Geography and History Activity</li> <li>• Identification of geographical features</li> <li>• Lesson Review</li> </ul>	
<b>Differentiation</b> <ul style="list-style-type: none"> <li>• Technology Extension</li> <li>• Graphic Novel</li> <li>• Student Audio</li> <li>• What Do You Know? Activity</li> <li>• Online Self-Check Quizzes</li> </ul>		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>• Interactive Timeline/Map</li> <li>• Biography</li> <li>• Chapter Summary</li> <li>• Slide Shows/Presentations/Videos</li> </ul>		

<b>Content Area:</b> Social Studies
<b>Unit 6:</b> “Medieval Europe”
<b>Target Course/Grade Level:</b> Social Studies/6th Grade
<b>Unit Summary</b> Feudalism’s strength was that the system valued virtues such as trust, loyalty, and bravery. It also involved a clear social hierarchy in which the nobles took care of the peasants in return for their service. Weaknesses were that the nobles had all the power and wealth; the serfs were bound to the land; people in lower classes could not easily rise in society. There is a connection between how the medieval nobles took care of the peasants with the way modern governments provide social services for the poor or with how modern parents care for their children. Kings and popes argued about who could appoint bishops; cities and towns built great churches and cathedrals; the clergy administered the sacraments; and religion was one of the main motivators of the Crusades.
<b>Primary interdisciplinary connections:</b> Language Arts, Art, Technology,
<b>21st century themes:</b> Global Awareness

<b>Unit Rationale</b> Religion had a major influence on almost everyone in medieval Europe, from kings to peasants. The Church and feudalism affected daily life, the economy, and key political events in Europe during the Middle Ages.	
<b>Learning Targets</b>	
NJ-SLS Standard 6.2: Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. NJ-SLS: RH.6 & WHST.6 (to be determined at a later date) NCSS: 1) Culture, 2) Time, Continuity and Change, 3) People, Places, and Environments, 5) Individuals, Groups, and Institutions, 6) Power, Authority, and Governance, and 7) Production, Distribution, and Consumption	
<b>Content Statements</b> <ul style="list-style-type: none"> <li>Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values.</li> <li>The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.</li> <li>The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.</li> <li>While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.</li> </ul> NCSS: 1.3, 1.4, 1.6, 2.6, 2.7, 2.8, 2.9, 3.4, 3.5, 3.6, 3.8, 5.1, 5.6, 5.7, 5.9, 6.2, 6.3, 6.4, 6.5, and 7.4.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.2.8.A.3.B	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
6.2.8.A.3.D	Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.

6.2.8.A.3.E	Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.
6.2.8.A.4.A	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.A.4.B	Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
6.2.8.A.4.C	Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.
6.2.8.B.3.A	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.B.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.
6.2.8.B.4.F	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
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.
6.2.8.C.1.B	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
6.2.8.C.3.B	Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to

	improve life in urban areas, and to allow for greater division of labor.
6.2.8.C.4.A	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
6.2.8.C.4.B	Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
6.2.8.D.3.A	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.D.3.D	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.D.3.E	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.D.4.A	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
6.2.8.D.4.B	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
6.2.8.D.4.C	Assess the demographic, economic, and religious impact of the plague on Europe.
6.2.8.D.4.D	Determine which events led to the rise and eventual decline of European feudalism.

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.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• Why does conflict develop?</li> <li>• What are the characteristics that define a culture?</li> <li>• How do governments change?</li> <li>• What is the role of religion in government?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Religion can influence a society's beliefs and values.</li> <li>• Cultures are held together by shared beliefs and common practices and values.</li> <li>• Conflict can lead to change.</li> </ul>
<b>Unit Learning Targets</b> Students will know ... <ul style="list-style-type: none"> <li>• How the geography of Europe shaped the development of cultures</li> <li>• The achievements of European kings and emperors</li> <li>• The role of the Church in medieval Europe</li> <li>• The power relationship between the Catholic Church and rulers in Europe</li> <li>• What feudalism was and why it became an important social structure</li> <li>• Why the Magna Carta is important</li> <li>• What the Crusades were and how they started</li> <li>• About the Black Death and its effect on medieval life</li> <li>• The effects of the Hundred Years' War and the Reconquista</li> </ul>	
<b>Differentiated Instruction/Modification/ELL</b> Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, & ELL-English Leanguage Learner.	
<b>Evidence of Learning</b>	
<ul style="list-style-type: none"> <li>• Summative Assessment/ Benchmarks (4 days)</li> <li>• Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and prepare for assessment</li> <li>• Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.</li> <li>• Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian</li> <li>• Chapter 19 Test (1 day)</li> </ul>	

<b>Equipment needed:</b> Student Edition of online textbook (TCI Teacher Curriculum Institute) Computer w/ Internet access, Overhead Projector, Interactive Whiteboard	
<b>Teacher Resources:</b> Teacher Edition of textbook (TCI Teacher Curriculum Institute) <a href="https://www.teachtci.com/social-studies/">https://www.teachtci.com/social-studies/</a>	
<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>• Geography and History Activity</li> <li>• Primary Source Documents</li> <li>• 21st Century Skills Activity</li> <li>• Economics of History Activity</li> <li>• Responses to Interactive Whiteboard Activities</li> <li>• Class discussions about the structure of the Church</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions about the relationship between the pope and the king</li> <li>• Listing activity about the rights guaranteed by the Magna Carta</li> <li>• Class discussion and written assignment about problems in the Church and society in the Late Middle Ages</li> <li>• Lesson Reviews</li> </ul>
<b>Lesson Plans</b>	
<b>Lesson</b>	<b>Timeframe</b>
Lesson 1 The Early Middle Ages	Approximately 2 days
Lesson 2 Feudalism and the Rise of Towns	Approximately 2 days
Lesson 3 Kingdoms and Crusades	Approximately 2 days
Lesson 4 Culture and the Church	Approximately 2 days
Lesson 5 The Late Middle Ages	Approximately 2 days
<b>Curriculum Development Resources</b> Click the links below to access additional resources used to design this unit: <ul style="list-style-type: none"> <li>• United Streamings' "Living History: Living in Medieval Europe"  <a href="http://player.discoveryeducation.com/index.cfm?guidAssetId=C8204E09-9A6E-4995-9576-AE4419E32E52&amp;blnFromSearch=1&amp;productcode=US">http://player.discoveryeducation.com/index.cfm?guidAssetId=C8204E09-9A6E-4995-9576-AE4419E32E52&amp;blnFromSearch=1&amp;productcode=US</a> </li> </ul>	

- United Streamings' "The Black Death (1347 – 1351 AD)"  
<http://player.discoveryeducation.com/index.cfm?guidAssetId=DB07FDE3-DB52-4FB9-B847-17B8E7E8CC3F&blnFromSearch=1&productcode=US>
- United Streamings' "Just the Facts: World History: The Reformation"  
<http://player.discoveryeducation.com/index.cfm?guidAssetId=F5C9F3DA-98A9-4FF6-985E-30BB2B55B623&blnFromSearch=1&productcode=US>
- United Streamings' "Medieval Times: Life in the Middle Ages (1000-1450 AD)"  
<http://player.discoveryeducation.com/index.cfm?guidAssetId=A4804E5D-165B-446D-975C-B064F2136A6D&blnFromSearch=1&productcode=US>
- "Animated Hero Classics: Joan of Arc"  
<http://player.discoveryeducation.com/index.cfm?guidAssetId=5474BA5B-62CA-4036-94FB-2A91B43C52C6&blnFromSearch=1&productcode=US>
- "Saint Joan of Arc" (45 mins)
- <http://www.biography.com/people/st-joan-of-arc-9354756/videos/joan-of-arc-full-episode-2073416179>
- "William the Conqueror and Chivalrous War in the Dark Ages" (16 mins)
- <http://player.discoveryeducation.com/index.cfm?guidAssetId=EC33C935-80BC-4AF1-BB51-42DCF5BB4C6E&blnFromSearch=1&productcode=US>
- "Moments in Time: The Crusades" (50 mins)
- <http://player.discoveryeducation.com/index.cfm?guidAssetId=38CA398B-3DE8-40BD-8B79-FB3C0D6E86CA&blnFromSearch=1&productcode=US>
- Mr. Dowlings' Website "The Middle Ages"  
<http://www.mrdowling.com/703middleages.html>
- National Archives & Records Administrations' "Magna Carta"  
[http://www.archives.gov/exhibits/featured\\_documents/magna\\_carta/](http://www.archives.gov/exhibits/featured_documents/magna_carta/)
- Fordham University's "Internet Medieval Sourcebook: The Crusades"  
<http://www.fordham.edu/halsall/sbook1k.asp>
- The MET's "Arms and Armor"  
<http://www.metmuseum.org/collections/galleries/arms-and-armor/370>

Lesson Plan 4	
<b>Content Area:</b> Social Studies	
<b>Lesson Title:</b> Ch 19, Lesson 2: Feudalism and the Rise of Towns	<b>Timeframe:</b> blocks
Lesson Components	
<u>21st Century Themes</u>	

x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy
x	Media Literacy	x	ICT Literacy		Life and Career Skills		
<b>Interdisciplinary Connections:</b> Art, Language Arts Literacy, Science, Mathematics, Music, Technology							
<b>Integration of Technology:</b> Research, Presentations, Interactive Resources, TCI's Online Textbook/Assignments							
<b>Equipment needed:</b> Computer, Projector, Whiteboard, Internet Access, Textbook, Online Resources							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> <li>Explain feudalism</li> <li>Compare and contrast the lives of knights and peasants</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>Chapter Opener/Interactive Timeline &amp; Map</li> <li>Vocabulary Builder Activity</li> <li>Interactive Graphic Organizer</li> <li>Guided Reading Activity</li> <li>Analyzing Primary Resources</li> <li>21st Century Skills</li> <li>Economics of History Activity</li> <li>Lesson Review</li> </ul>	<ul style="list-style-type: none"> <li>Guided Notes</li> <li>Foldable Activity</li> <li>Lesson Quiz</li> <li>Hands-on Chapter Project</li> <li>Reading Essentials &amp; Study Guide</li> </ul>
<b>Differentiation</b>		

Technology Extension, Graphic Novel, Student Audio, What Do You Know? Activity, & Online Self-Check Quizzes
<b>Resources Provided</b> Interactive Timeline/Map, Biography, Chapter Summary, Slide Shows/Presentations/Videos, Other...
<b>Content Area:</b> Social Studies
<b>Unit 7:</b> “Renaissance and Reformation”
<b>Target Course/Grade Level:</b> Social Studies/6th Grade
<b>Unit Summary</b> The treatment of humanism will change medieval people’s understanding of reason and logic. Renaissance style, such as the depiction of human emotion or the realistic depiction of the human body, and perspective are introduced.
<b>Primary interdisciplinary connections:</b> Language Arts, Art, Technology, Mathematics, Science
<b>21st century themes:</b> Global Awareness
<b>Unit Rationale</b> There were a number of developments in art, literature, and science.
<b>Learning Targets</b>
NJ-SLS Standard 6.2: Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. NCSS: 2.5, 2.7, 3.4, 3.6, 3.8, 5.5, 5.6, 5.8, 7.4, 7.7, 8.2, 8.5, and 8.6. NJ-SLS: RH.6 & WHST.6 (to be determined at a later date) NCSS: 2) Time, Continuity, and Change, 3) People, Places, and Environments, 5) Individuals, Groups, and Institutions, 7) Production, Distribution, and Consumption, and 8) Science, Technology, and Society
<b>Content Statements</b> <ul style="list-style-type: none"> <li>Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values.</li> </ul>

<ul style="list-style-type: none"> <li>• The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.</li> <li>• While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged.</li> <li>• Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.2.8.A.3.D	Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
6.2.8.A.3.E	Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.
6.2.8.A.4.A	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.B.3.A	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.B.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.
6.2.8.B.4.B	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
6.2.8.B.4.F	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

6.2.8.C.3.A	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
6.2.8.C.4.A	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
6.2.8.C.4.B	Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
6.2.8.D.1.B	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
6.2.8.D.3.A	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.D.3.D	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.D.3.E	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.D.4.A	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
6.2.8.D.4.G	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How do people make economic choices?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>The movement of people, goods, and ideas causes societies to change over time.</li> </ul>

<ul style="list-style-type: none"> <li>• How do new ideas change the way people live?</li> <li>• How do religions develop?</li> <li>• How does conflict develop?</li> </ul>	<ul style="list-style-type: none"> <li>• People, places, and ideas change over time.</li> <li>• Religion can influence a society's beliefs and values.</li> <li>• Countries have relationships with each other.</li> </ul>
<b>Unit Learning Targets</b> Students will know ... <ul style="list-style-type: none"> <li>• Why the city-states of Italy became centers of culture during the Renaissance</li> <li>• How the city-states of Italy gained their power</li> <li>• How the Renaissance writers developed new ideas</li> <li>• What methods Renaissance artists used to make their work natural and real</li> <li>• How the Renaissance changed as it moved from Italy into northern Europe</li> <li>• How the teachings of Protestant reformers shaped the western world</li> <li>• How the Reformation influenced England and its American colonies</li> <li>• how the Catholic Church responded to the spread of Protestantism</li> <li>• how wars of religion affected Europe</li> </ul>	
<b>Differentiated Instruction/Modification/ELL</b> Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, & ELL-English Language Learner.	
<b>Evidence of Learning</b>	
<ul style="list-style-type: none"> <li>• Summative Assessment/ Benchmarks (4 days)</li> <li>• Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and prepare for assessment</li> <li>• Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.</li> <li>• Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian</li> <li>• Chapter 20 Test (1 day)</li> </ul>	
<b>Equipment needed:</b> Student Edition of online textbook (TCI Teacher Curriculum Institute), Computer w/ Internet access, Overhead Projector, Interactive Whiteboard	
<b>Teacher Resources:</b> Teacher Edition of textbook (TCI Teacher Curriculum Institute) <a href="https://www.teachtci.com/social-studies/">https://www.teachtci.com/social-studies/</a>	
<b>Formative Assessments</b>	

<ul style="list-style-type: none"> <li>• Class discussion answers</li> <li>• Class simulation participation</li> <li>• Interactive Whiteboard Activity Response</li> <li>• Brainstorming activity</li> <li>• Geography and History Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Economics of History Activities</li> <li>• 21st Century Skills Activities</li> <li>• Lesson Reviews</li> <li>• Evaluation of class simulation</li> <li>• Writing activities</li> </ul>
<b>Lesson Plans</b>	
<b>Lesson</b>	<b>Timeframe</b>
Lesson 1 The Renaissance Begins	Approximately 2 days
Lesson 2 New Ideas and Art	Approximately 2 days
Lesson 3 The Reformation Begins	Approximately 2 days
Lesson 4 Catholics and Protestants	Approximately 2 days
<b>Curriculum Development Resources</b> Click the links below to access additional resources used to design this unit: <ul style="list-style-type: none"> <li>• Mr. Dowling's Website "The Renaissance"</li> <li>• <a href="http://www.mrdowling.com/704renaissance.html">http://www.mrdowling.com/704renaissance.html</a></li> <li>• Allentown Art Museum's "The Renaissance Connection" Interactive Website</li> <li>• <a href="http://www.renaissanceconnection.org/">http://www.renaissanceconnection.org/</a></li> <li>• "Marco Polo"</li> <li>• <a href="http://www.biography.com/people/marco-polo-9443861/videos/marco-polo-full-episode-2073408403">http://www.biography.com/people/marco-polo-9443861/videos/marco-polo-full-episode-2073408403</a></li> <li>• "Animated Hero Classics: Leonardo da Vinci"</li> <li>• <a href="http://player.discoveryeducation.com/index.cfm?guidAssetId=2b14a8b9-be60-46e4-9b16-226da157ef13">http://player.discoveryeducation.com/index.cfm?guidAssetId=2b14a8b9-be60-46e4-9b16-226da157ef13</a></li> <li>• "Leonardo da Vinci"</li> <li>• <a href="http://www.biography.com/people/leonardo-da-vinci-40396/videos/leonardo-da-vinci-full-episode-2073405212">http://www.biography.com/people/leonardo-da-vinci-40396/videos/leonardo-da-vinci-full-episode-2073405212</a></li> <li>• United Streamings' "Exploring the Renaissance (1350-1650)"</li> <li>• <a href="http://player.discoveryeducation.com/index.cfm?guidAssetId=05C194BD-E88F-4DAD-99AB-4C3968BDEEA5&amp;blnFromSearch=1&amp;productcode=US">http://player.discoveryeducation.com/index.cfm?guidAssetId=05C194BD-E88F-4DAD-99AB-4C3968BDEEA5&amp;blnFromSearch=1&amp;productcode=US</a></li> </ul>	

- “All About the Renaissance: Part I: Historical backgrounds, Beginnings, and Art” (15 mins)
- <http://player.discoveryeducation.com/index.cfm?guidAssetId=55F55208-7575-41A4-9C64-B54119CC71E9&blnFromSearch=1&productcode=US>
- “All About the Renaissance: Part II: Science, Invention, Architecture, Exploration, and Religious Reform” (15 mins)
- <http://player.discoveryeducation.com/index.cfm?guidAssetId=33F56C1D-8BF3-487E-A15E-BF78403EDC80&blnFromSearch=1&productcode=US>
- “Printing Press” (4 mins)
- <http://player.discoveryeducation.com/index.cfm?guidAssetId=EC642339-C55D-46EB-9A8D-3A9FF328617A&blnFromSearch=1&productcode=US>
- “Peter Brueghal” (10 mins)
- <http://player.discoveryeducation.com/index.cfm?guidAssetId=E5434CA2-75FC-488B-8C13-F4CE421483FF&blnFromSearch=1&productcode=US>
- United Streamings’ “The High Renaissance”  
<http://player.discoveryeducation.com/index.cfm?guidAssetId=9E69B949-E6EC-4A0F-8841-86F8B71FCB6B&blnFromSearch=1&productcode=US>
- United Streamings’ “Famous Authors: William Shakespeare (1564-1616)”  
<http://player.discoveryeducation.com/index.cfm?guidAssetId=83E1AAC6-3086-4B3E-B8CE-B3B34D330600&blnFromSearch=1&productcode=US>
- “Henry V” (Saint Crispian’s Day scene)
- <http://movieclips.com/vKMx-henry-v-movie-saint-crispins-day/>
- “Great Books: Don Quixote” (27 mins)
- <http://player.discoveryeducation.com/index.cfm?guidAssetId=A4F2048F-A01A-451D-BE02-537204098A55&blnFromSearch=1&productcode=US>

Lesson Plan 1							
Content Area: Social Studies							
Lesson Title: Ch 20, Lesson 1: The Renaissance Begins				Timeframe: blocks			
Lesson Components							
21st Century Themes							
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21st Century Skills							

x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
<b>Interdisciplinary Connections:</b> Art, Language Arts Literacy, Science, Mathematics							
<b>Integration of Technology:</b> Research, Presentations, Interactive Resources, TCI's Online Textbook/Assignments							
<b>Equipment needed:</b> Computer, Projector, Whiteboard, Internet Access, Textbook, Online Resources							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> <li>Will be able to discuss who ruled the city-states of Italy and how they achieved that power</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>Chapter Opener/Interactive Timeline &amp; Map</li> <li>Vocabulary Builder Activity</li> <li>Interactive Graphic Organizer</li> <li>Guided Reading Activity</li> <li>Analyzing Primary Resources</li> <li>6.. 21st Century Skills – History of Economics</li> <li>7. Lesson Review</li> </ul>	<ul style="list-style-type: none"> <li>Guided Notes</li> <li>Foldable Activity</li> <li>Lesson Quiz</li> <li>Hands-on Chapter Project</li> <li>Reading Essentials &amp; Study Guide</li> </ul>
<b>Differentiation</b> <ul style="list-style-type: none"> <li>Technology Extension</li> <li>Graphic Novel</li> <li>Student Audio</li> <li>What Do You Know? Activity</li> <li>Online Self-Check Quizzes</li> </ul>		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>Interactive Timeline/Map</li> </ul>		

- Biography
- Chapter Summary
- Slide Shows/Presentations/Videos

Lesson Plan 2							
Content Area: Social Studies							
Lesson Title: Ch 20, Lesson 2: New Ideas and Art					Timeframe: blocks		
Lesson Components							
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
Interdisciplinary Connections: Art, Language Arts Literacy, Science, Mathematics							
Integration of Technology: Research, Presentations, Interactive Resources, TCI’s Online Textbook/Assignments							
Equipment needed: Computer, Projector, Whiteboard, Internet Access, Textbook, Online Resources							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> <li>• Describe humanism</li> <li>• Analyze and ID differences between a Middle-Ages style</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>• Chapter Opener/Interactive Timeline &amp; Map</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Notes</li> <li>• Foldable Activity</li> <li>• Lesson Quiz</li> </ul>

<p>painting and a Renaissance-style painting</p> <ul style="list-style-type: none"> <li>Analyze a scene from a Shakespeare play</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Builder Activity</li> <li>Interactive Graphic Organizer</li> <li>Guided Reading Activity</li> <li>Analyzing Primary Resources</li> <li>21st Century Skills</li> <li>7. Lesson Review</li> </ul>	<ul style="list-style-type: none"> <li>Hands-on Chapter Project</li> <li>Reading Essentials &amp; Study Guide</li> </ul>
<b>Differentiation</b> <ul style="list-style-type: none"> <li>Technology Extension</li> <li>Graphic Novel</li> <li>Student Audio</li> <li>What Do You Know? Activity</li> <li>Online Self-Check Quizzes</li> </ul>		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>Interactive Timeline/Map</li> <li>Biography</li> <li>Chapter Summary</li> <li>Slide Shows/Presentations/Videos</li> </ul>		

Lesson Plan 3						
Content Area: Social Studies						
Lesson Title: Ch 20, Lesson 3: The Reformation Begins					Timeframe: blocks	
Lesson Components						
<u>21st Century Themes</u>						
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
<u>21st Century Skills</u>						

x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
<b>Interdisciplinary Connections:</b> Art, Language Arts Literacy, Science, Mathematics							
<b>Integration of Technology:</b> Research, Presentations, Interactive Resources, TCI's Online Textbook/Assignments							
<b>Equipment needed:</b> Computer, Projector, Whiteboard, Internet Access, Textbook, Online Resources							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students:</p> <ul style="list-style-type: none"> <li>Explain why the Church was pressured to reform</li> <li>ID the three main differences between Lutheranism and the Catholic Church</li> <li>Locate countries that were significant to the Reformation and explain why</li> </ul>	<p>Lesson Sequence</p> <ul style="list-style-type: none"> <li>Chapter Opener/Interactive Timeline &amp; Map</li> <li>Vocabulary Builder Activity</li> <li>Interactive Graphic Organizer</li> <li>Guided Reading Activity</li> <li>Analyzing Primary Resources</li> <li>21st Century Skills</li> <li>Lesson Review</li> </ul>	<ul style="list-style-type: none"> <li>Guided Notes</li> <li>Foldable Activity</li> <li>Lesson Quiz</li> <li>Hands-on Chapter Project</li> <li>Reading Essentials &amp; Study Guide</li> </ul>
<p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>Technology Extension</li> <li>Graphic Novel</li> <li>Student Audio</li> <li>What Do You Know? Activity</li> <li>Online Self-Check Quizzes</li> </ul>		
<p><b>Resources Provided</b></p> <ul style="list-style-type: none"> <li>Interactive Timeline/Map</li> </ul>		

- Biography
- Chapter Summary
- Slide Shows/Presentations/Videos

Lesson Plan 4							
Content Area: Social Studies							
Lesson Title: Ch 20, Lesson 4: Catholics and Protestants					Timeframe: blocks		
Lesson Components							
<u>21st Century Themes</u>							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
Interdisciplinary Connections: Art, Language Arts Literacy, Science, Mathematics							
Integration of Technology: Research, Presentations, Interactive Resources, TCI’s Online Textbook/Assignments							
Equipment needed: Computer, Projector, Whiteboard, Internet Access, Textbook, Online Resources							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> <li>• Analyze which response by the Catholic Church was most effective</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>• Chapter Opener/Interactive Timeline &amp; Map</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Notes</li> <li>• Foldable Activity</li> <li>• Lesson Quiz</li> </ul>

<ul style="list-style-type: none"> <li>• Make connections to present-day religious wars</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary Builder Activity</li> <li>• Interactive Graphic Organizer</li> <li>• Guided Reading Activity</li> <li>• Analyzing Primary Resources</li> <li>• 21st Century Skills</li> <li>• 7. Lesson Review</li> </ul>	<ul style="list-style-type: none"> <li>• Hands-on Chapter Project</li> <li>• Reading Essentials &amp; Study Guide</li> </ul>
<b>Differentiation</b> Technology Extension, Graphic Novel, Student Audio, What Do You Know? Activity, & Online Self-Check Quizzes		
<b>Resources Provided</b> Interactive Timeline/Map, Biography, Chapter Summary, Slide Shows/Presentations/Videos, & Other...		

<b>Content Area:</b> Social Studies
<b>Unit 8:</b> “The Scientific Revolution and the Enlightenment”
<b>Target Course/Grade Level:</b> Social Studies/6th Grade
<b>Unit Summary</b> The ideas of Hobbes, Locke, Montesquieu, Diderot, and Rousseau affected the formation of a constitutional monarchy in England. There were a number of reforms attempted by other rulers in Europe.
<b>Primary interdisciplinary connections:</b> Language Arts, Art, Technology, Mathematics, Science
<b>21st century themes:</b> Global Awareness
<b>Unit Rationale</b> Science and government of Europe changed during the Scientific Revolution and the Enlightenment.
<b>Learning Targets</b>
NJ-SLS Standard 6.2: Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across

time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

CCSS: RH.6 & WHST.6 (to be determined at a later date)

NCSS: 2) Time, Continuity, and Change, 4) Individual Development and Identity, 6) Power, Authority, and Governance, and 8) Science, Technology, and Society

### Content Statements

- Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values.
- While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.
- Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
- Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
- The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.
- While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

NCSS: 2.5, 2.6, 2.7, 2.8, 4.1, 4.5, 6.2, 6.3, 6.4, 6.5, 8.1, 8.2, 8.4, 8.5, 8.6, and 8.8.

CPI #	Cumulative Progress Indicator (CPI)
6.2.8.A.3.B	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
6.2.8.A.3.C	Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
6.2.8.A.3.D	Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
6.2.8.A.3.E	Compare and contrast the American legal system with the legal systems of classical civilizations, and

	determine the extent to which these early systems influenced our current legal system.
6.2.8.C.4.B	Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
6.2.8.D.2.A	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8.D.3.A	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.D.3.D	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.D.3.E	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.D.4.A	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
6.2.8.D.4.G	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How do new ideas change the way people live?</li> <li>How do governments change?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Science and technology can change people's lives.</li> <li>The value that society places in individual rights is often reflected in that society's government.</li> </ul>
<b>Unit Learning Targets</b> Students will know ... <ul style="list-style-type: none"> <li>The Scientific Revolution generated much new knowledge</li> </ul>	

<ul style="list-style-type: none"> <li>• The scientific method represented a new way of studying the world</li> <li>• The Enlightenment influenced ideas about human rights and government</li> </ul>	
<b>Differentiated Instruction/Modification/ELL</b> Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, & ELL-English Language Learner.	
<b>Evidence of Learning</b>	
<ul style="list-style-type: none"> <li>• Summative Assessment/ Benchmarks (4 days)</li> <li>• Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and prepare for assessment</li> <li>• Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.</li> <li>• Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian</li> <li>• Chapter 22 Test (1 day)</li> </ul>	
<b>Equipment needed:</b> Student Edition of online textbook (TCI Teacher Curriculum Institute) Computer w/ Internet access, Overhead Projector, Interactive Whiteboard	
<b>Teacher Resources:</b> Teacher Edition of textbook (TCI Teacher Curriculum Institute) <a href="https://www.teachinci.com/social-studies/">https://www.teachinci.com/social-studies/</a>	
<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>• Responses to Interactive Whiteboard Activities</li> <li>• Class discussion answers about the life and discoveries of Isaac Newton</li> <li>• Organizing the steps in the scientific method</li> <li>• Comparing and contrasting primary sources of Hobbes and Locke</li> </ul>	<ul style="list-style-type: none"> <li>• 21st Century Skills Activity</li> <li>• Primary Source Activity</li> <li>• Interactive Graphic Organizers</li> <li>• What Do You Think? Questions</li> <li>• Written paragraphs</li> <li>• Lesson Reviews</li> </ul>
<b>Lesson Plans</b>	
<b>Lesson</b>	<b>Timeframe</b>

Lesson 1 The Scientific Revolution	Approximately 2 days
Lesson 2 The Enlightenment	Approximately 2 days

**Curriculum Development Resources**

Click the links below to access additional resources used to design this unit:

- “Animated Hero Classics: Galileo”
- “The Age of Reason: Europe after the Renaissance (1642-1800)” (22 mins)
- <http://player.discoveryeducation.com/index.cfm?guidAssetId=B70971D7-D5F1-408B-A2F0-1888CECE09CF&blnFromSearch=1&productcode=US>
- “Just the Facts: The Scientific Revolution: Part 1” (33 mins)
- <http://player.discoveryeducation.com/index.cfm?guidAssetId=5E57107C-79E4-4807-B044-FC01C1B97E28&blnFromSearch=1&productcode=US>
- “Just the Facts: The Scientific Revolution: Part II” (31 mins)
- <http://player.discoveryeducation.com/index.cfm?guidAssetId=B6D31CF1-B244-4B57-B6FF-572955C58F04&blnFromSearch=1&productcode=US>
- “Enlightenment Philosophers: Locke, Voltaire, Montesquieu” (4 mins)
- <http://player.discoveryeducation.com/index.cfm?guidAssetId=96E2B9D2-83C3-46B0-A82B-88F88362E1BA&blnFromSearch=1&productcode=US>
- “Famous Authors: Voltaire (1694-1778)” (36 mins)
- <http://player.discoveryeducation.com/index.cfm?guidAssetId=0D9D0FB7-46F3-4B8D-80A2-C4AD4F36EF57&blnFromSearch=1&productcode=US>
- “Catherine (The Great) II” (45 mins)
- <http://www.biography.com/people/catherine-ii-9241622/videos/catherine-the-great-full-episode-2073085723?cmpid=MRSS> Hulu BIO
- “Sir Isaac Newton”
- <http://www.biography.com/people/isaac-newton-9422656/videos/sir-isaac-newton-full-episode-2186643493>

## Grade 7

<b>Content Area:</b> Social Studies <b>Grade Level:</b> 7
<p style="text-align: center;"><b>First Marking Period - Pacing Guide</b></p> <p style="text-align: center;"><b>Unit 1: The First Americans- 21 days</b>  <b>NJ-SLS:</b> 6.1 &amp; 6.2 (see unit plan for individual CPIs)</p> <p style="text-align: center;"><b>Unit 2: Exploring The Americas- 22 days</b>  <b>NJ-SLS:</b> 6.1(see unit plan for individual CPIs)</p>
<p style="text-align: center;"><b>Second Marking Period - Pacing Guide</b></p> <p style="text-align: center;"><b>Unit 3: Colonial America- 22 days</b>  <b>NJ-SLS:</b> 6.1(see unit plan for individual CPIs)</p> <p style="text-align: center;"><b>Unit 4: Life in the American Colonies- 18 days</b>  <b>NJ-SLS:</b> 6.1(see unit plan for individual CPIs)</p> <p style="text-align: center;"><b>Unit 5: The Spirit of Independence- 6 days</b>  <b>NJ-SLS:</b> 6.1(see unit plan for individual CPIs)</p>
<p style="text-align: center;"><b>Third Marking Period - Pacing Guide</b></p> <p style="text-align: center;"><b>Unit 5: The Spirit of Independence- 10 days</b>  <b>NJ-SLS:</b> 6.1(see unit plan for individual CPIs)</p> <p style="text-align: center;"><b>Unit 6: The American Revolution- 32 days</b>  <b>NJ-SLS:</b> 6.1(see unit plan for individual CPIs)</p>
<p style="text-align: center;"><b>Fourth Marking Period - Pacing Guide</b></p> <p style="text-align: center;"><b>Unit 6: The American Revolution- 10 days</b>  <b>NJ-SLS:</b> 6.1(see unit plan for individual CPIs)</p> <p style="text-align: center;"><b>Unit 7: A More Perfect Union- 19 days</b>  <b>NJ-SLS:</b> 6.1 &amp; 6.3(see unit plan for individual CPIs)</p> <p style="text-align: center;"><b>Unit 8: The Constitution- 19 days</b>  <b>NJ-SLS:</b> 6.1 &amp; 6.3(see unit plan for individual CPIs)</p>
<b>Textbook Series:</b> TCI (Teacher Curriculum Institute) <a href="https://www.teachtci.com/social-studies/">https://www.teachtci.com/social-studies/</a>

<b>Content Area:</b> Social Studies
<b>Unit Title:</b> The First Americans
<b>Target Course/Grade Level:</b> 7

**Unit Summary:** “Recent archaeological finds suggest that the first Americans arrived thousands of years ago, much earlier than once believed. Artifacts of early peoples show that many may have come across a strip of land from Asia into North America. Extremely cold periods during the Ice Age may have exposed this land bridge that now lies under the Bering Strait.

By A.D. 1500, millions of Native Americans, belonging to more than 2,000 different groups, lived on the two continents of North America and South America. Huge mammals, such as the saber-toothed tiger and woolly mammoth, also lived here. They were hunted by early Americans for food, tools, and clothing. As the large animals disappeared, people hunted smaller game, caught fish, and gathered berries and grains. Many began to farm and develop permanent settlements. Over time, the groups of people living in the Americas developed their own cultures.”

**Primary interdisciplinary connections:**

Language Arts: primary & secondary source readings, note taking, and research presentation on the first Americans

Science: Geography: mapping how the first Americans arrived, settled, and developed.

Archaeology: Carbon Dating & studying the artifacts of the first Americans

Math: Economics: Wealth of the Inca, Aztec, and Maya

**Intradisciplinary:**

Geography: mapping how the first Americans arrived, settled, and developed.

Archaeology: studying the artifacts of the first Americans

Economics: Wealth of the Inca, Aztec, and Maya

**21<sup>st</sup> century themes:** Global Awareness, Financial, Economic, Business, and Entrepreneurial Literacy, Civic Literacy

**Unit Rationale:** Today we live in a global community, where we can travel conveniently between continents, and where we are used to buying commodities produced in nations around the world. What may seem obvious today was once new as isolated civilizations of the Americas encountered each other. Exploration and discovery by the first Americans eventually led to trade and enlightenment, but also to exploitation and enslavement. Class discussions of this ancient time when these different societies first encountered each other should lead students to reflect on the interconnections of their own world.

**Learning Targets**

**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.

The students will know...

- how the first people arrived in North America
- how agriculture allowed the development of unique cultures
- the people of the Americas who predated the arrival of the Europeans

	<ul style="list-style-type: none"> <li>• why the Inca were considered to be a developed and well-organized civilization</li> <li>• the characteristics of early North America</li> <li>• the special ways early Native Americans adapted to their environments</li> </ul>
<b>Content Statements:</b> Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1A Grade 8 CPI 1.A	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1B Grade 8 CPI 1.A	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
6.1B Grade 8 CPI 1.B	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
6.1B Grade 8 CPI 2.B	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
6.1B Grade 8 CPI 3.A	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
6.1D Grade 8 CPI 1.A	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
6.1D Grade 8 CPI 1.B	Explain how interactions among African, European, and Native

	American groups began a cultural transformation.
6.1D Grade 8 CPI 1.C	Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.
6.1D Grade 8 CPI 2.A	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
6.1D Grade 8 CPI 2.B	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
6.2A Grade 8 CPI 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.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What are the characteristics that make up a culture?</li> <li>• What makes a culture unique?</li> <li>• How do civilizations rise and fall?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Cultures are held together by shared beliefs and common practices and values.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>• explain how early peoples arrived in the Americas</li> <li>• Describe how agriculture changed the lives of early people.</li> <li>• determine how the first Americans discovered that they could grow their own plants</li> <li>• diagram the events that resulted in the migration of nomads into North America from Asia</li> </ul>	
<b>Differentiated Instruction/Modification/ELL</b> Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, & ELL-English Language Learner.	
<ul style="list-style-type: none"> <li>• Summative Assessment/ Benchmarks (4 days)</li> <li>• Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and prepare for assessment</li> <li>• Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.</li> </ul>	

<ul style="list-style-type: none"> <li>Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian</li> <li>Chapter 1 Test (1 day)</li> <li>Unit Test</li> </ul>
<b>Equipment needed:</b> History Channel, Discovery Channel, Computers, Google Apps, DVD Player, Smartboard.
<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>Discovery Channel's United Streaming</li> <li>The History Channel's America: The Story of US,</li> <li>TCI (Teacher Curriculum Institute) <a href="https://www.teachtc.com/social-studies/">https://www.teachtc.com/social-studies/</a></li> <li>Supplemental Student Reading Resources:</li> <li>Ikwa of the Mound-Builder Indians, by Margaret Zehmer (Grade 6 reading level)</li> <li>Mammoth Bones and Broken Stones: The Mystery of North America's First People, by David L. Harrison (Grade 7 reading level)</li> <li>Heart of a Jaguar, by Marc Talbert (Grade 8 reading level)</li> <li>Websites:</li> <li><a href="http://www.nmai.si.edu">http://www.nmai.si.edu</a></li> <li><a href="http://www.indians.org/articles/native-american-history.html">http://www.indians.org/articles/native-american-history.html</a></li> <li><a href="http://www.history.com/topics/native-american-history/native-american-cultures">http://www.history.com/topics/native-american-history/native-american-cultures</a></li> <li><a href="http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text">http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text</a></li> <li><a href="https://www.loc.gov/topics/content.php?subcat=2">https://www.loc.gov/topics/content.php?subcat=2</a></li> </ul>

Formative Assessments	
<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>Class Discussion</li> <li>Notes and Handouts</li> <li>Student Culture Slideshow Project</li> </ul>
Lesson Plans	
Lesson	Timeframe
Lesson 1 Name of Lesson 1: Migration to the Americas: The Migration Begins	1 hour/1 day
Lesson 2 Name of Lesson 2: Migration to the Americas: Settlement	3 hours/3 days
Lesson 3	2 hours/2 days

Name of Lesson 3: Great Civilizations of Mexico and Central America	
Lesson 4 Name of Lesson 4: Student Culture Slideshow Project	6 hours/6 days
Lesson 5 Name of Lesson 5: Cities & Empires: The Great Inca Civilization:	2 hours/2 days
Lesson 6 Name of Lesson 6: North American Peoples: Early North American Cultures	2 hours/2 days
Lesson 7 Name of Lesson 7: The Native Americans Circa 1492	1 hour/1 day
Lesson 8 Name of Lesson 8: The First Americans Unit Review	1 hour/1 day
Lesson 9 Name of Lesson 9: The First Americans Unit Assessment	1 hour/1 day
<b>Curriculum Development Resources</b> Click the links below to access additional resources used to design this unit: <ul style="list-style-type: none"> <li>• Discovery Channel's United Streaming</li> <li>• The History Channel's America: The Story of US,</li> <li>• TCI (Teacher Curriculum Institute) <a href="https://www.teachtc.com/social-studies/">https://www.teachtc.com/social-studies/</a></li> <li>• <a href="http://www.nmai.si.edu">http://www.nmai.si.edu</a></li> <li>• <a href="http://www.indians.org/articles/native-american-history.html">http://www.indians.org/articles/native-american-history.html</a></li> <li>• <a href="http://www.history.com/topics/native-american-history/native-american-cultures">http://www.history.com/topics/native-american-history/native-american-cultures</a></li> <li>• <a href="http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text">http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text</a></li> <li>• <a href="https://www.loc.gov/topics/content.php?subcat=2">https://www.loc.gov/topics/content.php?subcat=2</a></li> </ul>	

Lesson Plan 1	
<b>Content Area:</b> Social Studies	
<b>Lesson Title:</b> Migration to the Americas: The Migration Begins	<b>Timeframe:</b> 1 hour/1 days
<b>Lesson Components</b>	
<b><u>21st Century Themes</u></b>	

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<b><u>21st Century Skills</u></b>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy		Life and Career Skills		
<b>Interdisciplinary Connections:</b> Geography: mapping how the first Americans arrived, settled, and developed. Archaeology: studying the artifacts of the first Americans							
<b>Integration of Technology:</b> Google Apps slideshow Discovery Education’s Migration into North America video clip							
<b>Equipment needed:</b> Google Apps Smart Board with a Computer & Internet connection Student Chromebook and/or desktop computers with Internet connection							

<b>Resources Provided</b> <ul style="list-style-type: none"> <li>• TCI (Teacher Curriculum Institute)</li> <li>• Discovery Education's Migration into North America video clip</li> <li>• <a href="http://www.nmai.si.edu">http://www.nmai.si.edu</a>, <a href="http://www.indians.org/articles/native-american-history.html">http://www.indians.org/articles/native-american-history.html</a>, <a href="http://www.history.com/topics/native-american-history/native-american-cultures">http://www.history.com/topics/native-american-history/native-american-cultures</a>, <a href="http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text">http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text</a>, <a href="https://www.loc.gov/topics/content.php?subcat=2">https://www.loc.gov/topics/content.php?subcat=2</a></li> </ul>
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Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<ul style="list-style-type: none"> <li>• The students will be able to describe how the first people arrived in North America.</li> </ul>	<b>Lesson Sequence</b> <ul style="list-style-type: none"> <li>• The students will study the interactive map "Routes to Americas" and answer the following questions:</li> <li>• Based on this map, how did prehistoric people get to North America from Asia? Why do you think</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Notes and Handouts</li> </ul>

	<p>prehistoric people moved from one place in the Americas to another? Why are there different theories about how people came to the Americas?</p> <ul style="list-style-type: none"> <li>• The class will watch a video clip from Discovery Education: Migration into North America. While the students watch the video clip they will take notes on why prehistoric people came to North America.</li> <li>• The students will investigate and describe what happened when the Earth began to warm around 15,000 years ago.</li> <li>• The students will define the following terms: maize, carbon dating, estimate, and culture.</li> <li>• List at least 5 examples of your family's cultural beliefs and traditions. Students will share their examples with the class</li> </ul>	
<p><b>Differentiation:</b> Class materials will be differentiated based on ability level, and the students' list of examples of the students' cultural beliefs and traditions are differentiated based on interest.</p>		
<p><b>Resources Provided</b></p> <ul style="list-style-type: none"> <li>• Discovery Education: Migration into North America</li> <li>• Google Apps</li> <li>• Smart Board with a Computer &amp; Internet connection</li> <li>• Student Chromebooks and/or desktop computers with Internet connection</li> <li>• <a href="http://www.nmai.si.edu">http://www.nmai.si.edu</a></li> <li>• <a href="http://www.indians.org/articles/native-american-history.html">http://www.indians.org/articles/native-american-history.html</a></li> <li>• <a href="http://www.history.com/topics/native-american-history/native-american-cultures">http://www.history.com/topics/native-american-history/native-american-cultures</a></li> <li>• <a href="http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text">http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text</a></li> <li>• <a href="https://www.loc.gov/topics/content.php?subcat=2">https://www.loc.gov/topics/content.php?subcat=2</a></li> <li>• TCI (Teacher Curriculum Institute) <a href="https://www.teachtci.com/social-studies/">https://www.teachtci.com/social-studies/</a></li> </ul>		

## Lesson Plan 2

<b>Content Area:</b> Social Studies							
<b>Lesson Title:</b> Migration to the Americas: Settlement					<b>Timeframe:</b> 3 hours/3 days		
<b>Lesson Components</b>							
<b>21st Century Themes</b>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<b>21st Century Skills</b>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
<b>Interdisciplinary Connections:</b> <ul style="list-style-type: none"><li>Civics: Election Webquest</li></ul>							
<b>Integration of Technology:</b> <ul style="list-style-type: none"><li>Google Apps slideshow</li><li>2016 Election WebQuest</li></ul>							
<b>Equipment needed:</b> <ul style="list-style-type: none"><li>Google Apps</li><li>Smart Board with a Computer &amp; Internet connection</li><li>Computers with Internet connection</li></ul>							

<b>Resources Provided:</b> <ul style="list-style-type: none"> <li>TCI (Teacher Curriculum Institute) <a href="https://www.teachtpci.com/social-studies/">https://www.teachtpci.com/social-studies/</a></li> <li><a href="http://www.nmai.si.edu">http://www.nmai.si.edu</a>, <a href="http://www.indians.org/articles/native-american-history.html">http://www.indians.org/articles/native-american-history.html</a>, <a href="http://www.history.com/topics/native-american-history/native-american-cultures">http://www.history.com/topics/native-american-history/native-american-cultures</a>, <a href="http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text">http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text</a>, <a href="https://www.loc.gov/topics/content.php?subcat=2">https://www.loc.gov/topics/content.php?subcat=2</a></li> <li><a href="https://www.hillaryclinton.com">https://www.hillaryclinton.com</a></li> <li><a href="https://www.democrats.org">https://www.democrats.org</a></li> <li><a href="https://www.donaldjtrump.com">https://www.donaldjtrump.com</a></li> <li><a href="https://www.gop.com">https://www.gop.com</a></li> <li><a href="https://www.johnsonweld.com">https://www.johnsonweld.com</a></li> <li><a href="https://www.lp.org">https://www.lp.org</a></li> </ul>
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- <http://www.jill2016.com>
- <http://www.gp.org>
- <http://projects.fivethirtyeight.com/2016-election-forecast/>
- <http://www.realclearpolitics.com/elections/2016/>
- <http://www.cnn.com/election>
- <http://www.nbcnews.com/politics/2016-election>
- <http://www.foxnews.com/politics/elections/2016/presidential-election-headquarters>

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
The students will be able to describe how agriculture allowed the development of unique cultures.	<b>Lesson Sequence</b> <ul style="list-style-type: none"> <li>• The students will work with a partner or in a small group to complete the guided reading activity.</li> <li>• The students will describe and evaluate how agriculture changed the way of life for early Americans.</li> <li>• The students will complete a webquest on the 2016 Presidential election and share their findings with the rest of the class</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Notes and Handouts</li> </ul>
<b>Differentiation:</b> Class materials will be differentiated based on ability level, and 2016 Election Webquest is differentiated based on interest.		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>• Google Apps</li> <li>• Smart Board with a Computer &amp; Internet connection</li> <li>• Student Chromebooks and/or desktop computers with Internet connection</li> <li>• <a href="http://www.nmai.si.edu">http://www.nmai.si.edu</a></li> <li>• <a href="http://www.indians.org/articles/native-american-history.html">http://www.indians.org/articles/native-american-history.html</a></li> <li>• <a href="http://www.history.com/topics/native-american-history/native-american-cultures">http://www.history.com/topics/native-american-history/native-american-cultures</a></li> <li>• <a href="http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text">http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text</a></li> <li>• <a href="https://www.loc.gov/topics/content.php?subcat=2">https://www.loc.gov/topics/content.php?subcat=2</a></li> <li>• <a href="https://www.hillaryclinton.com">https://www.hillaryclinton.com</a></li> <li>• <a href="https://www.democrats.org">https://www.democrats.org</a></li> <li>• <a href="https://www.donaldjtrump.com">https://www.donaldjtrump.com</a></li> <li>• <a href="https://www.gop.com">https://www.gop.com</a></li> </ul>		

- <https://www.johnsonweld.com>
- <https://www.lp.org>
- <http://www.jill2016.com>
- <http://www.gp.org>
- <http://projects.fivethirtyeight.com/2016-election-forecast/>
- <http://www.realclearpolitics.com/elections/2016/>
- <http://www.cnn.com/election>
- <http://www.nbcnews.com/politics/2016-election>
- <http://www.foxnews.com/politics/elections/2016/presidential-election-headquarters>
- TCI (Teacher Curriculum Institute) <https://www.teachinci.com/social-studies/>

Lesson Plan 3							
Content Area: Social Studies							
Lesson Title: Cities & Empires: Great Civilizations of Mexico and Central America					Timeframe: 2 hours/2 days		
Lesson Components							
21st Century Themes							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
21st Century Skills							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy		Life and Career Skills		
<b>Interdisciplinary Connections:</b> <ul style="list-style-type: none"><li>• Geography: mapping how the first Americans arrived, settled, and developed.</li><li>• Archaeology: studying the artifacts of the first Americans</li><li>• Economics: Wealth of the Aztec and Maya</li></ul>							
<b>Integration of Technology:</b> <ul style="list-style-type: none"><li>• Google Apps slideshow</li><li>• Discovery Education: The Explorers: Ancient Civilizations of Mexico: The Maya and the Aztec video</li><li>• Interactive Chart</li></ul>							

**Equipment needed:**

- Google Apps
- Smart Board with a Computer & Internet connection
- Student Chromebooksand/or desktop computers with Internet connection

**Resources Provided**

- Google Apps
- Smart Board with a Computer & Internet connection
- Student Chromebooksand/or desktop computers with Internet connection
- Discovery Education: The Explorers: Ancient Civilizations of Mexico: The Maya and the Aztec video
- <http://www.nmai.si.edu>
- <http://www.indians.org/articles/native-american-history.html>
- <http://www.history.com/topics/native-american-history/native-american-cultures>
- <http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text>
- <https://www.loc.gov/topics/content.php?subcat=2>

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
The students will identify and describe the peoples of the Americas who predated the arrival of the Europeans.	<ul style="list-style-type: none"><li>• The students will define the following terms: civilizations, theocracy, hieroglyphics, and terraces</li><li>• The students will watch a video on the ancient civilizations of Mexico: The Aztec and Maya</li><li>• The students will take notes using the video discussion guide.</li><li>• The students will read Chapter 1 Lesson 2 (pages 8-11 of the textbook).</li><li>• Using the smartboard and the interactive chart, the students will list and describe the achievements of the Olmec, Aztec, and Maya.</li></ul>	<ul style="list-style-type: none"><li>• Teacher Observation</li><li>• Class Discussion</li><li>• Notes and Handouts</li></ul>
<b>Differentiation:</b> Class materials will be differentiated based on ability level		

**Resources Provided:**

- Google Apps
- Smart Board with a Computer & Internet connection
- Student Chromebooks and/or desktop computers with Internet connection
- <http://www.nmai.si.edu>
- <http://www.indians.org/articles/native-american-history.html>
- <http://www.history.com/topics/native-american-history/native-american-cultures>
- <http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text>
- <https://www.loc.gov/topics/content.php?subcat=2>
- TCI (Teacher Curriculum Institute) <https://www.teachtci.com/social-studies/>

Lesson Plan 4									
Content Area: Social Studies									
Lesson Title: Student Culture Slideshow Project						Timeframe: 6 hours/6 days			
Lesson Components									
21st Century Themes									
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy		
21st Century Skills									
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy		
X	Media Literacy		ICT Literacy	X	Life and Career Skills				
Interdisciplinary Connections: <ul style="list-style-type: none"><li>Language Arts; Narrative Writing &amp; Public Speaking</li></ul>									
Integration of Technology: <ul style="list-style-type: none"><li>Student Culture Slideshow Project</li></ul>									
Equipment needed: <ul style="list-style-type: none"><li>Google Apps</li><li>Google Slides</li><li>Apple’s Keynote</li></ul>									

<ul style="list-style-type: none"> <li>• Smart Board with a Computer &amp; Internet connection</li> <li>• Students Chromebooks and/or desktop computers with Internet connection</li> </ul>
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>• Google Apps</li> <li>• Google Slides</li> <li>• Apple's Keynote</li> <li>• Smart Board with a Computer &amp; Internet connection</li> <li>• Student Chromebooks and/or desktop computers</li> </ul>

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
The students will create slideshows describing their family's cultural beliefs and traditions	<ul style="list-style-type: none"> <li>• The class will review and discuss the student culture slideshow project's instructions, requirements, and grading rubric.</li> <li>• The students will research and describe their family's cultural beliefs and traditions</li> <li>• The students will create slideshows that illustrate and describe their family's cultural beliefs.</li> <li>• The students will share their slideshows with the class</li> </ul>	<ul style="list-style-type: none"> <li>• Student Culture Slideshow Project and Presentation</li> </ul>
<b>Differentiation:</b> Each student has choice on what they would like to share about their family's cultural traditions and beliefs. Project is differentiated on ability level as well.		
<b>Resources Provided:</b> <ul style="list-style-type: none"> <li>• Google Apps</li> <li>• Google Slides</li> <li>• Apple's Keynote</li> <li>• Smart Board with a Computer &amp; Internet connection</li> <li>• Student Chromebooks and/or desktop computers</li> </ul>		

<b>Lesson Plan 5</b>
<b>Content Area:</b> Social Studies

Lesson Title: Cities & Empires: The Great Inca Civilization					Timeframe: 2 hours/2 days		
Lesson Components							
21st Century Themes							
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
21st Century Skills							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy		Life and Career Skills		
Interdisciplinary Connections: <ul style="list-style-type: none"><li>• Geography: mapping how the first Americans arrived, settled, and developed.</li><li>• Archaeology: studying the artifacts of the first Americans</li><li>• Economics: Wealth of the Inca</li></ul>							
Integration of Technology: <ul style="list-style-type: none"><li>• Interactive map "The Inca Empire"</li><li>• Google Apps slideshow</li><li>• Discovery Education: The Explorers: Francisco Pizarro and the Incas video</li></ul>							
Equipment needed: <ul style="list-style-type: none"><li>• Google Apps</li><li>• Smart Board with a Computer &amp; Internet connection</li><li>• Student Chromebooks and/or desktop computers with Internet connection</li></ul>							

<b>Resources Provided:</b> <ul style="list-style-type: none"> <li>• Google Apps</li> <li>• Smart Board with a Computer &amp; Internet connection</li> <li>• Student Chromebooks and/or desktop computers with Internet connection</li> <li>• Discovery Education: The Explorers: Francisco Pizarro and the Incas video</li> <li>• <a href="http://www.nmai.si.edu">http://www.nmai.si.edu</a></li> <li>• <a href="http://www.indians.org/articles/native-american-history.html">http://www.indians.org/articles/native-american-history.html</a></li> <li>• <a href="http://www.history.com/topics/native-american-history/native-american-cultures">http://www.history.com/topics/native-american-history/native-american-cultures</a></li> <li>• <a href="http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text">http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text</a></li> <li>• <a href="https://www.loc.gov/topics/content.php?subcat=2">https://www.loc.gov/topics/content.php?subcat=2</a></li> </ul>
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Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>The students will be able to explain why the Inca were considered to be a developed and well-organized civilization.</p>	<ul style="list-style-type: none"> <li>• The students will identify and describe the great Central American civilizations (Olmec, Maya, and Aztec) that the class learned about previously. The students should be able to explain where they lived, what they achieved, and what happened to them.</li> <li>• The students will study the interactive map "The Inca Empire" and answer the following questions: <ul style="list-style-type: none"> <li>○ In which modern-day countries did the Inca Empire have territory?</li> <li>○ How do you think the Andes Mountains shaped and affected the Inca Empire?</li> <li>○ How did the size of the Inca Empire compare to the size of the other three major early American civilizations?</li> <li>○ How large was the Inca Empire at its peak?</li> </ul> </li> <li>• The class will watch a video from Discovery Education: The Explorers: Francisco Pizarro and the Incas while the students watch they will take notes using a video discussion guide.</li> <li>• The students will read Chapter 1 Lesson 2</li> <li>• Using the smartboard and the interactive chart, the students will list and describe the achievements of the Inca.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Notes and Handouts</li> </ul>
<p><b>Differentiation:</b> Class materials will be differentiated based on ability level</p>		
<p><b>Resources Provided</b></p>		

- Discovery Education: The Explorers: Francisco Pizarro and the Incas video
- Smart Board with a Computer & Internet connection
- Student Chromebooks and/or desktop computers with Internet connection  
<http://www.nmai.si.edu>
- <http://www.indians.org/articles/native-american-history.html>
- <http://www.history.com/topics/native-american-history/native-american-cultures>
- <http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text>
- <https://www.loc.gov/topics/content.php?subcat=2>
- TCI (Teacher Curriculum Institute) <https://www.teachtpci.com/social-studies/>

Lesson Plan 6							
Content Area: Social Studies							
Lesson Title: North American Peoples: Early North American Cultures						Timeframe: 2 hours/2 days	
Lesson Components							
<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
<b>Interdisciplinary Connections:</b> <ul style="list-style-type: none"><li>• Geography: mapping how the first Americans arrived, settled, and developed.</li><li>• Archaeology: studying the artifacts of the first Americans</li></ul>							
<b>Integration of Technology:</b> <ul style="list-style-type: none"><li>• Interactive graphic organizer</li><li>• Google Apps slideshow</li><li>• Interactive images of Taos Pueblo and Mesa Verde</li></ul>							
<b>Equipment needed:</b>							

- Google Apps
- Smart Board with a Computer & Internet connection
- Student Chromebooks and/or desktop computers with Internet connection

#### Resources Provided

- Google Apps
- Smart Board with a Computer & Internet connection
- Student Chromebooks and/or desktop computers with Internet connection
- <http://www.nmai.si.edu>
- <http://www.indians.org/articles/native-american-history.html>
- <http://www.history.com/topics/native-american-history/native-american-cultures>
- <http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text>  
<https://www.loc.gov/topics/content.php?subcat=2>

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
The students will be able to describe the characteristics of the various civilizations of early North America.	<ul style="list-style-type: none"> <li>• The students will take a quiz on the Olmec, Maya, Aztec, and Inca</li> <li>• The students will read Chapter 1 Lesson 3 about early North American cultures while they read they will take notes about each culture</li> <li>• Using the Smartboard and the interactive graphic organizer, the students will share their findings with the class</li> <li>• The class using the Smartboard and interactive images of Taos Pueblo and Mesa Verde two structures that the Ancient Puebloans built and still exist today will analyze and discuss how each was used.</li> <li>• Pueblo Questions: <ul style="list-style-type: none"> <li>○ What were pueblos' design based on?</li> <li>○ With pueblo structures, why were floors set back from the one below?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Notes and Handouts</li> </ul>

	<ul style="list-style-type: none"> <li>○ What were ground level floors mainly used for?</li> <li>○ Without doors on the ground level, how did one access ground level rooms?</li> <li>○ Mesa Verde Questions:</li> <li>○ What were some advantages to building shelters in cliff walls?</li> <li>○ Why were the Ancient Puebloans forced to abandon their pueblos and cliff dwellings?</li> </ul>	
<b>Differentiation:</b> Class materials will be differentiated based on ability level		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>• Smart Board with a Computer &amp; Internet connection</li> <li>• Student Chromebooks and/or desktop computers with Internet connection <a href="http://www.nmai.si.edu">http://www.nmai.si.edu</a></li> <li>• <a href="http://www.indians.org/articles/native-american-history.html">http://www.indians.org/articles/native-american-history.html</a></li> <li>• <a href="http://www.history.com/topics/native-american-history/native-american-cultures">http://www.history.com/topics/native-american-history/native-american-cultures</a></li> <li>• <a href="http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text">http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text</a></li> <li>• <a href="https://www.loc.gov/topics/content.php?subcat=2">https://www.loc.gov/topics/content.php?subcat=2</a></li> <li>• TCI (Teacher Curriculum Institute) <a href="https://www.teachtc.com/social-studies/">https://www.teachtc.com/social-studies/</a></li> </ul>		

Lesson Plan 7	
<b>Content Area:</b> Social Studies	
<b>Lesson Title:</b> North American Peoples: The Native Americans Circa 1492	<b>Timeframe:</b> 1 hours/1 days

Lesson Components							
<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
<ul style="list-style-type: none"><li>• <b>Interdisciplinary Connections:</b></li><li>• Geography: mapping how the first Americans arrived, settled, and developed.</li><li>• Archaeology: studying the artifacts of the first Americans</li></ul>							
<b>Integration of Technology:</b> <ul style="list-style-type: none"><li>• Interactive crossword puzzle</li></ul>							
<b>Equipment needed:</b> <ul style="list-style-type: none"><li>• Google Apps</li><li>• Smart Board with a Computer &amp; Internet connection</li><li>• Student Chromebooks and/or desktop computers with Internet connection</li></ul>							

<b>Resources Provided</b> <ul style="list-style-type: none"> <li>Smart Board with a Computer &amp; Internet connection</li> <li>Student Chromebooks and/or desktop computers with Internet connection <a href="http://www.nmai.si.edu">http://www.nmai.si.edu</a></li> <li><a href="http://www.indians.org/articles/native-american-history.html">http://www.indians.org/articles/native-american-history.html</a></li> <li><a href="http://www.history.com/topics/native-american-history/native-american-cultures">http://www.history.com/topics/native-american-history/native-american-cultures</a></li> <li><a href="http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text">http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text</a></li> <li><a href="https://www.loc.gov/topics/content.php?subcat=2">https://www.loc.gov/topics/content.php?subcat=2</a></li> <li>TCI (Teacher Curriculum Institute) <a href="https://www.teachtpci.com/social-studies/">https://www.teachtpci.com/social-studies/</a></li> </ul>
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Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
The students will be able to identify and explain the	<ul style="list-style-type: none"> <li>Ask the students to name some of the different regions in the</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

special ways early Native Americans adapted to their environment.	<p>United States today, and discuss some of the cultural differences between each region.</p> <ul style="list-style-type: none"> <li>• The students will read Chapter 1: The First Americans Lesson 3 on Native Americans circa 1492.</li> <li>• The students will work with a partner or in a small group to complete the guided reading activity on North American Peoples.</li> <li>• The class will use the Smartboard and the interactive crossword puzzle to review the key vocabulary terms found in this lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Notes and Handouts</li> </ul>
<b>Differentiation:</b> Class materials will be differentiated based on ability level		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>• Smart Board with a Computer &amp; Internet connection</li> <li>• Student Chromebooks and/or desktop computers with Internet connection <a href="http://www.nmai.si.edu">http://www.nmai.si.edu</a></li> <li>• <a href="http://www.indians.org/articles/native-american-history.html">http://www.indians.org/articles/native-american-history.html</a></li> <li>• <a href="http://www.history.com/topics/native-american-history/native-american-cultures">http://www.history.com/topics/native-american-history/native-american-cultures</a></li> <li>• <a href="http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text">http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text</a></li> <li>• <a href="https://www.loc.gov/topics/content.php?subcat=2">https://www.loc.gov/topics/content.php?subcat=2</a></li> <li>• TCI (Teacher Curriculum Institute) <a href="https://www.teachtci.com/social-studies/">https://www.teachtci.com/social-studies/</a></li> </ul>		

Lesson Plan 8	
Content Area: Social Studies	
Lesson Title: The First Americans Review	Timeframe: 1 hours/1 days
<b>Lesson Components</b>	
<b><u>21st Century Themes</u></b>	

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<b><u>21st Century Skills</u></b>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
<b>Interdisciplinary Connections:</b> <ul style="list-style-type: none"><li>• Geography: mapping how the first Americans arrived, settled, and developed.</li><li>• Archaeology: studying the artifacts of the first Americans</li></ul>							
<b>Integration of Technology:</b> <ul style="list-style-type: none"><li>• Google Apps Slideshow</li><li>• Jeopardy Game Board</li></ul>							
<b>Equipment needed:</b> <ul style="list-style-type: none"><li>• Google Apps</li><li>• Smart Board with a Computer &amp; Internet connection</li><li>• Student Chromebooks and/or desktop computers with Internet connection</li></ul>							

<b>Resources Provided</b> <ul style="list-style-type: none"> <li>Smart Board with a Computer &amp; Internet connection</li> <li>Student Chromebooks and/or desktop computers with Internet connection</li> <li><a href="http://www.nmai.si.edu">http://www.nmai.si.edu</a></li> <li><a href="http://www.indians.org/articles/native-american-history.html">http://www.indians.org/articles/native-american-history.html</a></li> <li><a href="http://www.history.com/topics/native-american-history/native-american-cultures">http://www.history.com/topics/native-american-history/native-american-cultures</a></li> <li><a href="http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text">http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text</a></li> <li><a href="https://www.loc.gov/topics/content.php?subcat=2">https://www.loc.gov/topics/content.php?subcat=2</a></li> <li>TCI (Teacher Curriculum Institute) <a href="https://www.teachtpci.com/social-studies/">https://www.teachtpci.com/social-studies/</a></li> </ul>
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Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
The students will be able to identify and describe the key people, facts, and concepts	<ul style="list-style-type: none"> <li>The students will choose three early Native American groups, and will describe how</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class Discussion</li> </ul>

associated with The First Americans	<p>each adapted to its environment.</p> <ul style="list-style-type: none"> <li>The students will identify the key people and facts associated with the First Americans by completing the chapter review.</li> <li>The students will play Jeopardy</li> </ul>	<ul style="list-style-type: none"> <li>Notes and Handout</li> </ul>
<b>Differentiation</b> Class materials will be differentiated based on ability level		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>Smart Board with a Computer &amp; Internet connection</li> <li>Student Chromebooks and/or desktop computers with Internet connection <a href="http://www.nmai.si.edu">http://www.nmai.si.edu</a></li> <li><a href="http://www.indians.org/articles/native-american-history.html">http://www.indians.org/articles/native-american-history.html</a></li> <li><a href="http://www.history.com/topics/native-american-history/native-american-cultures">http://www.history.com/topics/native-american-history/native-american-cultures</a></li> <li><a href="http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text">http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text</a></li> <li><a href="https://www.loc.gov/topics/content.php?subcat=2">https://www.loc.gov/topics/content.php?subcat=2</a></li> <li>TCI (Teacher Curriculum Institute) <a href="https://www.teachtc.com/social-studies/">https://www.teachtc.com/social-studies/</a></li> </ul>		

Lesson Plan 9						
Content Area: Social Studies						
Lesson Title: The First Americans Unit Assessment					Timeframe: 1 hours/1 days	
Lesson Components						
<u>21st Century Themes</u>						
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	Health Literacy
<u>21st Century Skills</u>						
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X Information Literacy

Media Literacy		ICT Literacy		Life and Career Skills
<b>Interdisciplinary Connections:</b> <ul style="list-style-type: none"> <li>• Geography: mapping how the first Americans arrived, settled, and developed.</li> <li>• Archaeology: studying the artifacts of the first Americans</li> </ul>				
<b>Integration of Technology:</b> <ul style="list-style-type: none"> <li>• Google Apps Slideshow</li> <li>• Jeopardy Game Board</li> </ul>				
<b>Equipment needed:</b> <ul style="list-style-type: none"> <li>• Google Apps</li> <li>• Smart Board with a Computer &amp; Internet connection</li> <li>• Student Chromebooks and/or desktop computers with Internet connection</li> </ul>				

<b>Resources Provided</b> <ul style="list-style-type: none"> <li>• Smart Board with a Computer &amp; Internet connection</li> <li>• Student Chromebooks and/or desktop computers with Internet connection <a href="http://www.nmai.si.edu">http://www.nmai.si.edu</a></li> <li>• <a href="http://www.indians.org/articles/native-american-history.html">http://www.indians.org/articles/native-american-history.html</a></li> <li>• <a href="http://www.history.com/topics/native-american-history/native-american-cultures">http://www.history.com/topics/native-american-history/native-american-cultures</a></li> <li>• <a href="http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text">http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text</a></li> <li>• <a href="https://www.loc.gov/topics/content.php?subcat=2">https://www.loc.gov/topics/content.php?subcat=2</a></li> <li>• TCI (Teacher Curriculum Institute) <a href="https://www.teachtc.com/social-studies/">https://www.teachtc.com/social-studies/</a></li> </ul>
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Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
To measure the students' understanding of the facts and concepts associated with The First Americans.	<ul style="list-style-type: none"> <li>• The students will take the test on the First Americans.</li> <li>• The students will read Chapter 2: Exploring The Americas Introduction (page 25), and will answer the following questions:</li> <li>• When was Queen Isabella first approached by Christopher Columbus for money?</li> <li>• Why did Queen Isabella ignore Columbus at that time?</li> </ul>	<ul style="list-style-type: none"> <li>○ Unit Test</li> </ul>

	<ul style="list-style-type: none"> <li>• What is one reason Isabella sent Columbus to the New World?</li> <li>• How does Isabella's purpose relate to Columbus's request for funds for his exploration?</li> <li>• The class will discuss and evaluate why Europeans, centuries ago, sent explorers sailed to find a sea route to Asia.</li> <li>• Key Questions: <ul style="list-style-type: none"> <li>○ What kinds of dangers do you think they faced?</li> <li>○ Why do you think they went so far to get something they thought was valuable?</li> </ul> </li> </ul>	
<b>Differentiation:</b> Class materials will be differentiated based on ability level		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>• Smart Board with a Computer &amp; Internet connection</li> <li>• Student Chromebooks and/or desktop computers with Internet connection <a href="http://www.nmai.si.edu">http://www.nmai.si.edu</a></li> <li>• <a href="http://www.indians.org/articles/native-american-history.html">http://www.indians.org/articles/native-american-history.html</a></li> <li>• <a href="http://www.history.com/topics/native-american-history/native-american-cultures">http://www.history.com/topics/native-american-history/native-american-cultures</a></li> <li>• <a href="http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text">http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text</a></li> <li>• <a href="https://www.loc.gov/topics/content.php?subcat=2">https://www.loc.gov/topics/content.php?subcat=2</a></li> <li>• TCI (Teacher Curriculum Institute) <a href="https://www.teachtc.com/social-studies/">https://www.teachtc.com/social-studies/</a></li> </ul>		

<b>Unit 2 Overview</b>
<b>Content Area:</b> Social Studies
<b>Unit Title:</b> Exploring The Americas
<b>Target Course/Grade Level:</b> US History/Grade 7
<b>Unit Summary:</b> “Western Europe was isolated from the rest of the world for centuries after the fall of the Roman Empire. Then in the 1300s, the Renaissance began in the Italian city-states and spread throughout Europe. Nation-states emerged with strong monarchs, eager to make even greater profits by increasing trade. Advances in technology, such as the compass, produced better means of navigation and paved the way for European exploration.

Portugal sailed south along the western coast of Africa, setting up trading posts along the way. In Africa, the powerful empires of Ghana, Mali, and Songhai sold gold and enslaved people to the Portuguese.”

**Primary interdisciplinary connections:**

- Language Arts: primary & secondary source readings, note taking, and exploring the Americas historical children's book project
- Science: Astronomy & Navigation
- Geography: mapping European exploration and colonization of the Americas.
- Technology: Development of navigational tools & improved ships for sea travel
- Math: Economics: Colombian trade & the mercantile system
- Intradisciplinary:
- Geography: mapping European exploration and colonization of the Americas.
- Math: Economics: European colonization & global trade
- Civics: Governance of the Spanish Colonies

**21st century themes:** Global Awareness, Financial, Economic, Business, and Entrepreneurial Literacy, Civic Literacy

**Unit Rationale:** Powerful motives drove the explorers of the Americas. European powers claimed vast new territories despite ancient civilizations already occupying those lands. Missionaries brought religion; adventurers sought riches in metals and land. Journeying to the unknown, charting unmapped territory, and encountering different cultures required a spirit of adventure and a willingness to take personal risks. Modern exploration, from the ocean floors to outer space, involves a similar spirit and risk-taking, even with the use of new technologies.

**Learning Targets**

Standards: 6.1 U.S. History: America in the World:

**Content Statements:** 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>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1A Grade 8 CPI 1.A	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1A Grade 8 CPI 2.C	Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
6.1B Grade 8 CPI 1.A	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.

6.1B Grade 8 CPI 1.B	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
6.1B Grade 8 CPI 2.A	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
6.1B Grade 8 CPI 2.B	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
6.1B Grade 8 CPI 3.A	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
6.1C Grade 8 CPI 1.A	Evaluate the impact of science, religion, and technology innovations on European exploration.
6.1C Grade 8 CPI 1.B	Explain why individuals and societies trade, how trade functions, and the role of trade during this period
6.1C Grade 8 CPI 2.A	Compare the practice of slavery and indentured servitude in Colonial labor systems.
6.1C Grade 8 CPI 2.B	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
6.1D Grade 8 CPI 1.A	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
6.1D Grade 8 CPI 1.B	Explain how interactions among African, European, and Native American groups began a cultural transformation.
6.1D Grade 8 CPI 1.C	Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives
6.1D Grade 8 CPI 2.A	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
6.1D Grade 8 CPI 2.B	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How do new ideas change the way people live?</li> <li>• Why do people trade?</li> <li>• What are the consequences when cultures interact?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• The movement of people, goods, and ideas causes societies to change over time.</li> </ul>

Unit Learning Targets
<p><b>The students will know...</b></p> <ul style="list-style-type: none"> <li>• that advances in technology paved the way for European exploration</li> <li>• why Europeans explored and colonized the Americas</li> <li>• the positive and negative contributions of the Europeans in the Americas</li> <li>• how the reforms of Martin Luther brought about religious change</li> </ul>
<p><b>Differentiated Instruction/Modification/ELL</b></p> <p>Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, &amp; ELL-English Language Learner.</p>
<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Summative Assessment/ Benchmarks (4 days)</li> <li>• Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and prepare for assessment</li> <li>• Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.</li> <li>• Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian</li> <li>• Chapter 2 Test (1 day)</li> <li>• Unit test</li> </ul>
<p><b>Equipment needed:</b> Chromebooks, Pages App, Numbers App, Keynote App, History Channel App, Discovery Channel App, PBS App, Wifi, Computers, Google Apps, The Internet, DVD Player, Smart-Board.</p>
<p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• Discovery Channel's United Streaming</li> <li>• The History Channel's America: The Story of US</li> <li>• Discovering Our Past: A History of the United States: Early Years, McGraw-Hill Companies, Columbus, Ohio, 2013.</li> <li>• Supplemental Reading Resources:</li> <li>• Voices from Colonial America: Florida, 1513-1821, by Matthew C. Cannavale (Grade 6 reading level)</li> <li>• Voices from Colonial America: New York, 1609-1776, by Michael Burgan (Grade 6 reading level)</li> <li>• Voices from Colonial America: New Amsterdam and the Origins of New York by L. J. Krizner, Lisa Sita (Grade 6 reading level)</li> <li>• Who Was First? Discovering America, by Russell Freedman (Grade 7 reading level)</li> <li>• 1491, by Charles Mann (Grade 8 reading level)</li> <li>• The World Made New: Why the Age of Exploration Happened and How It Changed the World, by Marc Aronson, John W. Glenn (Grade 8 reading level)</li> <li>• Websites:</li> <li>• <a href="http://mrnussbaum.com/explorers/age/">http://mrnussbaum.com/explorers/age/</a></li> <li>• <a href="http://ageofex.marinersmuseum.org">http://ageofex.marinersmuseum.org</a></li> </ul>

- <http://www.elizabethan-era.org.uk/the-age-of-exploration.htm>
- <http://www.historyguide.org/earlymod/lecture2c.HTML>
- <http://www.history.com/topics/exploration>
- <https://quizlet.com/6482766/european-explorers-in-the-age-of-exploration-flash-cards/>
- <http://www.gilderlehrman.org/history-by-era/exploration/resources/major-european-explorers>

Formative Assessments	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Notes and Handouts</li> <li>• Exploring The Americas Historical Children's Book Project</li> </ul>
Lesson Plans	
Lesson	Timeframe
Lesson 1 Name of Lesson 1: A Changing World: New Ideas, New Nations	2 hours/2 days
Lesson 2 Name of Lesson 2: A Changing World: Kingdoms and Empires in Africa	1 hour/1 day
Lesson 3 Name of Lesson 3: A Changing World	1 hour/1 day
Lesson 4 Name of Lesson 4: Early Exploration: The Search For New Trade Routes	1 hour/1 day
Lesson 5 Name of Lesson 5: Early Exploration: Columbus Crosses The Atlantic	1 hour/1 day
Lesson 6 Name of Lesson 6: Spain in The Americas: European Explorers and Conquerors	1 hour/1 day
Lesson 7	1 hour/1 day

Name of Lesson 7: Spain in The Americas: Spain in North America	
Lesson 8 Name of Lesson 8:Spain in The Americas: Life Under Spanish Rule	1 hour/1 day
Lesson 9 Name of Lesson 9:Competing For Colonies: Religious Rivalries	1 hour/1 day
Lesson 10 Name of Lesson 10: Competing For Colonies: French and Dutch Settlements	1 hour/1 day
Lesson 11 Name of Lesson 11:Exploring The Americas Historical Children's Book Project	4 hours/4 days
Lesson 12 Name of Lesson 12: Exploring The Americas Unit Review	1 hour/1 day
Lesson 13 Name of Lesson 13: Exploring The Americas Unit Assessment	1 hour/1 day
<b>Resources Provided:</b> <ul style="list-style-type: none"> <li>• Discovery Channel's United Streaming</li> <li>• The History Channel's America: The Story of US</li> <li>• Discovering Our Past: A History of the United States: Early Years, McGraw-Hill Companies, Columbus, Ohio, 2013.</li> <li>• <a href="http://mrnussbaum.com/explorers/age/">http://mrnussbaum.com/explorers/age/</a></li> <li>• <a href="http://ageofex.marinersmuseum.org">http://ageofex.marinersmuseum.org</a></li> <li>• <a href="http://www.elizabethan-era.org.uk/the-age-of-exploration.htm">http://www.elizabethan-era.org.uk/the-age-of-exploration.htm</a></li> <li>• <a href="http://www.historyguide.org/earlymod/lecture2c.HTML">http://www.historyguide.org/earlymod/lecture2c.HTML</a></li> <li>• <a href="http://www.history.com/topics/exploration">http://www.history.com/topics/exploration</a></li> <li>• <a href="https://quizlet.com/6482766/european-explorers-in-the-age-of-exploration-flash-cards/">https://quizlet.com/6482766/european-explorers-in-the-age-of-exploration-flash-cards/</a></li> <li>• <a href="http://www.gilderlehrman.org/history-by-era/exploration/resources/major-european-explorers">http://www.gilderlehrman.org/history-by-era/exploration/resources/major-european-explorers</a></li> </ul>	

Lesson Plan 1							
Content Area: Social Studies							
Lesson Title: A Changing World: New Ideas, New Nations						Timeframe: 2 hours/2 days	
Lesson Components							
<u>21st Century Themes</u>							
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
Interdisciplinary Connections:							
<ul style="list-style-type: none"><li>• Language Arts: primary &amp; secondary source readings, note taking</li><li>• Technology: Development of navigational tools &amp; improved ships for sea travel</li></ul>							
Integration of Technology:							
<ul style="list-style-type: none"><li>• Interactive map</li><li>• Google Apps slideshow</li><li>• Interactive graphic organizer</li></ul>							
Equipment needed:							
<ul style="list-style-type: none"><li>• Google Apps</li><li>• Smart Board with a Computer &amp; Internet connection</li><li>• Student Chromebooks and/or desktop computers with Internet connection</li></ul>							

<b>Resources Provided</b> <ul style="list-style-type: none"> <li>• <a href="http://mrnussbaum.com/explorers/age/">http://mrnussbaum.com/explorers/age/</a></li> <li>• <a href="http://ageofex.marinersmuseum.org">http://ageofex.marinersmuseum.org</a></li> <li>• <a href="http://www.elizabethan-era.org.uk/the-age-of-exploration.htm">http://www.elizabethan-era.org.uk/the-age-of-exploration.htm</a></li> <li>• <a href="http://www.historyguide.org/earlymod/lecture2c.HTML">http://www.historyguide.org/earlymod/lecture2c.HTML</a></li> <li>• <a href="http://www.history.com/topics/exploration">http://www.history.com/topics/exploration</a></li> <li>• <a href="https://quizlet.com/6482766/european-explorers-in-the-age-of-exploration-flash-cards/">https://quizlet.com/6482766/european-explorers-in-the-age-of-exploration-flash-cards/</a></li> </ul>
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- <http://www.gilderlehrman.org/history-by-era/exploration/resources/major-european-explorers>
- TCI (Teacher Curriculum Institute) <https://www.teachinci.com/social-studies/>

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>The students will be able to identify and describe the advances in technology that paved the way for European exploration.</p>	<p>Lesson Sequence</p> <ul style="list-style-type: none"> <li>• Ask the students reflect on their prior knowledge and explain what was the initial purpose of the Crusades? How did the Crusades influence trade?</li> <li>• Using the interactive map Trade Routes to Asia 300 B.C. - A.D. 1500, the students will analyze the map and answer the following questions:             <ul style="list-style-type: none"> <li>○ How would you describe the location of Genoa and Venice?</li> <li>○ What do you think the long, difficult journey meant for the price and availability of Asian goods in Europe?</li> <li>○ Why did Europeans want to try to find a sea route?</li> </ul> </li> <li>• The students will analyze and discuss the impact that the Renaissance had on the age of exploration.</li> <li>• The students will define technology.</li> <li>• The students working with a partner or in small groups using the interactive graphic organizer will identify &amp; describe the advances in technology that paved the way for European voyages of exploration.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Notes and Handouts</li> </ul>

	<ul style="list-style-type: none"> <li>The students will evaluate which technological advancement was the most important in European exploration in their judgment.</li> </ul>	
<b>Differentiation</b> Class materials will be differentiated based on ability level.		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>Google Apps</li> <li>Smart Board with a Computer &amp; Internet connection</li> <li>Students' iPad and/or desktop computers with Internet connection</li> <li>TCI (Teacher Curriculum Institute) <a href="https://www.teachinci.com/social-studies/">https://www.teachinci.com/social-studies/</a></li> </ul>		

Lesson Plan 2							
Content Area: Social Studies							
Lesson Title: A Changing World: Kingdoms and Empires in Africa						Timeframe: 1 hour/1 day	
Lesson Components							
21st Century Themes							
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21st Century Skills							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy		Life and Career Skills		
Interdisciplinary Connections: <ul style="list-style-type: none"><li>Language Arts: primary &amp; secondary source readings, note taking</li></ul>							
Integration of Technology: <ul style="list-style-type: none"><li>Interactive map</li><li>Google Apps slideshow</li><li>Discovery Education's Islam Comes to Timbuktu video</li></ul>							

- **Equipment needed:**
- Google Apps
- Smart Board with a Computer & Internet connection
- Student Chromebooks and/or desktop computers with Internet connection

#### **Resources Provided**

- Discovery Education's Islam Comes to Timbuktu
- Google Apps
- Smart Board with a Computer & Internet connection
- Student Chromebooks and/or desktop computers with Internet connection
- TCI (Teacher Curriculum Institute) <https://www.teachtci.com/social-studies/>

<b>Goals/Objectives</b>	<b>Learning Activities/Instructional Strategies</b>	<b>Formative Assessment Tasks</b>
The students will be able to identify and describe the kingdoms and empires found in West Africa.	<p>Lesson Sequence</p> <ul style="list-style-type: none"> <li>• Each student will complete the class participation self evaluation.</li> <li>• Using the Smartboard and interactive World Atlas, ask the students to identify the region of West Africa. Have student volunteers point out these locations on the map: Portugal, the Atlantic Ocean, the Sahara, the Mediterranean Sea, South America, and North America. Ask: What feature makes West Africa a good trading region?</li> <li>• The class will analyze and discuss the kingdoms and empires found in West Africa during age of exploration.</li> <li>• The class will watch a video clip: Islam Comes to Timbuktu from Discovery Education while the students watch the video clip they should answer the following question: What factors enabled Mansa Musa to have a great impact on Mali?</li> <li>• The students will read, evaluate, and discuss the geography and history</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Self Assessment</li> <li>• Class Discussion</li> <li>• Notes and Handouts</li> </ul>

	activity on Cultural Diffusion: Kingdoms and Empires in Africa	
<b>Differentiation</b> Class materials will be differentiated based on ability level.		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>• Discovery Education's Islam Comes to Timbuktu</li> <li>• Google Apps</li> <li>• Smart Board with a Computer &amp; Internet connection</li> <li>• Student Chromebooks and/or desktop computers with Internet connection</li> <li>• TCI (Teacher Curriculum Institute) <a href="https://www.teachtci.com/social-studies/">https://www.teachtci.com/social-studies/</a></li> </ul>		

Lesson Plan 3							
Content Area: Social Studies							
Lesson Title: A Changing World					Timeframe: 1 hour/1 day		
Lesson Components							
<u>21st Century Themes</u>							
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
Interdisciplinary Connections: <ul style="list-style-type: none"><li>• Language Arts: primary &amp; secondary source readings, note taking</li><li>• Science: Age of Exploration: Navigational Instruments: NASA Mars Activity</li></ul>							
Integration of Technology: <ul style="list-style-type: none"><li>• Google Apps slideshow</li></ul>							
Equipment needed:							

- Google Apps
- Smart Board with a Computer & Internet connection
- Student Chromebooks and/or desktop computers with Internet connection

#### Resources Provided

- Chromebooks
- Smart Board with a Computer & Internet connection
- Google Apps
- <http://mrnussbaum.com/explorers/age/>
- <http://ageofex.marinersmuseum.org>
- <http://www.elizabethan-era.org.uk/the-age-of-exploration.htm>
- <http://www.historyguide.org/earlymod/lecture2c.HTML>
- <http://www.history.com/topics/exploration>
- <https://quizlet.com/6482766/european-explorers-in-the-age-of-exploration-flash-cards/>
- <http://www.gilderlehrman.org/history-by-era/exploration/resources/major-european-explorers>
- TCI (Teacher Curriculum Institute) <https://www.teachtc.com/social-studies/>

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
The students will be able to analyze and explain the events that led to European exploration.	<b>Lesson Sequence</b> <ul style="list-style-type: none"> <li>• While the students work independently on tasks A &amp; B below, each student will meet with the teacher to review his or her notebook.</li> <li>• A.. The students will define the following terms: astrolabe, compass, quadrant, pilgrimage, and mosques.</li> <li>• B. The students will read Chapter 2: Exploring the Americas Lesson 1: A Changing World (pages 28-33). The students will work with a partner or in a group of 3 to complete the guided reading activity.</li> <li>• The class will analyze and evaluate the following: NASA is planning to send American astronauts to the</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Notes and Handouts</li> </ul>

	<p>various planets in our solar system, and you have been selected as one of the astronauts to undertake this voyage.</p> <ul style="list-style-type: none"> <li>• What kinds of equipment will you need?</li> <li>• What are the risks of such a voyage?</li> <li>• How is similar to the first ocean voyages made by Europeans? How is it different?</li> <li>• Why would people want to make such a voyage anyway?</li> </ul>	
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**Differentiation** Class materials will be differentiated based on ability level.

#### **Resources Provided**

- Chromebooks
- Smart Board with a Computer & Internet connection
- Google Apps
- <http://mrnussbaum.com/explorers/age/>
- <http://ageofex.marinersmuseum.org>
- <http://www.elizabethan-era.org.uk/the-age-of-exploration.htm>
- <http://www.historyguide.org/earlymod/lecture2c.HTML>
- <http://www.history.com/topics/exploration>
- <https://quizlet.com/6482766/european-explorers-in-the-age-of-exploration-flash-cards/>
- <http://www.gilderlehrman.org/history-by-era/exploration/resources/major-european-explorers>
- TCI (Teacher Curriculum Institute) <https://www.teachtc.com/social-studies/>

<b>Unit 3 Overview</b>
<b>Content Area:</b> Social Studies
<b>Unit Title:</b> Colonial America
<b>Target Course/Grade Level:</b> US History/Grade 7
<p><b>Unit Summary:</b> English settlement in North America launched a grand experiment in history. The thirteen colonies established between 1607 and 1733 formed three regions. Virginia, Britain's first colony in the New World, experienced great wealth from growing tobacco. This commercial agriculture required the use of slave labor and differentiated the Southern colonies from other colonies. The Massachusetts Bay colony was founded by Puritans seeking a place to establish churches. With tight-knit communities, disciplined workers, and strong leaders, the Puritan colonies flourished. Established in the 1680s by William Penn, Pennsylvania acquired a mixed European population. New Jersey had Quaker beginnings,</p>

while Delaware had Swedish origins. New York was established after the conquest of the Dutch colony, New Amsterdam, making the middle colonies the most diverse. While most colonists wanted to replicate British forms, their experiences differentiated them. They became more self-reliant, imaginative, and tolerant, despite their intentions.

**Primary interdisciplinary connections:**

- Language Arts: primary & secondary source readings, note taking, open ended responses, and Colonial America: Colonists Wanted Flier Project
- Science: Agriculture: Conditions Needed For Growing Cash Crops, Geography: Choosing The Location of Jamestown, Analyzing The New England Colonies Economic Production, Examining Dutch Names in New York, Analyzing The Southern Colonies Economic Production
- Math: Economics: Golden Crop: Evaluate How it Made Jamestown successful, Forced Labor and Carolina Rice Plantations
- Technology: Analyzing The Mayflower's design
- Intradisciplinary:
- Geography: Choosing The Location of Jamestown, Analyzing The New England Colonies Economic Production, Examining Dutch Names in New York, Analyzing The Southern Colonies Economic Production
- Economics: Golden Crop: Evaluate How it Made Jamestown successful, Forced Labor and Carolina Rice Plantations
- Civics: Colonial Governance: Joint Stock Company, House of Burgesses, Mayflower Compact, Religious Freedom, Proprietary Colony, Royal Colony

**21st century themes:** Global Awareness, Financial, Economic, Business, and Entrepreneurial Literacy, Civic Literacy

**Unit Rationale:** To explain the reasons the thirteen English colonies were founded and why colonists migrated to North America. Additionally, examine the complex relationship between the colonists and Native Americans. Further, identify and describe the differences between the three colonial regions: New England, Middle, and Southern.

**Learning Targets**

Standards: 6.1 U.S. History: America in the World:

**Content Statements:** 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>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1A Grade 8 CPI 1.A	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1A Grade 8 CPI 2.A	Determine the roles of religious freedom and participatory government in various North American colonies.

6.1A Grade 8 CPI 2.B	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
6.1A Grade 8 CPI 2.C	Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
6.1B Grade 8 CPI 1.A	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
6.1B Grade 8 CPI 1.B	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
6.1B Grade 8 CPI 2.A	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
6.1B Grade 8 CPI 2.B	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
6.1B Grade 8 CPI 3.A	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
6.1C Grade 8 CPI 1.A	Evaluate the impact of science, religion, and technology innovations on European exploration.
6.1C Grade 8 CPI 1.B	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
6.1C Grade 8 CPI 2.A	Compare the practice of slavery and indentured servitude in Colonial labor systems.
6.1C Grade 8 CPI 2.B	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
6.1C Grade 8 CPI 2.C	Analyze the impact of triangular trade on multiple nations and groups
6.1C Grade 8 CPI 3.A	Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.

6.1C Grade 8 CPI 3.B	Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
6.1D Grade 8 CPI 1.A	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
6.1D Grade 8 CPI 1.B	Explain how interactions among African, European, and Native American groups began a cultural transformation.
6.1D Grade 8 CPI 2.A	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
6.1D Grade 8 CPI 2.B	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How does geography influence the way people live?</li> <li>How do new ideas change the way people live?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>People, places, and ideas change over time.</li> </ul>
<b>Unit Learning Targets</b> Students will know... <ul style="list-style-type: none"> <li>the problems the Roanoke settlers encountered</li> <li>the reasons Jamestown settlement succeeded</li> <li>the push &amp; pull factors that led the Puritans to settle in North America</li> <li>the role religion played in founding of the various colonies</li> <li>how English settlement succeeded in part thanks to Native American help, but led to future conflict with them</li> <li>why the Middle Colonies grew?</li> <li>how the English acquired New Netherland</li> <li>how the colony of New Jersey was created</li> <li>the problems faced by Maryland and Virginia</li> <li>the factors that contributed to the growth of the Carolinas</li> <li>the reasons for the founding of Georgia</li> </ul>	
<b>Differentiated Instruction/Modification/ELL</b> <ul style="list-style-type: none"> <li>Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, &amp; ELL-English Language Learner.</li> </ul>	

**Summative Assessment:**

- Summative Assessment/ Benchmarks (1 day)
- Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and prepare for assessment
- Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.
- Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian
- Chapter 3 Test (1 day)
- Unit Test

**Equipment needed:**

- Chromebooks
- History Channel App
- Discovery Channel App
- PBS App
- Computers
- Google Apps
- The Internet
- DVD Player
- Smart-Board

**Teacher Resources:**

- Discovery Channel's United Streaming
- The History Channel's America: The Story of US
- PBS' We Shall Remain: After The Mayflower  
[http://www.pbs.org/wgbh/amex/weshallremain/the\\_films/episode\\_1\\_trailer](http://www.pbs.org/wgbh/amex/weshallremain/the_films/episode_1_trailer)
- Discovering Our Past: A History of the United States: Early Years, McGraw-Hill Companies, Columbus, Ohio, 2013.
- Supplemental Student Reading Resources:
- Voices from Colonial America: Florida, 1513-1821, by Matthew C. Cannavale (Grade 6 reading level)
- Voices from Colonial America: New York, 1609-1776, by Michael Burgan (Grade 6 reading level)
- Voices from Colonial America: New Amsterdam and the Origins of New York by L. J. Krizner, Lisa Sita (Grade 6 reading level)
- The Adventurous Life of Myles Standish and the Amazing-But-True Survival Story of Plymouth Colony, by Cheryl Harness (Grade 6 reading level)
- Where the Great Hawk Flies, by Liza Ketchum (Grade 7 reading level)
- Voices from Colonial America, by the National Geographic Society (Grade 8 reading level)
- At the Movies
- Pocahontas, The New World, the story of Pocahontas and John Smith, by director Terrence Malick

- Squanto: A Warrior's Tale, the story of an Indian warrior taken captive in the 1600s, by directors Xavier Koller and Christopher Stoia
- Websites:
- <http://dohistory.org>, <http://www.histarch.illinois.edu/plymouth/>,  
<http://www.varsitytutors.com/earlyamerica>,<http://nationalhumanitiescenter.org/tserve/divam.htm>, <http://www.loc.gov/exhibits/religion/overview.html>,  
<http://www.freerepublic.com/focus/f-news/1294965/posts>,  
<http://www.americancenturies.mass.edu>, <http://www.virtualjamestown.org>,  
<http://www.pbs.org/wnet/secrets/death-jamestown-background/1428/>,  
<http://www.pbs.org/wgbh/aia/part1/narrative.html>,  
<http://lcweb2.loc.gov/ammem/sthtml/>, <http://mayflowerhistory.com>,  
<http://www.plimoth.org>,  
<http://www.rootsweb.ancestry.com/~mosmd/index.htm#part1>,  
<http://www.history.org>, <http://salem.lib.virginia.edu/home.html>,  
<http://law2.umkc.edu/faculty/projects/ftrials/salem/salem.htm>,  
<http://oieahc.wm.edu>, <http://nationalgeographic.org/interactive/salem-interactive/>,  
<http://hitchcock.itc.virginia.edu/Slavery/index.php>,  
<http://www.timepage.org/spl/13colony.html>, <http://ww12.dinsdoc.com>,  
<http://pocahontas.morenus.org>,  
<http://www.csmonitor.com/1997/1029/102997.feat.feat.1.html>

Formative Assessments	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Notes and Handouts</li> <li>• Colonial America: Colonists Wanted Flier Project</li> </ul>
Lesson Plans	
Lesson	Timeframe
Lesson 1 Name of Lesson 1: Introduction	1 hours/1 day
Lesson 2 Name of Lesson 2:The Mystery of Roanoke	2 hours/2 days
Lesson 3 Name of Lesson 3: The Success of Jamestown	1 hour/1 day
Lesson 4 Name of Lesson 4: The New England Colonies	1 hour/1 day

Lesson 5 Name of Lesson 5: We Shall Remain: After the Mayflower	4 hours/4 days
Lesson 6 Name of Lesson 6: Massachusetts Bay Colony, Rhode Island, and Connecticut	1 hour/1 day
Lesson 7 Name of Lesson 7: The Middle Colonies	2 hours/2 days
Lesson 8 Name of Lesson 8: Maryland and Virginia	2 hours/2 days
Lesson 9 Name of Lesson 9: The Carolinas and Georgia	1 hour/1 day
Lesson 10 Name of Lesson 10: The Southern Colonies	1 hour/1 day
Lesson 11 Name of Lesson 11: Colonists Wanted Flier Project	4 hours/4 days
Lesson 12 Name of Lesson 12: Colonial America Review	1 hour/1 day
Lesson 13 Name of Lesson 13: Colonial America Assessment	1 hour/1 day
<b>Resources Provided:</b> <ul style="list-style-type: none"> <li>• History Channel</li> <li>• Discovery Channel</li> <li>• PBS App</li> <li>• Computers</li> <li>• Google Apps</li> <li>• The Internet</li> <li>• DVD Player</li> <li>• Smart-Board.</li> <li>• Teacher Resources:</li> <li>• Discovery Channel's United Streaming</li> <li>• The History Channel's America: The Story of US</li> <li>• PBS' We Shall Remain: After The Mayflower <a href="http://www.pbs.org/wgbh/amex/weshallremain/the_films/episode_1_trailer">http://www.pbs.org/wgbh/amex/weshallremain/the_films/episode_1_trailer</a></li> <li>• Discovering Our Past: A History of the United States: Early Years, McGraw-Hill Companies, Columbus, Ohio, 2013.</li> <li>• Supplemental Student Reading Resources:</li> </ul>	

- Voices from Colonial America: Florida, 1513-1821, by Matthew C. Cannavale (Grade 6 reading level)
- Voices from Colonial America: New York, 1609-1776, by Michael Burgan (Grade 6 reading level)
- Voices from Colonial America: New Amsterdam and the Origins of New York by L. J. Krizner, Lisa Sita (Grade 6 reading level)
- The Adventurous Life of Myles Standish and the Amazing-But-True Survival Story of Plymouth Colony, by Cheryl Harness (Grade 6 reading level)
- Where the Great Hawk Flies, by Liza Ketchum (Grade 7 reading level)
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- At the Movies
- Pocahontas, The New World, the story of Pocahontas and John Smith, by director Terrence Malick
- Squanto: A Warrior's Tale, the story of an Indian warrior taken captive in the 1600s, by directors Xavier Koller and Christopher Stoa
- Websites:
- <http://dohistory.org>, <http://www.histarch.illinois.edu/plymouth/>,  
<http://www.varsitytutors.com/earlyamerica>,<http://nationalhumanitiescenter.org/tserve/divam.htm>, <http://www.loc.gov/exhibits/religion/overview.html>,  
<http://www.freerepublic.com/focus/f-news/1294965/posts>,  
<http://www.americancenturies.mass.edu>, <http://www.virtualjamestown.org>,  
<http://www.pbs.org/wnet/secrets/death-jamestown-background/1428/>,  
<http://www.pbs.org/wgbh/aia/part1/narrative.html>,  
<http://lcweb2.loc.gov/ammem/sthtml/>, <http://mayflowerhistory.com>,  
<http://www.plimoth.org>,  
<http://www.rootsweb.ancestry.com/~mosmd/index.htm#part1>,  
<http://www.history.org>, <http://saalem.lib.virginia.edu/home.html>,  
<http://law2.umkc.edu/faculty/projects/ftrials/salem/salem.htm>,  
<http://oieahc.wm.edu>, <http://nationalgeographic.org/interactive/salem-interactive/>,  
<http://hitchcock.itc.virginia.edu/Slavery/index.php>,  
<http://www.timepage.org/spl/13colony.html>, <http://ww12.dinsdoc.com>,  
<http://pocahontas.morenus.org>,  
<http://www.csmonitor.com/1997/1029/102997.feat.feat.1.html>

Lesson Plan 1	
<b>Content Area:</b> Social Studies	
<b>Lesson Title:</b> The Mystery of Roanoke	<b>Timeframe:</b> 2 hours/2 days
Lesson Components	

<u><b>21st Century Themes</b></u>						
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	Health Literacy
<u><b>21st Century Skills</b></u>						
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X Information Literacy
X	Media Literacy		ICT Literacy		Life and Career Skills	
<b>Interdisciplinary Connections:</b> <ul style="list-style-type: none"><li>• Language Arts: primary &amp; secondary source readings and note taking</li><li>• Science: Geography and History Activity: Jamestown</li></ul>						
<b>Integration of Technology:</b> <ul style="list-style-type: none"><li>• Interactive Image: John White’s Art</li><li>• History Channel Video: the Mystery of Roanoke Island</li></ul>						
<b>Equipment needed:</b> <ul style="list-style-type: none"><li>• Google Apps</li><li>• DVD player</li><li>• Smart Board with a Computer &amp; Internet connection</li><li>• Student Chromebooks and/or desktop computers with Internet connection</li></ul>						

<b>Goals/Objectives</b>	<b>Learning Activities/Instructional Strategies</b>	<b>Formative Assessment Tasks</b>
<b>Students: will be able to describe the problems the Roanoke settlers encountered and the reasons that Jamestown succeeded.</b>	<b>Lesson Sequence</b> <ul style="list-style-type: none"> <li>• Using their Chromebooks, the students will read Chapter 3 Lesson 1 : pages 1 &amp; 2. They will identify Sir Walter Raleigh and how is he significant to American history.</li> <li>• They will describe who was John White? Why did he leave Roanoke? What did he discover when he returned? They will analyze an illustration of John</li> </ul>	Teacher Observation Class Discussion Notes and Handouts

	<p>White's. Would this illustration be considered a primary or a secondary source?</p> <ul style="list-style-type: none"> <li>• The class will use the Interactive chart and the smartboard, to discuss each of the clues and how it might provide evidence to support the various theories of what happened to the Roanoke colony.</li> <li>• The students will watch the History Channel's Video: the Mystery of Roanoke Island</li> <li>• The students will read, analyze, and discuss the Geography and History Activity: Jamestown.</li> <li>• The class will use a graphic organizer to diagram and list the hardships faced by the settlers of Jamestown.</li> <li>• The students will speculate on how the colonists of Jamestown will turn their colony around</li> </ul>	
<b>Differentiation</b> <ul style="list-style-type: none"> <li>• Class materials will be differentiated based on ability level.</li> </ul>		
<b>Resources Provided</b> Chromebooks History Channel App Discovery Channel App <ul style="list-style-type: none"> <li>• DVD Player</li> <li>• Smart-Board</li> <li>• Supplemental Student Reading Resources:</li> <li>• Voices from Colonial America: Florida, 1513-1821, by Matthew C. Cannavale (Grade 6 reading level)</li> <li>• Voices from Colonial America: New York, 1609-1776, by Michael Burgan (Grade 6 reading level)</li> <li>• Voices from Colonial America: New Amsterdam and the Origins of New York by L. J. Krizner, Lisa Sita (Grade 6 reading level)</li> <li>• The Adventurous Life of Myles Standish and the Amazing-But-True Survival Story of Plymouth Colony, by Cheryl Harness (Grade 6 reading level)</li> <li>• Where the Great Hawk Flies, by Liza Ketchum (Grade 7 reading level)</li> </ul>		

- Voices from Colonial America, by the National Geographic Society (Grade 8 reading level)
- At the Movies
- Pocahontas, The New World, the story of Pocahontas and John Smith, by director Terrence Malick
- Squanto: A Warrior's Tale, the story of an Indian warrior taken captive in the 1600s, by directors Xavier Koller and Christopher Stoia
- Websites:
- <http://dohistory.org>
- <http://www.histarch.illinois.edu/plymouth/>
- <http://www.varsitytutors.com/earlyamerica>
- <http://nationalhumanitiescenter.org/tserve/divam.htm>
- <http://www.loc.gov/exhibits/religion/overview.html>
- <http://www.freerepublic.com/focus/f-news/1294965/posts>
- <http://www.americancenturies.mass.edu>
- <http://www.virtualjamestown.org>
- <http://www.pbs.org/wnet/secrets/death-jamestown-background/1428/>
- <http://www.pbs.org/wgbh/aia/part1/narrative.html>
- <http://lcweb2.loc.gov/ammem/sthtml/>
- <http://mayflowerhistory.com>
- <http://www.plimoth.org>
- <http://www.rootsweb.ancestry.com/~mosmd/index.htm#part1>
- <http://www.history.org>
- <http://saalem.lib.virginia.edu/home.html>
- <http://law2.umkc.edu/faculty/projects/fttrials/salem/salem.htm>
- <http://oieahc.wm.edu>
- <http://nationalgeographic.org/interactive/salem-interactive/>
- <http://hitchcock.itc.virginia.edu/Slavery/index.php>
- <http://www.timepage.org/spl/13colony.html>
- <http://ww12.dinsdoc.com>
- <http://pocahontas.morenus.org>
- <http://www.csmonitor.com/1997/1029/102997.feat.feat.1.html>
- Teacher Resources:
- Discovery Channel's United Streaming
- The History Channel's America: The Story of US
- PBS' We Shall Remain: After The Mayflower
- [http://www.pbs.org/wgbh/amex/weshallremain/the\\_films/episode\\_1\\_trailer](http://www.pbs.org/wgbh/amex/weshallremain/the_films/episode_1_trailer)
- TCI (Teacher Curriculum Institute) <https://www.teachtc.com/social-studies/>

## Lesson Plan 2

Content Area: Social Studies							
Lesson Title: The Success of Jamestown					Timeframe:1 hour/1 day		
Lesson Components							
<u>21st Century Themes</u>							
	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy		Life and Career Skills		
Interdisciplinary Connections: <ul style="list-style-type: none"><li>• Language Arts: primary &amp; secondary source readings and note taking</li><li>• Math: Analyzing Bar Graph and the Economics of growing Tobacco</li></ul>							
Integration of Technology: <ul style="list-style-type: none"><li>• Video clip from The History Channel's America The Story of US: Part 1 Rebels</li><li>• Google Apps slideshow</li><li>• Interactive image of Pocahontas</li><li>• Interactive bar graph "The Golden Crop"</li><li>• Learn360 video "Life in Jamestown."</li></ul>							
Equipment needed: <ul style="list-style-type: none"><li>• Google Apps</li><li>• Smart Board with a Computer &amp; Internet connection</li><li>• DVD player</li><li>• Student Chromebooks and/or desktop computers with Internet connection</li></ul>							

<b>Goals/Objectives</b>	<b>Learning Activities/Instructional Strategies</b>	<b>Formative Assessment Tasks</b>
Students will be able to describe the reasons that Jamestown succeeded.	Lesson Sequence <ul style="list-style-type: none"> <li>• The students will watch a video clip from The History Channel's America</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> </ul>

	<p>The Story of US: Part 1 Rebels on John Rolfe Arriving in Jamestown.</p> <ul style="list-style-type: none"> <li>• Using their Chromebooks , the students will read Chapter 3 Lesson 1 : pages 3 &amp; 4. They will discuss Captain John Smith's role in Jamestown. Ask: How did Smith's leadership help the colony survive? What were the first two years like for the Jamestown colonists? How did the colony's relations with Native Americans affect its success? Discuss the "starving time" and how it related to the change in the relationship with Native Americans, and the colonists, along with Smith's return to England. Did Smith's leaving affect the relationship with the Native Americans?</li> <li>• Using the interactive image of Pocahontas to discuss her influence and role in Jamestown. Ask: How did Pocahontas affect the success of the Jamestown settlement? How did this help the colony of Virginia to expand?</li> <li>• Analyzing using the interactive bar graph entitled "The Golden Crop" with students. Emphasize the fact that the increase in tobacco production, shown in the graph, is what made the colony profitable to its owners in England. Ask: What finally made Jamestown a successful colony? How does the graph help you answer this question?</li> <li>• The class will watch the Learn360 video "Life in Jamestown." Ask: Why is it significant that King James took away the company charter?</li> </ul>	<ul style="list-style-type: none"> <li>• Notes and Handouts</li> </ul>
<b>Differentiation</b> <ul style="list-style-type: none"> <li>• Class materials will be differentiated based on ability level.</li> </ul>		

## Resources Provided

- Chromebooks
- History Channel App
- Discovery Channel App
- PBS App
- Computers
- Google Apps
- The Internet
- DVD Player
- Smart-Board
- Supplemental Student Reading Resources:
- Voices from Colonial America: Florida, 1513-1821, by Matthew C. Cannavale (Grade 6 reading level)
- Voices from Colonial America: New York, 1609-1776, by Michael Burgan (Grade 6 reading level)
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- Where the Great Hawk Flies, by Liza Ketchum (Grade 7 reading level)
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- At the Movies
- Pocahontas, The New World, the story of Pocahontas and John Smith, by director Terrence Malick
- Squanto: A Warrior's Tale, the story of an Indian warrior taken captive in the 1600s, by directors Xavier Koller and Christopher Stoia
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- <http://dohistory.org>
- <http://www.histarch.illinois.edu/plymouth/>
- <http://www.varsitytutors.com/earlyamerica>
- <http://nationalhumanitiescenter.org/tserve/divam.htm>
- <http://www.loc.gov/exhibits/religion/overview.html>
- <http://www.freerepublic.com/focus/f-news/1294965/posts>
- <http://www.americancenturies.mass.edu>
- <http://www.virtualjamestown.org>
- <http://www.pbs.org/wnet/secrets/death-jamestown-background/1428/>
- <http://www.pbs.org/wgbh/aia/part1/narrative.html>
- <http://lcweb2.loc.gov/ammem/sthtml/>
- <http://mayflowerhistory.com>
- <http://www.plimoth.org>

- <http://www.rootsweb.ancestry.com/~mosmd/index.htm#part1>
- <http://www.history.org>
- <http://salem.lib.virginia.edu/home.html>
- <http://law2.umkc.edu/faculty/projects/ftrials/salem/salem.htm>
- <http://oieahc.wm.edu>
- <http://nationalgeographic.org/interactive/salem-interactive/>
- <http://hitchcock.itc.virginia.edu/Slavery/index.php>
- <http://www.timepage.org/spl/13colony.html>
- <http://ww12.dinsdoc.com>
- <http://pocahontas.morenus.org>
- <http://www.csmonitor.com/1997/1029/102997.feat.feat.1.html>
- Teacher Resources:
- Discovery Channel's United Streaming
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- PBS' We Shall Remain: After The Mayflower
- [http://www.pbs.org/wgbh/amex/weshallremain/the\\_films/episode\\_1\\_trailer](http://www.pbs.org/wgbh/amex/weshallremain/the_films/episode_1_trailer)
- TCI (Teacher Curriculum Institute) <https://www.teachtc.com/social-studies/>

Lesson Plan 3							
Content Area: Social Studies							
Lesson Title: The New England Colonies					Timeframe:1 hour/1 day		
Lesson Components							
<u>21st Century Themes</u>							
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy		Life and Career Skills		
Interdisciplinary Connections:							
<ul style="list-style-type: none"><li>• Language Arts: primary &amp; secondary source readings and note taking</li><li>• Technology: 17th Century Ship Design</li></ul>							

- **Integration of Technology:**
- Google Apps slideshow
- Interactive image of the Mayflower

**Equipment needed:**

- Google Apps
- Smart Board with a Computer & Internet connection
- DVD player
- Student Chromebooks and/or desktop computers with Internet connection

**Resources Provided**

- Chromebooks
- History Channel
- Discovery Channel
- PBS
- Computers
- Google Apps
- The Internet
- DVD Player
- Smart-Board
- Teacher Resources:
- Discovery Channel's United Streaming
- The History Channel's America: The Story of US
- PBS' We Shall Remain: After The Mayflower
- [http://www.pbs.org/wgbh/amex/weshallremain/the\\_films/episode\\_1\\_trailer](http://www.pbs.org/wgbh/amex/weshallremain/the_films/episode_1_trailer)
- Discovering Our Past: A History of the United States: Early Years, McGraw-Hill Companies, Columbus, Ohio, 2013.
- Supplemental Student Reading Resources:
- Voices from Colonial America: Florida, 1513-1821, by Matthew C. Cannavale (Grade 6 reading level)
- Voices from Colonial America: New York, 1609-1776, by Michael Burgan (Grade 6 reading level)
- Voices from Colonial America: New Amsterdam and the Origins of New York by L. J. Krizner, Lisa Sita (Grade 6 reading level)
- The Adventurous Life of Myles Standish and the Amazing-But-True Survival Story of Plymouth Colony, by Cheryl Harness (Grade 6 reading level)
- Where the Great Hawk Flies, by Liza Ketchum (Grade 7 reading level)
- Voices from Colonial America, by the National Geographic Society (Grade 8 reading level)
- At the Movies

- Pocahontas, The New World, the story of Pocahontas and John Smith, by director Terrence Malick
- Squanto: A Warrior's Tale, the story of an Indian warrior taken captive in the 1600s, by directors Xavier Koller and Christopher Stoia
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- <http://www.histarch.illinois.edu/plymouth/>
- <http://www.varsitytutors.com/earlyamerica>
- <http://nationalhumanitiescenter.org/tserve/divam.htm>
- <http://www.loc.gov/exhibits/religion/overview.html>
- <http://www.freerepublic.com/focus/f-news/1294965/posts>
- <http://www.americancenturies.mass.edu>
- <http://www.virtualjamestown.org>
- <http://www.pbs.org/wnet/secrets/death-jamestown-background/1428/>
- <http://www.pbs.org/wgbh/aia/part1/narrative.html>
- <http://lcweb2.loc.gov/ammem/sthtml/>
- <http://mayflowerhistory.com>
- <http://www.plimoth.org>
- <http://www.rootsweb.ancestry.com/~mosmd/index.htm#part1>
- <http://www.history.org>
- <http://saalem.lib.virginia.edu/home.html>
- <http://law2.umkc.edu/faculty/projects/ftrials/salem/salem.htm>
- <http://oieahc.wm.edu>
- <http://nationalgeographic.org/interactive/salem-interactive/>
- <http://hitchcock.itc.virginia.edu/Slavery/index.php>
- <http://www.timepage.org/spl/13colony.html>
- <http://ww12.dinsdoc.com>
- <http://pocahontas.morenus.org>
- <http://www.csmonitor.com/1997/1029/102997.feat.feat.1.html>

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students will be able to explain why the Puritans settled in North America.	Lesson Sequence: <ul style="list-style-type: none"> <li>• Using their Chromebooks , the students will read Chapter 3 Lesson 2 : pages 1 &amp; 2. They will discuss that in 1534, King Henry VIII of England had not only broken away from the Roman Catholic Church, he also started his own church, called the</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Notes and Handouts</li> </ul>

	<p>Anglican Church. Ask: If you and your family had been Roman Catholics for several generations, what reaction would you have when you were told you had to become an Anglican? Further, there were two basic groups of people who did not like being forced to be a part of King Henry's new church. Ask: What two groups of people opposed King Henry's church? (To which group did the Pilgrims belong? Why were these people called Separatists? What is the basic reason the Separatists known as Pilgrims went to America?</p> <ul style="list-style-type: none"> <li>• Using the interactive image of the Mayflower, discuss the voyage of the Mayflower with students. Ask: How would you describe the conditions under which the passengers lived? What words would you use to describe the Pilgrims' voyage? Why do you think the Pilgrims were willing to endure such hardship? Explain if you would have gone with the Pilgrims on their voyage? Discuss the reasons and ways that people come to America today and analyze the hardships that individuals endure for freedom.</li> <li>• The students will evaluate the creation of the Mayflower Compact. Ask: What did the Mayflower Compact establish? Why did they need to create a government? What's the purpose of government? Explain if people can get along without it.</li> </ul>	
<b>Differentiation</b> <ul style="list-style-type: none"> <li>• Class materials will be differentiated based on ability level.</li> </ul>		

### Resources Provided

- Chromebooks
- Pages App
- Numbers App
- Keynote App
- History Channel
- Discovery Channel
- PBS
- Computers
- Google Apps
- The Internet
- DVD Player
- Smart-Board
- Supplemental Student Reading Resources:
- Voices from Colonial America: Florida, 1513-1821, by Matthew C. Cannavale (Grade 6 reading level)
- Voices from Colonial America: New York, 1609-1776, by Michael Burgan (Grade 6 reading level)
- Voices from Colonial America: New Amsterdam and the Origins of New York by L. J. Krizner, Lisa Sita (Grade 6 reading level)
- The Adventurous Life of Myles Standish and the Amazing-But-True Survival Story of Plymouth Colony, by Cheryl Harness (Grade 6 reading level)
- Where the Great Hawk Flies, by Liza Ketchum (Grade 7 reading level)
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- Squanto: A Warrior's Tale, the story of an Indian warrior taken captive in the 1600s, by directors Xavier Koller and Christopher Stoia
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- <http://www.varsitytutors.com/earlyamerica>
- <http://nationalhumanitiescenter.org/tserve/divam.htm>
- <http://www.loc.gov/exhibits/religion/overview.html>
- <http://www.freerepublic.com/focus/f-news/1294965/posts>
- <http://www.americancenturies.mass.edu>
- <http://www.virtualjamestown.org>
- <http://www.pbs.org/wnet/secrets/death-jamestown-background/1428/>
- <http://www.pbs.org/wgbh/aia/part1/narrative.html>

- <http://lcweb2.loc.gov/ammem/sthtml/>
- <http://mayflowerhistory.com>
- <http://www.plimoth.org>
- <http://www.rootsweb.ancestry.com/~mosmd/index.htm#part1>
- <http://www.history.org>
- <http://salem.lib.virginia.edu/home.html>
- <http://law2.umkc.edu/faculty/projects/ftrials/salem/salem.htm>
- <http://oieahc.wm.edu>
- <http://nationalgeographic.org/interactive/salem-interactive/>
- <http://hitchcock.itc.virginia.edu/Slavery/index.php>
- <http://www.timepage.org/spl/13colony.html>
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- [http://www.pbs.org/wgbh/amex/weshallremain/the\\_films/episode\\_1\\_trailer](http://www.pbs.org/wgbh/amex/weshallremain/the_films/episode_1_trailer)

Unit 4 Overview
<b>Content Area:</b> Social Studies
<b>Unit Title:</b> Life in The American Colonies
<b>Target Course/Grade Level:</b> US History/Grade 7
<p><b>Unit Summary:</b> English control over the American colonies connected them with the economic leader of the world. The Southern colonies were economically the most important. From Virginia, Maryland, and North Carolina came tobacco, from South Carolina and Georgia rice and indigo-- all valuable commodities which could be shipped home and refined for sale throughout Europe. To ensure the colonists sent these crops to Britain and used only British ships and seamen, Parliament passed a number of statutes called the Navigation Acts. This commercial agriculture tied the colonies closer and closer to slavery. At the end of the seventeenth century, when English dominated the slave trade, enslaved men and women poured into England's sugar colonies in the Caribbean and the Southern continental colonies. Controlling an enslaved labor force became paramount and led to laws known as slave codes. Enslaved people, for their part, adapted and survived. They also retained many of their customs. In the middle of the eighteenth century, the American colonies were enlivened by a series of religious revivals so intense they acquired the name of the Great Awakening. Being on the North American continent also made the colonies Britain's line of defense against the French empire in Canada. When France and England went to war in 1756, the colonies were drawn together by fighting the French and Indian War.</p>

<b>Primary interdisciplinary connections:</b> <ul style="list-style-type: none"> <li>• Language Arts: primary &amp; secondary source readings, note taking, and open ended responses</li> <li>• Science: Smallpox &amp; Vaccines Geography: Triangular Trade, Life in the American Colonies - Rivalry in North America,</li> <li>• Math: Economics: The Triangular Trade and Mercantilism, The Economies of the Early Colonies, The French and Indian War 1754-1763</li> <li>• Technology: The Inventions of Benjamin Franklin</li> <li>• Intradisciplinary:</li> <li>• Geography: Triangular Trade, Life in the American Colonies - Rivalry in North America, The French and Indian War 1754-1763</li> <li>• Economics: The Triangular Trade and Mercantilism, The Economies of the Early Colonies</li> <li>• Civics: Colonial Governance: The House of Burgesses, Protected Rights and Representative Government, The Magna Carta</li> </ul>	
<b>21st century themes:</b> Global Awareness, Financial, economic, business and entrepreneurial literacy, and Civic Literacy	
<b>Unit Rationale:</b> To understand the role that geography played in the development of colonial economies, to comprehend the values and beliefs that the colonists had developed about government, to examine the traditional beliefs and values associated with American culture, and to examine the causes and effects of the French and Indian War.	
<b>Learning Targets</b>	
<b>Standards:</b> 6.1 U.S. History: America in the World	
<b>Content Statements:</b> 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>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1A Grade 8 CPI 1.A	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1A Grade 8 CPI 2.A	Determine the roles of religious freedom and participatory government in various North American colonies.
6.1A Grade 8 CPI 2.B	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
6.1A Grade 8 CPI 2.C	Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.

6.1B Grade 8 CPI 2.A	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
6.1B Grade 8 CPI 2.B	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
6.1B Grade 8 CPI 3.A	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
, 6.1C Grade 8 CPI 2.A	Compare the practice of slavery and indentured servitude in Colonial labor systems.
6.1C Grade 8 CPI 2.B	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
6.1C Grade 8 CPI 2.C	Analyze the impact of triangular trade on multiple nations and groups.
6.1C Grade 8 CPI 3.A	Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
6.1D Grade 8 CPI 2.A	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
6.1D Grade 8 CPI 2.B	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
6.1D Grade 8 CPI 3.A	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How does geography influence the way people live?</li> <li>• How do ideas change the way people live?</li> <li>• Why does conflict develop?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• People, places, and ideas change over time.</li> </ul>
<b>Unit Learning Targets</b> Students will ... <ul style="list-style-type: none"> <li>• know how geography played a role in the development of the economies of the colonies</li> <li>• know the values and beliefs that the colonists developed about government</li> <li>• know the traditional beliefs and values associated with American culture</li> </ul>	

<ul style="list-style-type: none"> <li>• know the causes and the results of the French and Indian War</li> <li>• be able to identify the three regions of the thirteen colonies</li> <li>• be able to compare the economic diversity of those regions</li> <li>• be able to draw conclusions about the role geography played in the colonies' economic development</li> <li>• be able to evaluate the development of colonial trade, including triangular trade routes</li> <li>• be able to identify and analyze the triangular trade route that includes the Middle Passage and the trade of enslaved Africans</li> <li>• be able to analyze life for a plantation owner and his family in the southern colonies</li> <li>• be able to describe the role of enslaved Africans on the plantations</li> <li>• be able to identify the values and beliefs that the colonists had about government</li> <li>• be able to explain the principles of limited government and representative government</li> <li>• be able to analyze Britain's economic policies and the reactions of the colonists</li> <li>• be able to identify the causes and significant events of the French and Indian War</li> </ul>
<p><b>Differentiated Instruction/Modification/ELL</b></p> <ul style="list-style-type: none"> <li>• Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, &amp; ELL-English Language Learner.</li> </ul>
<ul style="list-style-type: none"> <li>• Summative Assessment/ Benchmarks (4 days)</li> <li>• Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and prepare for assessment</li> <li>• Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.</li> <li>• Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian</li> <li>• Chapter 4 Test (1 day)</li> <li>• Unit Test</li> </ul>
<p><b>Equipment needed:</b></p> <ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• History Channel</li> <li>• DiscoveryChannel</li> <li>• PBS</li> <li>• Computers</li> <li>• Google Apps</li> <li>• The Internet</li> <li>• DVD Player</li> <li>• Smart-Board</li> </ul>
<p><b>Teacher Resources:</b></p>

- Discovery Channel's United Streaming
- The History Channel's America: The Story of US
- Alex Haley's Roots
- Discovering Our Past: A History of the United States: Early Years, McGraw-Hill Companies, Columbus, Ohio, 2013.
- Supplemental Student Resources:
- The Adventurous Life of Myles Standish and the Amazing-But-True Survival Story of Plymouth Colony, by Cheryl Harness (Grade 6 reading level)
- The Amazing Mr. Franklin: Or the Boy Who Read Everything, by Ruth Ashby (Grade 7 reading level)
- Worlds Apart, by Kathleen Karr (Grade 8 reading level)
- Websites:
- <http://dohistory.org/>
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- <http://www.varsitytutors.com/earlyamerica>
- <http://nationalhumanitiescenter.org/tserve/divam.htm>
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- <http://www.pbs.org/wgbh/aia/part1/narrative.html>
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- <http://www.ushistory.org/>
- <http://www.pilgrimhall.org/>
- <http://www.history.org/>
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- <http://law2.umkc.edu/faculty/projects/ftrials/salem/salem.htm>
- <http://sourcebooks.fordham.edu/halsall/mod/modsbook.asp>
- <http://amhistory.si.edu/house/default.asp>
- <http://oieahc.wm.edu/>
- [http://www.plimoth.org/features/exhibits/thanksgiving\\_mmm.php](http://www.plimoth.org/features/exhibits/thanksgiving_mmm.php)
- <https://www.fi.edu/benjamin-franklin/benjamin-franklin-faq>
- <http://nationalgeographic.org/interactive/salem-interactive/>
- <http://hitchcock.itc.virginia.edu/Slavery/index.php>
- <http://www.timepage.org/spl/13colony.html>
- <https://networks.h-net.org/h-atlantic>
- <http://pocahontas.morenus.org/>

Formative Assessments	
<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>Class Discussion</li> <li>Notes and Handouts</li> </ul>
Lesson Plans	
Lesson	Timeframe
Lesson 1 Name of Lesson 1: Making a Living in the Colonies	3 hours/3 days
Lesson 2 Name of Lesson 2: Triangular Trade	1 hour/1 day
Lesson 3 Name of Lesson 3: The Growth of Slavery: The Slave Trade	2 hours/2 days
Lesson 4 Name of Lesson 4: Colonial Government: English Principles of Government	1 hour/1 day
Lesson 5 Name of Lesson 5: Colonial Government: English Economic Principles	1 hour/1 day
Lesson 6 Name of Lesson 6: Life in the Colonies: Culture and Society	2 hours/2 days
Lesson 7 Name of Lesson 7: American Beliefs	1 hour/1 day
Lesson 8 Name of Lesson 8: Rivalry in North America	1 hour/1 day
Lesson 9 Name of Lesson 9: Rivalry in North America: The Albany Plan of Union	1 hour/1 day
Lesson 10 Name of Lesson 10: The French & Indian War	2 hours/2 days
Lesson 11 Name of Lesson 11: New British Policies	1 hour/1 day
Lesson 12 Name of Lesson 12: Life in the American Colonies Unit Review	1 hour/1 day

<p style="text-align: center;">Lesson 13</p> <p>Name of Lesson 13: Life in the American Colonies Assessment</p>	<p style="text-align: center;">1 hour/1 day</p>
<p><b>Resources Provided:</b></p> <ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• HistoryChannel</li> <li>• DiscoveryChannel</li> <li>• PBS</li> <li>• Computers</li> <li>• Google Apps</li> <li>• The Internet</li> <li>• DVD Player</li> <li>• Smart-Board</li> <li>• Teaching Resources:</li> <li>• Discovery Channel's United Streaming</li> <li>• The History Channel's America: The Story of US</li> <li>• Alex Haley's Roots</li> <li>• Discovering Our Past: A History of the United States: Early Years, McGraw-Hill Companies, Columbus, Ohio, 2013.</li> <li>• Supplemental Student Resources:</li> <li>• The Adventurous Life of Myles Standish and the Amazing-But-True Survival Story of Plymouth Colony, by Cheryl Harness (Grade 6 reading level)</li> <li>• The Amazing Mr. Franklin: Or the Boy Who Read Everything, by Ruth Ashby (Grade 7 reading level)</li> <li>• Worlds Apart, by Kathleen Karr (Grade 8 reading level)</li> <li>• Websites:</li> <li>• <a href="http://dohistory.org/">http://dohistory.org/</a></li> <li>• <a href="http://www.histarch.illinois.edu/index.html">http://www.histarch.illinois.edu/index.html</a></li> <li>• <a href="http://www.varsitytutors.com/earlyamerica">http://www.varsitytutors.com/earlyamerica</a></li> <li>• <a href="http://nationalhumanitiescenter.org/tserve/divam.htm">http://nationalhumanitiescenter.org/tserve/divam.htm</a></li> <li>• <a href="http://www.loc.gov/exhibits/religion/overview.html">http://www.loc.gov/exhibits/religion/overview.html</a></li> <li>• <a href="http://www.freerepublic.com/focus/f-news/1294965/posts">http://www.freerepublic.com/focus/f-news/1294965/posts</a></li> <li>• <a href="http://www.americancenturies.mass.edu/">http://www.americancenturies.mass.edu/</a></li> <li>• <a href="http://www.virtualjamestown.org/">http://www.virtualjamestown.org/</a></li> <li>• <a href="http://www.pbs.org/wnet/secrets/death-jamestown-background/1428/">http://www.pbs.org/wnet/secrets/death-jamestown-background/1428/</a></li> <li>• <a href="http://www.pbs.org/wgbh/aia/part1/narrative.html">http://www.pbs.org/wgbh/aia/part1/narrative.html</a></li> <li>• <a href="http://lcweb2.loc.gov/ammem/sthtml/">http://lcweb2.loc.gov/ammem/sthtml/</a></li> <li>• <a href="http://mayflowerhistory.com/">http://mayflowerhistory.com/</a></li> <li>• <a href="http://www.plimoth.org/">http://www.plimoth.org/</a></li> <li>• <a href="http://www.rootsweb.ancestry.com/~mosmd/index.htm#part1">http://www.rootsweb.ancestry.com/~mosmd/index.htm#part1</a></li> <li>• <a href="http://www.ushistory.org/">http://www.ushistory.org/</a></li> <li>• <a href="http://www.pilgrimhall.org/">http://www.pilgrimhall.org/</a></li> </ul>	

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- <http://pocahontas.morenus.org/>
- <http://www.csmonitor.com/1997/1029/102997.feat.feat.1.html>

Lesson Plan 1							
Content Area: Social Studies							
Lesson Title: Making a Living in the Colonies					Timeframe: 3 hours/3 days		
Lesson Components							
<u>21st Century Themes</u>							
	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
<b>Interdisciplinary Connections:</b> <ul style="list-style-type: none"><li>• Language Arts: primary &amp; secondary source readings and note taking</li><li>• Science: Geography and Agriculture</li></ul>							
<b>Integration of Technology:</b> <ul style="list-style-type: none"><li>• Google Apps Slideshow</li></ul>							

**Equipment needed:**

- Google Apps
- DVD player
- Smart Board with a Computer & Internet connection
- Student Chromebooks and/or desktop computers with Internet connection

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students will be able to identify and describe how the economic activities found in the three colonial regions reflected their geography.	<p>Lesson Sequence</p> <ul style="list-style-type: none"><li>• The students will define the following key terms: subsistence farming, cash crop, diversity, principal, rely, triangular trade and slave codes</li><li>• The students will read Chapter 4 Lesson 1 (Hardbound text &amp; App: Pages 84-89)</li><li>• The students will work with a partner or in a small group to complete the guided reading activity.</li><li>• The students write a response evaluating the following: Why was geography so important to the economic development of a colonial region?</li></ul>	<ul style="list-style-type: none"><li>• Teacher Observation</li><li>• Class Discussion</li><li>• Notes and</li><li>• Handouts</li></ul>
<b>Differentiation</b> <ul style="list-style-type: none"><li>• Class materials will be differentiated based on ability level.</li></ul>		
<b>Resources Provided</b> <ul style="list-style-type: none"><li>• Chromebooks</li><li>• History Channel</li><li>• Discovery Channel</li><li>• PBS App</li><li>• Computers</li><li>• Google Apps</li><li>• The Internet</li><li>• DVD Player</li></ul>		

- Smart-Board
- Supplemental Student Reading:
- The Adventurous Life of Myles Standish and the Amazing-But-True Survival Story of Plymouth Colony, by Cheryl Harness (Grade 6 reading level)
- The Amazing Mr. Franklin: Or the Boy Who Read Everything, by Ruth Ashby (Grade 7 reading level)
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- <http://nationalhumanitiescenter.org/tserve/divam.htm>
- <http://www.loc.gov/exhibits/religion/overview.html>
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- <https://networks.h-net.org/h-atlantic>
- <http://pocahontas.morenus.org/>
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- Alex Haley's Roots

Lesson Plan 2							
Content Area: Social Studies							
Lesson Title: Triangular Trade & The Growth of Slavery					Timeframe: 1 hour/1 day		
Lesson Components							
21st Century Themes							
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
21st Century Skills							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy		Life and Career Skills		
Interdisciplinary Connections:							
<ul style="list-style-type: none"><li>• Language Arts: primary &amp; secondary source readings and note taking</li><li>• Science: Geography: Mapping Triangular Trade Routes</li><li>• Math: Economics of History: Triangular Trade and Mercantilism</li></ul>							
Integration of Technology:							
<ul style="list-style-type: none"><li>• Google Apps Slideshow</li><li>• Interactive graphic organizer on Triangular Trade</li><li>• Interactive Map: Triangular Trade Routes</li></ul>							
Equipment needed:							
<ul style="list-style-type: none"><li>• Google Apps</li><li>• DVD player</li><li>• Smart Board with a Computer &amp; Internet connection</li><li>• Student Chromebooks and/or desktop computers with Internet connection</li></ul>							
Goals/Objectives			Learning Activities/Instructional Strategies			Formative Assessment Tasks	

<p>Students will be able to identify and describe Triangular Trade including the Middle Passage, and how Africans journey to America was different than Europeans.</p>	<p><b>Lesson Sequence</b></p> <ul style="list-style-type: none"> <li>• The class will read and discuss the article Triangulating Evil from America: The Story of US about the colonial slave trade.</li> <li>• The students will analyze a map on Triangular trade.</li> <li>• The students will synthesize and evaluate two pieces of evidence about the slave trade.</li> <li>• The students will use the interactive graphic organizer to describe the triangular trade routes</li> <li>• The students will read, analyze, and discuss Economics of History: Triangular Trade and Mercantilism</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Notes and Handouts</li> </ul>
<p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>• Class materials will be differentiated based on ability level.</li> </ul>		
<p><b>Resources Provided</b></p> <ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• History Channel</li> <li>• Discovery Channel</li> <li>• PBS</li> <li>• Computers</li> <li>• Google Apps</li> <li>• The Internet</li> <li>• DVD Player</li> <li>• Smart-Board</li> <li>• Supplemental Student Reading:</li> <li>• The Adventurous Life of Myles Standish and the Amazing-But-True Survival Story of Plymouth Colony, by Cheryl Harness (Grade 6 reading level)</li> <li>• The Amazing Mr. Franklin: Or the Boy Who Read Everything, by Ruth Ashby (Grade 7 reading level)</li> <li>• Worlds Apart, by Kathleen Karr (Grade 8 reading level)</li> </ul>		

- Supplemental Student Resources:
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- <http://nationalhumanitiescenter.org/tserve/divam.htm>
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### Lesson Plan 3

**Content Area:** Social Studies

**Lesson Title:** The Growth of Slavery: The Slave Trade

**Timeframe:** 2 hours/2 days

Lesson Components						
<u>21st Century Themes</u>						
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	Health Literacy
<u>21st Century Skills</u>						
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	Information Literacy
X	Media Literacy		ICT Literacy		Life and Career Skills	
<b>Interdisciplinary Connections:</b> <ul style="list-style-type: none"><li>Language Arts: primary &amp; secondary source readings and note taking</li></ul>						
<b>Integration of Technology:</b> <ul style="list-style-type: none"><li>Google Apps Slideshow</li><li>Video clips from Discovery Education on the slave trade &amp; the Middle Passage</li><li>"Amazing Grace" Video from Youtube</li></ul>						
<b>Equipment needed:</b> <ul style="list-style-type: none"><li>Google Apps</li><li>DVD player</li><li>Smart Board with a Computer &amp; Internet connection</li><li>Student Chromebooks and/or desktop computers with Internet connection</li></ul>						

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students will be able to identify and describe the Middle Passage, and how Africans journey to America was different than Europeans.	Lesson Sequence <ul style="list-style-type: none"> <li>The students will complete the class participation self evaluation rubric</li> <li>The class will watch a video clip from Roots on the Middle Passage.</li> <li>The students will read, analyze, and discuss the Kidnapped Prince about Olaudah Equiano</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Students' Self Assessments</li> <li>Class Discussion</li> <li>Notes and Handouts</li> </ul>

	<ul style="list-style-type: none"> <li>The students will listen to the hymn "Amazing Grace", and will read, evaluate, and discuss the lyrics and the origins of the song.</li> </ul>	
<b>Differentiation</b> <ul style="list-style-type: none"> <li>Class materials will be differentiated based on ability level.</li> </ul>		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>Chromebooks</li> <li>History Channel</li> <li>Discovery Channel</li> <li>PBS</li> <li>Computers</li> <li>Google Apps</li> <li>The Internet</li> <li>DVD Player</li> <li>Smart-Board</li> <li>Supplemental Student Reading: <ul style="list-style-type: none"> <li>The Adventurous Life of Myles Standish and the Amazing-But-True Survival Story of Plymouth Colony, by Cheryl Harness (Grade 6 reading level)</li> <li>The Amazing Mr. Franklin: Or the Boy Who Read Everything, by Ruth Ashby (Grade 7 reading level)</li> <li>Worlds Apart, by Kathleen Karr (Grade 8 reading level)</li> </ul> </li> <li>Supplemental Student Resources: <ul style="list-style-type: none"> <li><a href="http://dohistory.org/">http://dohistory.org/</a></li> <li><a href="http://www.histarch.illinois.edu/index.html">http://www.histarch.illinois.edu/index.html</a></li> <li><a href="http://www.varsitytutors.com/earlyamerica">http://www.varsitytutors.com/earlyamerica</a></li> <li><a href="http://nationalhumanitiescenter.org/tserve/divam.htm">http://nationalhumanitiescenter.org/tserve/divam.htm</a></li> <li><a href="http://www.loc.gov/exhibits/religion/overview.html">http://www.loc.gov/exhibits/religion/overview.html</a></li> <li><a href="http://www.freerepublic.com/focus/f-news/1294965/posts">http://www.freerepublic.com/focus/f-news/1294965/posts</a></li> <li><a href="http://www.americancenturies.mass.edu/">http://www.americancenturies.mass.edu/</a></li> <li><a href="http://www.virtualjamestown.org/">http://www.virtualjamestown.org/</a></li> <li><a href="http://www.pbs.org/wnet/secrets/death-jamestown-background/1428/">http://www.pbs.org/wnet/secrets/death-jamestown-background/1428/</a></li> <li><a href="http://www.pbs.org/wgbh/aia/part1/narrative.html">http://www.pbs.org/wgbh/aia/part1/narrative.html</a></li> <li><a href="http://lcweb2.loc.gov/ammem/sthtml/">http://lcweb2.loc.gov/ammem/sthtml/</a></li> <li><a href="http://mayflowerhistory.com/">http://mayflowerhistory.com/</a></li> <li><a href="http://www.plimoth.org/">http://www.plimoth.org/</a></li> <li><a href="http://www.rootsweb.ancestry.com/~mosmd/index.htm#part1">http://www.rootsweb.ancestry.com/~mosmd/index.htm#part1</a></li> <li><a href="http://www.ushistory.org/">http://www.ushistory.org/</a></li> <li><a href="http://www.pilgrimhall.org/">http://www.pilgrimhall.org/</a></li> </ul> </li> </ul>		

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- <https://www.fi.edu/benjamin-franklin/benjamin-franklin-faq>
- <http://nationalgeographic.org/interactive/salem-interactive/>
- <http://hitchcock.itc.virginia.edu/Slavery/index.php>
- <http://www.timepage.org/spl/13colony.html>
- <https://networks.h-net.org/h-atlantic>
- <http://pocahontas.morenus.org/>
- Discovery Channel's United Streaming
- The History Channel's America: The Story of US
- Alex Haley's Roots

Unit 5 Overview
<b>Content Area:</b> Social Studies
<b>Unit Title:</b> The Spirit of Independence
<b>Target Course/Grade Level:</b> U.S. History/Grade 7
<p><b>Unit Summary:</b> "Through the decade of protest and angry exchanges, it became obvious that the colonies and Britain had different ideas of their relationship and different goals. Colonial leaders in the legislatures did not think they should be taxed by Parliament. Colonists wanted to move West, but Parliament block that with a royal proclamation. New England shippers wanted to pursue the best deals, but Britain tightened rules against smuggling. When the two sides could not find compromise, colonial representatives met in Philadelphia boldly declare independence. Thomas Jefferson's rhetoric in the Declaration of Independence severed the ties to Britain and proclaimed the colonies as an independent nation. During the campaigns of the next six years the mighty Great Britain sent over armies of mercenaries while the colonies scrounged to keep an army in the field. George Washington proved to be a remarkable general. He kept the army intact until an opportunity arose to capture the British at Yorktown. The British had to give in when their people lost heart in this long battle to subdue its continental colonies."</p>
<p><b>Primary interdisciplinary connections:</b></p> <ul style="list-style-type: none"> <li>• Language Arts: primary &amp; secondary source readings, note taking, open ended responses, and Spirit of Hall of Fame Project</li> <li>• Science: Geography: The Appalachian Mountains as the boundary for the Proclamation of 1763</li> <li>• Geography and History Activity: The Battles of Lexington &amp; Concord</li> </ul>

<ul style="list-style-type: none"> <li>• Math: Economics: British Taxation and Colonial Boycotts</li> <li>• Intradisciplinary:</li> <li>• : Geography: The Appalachian Mountains as the boundary for the Proclamation of 1763</li> <li>• Geography and History Activity: The Battles of Lexington &amp; Concord</li> <li>• Economics: British Taxation and Colonial Boycotts</li> <li>• Civics: The Declaration of Independence</li> </ul>	
<b>21st century themes:</b> Global Awareness, Financial, Economic, Business, and Entrepreneurial Literacy, Civic Literacy	
<b>Unit Rationale:</b> To understand the causes for the development of conflict between Britain and the colonies, and how the consequences of that conflict motivated colonial leaders and others to act.	
<b>Learning Targets</b>	
<b>Standards:</b> 6.1 U.S. History: America in the World	
<b>Content Statements:</b> 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>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1A Grade 8 CPI 2.B	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
6.1B Grade 8 CPI 3.A	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
6.1C Grade 8 CPI 3.A	Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
6.1C Grade 8 CPI 3.B	Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
6.1D Grade 8 CPI 3.A	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• Why does conflict develop?</li> <li>• What motivates people to act?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Conflict can lead to change</li> </ul>
<b>Unit Learning Targets</b>	

<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• explain the causes for the development of conflict between Britain and the colonies</li> <li>• explain the consequences of that conflict and how it motivated colonial leaders and others to act</li> <li>• explain the Proclamation of 1763</li> <li>• analyze why Britain began to enact harsher trade laws and taxes</li> <li>• identify those individuals and groups that began to rebel against British policy</li> <li>• draw conclusions about tensions between the colonists and the British that led up to the Boston Massacre</li> <li>• Analyze the role propaganda in the colonies</li> <li>• identify the Founders and recognize their contributions</li> <li>• evaluate the battles of Lexington and Concord</li> <li>• compare points of view held by the Patriots and Loyalists</li> </ul>
<p><b>Differentiated Instruction/Modification/ELL</b></p> <ul style="list-style-type: none"> <li>• Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, &amp; ELL-English Language Learner.</li> </ul>
<ul style="list-style-type: none"> <li>• Summative Assessment/ Benchmarks (4 days)</li> <li>• Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and prepare for assessment</li> <li>• Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.</li> <li>• Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian</li> <li>• Chapter 5 Test (1 day)</li> <li>• Unit Test</li> </ul>
<p><b>Equipment needed:</b> Chromebooks , , History Channel, Discovery Channel, PBS, , Computers, Google Apps, The Internet, DVD Player, Smart-Board.</p>
<p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• Discovery Channel's United Streaming</li> <li>• The History Channel's America: The Story of US</li> <li>• PBS' Liberty! The American Revolution</li> <li>• Discovering Our Past: A History of the United States: Early Years, McGraw-Hill Companies, Columbus, Ohio, 2013.</li> <li>• Supplemental Reading Resources:</li> <li>• The Second Continental Congress (We the People), by Jessica S. Gunderson (Grade 6 reading level)</li> <li>• Give Me liberty: The Story of the Declaration of Independence, by Russell Freedman (Grade 7 reading level)</li> </ul>

- Declaration: The Nine Tumultuous Weeks When America Became Independent, May 1-July 4, 1776, by William Hogeland (Grade 8 reading level)
- Supplemental Movies:
- Johnny Tremain, a young man becomes a patriot fighting for freedom of the colonies, directed by Robert Stevenson
- 1776, musical comedy about the days leading up to the signing of the Declaration of Independence
- Supplemental Websites:
- [www.history.com/topics/american-revolution/american-revolution-history](http://www.history.com/topics/american-revolution/american-revolution-history)
- [www.history.com/topics/american-revolution](http://www.history.com/topics/american-revolution)
- [www.ushistory.org/us/11.asp](http://www.ushistory.org/us/11.asp)
- [www.theamericanrevolution.org/](http://www.theamericanrevolution.org/)
- [www.theamericanrevolution.org/battles.aspx](http://www.theamericanrevolution.org/battles.aspx)
- <https://www.britannica.com/event/American-Revolution>
- [www.pbs.org/ktca/liberty/](http://www.pbs.org/ktca/liberty/)
- [www.myrevolutionarywar.com/](http://www.myrevolutionarywar.com/)
- [www.ouramericanrevolution.org/](http://www.ouramericanrevolution.org/)

### **Resources Provided**

- Chromebooks
- History Channel
- Discovery Channel
- PBS
- Computers
- Google Apps
- The Internet
- DVD Player
- Smart-Board
- Discovery Channel's United Streaming
- The History Channel's America: The Story of US
- PBS' Liberty! The American Revolution
- Discovering Our Past: A History of the United States: Early Years, McGraw-Hill Companies, Columbus, Ohio, 2013.
- Supplemental Reading Resources:
- American Documents: The Constitution, by Paul Finkelman (Grade 6 reading level)
- How Congress Works: A Look at the Legislative Branch, by Ruth Tenzer Fedlman (Grade 6 reading level)
- Congress, by Suzanne Levert (Grade 7 reading level)
- Shays's Rebellion and the Constitution in American History, by Mary E. Hull (Grade 7 reading level)
- The Legislative Branch: Creating America's Laws, by Tony Zurio (Grade 8 reading level)

- The Judicial Branch: Interpreting America's Laws, by Hamed Madani (Grade 8 reading level)
- Supplemental Websites:
- <https://www.archives.gov/founding-docs>
- [http://avalon.law.yale.edu/subject\\_menus/constpap.asp](http://avalon.law.yale.edu/subject_menus/constpap.asp)
- <http://sourcebooks.fordham.edu/halsall/mod/modsbook.asp>
- <https://constitutioncenter.org/learn>
- <https://constitutioncenter.org/timeline/index.html>
- <http://americanhistory.si.edu/presidency/home.html>
- <https://www.constitutionfacts.com/>
- <https://millercenter.org/president>
- <http://www.constitution.org/>
- <http://www.consource.org/>
- <http://colonialhall.com/biography.php>
- <http://www.ushistory.org/>

## Lesson Plan 1

Content Area: Social Studies

Lesson Title: The Spirit of Independence Hall of Fame Project

Timeframe: 3 hours/3 days

Lesson Components

### 21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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### 21st Century Skills

	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Interdisciplinary Connections:

Language Arts: primary & secondary source readings, note taking, Spirit of Independence Hall of Fame Poster Project

Integration of Technology:

Utilization of iPads to research and created Spirit of Independence Hall of Fame Poster Project

Equipment needed:

Microsoft's PowerPoint

DVD player

Smart Board with a Computer & Internet connection

Students' iPads and/or desktop computers with Internet connection

#### Resources Provided

- History Channel App
- Discovery Channel App
- PBS App
- Wifi
- Computers
- PowerPoint
- The Internet
- DVD Player
- Smart-Board
- Discovery Channel's United Streaming
- The History Channel's America: The Story of US
- PBS' Liberty! The American Revolution
- Discovering Our Past: A History of the United States: Early Years, McGraw-Hill Companies, Columbus, Ohio, 2013.
- Supplemental Reading Resources:
- The Second Continental Congress (We the People), by Jessica S. Gunderson (Grade 6 reading level)
- Give Me liberty: The Story of the Declaration of Independence, by Russell Freedman (Grade 7 reading level)
- Declaration: The Nine Tumultuous Weeks When America Became Independent, May1-July 4, 1776, by William Hogeland (Grade 8 reading level)
- Supplemental Movies:
- Johnny Tremain, a young man becomes a patriot fighting for freedom of the colonies, directed by Robert Stevenson
- 1776, musical comedy about the days leading up to the signing of the Declaration of Independence
- Supplemental Websites:
- [www.history.com/topics/american-revolution/american-revolution-history](http://www.history.com/topics/american-revolution/american-revolution-history)

[www.history.com/topics/american-revolution](http://www.history.com/topics/american-revolution)

[www.ushistory.org/us/11.asp](http://www.ushistory.org/us/11.asp)

[www.theamericanrevolution.org/](http://www.theamericanrevolution.org/)

[www.theamericanrevolution.org/battles.aspx](http://www.theamericanrevolution.org/battles.aspx)  
<https://www.britannica.com/event/American-Revolution>  
[www.pbs.org/ktca/liberty/](http://www.pbs.org/ktca/liberty/)  
[www.myrevolutionarywar.com/](http://www.myrevolutionarywar.com/)  
[www.ouramericanrevolution.org/](http://www.ouramericanrevolution.org/)

Unit 6 Overview
<b>Content Area: Social Studies</b>
<b>Unit Title:</b> The American Revolution
<b>Target Course/Grade Level: U.S. History/Grade 7</b>
<p><b>Unit Summary:</b> "The American Revolution should fascinate students when they realize the dim prospects for success the Americans had in 1776. All the advantages of soldiers, wealth, and weaponry lay with the British, but the Americans were driven by their cause, and they knew they terrain on which the battles would take place. Washington turned out to be a very wise military tactician, and he kept his army in the field against great odds. Then the opportunity to trap the British at Yorktown enabled him to be victorious after many defeats. Politically, the Revolution should hold interest too because it was so improbable that these leaders who scarcely knew each other could coordinate the war effort as they built alliances abroad and found money to keep going. The Congress had the advantage of truly gifted leaders: Robert Morris, Benjamin Franklin, John Adams, Thomas Jefferson, Samuel Adams, and James Wilson. The new states made sacrifices for the country. Those with sea charters gave up all claim to land west of their borders. This meant that the Treaty of Paris recognized the United States as the only nation empowered to negotiate with the Native Americans for land. With victory, the United States had the prospect of a national domain.</p>
<p><b>Primary interdisciplinary connections:</b>  Interdisciplinary:  Language Arts: primary &amp; secondary source readings, note taking, and open ended responses  Science: Geography and History Activity: The War for Independence  Math: Economics of History Activity: The War Continues  Performing &amp; Visual Arts: Yankee Doodle  Intradisciplinary Connections:  Geography and History Activity: The War for Independence  Economics of History Activity: The War Continues  Civics: Enlisting African Americans into the Continental Army</p>
<b>21<sup>st</sup> century themes:</b> Global Awareness, Financial, Economic, Business, and Entrepreneurial Literacy, Civic Literacy
<p><b>Unit Rationale:</b> To understand the significant battles in the American Revolution, and the strategies of both sides. To examine how the Americans gained allies during the war, and what helped the Patriots win independence.</p>
<b>Learning Targets</b>

<b>Standards:</b> 6.1 U.S. History: America in the World	
<b>Content Statements:</b> 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>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>6.1A Grade 8 CPI 2.B</b>	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
<b>6.1A Grade 8 CPI 3.A</b>	Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
<b>6.1B Grade 8 CPI 3.C</b>	Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
<b>6.1B Grade 8 CPI 3.D</b>	Explain why New Jersey's location played an integral role in the American Revolution.
<b>6.1C Grade 8 CPI 3.B</b>	Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
<b>6.1D Grade 8 CPI 3.B</b>	Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
<b>6.1D Grade 8 CPI 3.C</b>	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
<b>6.1D Grade 8 CPI 3.D</b>	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
<b>6.1D Grade 8 CPI 3.E</b>	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
<b>6.1D Grade 8 CPI 3.F</b>	Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Why does conflict develop?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Conflict can lead to change</li> </ul>
<b>Unit Learning Targets</b> <i>Students will</i>	

<ul style="list-style-type: none"> <li>• evaluate the reaction of the colonies to the rejection of the Olive Branch Petition</li> <li>• summarize the steps taken that led to the writing of the Declaration of Independence</li> <li>• understand the four parts of the Declaration of Independence</li> <li>• identify the opposing sides in the American Revolution</li> <li>• compare and contrast the advantages of the British and the Patriots</li> <li>• identify and evaluate the Patriot defeats and victories</li> <li>• analyze and evaluate how the Americans gained allies</li> <li>• describe life on the home front during the Revolutionary War</li> <li>• identify and evaluate events and elements of the war</li> <li>• analyze the victory at Yorktown</li> <li>• identify and analyze what helped the Patriots win independence</li> </ul>
<p><b>Differentiated Instruction/Modification/ELL</b></p> <p>Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, &amp; ELL-English Language Learner.</p>
<ul style="list-style-type: none"> <li>• Summative Assessment/ Benchmarks (4 days)</li> <li>• Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and preare for assessment</li> <li>• Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.</li> <li>• Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian</li> <li>• Chapter 6 Test (1 day)</li> <li>• Unit Test</li> </ul>
<p><b>Equipment needed:</b> HistoryChannel App, DiscoveryChannel App, PBS App, Wifi, Computers, PowerPoint, The Internet, DVD Player, Smart-Board.</p>
<p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• Discovery Channel's United Streaming</li> <li>• The History Channel's America: The Story of US</li> <li>• PBS' Liberty! The American Revolution</li> <li>• Discovering Our Past: A History of the United States: Early Years, McGraw-Hill Companies, Columbus, Ohio, 2013.</li> <li>• <i>My Brother Sam is Dead</i> by James Collier and Christopher Collier</li> </ul> <p><b>Supplemental Reading Resources:</b></p> <ul style="list-style-type: none"> <li>• The Second Continental Congress (We the People), by Jessica S. Gunderson (Grade 6 reading level)</li> <li>• Give Me liberty: The Story of the Declaration of Independence, by Russell Freedman (Grade 7 reading level)</li> <li>• Declaration: The Nine Tumultuous Weeks When America Became Independent, May1-July 4, 1776, by William Hogeland (Grade 8 reading level)</li> <li>• <b><i>Five Smooth Stones: Hope's Revolutionary War Diary</i></b>, by Kristiana Gregory (Grade 6 reading level)</li> </ul>

- ***Letters for Freedom: The American Revolution***, by Douglas M. Rife and Gina Capaldi (Grade 7 reading level)
- ***John Paul Jones: The Pirate Patriot***, by Armstrong Sperry (Grade 8 reading level)

#### **Supplemental Movies:**

- Johnny Tremain, a young man becomes a patriot fighting for freedom of the colonies, directed by Robert Stevenson
- 1776, musical comedy about the days leading up to the signing of the Declaration of Independence
- ***The Patriot***, a farmer leads a militia group during the Revolutionary war
- ***John Adams***, the life of one of the founders of the United States and its second president

#### **Supplemental Websites:**

- [www.history.com/topics/american-revolution/american-revolution-history](http://www.history.com/topics/american-revolution/american-revolution-history)
- [www.history.com/topics/american-revolution](http://www.history.com/topics/american-revolution)
- [www.ushistory.org/us/11.asp](http://www.ushistory.org/us/11.asp)
- [www.theamericanrevolution.org/](http://www.theamericanrevolution.org/)
- [www.theamericanrevolution.org/battles.aspx](http://www.theamericanrevolution.org/battles.aspx)
- <https://www.britannica.com/event/American-Revolution>
- [www.pbs.org/ktca/liberty/](http://www.pbs.org/ktca/liberty/)
- [www.myrevolutionarywar.com/](http://www.myrevolutionarywar.com/)
- [www.ouramericanrevolution.org/](http://www.ouramericanrevolution.org/)

#### **Resources Provided**

- History Channel App
- Discovery Channel App
- PBS App
- Wifi
- Computers
- PowerPoint
- The Internet
- DVD Player
- Smart-Board
- Discovery Channel's United Streaming
- The History Channel's America: The Story of US
- PBS' Liberty! The American Revolution
- Discovering Our Past: A History of the United States: Early Years, McGraw-Hill Companies, Columbus, Ohio, 2013.
- My Brother Sam is Dead by James Collier and Christopher Collier
- Supplemental Reading Resources:
- The Second Continental Congress (We the People), by Jessica S. Gunderson (Grade 6 reading level)

- Give Me liberty: The Story of the Declaration of Independence, by Russell Freedman (Grade 7 reading level)
- Declaration: The Nine Tumultuous Weeks When America Became Independent, May 1-July 4, 1776, by William Hogeland (Grade 8 reading level)
- Five Smooth Stones: Hope's Revolutionary War Diary, by Kristiana Gregory (Grade 6 reading level)
- Letters for Freedom: The American Revolution, by Douglas M. Rife and Gina Capaldi (Grade 7 reading level)
- John Paul Jones: The Pirate Patriot, by Armstrong Sperry (Grade 8 reading level)
- Supplemental Movies:
- Johnny Tremain, a young man becomes a patriot fighting for freedom of the colonies, directed by Robert Stevenson
- 1776, musical comedy about the days leading up to the signing of the Declaration of Independence
- The Patriot, a farmer leads a militia group during the Revolutionary war
- John Adams, the life of one of the founders of the United States and its second president
- Supplemental Websites:
- [www.history.com/topics/american-revolution/american-revolution-history](http://www.history.com/topics/american-revolution/american-revolution-history)
- [www.history.com/topics/american-revolution](http://www.history.com/topics/american-revolution)
- [www.ushistory.org/us/11.asp](http://www.ushistory.org/us/11.asp)
- [www.theamericanrevolution.org/](http://www.theamericanrevolution.org/)
- [www.theamericanrevolution.org/battles.aspx](http://www.theamericanrevolution.org/battles.aspx)
- <https://www.britannica.com/event/American-Revolution>
- [www.pbs.org/ktca/liberty/](http://www.pbs.org/ktca/liberty/)
- [www.myrevolutionarywar.com/](http://www.myrevolutionarywar.com/)
- [www.ouramericanrevolution.org/](http://www.ouramericanrevolution.org/)

Unit 7 Overview
<b>Content Area: Social Studies</b>
<b>Unit Title:</b> A More Perfect Union
<b>Target Course/Grade Level:</b> U.S. History/Grade 7
<b>Unit Summary:</b> When the country was governed by the Articles of Confederation the individual states were almost sovereign. Their legislatures passed the laws that most affected people's lives. But the failure to solve major problems dealing with commerce and foreign relations led to calls for a stronger central government. Virginia led the other states in summoning a convention to discuss issues of general interest. The Constitution that the convention's delegates wrote established a federal government with authority over the whole country. The new plan of government provided three separate branches. This arrangement created a balance of power that would check the abuse of authority. Once

ratified, the United States Constitution enabled citizens to vote directly or indirectly for all of the offices, whereas the Articles of Confederation provided that the state legislatures choose the delegates sent to the Congress. The new constitutional government could act effectively to promote the general welfare as well as tax and impose punishments for crimes. The Constitution made it possible for new institutions, values and ways of thinking to flourish.

**Primary interdisciplinary connections:**

Interdisciplinary:

Language Arts: primary & secondary source readings, note taking, and open ended responses

**21<sup>st</sup> century themes:** Global Awareness, Financial, Economic, Business, and Entrepreneurial Literacy, Civic Literacy

**Unit Rationale:** The Articles of Confederation, America's first plan of government, were too weak to address the nation's problems. The Founding Fathers meet again in Philadelphia in 1787 to fix the government resulting in the creation of the U.S. Constitution.

**Learning Targets**

**Standards:** 6.1 U.S. History: America in the World

**Content Statements:** 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>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>6.1A Grade 8 CPI 3.B</b>	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
<b>6.1A Grade 8 CPI 3.C</b>	Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
<b>6.1A Grade 8 CPI 3.D</b>	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
<b>6.1A Grade 8 CPI 3.G</b>	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
<b>6.1B Grade 8 CPI 3.B</b>	Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
<b>6.1C Grade 8 CPI 3.B</b>	Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
<b>6.3A Grade 8 CPI A.2</b>	Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it

	with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
<b>6.3D Grade 8 CPI D.1</b>	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• Why do people form governments?</li> <li>• How do new ideas change the way people live?</li> <li>• How do governments change?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• People, places, and ideas change over time</li> </ul>
<b>Unit Learning Targets</b> <i>Students will</i> <ul style="list-style-type: none"> <li>• know the Articles of Confederation were the first plan of government for the United States</li> <li>• know the Articles of Confederation were too weak to address the nation's problems</li> <li>• know the documents, ideas, and people that influenced the creation of the Constitution</li> <li>• know the compromises that were made in the Constitution's creation</li> <li>• know the debate that took place over whether the Constitution should be adopted</li> <li>• be able to compare and contrast the strengths and weaknesses of the Articles of Confederation to those of the new Constitution</li> <li>• be able to identify and evaluate the sources, plans, and compromises for the Constitution and the balance of power in government</li> <li>• be able to identify the points of view of the Federalists and Anti-Federalists</li> <li>• be able to compare and contrast arguments supporting and opposing the adoption of the Constitution</li> </ul>	
<b>Differentiated Instruction/Modification/ELL</b> Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, & ELL-English Language Learner.	
<ul style="list-style-type: none"> <li>• Summative Assessment/ Benchmarks (4 days)</li> <li>• Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and prepare for assessment</li> <li>• Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.</li> <li>• Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian</li> <li>• Chapter 7 Test (1 day)</li> <li>• Unit Test</li> </ul>	

**Equipment needed:** iPads, Pages App, Numbers App, Keynote App, HistoryChannel App, DiscoveryChannel App, PBS App, Wifi, Computers, PowerPoint, The Internet, DVD Player, Smart-Board.

**Teacher Resources:**

- Discovery Channel's United Streaming
- The History Channel's America: The Story of US
- PBS' Liberty! The American Revolution
- Discovering Our Past: A History of the United States: Early Years, McGraw-Hill Companies, Columbus, Ohio, 2013.
- Supplemental Reading Resources:
- American Documents: The Constitution, by Paul Finkelman (Grade 6 reading level)
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- The Judicial Branch: Interpreting America's Laws, by Hamed Madani (Grade 8 reading level)
- Supplemental Websites:
- <https://www.archives.gov/founding-docs>
- [http://avalon.law.yale.edu/subject\\_menus/constpap.asp](http://avalon.law.yale.edu/subject_menus/constpap.asp)
- <http://sourcebooks.fordham.edu/halsall/mod/modsbook.asp>
- <https://constitutioncenter.org/learn>
- <https://constitutioncenter.org/timeline/index.html>
- <http://americanhistory.si.edu/presidency/home.html>
- <https://www.constitutionfacts.com/>
- <https://millercenter.org/president>
- <http://www.constitution.org/>
- <http://www.consource.org/>
- <http://colonialhall.com/biography.php>
- <http://www.ushistory.org/>

**Resources Provided**

- History Channel App
- Discovery Channel App
- PBS App
- Wifi
- Computers
- PowerPoint
- The Internet
- DVD Player

- Smart-Board
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- The History Channel's America: The Story of US
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- <http://sourcebooks.fordham.edu/halsall/mod/modsbook.asp>
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- <https://www.constitutionfacts.com/>
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Unit 8 Overview
<b>Content Area: Social Studies</b>
<b>Unit Title:</b> The Constitution
<b>Target Course/Grade Level:</b> U.S. History/Grade 7
<p><b>Unit Summary:</b> The United States Constitution is this nation's fundamental law. It is made up of three parts: The Preamble, the articles, and the amendments. In concise language, the Constitution establishes the basic organization of the nation's government and the powers of its various branches. The Constitution made it possible for new institutions, values, and ways of thinking to flourish. The Bill of Rights was eventually added to safeguard individual liberties and rights. Additional amendments to the Constitution played a part in this process. The Civil War Amendments ended slavery, defined citizenship to include African Americans, and guaranteed men their voting rights. The Nineteenth Amendment provided the right of</p>

women to vote in elections. Throughout the nation's history, people too young to vote had fought bravely for our country. The Twenty-Sixth amendment lowered the voting age to 18, passing Constitutional privileges on to younger generations.

**Primary interdisciplinary connections:**

Interdisciplinary:

Language Arts: primary & secondary source readings, note taking, and open ended responses

**21<sup>st</sup> century themes:** Global Awareness, Financial, Economic, Business, and Entrepreneurial Literacy, Civic Literacy

**Unit Rationale:** To understand the structure of the Constitution and the principles it contains including the process for amending it and the importance of Constitutional interpretation.

**Learning Targets**

**Standards:** 6.1 U.S. History: America in the World

**Content Statements:** 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>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>6.1A Grade 8 CPI 3.B</b>	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
<b>6.1A Grade 8 CPI 3.C</b>	Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
<b>6.1A Grade 8 CPI 3.G</b>	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
<b>6.3A Grade 8 CPI A.2</b>	Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
<b>6.3D Grade 8 CPI D.1</b>	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• Why do people form governments?</li> <li>• How do new ideas change the way people live?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Governments are formed to establish and maintain order within a society</li> </ul>
<b>Unit Learning Targets</b>	

*Students will*

- know the structure of the Constitution
- know the principles of the Constitution
- know the process of amending the Constitution
- know the importance of Constitutional interpretation
- be able to analyze and describe the structure of the Constitution
- be able to identify and evaluate the principles contained in the Constitution and their importance
- analyze and evaluate the process of amending the Constitution
- be able to draw conclusions about the importance of interpreting the Constitution instead of amending it

**Differentiated Instruction/Modification/ELL**

Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, & ELL-English Language Learner.

- Summative Assessment/ Benchmarks (4 days)
- Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and prepare for assessment
- Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.
- Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian
- Chapter 8 Test (1 day)
- Unit Test

**Equipment needed:** iPads, Pages App, Numbers App, Keynote App, HistoryChannel App, DiscoveryChannel App, PBS App, Wifi, Computers, PowerPoint, The Internet, DVD Player, Smart-Board.

**Teacher Resources:**

- Discovery Channel's United Streaming
- The History Channel's America: The Story of US
- PBS' Liberty! The American Revolution
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- Congress, by Suzanne Levert (Grade 7 reading level)
- Shays's Rebellion and the Constitution in American History, by Mary E. Hull (Grade 7 reading level)
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- Supplemental Websites:
- <https://www.archives.gov/founding-docs>
- [http://avalon.law.yale.edu/subject\\_menus/constpap.asp](http://avalon.law.yale.edu/subject_menus/constpap.asp)
- <http://sourcebooks.fordham.edu/halsall/mod/modsbook.asp>
- <https://constitutioncenter.org/learn>
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- <http://americanhistory.si.edu/presidency/home.html>
- <https://www.constitutionfacts.com/>
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- <http://www.ushistory.org/>

#### Resources Provided

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- Discovery Channel App
- PBS App
- Wifi
- Computers
- PowerPoint
- The Internet
- DVD Player
- Smart-Board
- Discovery Channel's United Streaming
- The History Channel's America: The Story of US
- PBS' Liberty! The American Revolution
- Discovering Our Past: A History of the United States: Early Years, McGraw-Hill Companies, Columbus, Ohio, 2013.
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- [http://avalon.law.yale.edu/subject\\_menus/constpap.asp](http://avalon.law.yale.edu/subject_menus/constpap.asp)
- <http://sourcebooks.fordham.edu/halsall/mod/modsbook.asp>
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## ***Grade 8***

<b>Content Area:</b> Social Studies <b>Grade Level:</b> 8
<p style="text-align: center;"><b>First Marking Period - Pacing Guide</b></p> <p style="text-align: center;"><b>Unit 1: Post Revolution- 21 days</b>  <b>NJ-SLS:</b> 6.1 (see unit plan for individual CPIs)</p> <p style="text-align: center;"><b>Unit 2: Jefferson Era- 22 days</b>  <b>NJ-SLS:</b> 6.1(see unit plan for individual CPIs)</p>
<p style="text-align: center;"><b>Second Marking Period - Pacing Guide</b></p> <p style="text-align: center;"><b>Unit 3: Industrial Revolution- 22 days</b>  <b>NJ-SLS:</b> 6.1(see unit plan for individual CPIs)</p> <p style="text-align: center;"><b>Unit 4: Jackson Era- 18 days</b>  <b>NJ-SLS:</b> 6.1(see unit plan for individual CPIs)</p> <p style="text-align: center;"><b>Unit 5: The Manifest Destiny- 10 days</b>  <b>NJ-SLS:</b> 6.1(see unit plan for individual CPIs)</p>
<p style="text-align: center;"><b>Third Marking Period - Pacing Guide</b></p> <p style="text-align: center;"><b>Unit 6: North South 15 days</b>  <b>NJ-SLS:</b> 6.1(see unit plan for individual CPIs)</p> <p style="text-align: center;"><b>Unit 7: The Age of Reform- 28 days</b>  <b>NJ-SLS:</b> 6.1(see unit plan for individual CPIs)</p>
<p style="text-align: center;"><b>Fourth Marking Period - Pacing Guide</b></p>

<p align="center"><b>Unit 8: Toward Civil War- 10 days</b>  <b>NJ-SLS:</b> 6.1(see unit plan for individual CPIs)</p> <p align="center"><b>Unit 9: The Civil War- 19 days</b>  <b>NJ-SLS:</b> 6.1(see unit plan for individual CPIs)</p> <p align="center"><b>Unit 10: The Reconstruction Era - 19 days</b>  <b>NJ-SLS:</b> 6.1(see unit plan for individual CPIs)</p>
<b>Textbook Series:</b> TCI (Teacher Curriculum Institute) <a href="https://www.teachtci.com/social-studies/">https://www.teachtci.com/social-studies/</a>

<b>Unit 1 Overview</b>	
<b>Content Area:</b> Social Studies	
<b>Unit Title:</b> Post Revolution	
<b>Target Course/Grade Level:</b> U.S. History/Grade 8	
<b>Unit Summary</b> The students will be able to identify, discuss, and explain the challenges that were faced during the first presidential administrations.	
<b>Primary interdisciplinary connections:</b> Language Arts, and Math	
<b>21st century themes:</b> Financial, Economic, Business, and Entrepreneurial Literacy and Civic Literacy	
<b>Unit Rationale</b> To analyze the problems that a developing nation faces, and to examine how the United States resolved the issues it faced in the 1790s.	
<b>Learning Targets</b>	
<b>Standards</b> 6.1 U.S. History: America in the World	
<b>Content Statements</b> The fundamental principles of the United States Constitution serve as the foundation of the United States government today	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.8.A.3.e	Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
6.1.8.A.3.f	Explain how political parties were formed and continue to be shaped by differing

	perspectives regarding the role and power of federal government.
6.1.8.A.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.B.3.a	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
6.1.8.D.3.c	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
6.1.8.D.3.g	Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.
6.3.8.D.1	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>What are the characteristics of a leader?</li> <li>Why does conflict develop?</li> <li>How do governments change?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Countries are created and develop over time.</li> <li>People in developing countries face many challenges in order to fully develop their country and prosper</li> </ul>
<b>Unit Learning Targets</b> Students will ... <ul style="list-style-type: none"> <li>Identify the precedents that George Washington established as the first president of the United States</li> <li>Discuss challenges the United States faced during Washington's administration</li> </ul>	

<ul style="list-style-type: none"> <li>Explain how the Federalist and Republican Parties formed and identify issues about which they disagreed</li> </ul>
<b>Differentiated Instruction/Modification/ELL</b> <ul style="list-style-type: none"> <li>Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, &amp; ELL-English Language Learner.</li> </ul>
<b>Evidence of Learning</b>
<ul style="list-style-type: none"> <li>Summative Assessment/ Benchmarks (4 days)</li> <li>Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and prepare for assessment</li> <li>Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.</li> <li>Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian</li> <li>Chapter 9 Test (1 day)</li> <li>Unit Test</li> </ul>
<b>Equipment needed:</b> Computers, PowerPoint, The Internet, DVD Player, LCD Project
<b>Teacher Resources:</b> PBS' The American Presidents and TCI (Teacher Curriculum Institute) <a href="https://www.teachtc.com/social-studies/">https://www.teachtc.com/social-studies/</a>

Formative Assessments	
<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>Class Discussion</li> <li>Notes and Handouts</li> </ul>
Lesson Plans	
Lesson	Timeframe
Lesson 1 Name of Lesson 1: The First President	2 hours/2 days
Lesson 2 Name of Lesson 2: Early Challenges	2 hours/2days
Lesson 3	

Name of Lesson 3: The First Political Parties	2 hours/2days
<b>Teacher Notes:</b> Also including discussions about 9/11, 2017 Election and Debates, Constitutional Day.	
<b>Curriculum Development Resources</b> Click the links below to access additional resources used to design this unit:	

Lesson Plan 1							
Content Area: Social Studies							
Lesson Title: The First President					Timeframe: 2 hours/2days		
Lesson Components							
<u>21st Century Themes</u>							
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
Interdisciplinary Connections: Math: Economics							
Integration of Technology: PowerPoint Presentation, PBS’ American President Video Clip							
Equipment needed: Computers, PowerPoint, The Internet, DVD Player, LCD Project							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> <li>Identify the precedents that George Washington established as the first</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>Primary Source: Washington's Precedents</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class Discussion</li> </ul>

<p>president of the United States</p>	<ul style="list-style-type: none"> <li>• Primary Source: The Bill of Rights</li> <li>• Watch PBS The American President: Washington</li> <li>• Persuasive Writing; Hamilton's Plan for paying off debt: Good or Bad?</li> <li>• Linking Past &amp; Present Activity: Washington, D.C.</li> <li>• Economics &amp; History: Protective Tariffs</li> </ul>	<ul style="list-style-type: none"> <li>• Notes and Handouts</li> <li>• Persuasive Paragraph</li> </ul>
<b>Differentiation</b> Linking Past & Present Activity: Washington, D.C.		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>• TCI (Teacher Curriculum Institute) <a href="https://www.teachtc.com/social-studies/">https://www.teachtc.com/social-studies/</a></li> <li>• PBS' The American Presidents DVD</li> </ul>		

Lesson Plan 2						
Content Area: Social Studies						
Lesson Title: Early Challenges					Timeframe: 2 hours	
Lesson Components						
<u>21st Century Themes</u>						
Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21st Century Skills</u>						
Creativity and Innovation	X	Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
Media Literacy		ICT Literacy		Life and Career Skills		
Interdisciplinary Connections: Science: Geography						
Integration of Technology: PowerPoint Presentation						

**Equipment needed:** Computers, PowerPoint, LCD Project

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> <li>Discuss challenges the United States faced during Washington's administration</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>Identifying Point of View: Cooperation or Isolation</li> <li>Guided Reading Activity</li> <li>Geography &amp; History: Treaties and Forts of the Northwest Territory</li> <li>Primary Source: Washington's Farewell Address</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class Discussion</li> <li>Notes and Handouts</li> </ul>
<b>Differentiation</b> Review Game		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>TCI (Teacher Curriculum Institute) <a href="https://www.teachtc.com/social-studies/">https://www.teachtc.com/social-studies/</a></li> </ul>		

Lesson Plan 3						
Content Area: Social Studies						
Lesson Title: The First Political Parties					Timeframe: 2 hours	
Lesson Components						
<u>21st Century Themes</u>						
	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	Health Literacy
<u>21st Century Skills</u>						
	Creativity and Innovation	X	Critical Thinking and Problem Solving		Communication and Collaboration	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills	

<b>Interdisciplinary Connections:</b> Science: Geography
<b>Integration of Technology:</b> Utilizing I-pads, Webquests, Class Web site with links
<b>Equipment needed:</b> Computers, The Internet, LCD Project

<b>Goals/Objectives</b>	<b>Learning Activities/Instructional Strategies</b>	<b>Formative Assessment Tasks</b>
Students: <ul style="list-style-type: none"> <li>Explain how the Federalist and Republican Parties formed and identify issues about which they disagreed</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>Quiz: Washington's Farewell Address</li> <li>Organizing and Displaying Information: Federalists and Democratic Republicans</li> <li>Create a Diagram Comparing the Federalists and Democratic Republicans</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class Discussion</li> <li>Notes and Handouts</li> <li>Quiz</li> </ul>
<b>Differentiation</b> Organizing and Displaying Information Activity		
<b>Resources Provided</b> The American Journey: Early Years, National Geographic: McGraw Hill-Glencoe, Columbus, Ohio, 2012.		

<b>Unit 2 Overview</b>
<b>Content Area:</b> Social Studies
<b>Unit Title:</b> The Jefferson Era
<b>Target Course/Grade Level:</b> U.S. History/Grade 8
<b>Unit Summary:</b> The students will be able to identify and discuss the importance of various aspects of the Jefferson era
<b>Primary interdisciplinary connections:</b> Language Arts, Science, and Math
<b>21st century themes:</b> Civic Literacy
<b>Unit Rationale</b> To examine the impact of the United States' expansion westward.
<b>Learning Targets</b>

Standards 6.1 U.S. History: America in the World	
Content Statements Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.8.A.2.c	Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
6.1.8.A.3.f	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
6.1.8.A.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.B.2.b	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
6.1.8.B.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.
6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How do governments change?</li> <li>• How does geography influence the way people live?</li> <li>• Why does conflict develop?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• There will be changes when a new president of a different political party takes office</li> <li>• The expansion created both benefits and challenges for the United States.</li> </ul>

**Unit Learning Targets**

Students will ...

Discuss the ways in which Thomas Jefferson and the Republicans limited the power of the government

Explain how the Louisiana Purchase affected the nation's economy and politics

Identify the challenges to the nation's stability during the late 1700s and early 1800s

Describe how the United States benefited from its victory in the War of 1812

**Differentiated Instruction/Modification/ELL**

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**Evidence of Learning**

- Summative Assessment/ Benchmarks (4 days)
- Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and prepare for assessment
- Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.
- Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian
- Chapter 10 Test (1 day)
- Lewis and Clark Journal Project
- Unit Test

**Equipment needed:** Computers, PowerPoint, The Internet, LCD Projector, and Desk Maps

**Teacher Resources:** United Streaming, PBS' Lewis & Clark: The Journey of the Corps of Discovery, [www.pbs.org/lewis&clark](http://www.pbs.org/lewis&clark), and TCI (Teacher Curriculum Institute) <https://www.teachtci.com/social-studies/>

**Formative Assessments**

- Teacher Observation
- Quizzes

- Class Discussion
- Notes & Handouts
- Lewis & Clark Journal Project

**Lesson Plans**

**Lesson**

**Timeframe**

Lesson 1 Name of Lesson 1: The Republicans Take Power	4 hours/4 days
Lesson 2 Name of Lesson 2: The Louisiana Purchase/Lewis & Clark	8 hours/8 days
Lesson 3 Name of Lesson 3: A Time of Conflict	2 hours/ 2 days
Lesson 4 Name of Lesson 4: The War of 1812	4 hours /4 days
<b>Curriculum Development Resources</b> <ul style="list-style-type: none"> <li>Click the links below to access additional resources used to design this unit:</li> <li>PBS' Lewis &amp; Clark: The Journey of the Corps of Discovery DVD and website: <a href="http://www.pbs.org/lewisandclark/">http://www.pbs.org/lewisandclark/</a></li> </ul>	

Lesson Plan 1							
Content Area: Social Studies							
Lesson Title: The Republicans Take Power					Timeframe: 2 hours/2 days		
Lesson Components							
<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	x	Critical Thinking and Problem Solving		Communication and Collaboration	x	Information Literacy
	Media Literacy	x	ICT Literacy		Life and Career Skills		
Interdisciplinary Connections: Math: Economics							
Integration of Technology: Streaming Video, PowerPoint Presentation							
Equipment needed: Computers, PowerPoint, The Internet, DVD Player, LCD Project							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> <li>Discuss the ways in which Thomas Jefferson and the Republicans limited the power of the government</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>Map Study: Election of 1800</li> <li>Guided Reading Activity: Republicans Take Power</li> <li>Critical Thinking: Evaluate Supreme Court Cases: Marbury v. Madison, McCulloch v. Maryland, &amp; Gibbons v. Odgen</li> <li>Watch Video: Living in America during Jefferson's Presidency</li> </ul>	<ul style="list-style-type: none"> <li>Class Discussion</li> <li>Notes and Handouts</li> </ul>
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>TCI (Teacher Curriculum Institute) <a href="https://www.teachtci.com/social-studies/">https://www.teachtci.com/social-studies/</a></li> <li><a href="http://player.discoveryeducation.com/index.cfm?guidAssetId=0C449515-A53D-4EB7-87C2-CCC72D1B1049&amp;blnFromSearch=1&amp;productcode=US">http://player.discoveryeducation.com/index.cfm?guidAssetId=0C449515-A53D-4EB7-87C2-CCC72D1B1049&amp;blnFromSearch=1&amp;productcode=US</a></li> </ul>		

Lesson Plan 2						
Content Area: Social Studies						
Lesson Title: The Louisiana Purchase/Lewis & Clark					Timeframe: 8 hours	
Lesson Components						
<u>21st Century Themes</u>						
	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	Health Literacy
<u>21st Century Skills</u>						
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	Information Literacy
	Media Literacy	x	ICT Literacy		Life and Career Skills	

<b>Interdisciplinary Connections:</b> Math: Economics, Science: Geography, and Language Arts
<b>Integration of Technology:</b> Web Quest, PowerPoint Presentation, and Video
<b>Equipment needed:</b> Computers, PowerPoint, The Internet, DVD Player, LCD Project

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> <li>Explain how the Louisiana Purchase affected the nation's economy and politics</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Sequence</li> <li>PowerPoint: The Louisiana Purchase</li> <li>Web Quest: Life in America in 1803</li> <li>Identify Key People &amp; Terms: Lewis &amp; Clark</li> <li>Map Study: Exploring Louisiana Purchase</li> <li>Guided Reading Activity</li> <li>Timeline Activity</li> <li>Watch video clip: Exploring the Louisiana Purchase</li> <li>Map Quiz</li> <li>Create Journal as member of the Corps of Discovery</li> </ul>	<ul style="list-style-type: none"> <li>Class Discussion</li> <li>Notes &amp; Handouts</li> <li>Map Quiz</li> <li>Lewis &amp; Clark Journal Project</li> </ul>
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>PBS' Lewis &amp; Clark: The Journey of the Corps of Discovery DVD</li> <li>website: <a href="http://www.pbs.org/lewisandclark/">http://www.pbs.org/lewisandclark/</a></li> <li>TCI (Teacher Curriculum Institute) <a href="https://www.teachtpci.com/social-studies/">https://www.teachtpci.com/social-studies/</a></li> <li>Rand McNally's Map Activity Program</li> </ul>		

Lesson Plan 3	
<b>Content Area:</b> Social Studies	
<b>Lesson Title:</b> A Time of Conflict	<b>Timeframe:</b> 2 hours
<b>Lesson Components</b>	
<u><b>21st Century Themes</b></u>	

	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
<b><u>21st Century Skills</u></b>							
	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
<b>Interdisciplinary Connections:</b> Math: Economics							
<b>Integration of Technology:</b> Tecumseh DVD & PowerPoint Presentation							
<b>Equipment needed:</b> Computers, PowerPoint, LCD Project							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> <li>Identify the challenges to the nation's stability during the late 1700s and early 1800s</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>Primary Source: The Barbary Wars</li> <li>Graphic Study: Economics &amp; History: Imports &amp; Exports 1800-1820</li> <li>Political Cartoon: Embargo Act of 1807</li> <li>PowerPoint: Define &amp; Compare: Hawk &amp; Dove</li> <li>Watch Video: Tecumseh</li> <li>Guided Reading: A Time of Conflict</li> <li>Quiz: A Time of Conflict</li> </ul>	<ul style="list-style-type: none"> <li>Class Discussion</li> <li>Notes &amp; Handouts</li> <li>Quiz</li> </ul>
<b>Differentiation</b> <ul style="list-style-type: none"> <li>Class materials will be differentiated based on ability level.</li> </ul>		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>Tecumseh DVD</li> <li>TCI (Teacher Curriculum Institute) <a href="https://www.teachtci.com/social-studies/">https://www.teachtci.com/social-studies/</a></li> <li><a href="http://video.pbs.org/video/1097943308/">http://video.pbs.org/video/1097943308/</a></li> </ul>		

Lesson Plan 4							
Content Area: Social Studies							
Lesson Title: War of 1812						Timeframe: 4 hours	
Lesson Components							
<u>21st Century Themes</u>							
Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy	
<u>21st Century Skills</u>							
Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy	
Media Literacy		ICT Literacy		Life and Career Skills			
Interdisciplinary Connections: Music: “The Star-Spangled Banner”							
Integration of Technology: Tecumseh DVD & PowerPoint Presentation							
Equipment needed: Computers, PowerPoint, The Internet, VCR/DVD Player, LCD Project							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> <li>Describe how the United States benefited from its victory in the War of 1812</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>Guided Reading: War of 1812</li> <li>Watch Video: Tecumseh</li> <li>Map Study: War of 1812</li> <li>Interdisciplinary Connections: Music: The Star Spangled Banner</li> </ul>	<ul style="list-style-type: none"> <li>Class Discussion</li> <li>Notes &amp; Handouts</li> <li>Quiz</li> </ul>
<b>Differentiation:</b> <ul style="list-style-type: none"> <li>Class materials will be differentiated based on ability level.</li> </ul>		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>Tecumseh DVD</li> </ul>		

- TCI (Teacher Curriculum Institute) <https://www.teachtci.com/social-studies/>
- <http://video.pbs.org/video/1097943308/>

Unit 3 Plan Overview	
<b>Content Area:</b> Social Studies	
<b>Unit Title:</b> The Industrial Revolution	
<b>Target Course/Grade Level:</b> U.S. History/ 8th Grade	
<b>Unit Summary</b> Discuss the effects that the Industrial Revolution had on America's economy, and analyze how land and water transportation affected westward expansion.	
<b>Primary interdisciplinary connections:</b> Math, Science, Geography, Technology	
<b>21st century themes:</b> Financial, Economic, Business, and Entrepreneurial Literacy	
<b>Unit Rationale</b> To evaluate the impact that invention and innovation have on American society.	
Learning Targets	
Standards 6.1 U.S. History: America in the World	
<b>Content Statements</b> Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.	
CPI #	Cumulative Progress Indicator (CPI)
6.1.8.C.4.a	Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
6.1.8.C.4.b	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.
6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.

<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How does geography influence the way people live?</li> <li>• Why does conflict develop?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• That inventions, innovation, science, and technology have changed our society in both positive and negative ways</li> </ul>
<b>Unit Learning Targets</b> Students will ... Discuss the effects of the Industrial Revolution on the U.S. economy Explain how land and water transportation affected westward expansion Explain how nation-building issues were resolved in the 1800s.	
<b>Differentiated Instruction/Modification/ELL</b> Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, & ELL-English Language Learner.	
<b>Evidence of Learning</b>	
<ul style="list-style-type: none"> <li>• Summative Assessment/ Benchmarks (4 days)</li> <li>• Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and prepare for assessment</li> <li>• Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.</li> <li>• Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian</li> <li>• Chapter 11 Test (1 day)</li> <li>• Unit Test</li> </ul>	
<b>Equipment needed:</b> Computers, PowerPoint, The Internet, and LCD Projector	
<b>Teacher Resources:</b> United Streaming and TCI (Teacher Curriculum Institute) <a href="https://www.teachtci.com/social-studies/">https://www.teachtci.com/social-studies/</a>	

Formative Assessments	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Notes and Handouts</li> <li>• Help Wanted Poster</li> </ul>

Lesson Plans	
Lesson	Timeframe
Lesson 1 Name of Lesson 1: Economic Growth	4 hours/days
Lesson 2 Name of Lesson 2: Westward Bound	4 hours/days
Lesson 3 Name of Lesson 3: Unity and Sectionalism	4 hours/days
<b>Curriculum Development Resources</b> Click the links below to access additional resources used to design this unit: <ul style="list-style-type: none"> <li>• <a href="http://www.nmai.si.edu">http://www.nmai.si.edu</a></li> <li>• <a href="http://www.indians.org/articles/native-american-history.html">http://www.indians.org/articles/native-american-history.html</a></li> <li>• <a href="http://www.history.com/topics/native-american-history/native-american-cultures">http://www.history.com/topics/native-american-history/native-american-cultures</a></li> <li>• <a href="http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text">http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text</a></li> <li>• <a href="https://www.loc.gov/topics/content.php?subcat=2">https://www.loc.gov/topics/content.php?subcat=2</a></li> <li>• TCI (Teacher Curriculum Institute) <a href="https://www.teachtci.com/social-studies/">https://www.teachtci.com/social-studies/</a></li> </ul>	

Lesson Plan 1							
Content Area: Social Studies							
Lesson Title: Economic Growth						Timeframe: 1 hours/days	
Lesson Components							
<u>21st Century Themes</u>							
	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy	x	ICT Literacy		Life and Career Skills		

<b>Interdisciplinary Connections:</b> Math: Economics, Technology, Science
<b>Integration of Technology:</b> PowerPoint, United Streaming Video, and computers with Internet access to create Help Wanted Posters for an 1800s textile mill
<b>Equipment needed:</b> Computers, PowerPoint, The Internet, and LCD Projector

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> <li>Discuss the effects of the Industrial Revolution on the U.S. economy</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>Industrial Revolution video</li> <li>Daily Test Practice: Analyzing charts &amp; tables</li> <li>Guided Reading Activity</li> <li>Primary Source: Technology and Industry</li> <li>Create Word Searches and Crossword Puzzles for Key Terms</li> <li>Create a Help Wanted Poster for a textile mill</li> </ul>	<ul style="list-style-type: none"> <li>Class Discussion</li> <li>Guided Reading Notes</li> <li>Notes and Handouts</li> <li>Word Searches &amp; Crossword Puzzles</li> <li>Help Wanted Poster</li> </ul>
<b>Differentiation</b> Writing “Business” Documents Class materials will be differentiated based on ability level.		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li><a href="http://player.discoveryeducation.com/index.cfm?guidAssetId=B0E70FC4-542F-47C3-80DA-8084560C76E3&amp;blnFromSearch=1&amp;productcode=US">http://player.discoveryeducation.com/index.cfm?guidAssetId=B0E70FC4-542F-47C3-80DA-8084560C76E3&amp;blnFromSearch=1&amp;productcode=US</a></li> <li><a href="http://www.puzzlemaker.com">www.puzzlemaker.com</a></li> <li>TCI (Teacher Curriculum Institute) <a href="https://www.teachtpci.com/social-studies/">https://www.teachtpci.com/social-studies/</a></li> </ul>		

Lesson Plan 2	
<b>Content Area:</b> Social Studies	
<b>Lesson Title:</b> Westward Bound	<b>Timeframe:</b> 1 hours
<b>Lesson Components</b>	
<b><u>21st Century Themes</u></b>	

	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
<b><u>21st Century Skills</u></b>							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
<b>Interdisciplinary Connections:</b> Math: Economics, Technology, Science							
<b>Integration of Technology:</b> PowerPoint							
<b>Equipment needed:</b> Computers, PowerPoint, and LCD Projector							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> <li>Explain how land and water transportation affected westward expansion</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>Interpreting Information on a timeline</li> <li>Critical Thinking: Identifying Central Issues</li> <li>Linking Past to Present: Roads: Tying the Nation Together</li> <li>Determining Cause &amp; Effect: Canal Building</li> </ul>	<ul style="list-style-type: none"> <li>Class Discussion</li> <li>Notes and Handouts</li> <li>Written Summaries</li> </ul>
<b>Differentiation Summarizing</b> Class materials will be differentiated based on ability level.		
<b>Resources Provided</b> TCI (Teacher Curriculum Institute) <a href="https://www.teachtpci.com/social-studies/">https://www.teachtpci.com/social-studies/</a>		

<b>Lesson Plan 3</b>	
<b>Content Area:</b> Social Studies	
<b>Lesson Title:</b> Unity and Sectionalism	<b>Timeframe:</b> 2 hours

Lesson Components					
<u>21st Century Themes</u>					
Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy	Health Literacy
<u>21st Century Skills</u>					
Creativity and Innovation	x	Critical Thinking and Problem Solving		Communication and Collaboration	Information Literacy
Media Literacy		ICT Literacy		Life and Career Skills	
Interdisciplinary Connections: Language Arts & Math: Economics					
Integration of Technology: PowerPoint					
Equipment needed: Computers, PowerPoint, and LCD Projector					

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> <li>Explain how nation-building issues were resolved in the 1800s.</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>Content Vocabulary Activity</li> <li>Guided Reading</li> <li>Expository Writing: compare and contrast Calhoun, Webster, and Clay</li> </ul>	<ul style="list-style-type: none"> <li>Class Discussion</li> <li>Definitions</li> <li>Guided Reading Notes</li> <li>Expository Essay</li> <li>Concept Webs</li> </ul>
<b>Differentiation</b> Creating a Web Diagram Class materials will be differentiated based on ability level.		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>TCI (Teacher Curriculum Institute) <a href="https://www.teachtci.com/social-studies/">https://www.teachtci.com/social-studies/</a></li> <li><a href="http://www.nmai.si.edu">http://www.nmai.si.edu</a></li> <li><a href="http://www.indians.org/articles/native-american-history.html">http://www.indians.org/articles/native-american-history.html</a></li> <li><a href="http://www.history.com/topics/native-american-history/native-american-cultures">http://www.history.com/topics/native-american-history/native-american-cultures</a></li> </ul>		

- <http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text>
- <https://www.loc.gov/topics/content.php?subcat=2>

Unit 4 Overview	
<b>Content Area:</b> Social Studies	
<b>Unit Title:</b> The Jackson Era	
<b>Target Course/Grade Level:</b> U.S. History/Grade 8	
<b>Unit Summary</b> To explain how political beliefs and events shaped Andrew Jackson's presidency, and to understand how Jackson's presidency affected Native Americans	
<b>Primary interdisciplinary connections:</b> Math: Economics, Science: Geography, and Language Arts	
<b>21st century themes:</b> Financial, Economic, Business, and Entrepreneurial Literacy and Civic Literacy	
<b>Unit Rationale</b> To examine how beliefs and issues affect the president and presidential elections	
Learning Targets	
<b>Standards</b> 6.1 U.S. History: America in the World	
<b>Content Statements</b> Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.	
CPI #	Cumulative Progress Indicator (CPI)
6.1.8.A.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.A.4.c	Assess the extent to which voting rights were expanded during the Jacksonian period.
6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.

6.1.8.D.4.b	Explore efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What are the characteristics of a leader</li> <li>• What are the consequences when cultures interact?</li> <li>• How do governments change?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• To be able to explain how an individual's life experiences impacting their decision making</li> <li>• To understand the causes and effects of Native American removal</li> <li>• To be able to identify how economic issues impact the presidency and the country</li> </ul>
<b>Unit Learning Targets</b> Students will ... Explain how political beliefs and events shaped Andrew Jackson's presidency Understand how Andrew Jackson's presidency affected Native Americans Describe how economic issues affect the president and presidential elections	
<b>Differentiated Instruction/Modification/ELL</b> <ul style="list-style-type: none"> <li>• Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, &amp; ELL-English Language Learner.</li> </ul>	
<b>Evidence of Learning</b>	
<ul style="list-style-type: none"> <li>• Summative Assessment/ Benchmarks (4 days)</li> <li>• Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and prepare for assessment</li> <li>• Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.</li> <li>• Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian</li> <li>• Chapter 12 Test (1 day)</li> <li>• Unit Test</li> </ul>	
<b>Equipment needed:</b> Computers, PowerPoint, The Internet, DVD Player, and LCD Projector	
<b>Teacher Resources:</b> United Streaming, PBS' Andrew Jackson: Good, Evil, and the Presidency DVD & website: <a href="http://www.pbs.org/kcet/andrewjackson/">http://www.pbs.org/kcet/andrewjackson/</a> , and TCI (Teacher Curriculum Institute) <a href="https://www.teachinci.com/social-studies/">https://www.teachinci.com/social-studies/</a>	

Formative Assessments	
<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class Discussion</li> <li>Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>Notes and Handouts</li> <li>Persuasive Essay</li> </ul>
Lesson Plans	
Lesson	Timeframe
Lesson 1 Jacksonian Democracy	2 hours/days
Lesson 2 Conflicts Over Land	2 hours/days
Lesson 3 Jackson and the Bank	3 hours/days
<b>Curriculum Development Resources</b> Click the links below to access additional resources used to design this unit: <ul style="list-style-type: none"> <li><a href="http://www.pbs.org/kcet/andrewjackson/">http://www.pbs.org/kcet/andrewjackson/</a></li> </ul>	

Lesson Plan 1							
Content Area: Social Studies							
Lesson Title: Jacksonian Democracy				Timeframe: X hours/days			
Lesson Components							
21st Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
21st Century Skills							

	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy		Life and Career Skills		
<b>Interdisciplinary Connections:</b> Language Arts: Persuasive Writing							
<b>Integration of Technology:</b> PBS’ Andrew Jackson: Good, Evil, and the Presidency DVD & website: <a href="http://www.pbs.org/kcet/andrewjackson/">http://www.pbs.org/kcet/andrewjackson/</a>							
<b>Equipment needed:</b> Computers, PowerPoint, The Internet, DVD Player, and LCD Projector							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> <li>Will be able to explain how political beliefs and events shaped Andrew Jackson's presidency</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>Daily Test Practice: Drawing Conclusions</li> <li>Foldable Study Organizer: Name problem and identify solutions</li> <li>Analyze a Primary Source: Political Cartoons</li> <li>Map Study: Election of 1828</li> <li>Primary Source: Jackson's Inauguration</li> <li>Video Clip: Jackson's Rise</li> </ul>	<ul style="list-style-type: none"> <li>Class Discussion</li> <li>Study Organizer Notes</li> <li>Notes and Handouts</li> <li>Persuasive Essay</li> </ul>
<b>Differentiation</b> Time line Skills Activity Class materials will be differentiated based on ability level.		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>PBS' Andrew Jackson: Good, Evil, and the Presidency DVD</li> <li>website: <a href="http://www.pbs.org/kcet/andrewjackson/">http://www.pbs.org/kcet/andrewjackson/</a></li> <li>TCI (Teacher Curriculum Institute) <a href="https://www.teachinci.com/social-studies/">https://www.teachinci.com/social-studies/</a></li> </ul>		

Lesson Plan 2	
<b>Content Area:</b> Social Studies	
<b>Lesson Title:</b> Conflicts Over Land	<b>Timeframe:</b> x hours

Lesson Components						
<u>21st Century Themes</u>						
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	Health Literacy
<u>21st Century Skills</u>						
	Creativity and Innovation	X	Critical Thinking and Problem Solving	x	Communication and Collaboration	x Information Literacy
	Media Literacy	x	ICT Literacy		Life and Career Skills	
<b>Interdisciplinary Connections:</b> Science: Geography						
<b>Integration of Technology:</b> PBS' Andrew Jackson: Good, Evil, and the Presidency DVD & website: <a href="http://www.pbs.org/kcet/andrewjackson/">http://www.pbs.org/kcet/andrewjackson/</a>						
<b>Equipment needed:</b> Computers, PowerPoint, The Internet, DVD Player, and LCD Projector						

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> <li>Will be able to understand how Andrew Jackson's presidency affected Native Americans</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>Map Study: Indian Removal Act</li> <li>Foldable Study Organizer: Name problem and identify solutions</li> <li>Video Clip: Jackson &amp; Indian Removal</li> <li>Research and write Persuasive Essay on Jackson</li> </ul>	<ul style="list-style-type: none"> <li>Class Discussion</li> <li>Handouts</li> <li>Study Organizer Notes</li> <li>Persuasive Essay</li> </ul>
<b>Differentiation</b> Connecting With Native Americans		

Class materials will be differentiated based on ability level.

#### Resources Provided

- PBS' Andrew Jackson: Good, Evil, and the Presidency DVD
- website: <http://www.pbs.org/kcet/andrewjackson/>
- TCI (Teacher Curriculum Institute) <https://www.teachinci.com/social-studies/>

### Lesson Plan 3

**Content Area:** Social Studies

**Lesson Title:** Jackson and the Bank

**Timeframe:** 2 hours

#### Lesson Components

#### 21st Century Themes

Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
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#### 21st Century Skills

Creativity and Innovation	x	Critical Thinking and Problem Solving		Communication and Collaboration	x	Information Literacy
x Media Literacy	x	ICT Literacy		Life and Career Skills		

**Interdisciplinary Connections:** Math: Economics

**Integration of Technology:** PBS' Andrew Jackson: Good, Evil, and the Presidency DVD & website: <http://www.pbs.org/kcet/andrewjackson/>

**Equipment needed:** Computers, PowerPoint, The Internet, DVD Player, and LCD Projector

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> <li>• Will be to describe how economic issues affect the</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>• Video Clip: Jackson &amp; Bank War</li> </ul>	<ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Handouts</li> </ul>

<p>president and presidential elections</p>	<ul style="list-style-type: none"> <li>Analyze a Primary Source: Political Cartoons</li> <li>Foldable Study Organizer: Name problem and identify solutions</li> <li>Research and write Persuasive Essay on Jackson</li> </ul>	<ul style="list-style-type: none"> <li>Study Organizer Notes</li> <li>Persuasive Essay</li> </ul>
<p><b>Differentiation</b> Analyze a Primary Source: Political Cartoons Class materials will be differentiated based on ability level.</p>		
<p><b>Resources Provided</b></p> <ul style="list-style-type: none"> <li>PBS' Andrew Jackson: Good, Evil, and the Presidency DVD</li> <li>website: <a href="http://www.pbs.org/kcet/andrewjackson/">http://www.pbs.org/kcet/andrewjackson/</a></li> <li>TCI (Teacher Curriculum Institute) <a href="https://www.teachinci.com/social-studies/">https://www.teachinci.com/social-studies/</a></li> </ul>		

Unit 5 Overview
<b>Content Area:</b> Social Studies
<b>Unit Title:</b> Manifest Destiny
<b>Target Course/Grade Level:</b> U.S. History/Grade 8
<b>Unit Summary</b> To describe how the United States acquired the West and became a transcontinental nation
<b>Primary interdisciplinary connections:</b> Math: Economics, Science: Geography, and Language Arts
<b>21st century themes:</b> Financial, Economic, Business, and Entrepreneurial Literacy and Civic Literacy
<b>Unit Rationale</b> To evaluate how the United States became a continental nation
Learning Targets
<b>Standards</b> 6.1 U.S. History: America in the World
<p><b>Content Statements</b></p> <ul style="list-style-type: none"> <li>Expansion and Reform</li> <li>Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.</li> </ul>

CPI #	Cumulative Progress Indicator (CPI)
6.1.8.A.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.A.4.b	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
6.1.8.B.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.
6.1.8.C.4.b	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
6.1.8.D.4.a	Analyze the push- pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How does geography influence the way people live?</li> <li>• Why does conflict develop?</li> <li>• How do new ideas change the way people live?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Throughout our history, Americans have taken great risks to potentially reap great rewards</li> <li>• Territorial expansion leads to conflict between people</li> </ul>
<b>Unit Learning Targets</b> Students will ... Discuss how the belief in Manifest Destiny influenced western settlement Explain why Texas fought for independence from Mexico Describe how Mexican lands in the West become part of the United States Summarize the effects of the Gold Rush on California history	

**Differentiated Instruction/Modification/ELL**

Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, & ELL-English Language Learner.

**Evidence of Learning**

- Summative Assessment/ Benchmarks (4 days)
- Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and prepare for assessment
- Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.
- Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian
- Chapter 13 Test (1 day)
- Unit Test

**Equipment needed:** Computers, PowerPoint, The Internet, and LCD Projector

**Teacher Resources:** The Alamo DVD, and TCI (Teacher Curriculum Institute)  
<https://www.teachtci.com/social-studies/>

**Formative Assessments**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Notes and Handouts</li> </ul> | <ul style="list-style-type: none"> <li>• Travel Brochure</li> <li>• Quizzes</li> </ul> |
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**Lesson Plans**

Lesson	Timeframe
Lesson 1 The Oregon Country	2 hours/days
Lesson 2 Independence for Texas	2 hours/days
Lesson 3 War With Mexico	2 hours/days
Lesson 4	2 hours/days

California and Utah	
<b>Curriculum Development Resources</b> Click the links below to access additional resources used to design this unit: <ul style="list-style-type: none"> <li><a href="http://www.america101.us/trail/Oregontrail.html">http://www.america101.us/trail/Oregontrail.html</a></li> </ul>	

Lesson Plan 1							
Content Area: Social Studies							
Lesson Title: The Oregon Country					Timeframe: 2 hours/days		
Lesson Components							
<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy	X	ICT Literacy		Life and Career Skills		
Interdisciplinary Connections: Science: Geography & Language Arts							
Integration of Technology: Web Quest & PowerPoint Presentation							
Equipment needed: Computers, PowerPoint, The Internet, and LCD Projector							

<b>Goals/Objectives</b>	<b>Learning Activities/Instructional Strategies</b>	<b>Formative Assessment Tasks</b>
Students: <ul style="list-style-type: none"> <li>Will be able to discuss how the belief in Manifest Destiny influenced western settlement</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>Analyze Horace Greeley's "Go West, young man"</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class Discussion</li> </ul>

	<ul style="list-style-type: none"> <li>• Web Quest: Oregon Trail</li> <li>• Analyzing a Primary Source</li> <li>• A Painting as Source</li> <li>• Map Study: Oregon Trail</li> <li>• Create Travel Brochure for famous site in the West</li> </ul>	<ul style="list-style-type: none"> <li>• Notes and Handouts</li> <li>• Travel Brochure</li> </ul>
<b>Differentiation</b> Analyzing a Primary Source Class materials will be differentiated based on ability level.		
<b>Resources Provided</b> <a href="http://www.america101.us/trail/Oregontrail.html">http://www.america101.us/trail/Oregontrail.html</a> TCI (Teacher Curriculum Institute) <a href="https://www.teachtci.com/social-studies/www.isu.edu/~trinmich/Oregontrail.html">https://www.teachtci.com/social-studies/www.isu.edu/~trinmich/Oregontrail.html</a>		

Lesson Plan 2							
Content Area: Social Studies							
Lesson Title: Independence for Texas					Timeframe: 2 hours		
Lesson Components							
21st Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
21st Century Skills							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
Interdisciplinary Connections: Science: Geography & Language Arts							
Integration of Technology: The Alamo DVD							

**Equipment needed:** Computers, PowerPoint, The Internet, DVD Player, and LCD Projector

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> <li>Will be able to explain why Texas fought for independence from Mexico</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>Evaluate: Manifest Destiny</li> <li>Map Study: Texas War for Independence</li> <li>Watch The Alamo movie</li> <li>Create Travel Brochure for famous site in the West</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class Discussion</li> <li>Notes and Handouts</li> <li>Travel Brochure</li> </ul>
<b>Differentiation:</b> Manifest Destiny Activity Class materials will be differentiated based on ability level.		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>TCI (Teacher Curriculum Institute) <a href="https://www.teachtpci.com/social-studies/">https://www.teachtpci.com/social-studies/</a></li> <li>The Alamo DVD</li> </ul>		

Lesson Plan 3							
Content Area: Social Studies							
Lesson Title: War With Mexico						Timeframe: 2 hours	
Lesson Components							
<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy

X	Media Literacy		ICT Literacy		Life and Career Skills
<b>Interdisciplinary Connections:</b> Science: Geography & Language Arts					
<b>Integration of Technology:</b> PowerPoint Presentation					
<b>Equipment needed:</b> Computers, PowerPoint, The Internet, and LCD Projector					

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> <li>Will be able to describe how Mexican lands in the West become part of the United States</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>Graphic Organizer: Taking Notes</li> <li>Reading a Timeline</li> <li>PowerPoint: Causes &amp; Effects of Mexican War</li> <li>Map Study: Western Expansion</li> <li>Create Travel Brochure for famous site in the West</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class Discussion</li> <li>Notes and Handouts</li> <li>Travel Brochure</li> </ul>
<b>Differentiation</b> <ul style="list-style-type: none"> <li>Graphic Organizer: Taking Notes</li> <li>Class materials will be differentiated based on ability level</li> </ul>		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>TCI (Teacher Curriculum Institute) <a href="https://www.teachtci.com/social-studies/">https://www.teachtci.com/social-studies/</a></li> </ul>		

Lesson Plan 4	
<b>Content Area:</b> Social Studies	
<b>Lesson Title:</b> California and Utah	<b>Timeframe:</b> 2 hours
<b>Lesson Components</b>	
<b><u>21st Century Themes</u></b>	

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<b><u>21st Century Skills</u></b>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
<b>Interdisciplinary Connections:</b> Math: Economics, Science: Geography, and Language Arts							
<b>Integration of Technology:</b> PowerPoint Presentation							
<b>Equipment needed:</b> Computers, PowerPoint, The Internet, and LCD Projector							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> <li>Will be able to summarize the effects of the Gold Rush on California history</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>Map Quiz: Manifest Destiny</li> <li>Differentiated Activity: The Gold Rush</li> <li>Economics: Inflation &amp; The Gold Rush</li> <li>Primary Source Reading: The Mormons</li> <li>Create Travel Brochure for famous site in the West</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class Discussion</li> <li>Notes and Handouts</li> <li>Travel Brochure</li> <li>Map Quiz</li> </ul>
<b>Differentiation</b> <ul style="list-style-type: none"> <li>Differentiated Activity: The Gold Rush</li> <li>Class materials will be differentiated based on ability level</li> </ul>		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>TCI (Teacher Curriculum Institute) <a href="https://www.teachinci.com/social-studies/">https://www.teachinci.com/social-studies/</a></li> </ul>		

Unit 6 Overview	
<b>Content Area:</b> Social Studies	
<b>Unit Title:</b> North and South	
<b>Target Course/Grade Level:</b> U.S. History/Grade 8	
<b>Unit Summary</b> To examine life in the North and South prior to the United States Civil War. How were they similar and how they were different?	
<b>Primary interdisciplinary connections:</b> Math: Economics & Science: Technology	
<b>21st century themes:</b> Global Awareness, Financial, Economic, Business and Entrepreneurial Literacy, Civic Literacy	
<b>Unit Rationale</b> To evaluate life in antebellum America, and understand how regional differences will lead to conflict.	
Learning Targets	
<b>Standards</b> 6.1 U.S. History: America in the World	
<b>Content Statements</b> <ul style="list-style-type: none"> <li>• Expansion and Reform</li> <li>• Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.8.C.4.b	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.
6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
6.1.8.D.5.a 6.1.12.C.1.a	Prioritize the causes and events that led to the Civil War from different perspectives Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How does technology change the way people live?</li> <li>• How do people adapt to their environment?</li> <li>• Why do people make economic choices?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• That inventions, innovation, science, and technology have changed our society in both positive and negative ways</li> <li>• The movement of people occurs because of push and pull factors</li> <li>• That regardless of race, ethnicity, gender, or religion that all people deserve freedom and equality</li> </ul>
<b>Unit Learning Targets</b> Students will ... <ul style="list-style-type: none"> <li>• Be able to describe the innovations in industry, travel, and communication that changed the lives of Americans in the 1800s.</li> <li>• Be able to discuss the impact of immigration on cities, industry, and culture in the North.</li> <li>• Be able to explain how the South's industry and economy differ from the industry and economy of the North</li> <li>• Be able to describe how unique elements of culture develop among enslaved African Americans in the South</li> </ul>	
<b>Differentiated Instruction/Modification/ELL</b> <ul style="list-style-type: none"> <li>• Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, &amp; ELL-English Language Learner.</li> </ul>	
<b>Evidence of Learning</b>	
<ul style="list-style-type: none"> <li>• Summative Assessment/ Benchmarks (4 days)</li> <li>• Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and prepare for assessment</li> <li>• Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.</li> <li>• Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian</li> </ul>	

<ul style="list-style-type: none"> <li>• Chapter 14 Test (1 day)</li> <li>• Unit Test</li> </ul>
<b>Equipment needed:</b> Computers, PowerPoint, The Internet, DVD Player, and LCD Projector
<b>Teacher Resources:</b> Roots DVD, <a href="http://www.history.com/topics/slavery">http://www.history.com/topics/slavery</a> , and TCI (Teacher Curriculum Institute) <a href="https://www.teachinci.com/social-studies/">https://www.teachinci.com/social-studies/</a>

Formative Assessments	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Notes and Handouts</li> <li>• ? Quizzes</li> </ul>
Lesson Plans	
Lesson	Timeframe
Lesson 1 The North's Economy	2 hours/days
Lesson 2 The North's People	2 hours/days
Lesson 3 Southern Cotton Kingdom	2 hours/days
Lesson 4 The South's People	2 hours/days
<b>Curriculum Development Resources</b> Click the links below to access additional resources used to design this unit: <ul style="list-style-type: none"> <li>• <a href="http://www.history.com/topics/slavery">http://www.history.com/topics/slavery</a></li> <li>• <a href="http://streaming.discoveryeducation.com/">http://streaming.discoveryeducation.com/</a></li> </ul>	

Lesson Plan 1	
<b>Content Area:</b> Social Studies	
<b>Lesson Title:</b> The North's Economy	<b>Timeframe:</b> 2 hours/days
Lesson Components	
<u>21st Century Themes</u>	

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b><u>21st Century Skills</u></b>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
<b>Interdisciplinary Connections:</b> Science: Technology & Math: Economics							
<b>Equipment needed:</b> Computers, The Internet, and LCD Projector							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> <li>Will be able to describe the innovations in industry, travel, and communication that changed the lives of Americans in the 1800s.</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>Timeline Activity: Early 1800s Inventions</li> <li>Morse Code Activity</li> <li>Guided Reading Activity; The North's Economy</li> <li>Map Study: Railroad Expansion</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class Discussion</li> <li>Notes and Handouts</li> </ul>
<b>Differentiation</b> <ul style="list-style-type: none"> <li>Morse Code Activity</li> <li>Class materials will be differentiated based on ability level.</li> </ul>		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>TCI (Teacher Curriculum Institute) <a href="https://www.teachtc.com/social-studies/">https://www.teachtc.com/social-studies/</a></li> </ul>		

<b>Lesson Plan 2</b>
<b>Content Area:</b> Social Studies

<b>Lesson Title:</b> The North’s People					<b>Timeframe:</b> 2 hours		
<b>Lesson Components</b>							
<b><u>21st Century Themes</u></b>							
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<b><u>21st Century Skills</u></b>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
<b>Interdisciplinary Connections:</b> Math: Economics							
<b>Integration of Technology:</b> United Streaming video on Irish Potato Famine							
<b>Equipment needed:</b> Computers, The Internet, and LCD Projector							

<b>Goals/Objectives</b>	<b>Learning Activities/Instructional Strategies</b>	<b>Formative Assessment Tasks</b>
Students: <ul style="list-style-type: none"> <li>Will be able to discuss the impact of immigration on cities, industry, and culture in the North.</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>Graphic Study: Immigration in the Mid-1800s</li> <li>Geography and History Activity: Changing the Landscape for Industry</li> <li>Comparing and Contrasting Life in the North</li> <li>Primary Source: Nativism</li> <li>Expository Writing: Describe the groups that faced discrimination in the North and discuss how they were discriminated.</li> <li>Synthesizing Information Quiz: African Americans in the North</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class Discussion</li> <li>Notes and Handouts</li> <li>Expository Essays</li> <li>Quiz</li> </ul>

**Differentiation**

- Geography and History Activity: Changing the Landscape for Industry
- Class materials will be differentiated based on ability level.

**Resources Provided**

- TCI (Teacher Curriculum Institute) <https://www.teachinci.com/social-studies/>
- <http://player.discoveryeducation.com/index.cfm?guidAssetId=75CCB1B6-027A-4D34-8AE9-6204D1DC3E79&blnFromSearch=1&productcode=US>

**Lesson Plan 3****Content Area:** Social Studies**Lesson Title:** Southern Cotton Kingdom**Timeframe:** 2 hours**Lesson Components****21st Century Themes**

Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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**21st Century Skills**

Creativity and Innovation	X	Critical Thinking and Problem Solving		Communication and Collaboration	X	Information Literacy
Media Literacy		ICT Literacy		Life and Career Skills		

**Interdisciplinary Connections:** Math: Economics & Science: Geography**Integration of Technology:** Roots DVD**Equipment needed:** Computers, PowerPoint, The Internet, DVD Player, and LCD Projector

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
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<b>Students:</b> <ul style="list-style-type: none"> <li>Will be able to explain how the South's industry and economy differ from the industry and economy of the North</li> </ul>	<b>Lesson Sequence</b> <ul style="list-style-type: none"> <li>Graphic Study: Compare &amp; Contrast Railroads in the North &amp; South</li> <li>Analyze a Diagram: Cotton Gin revolutionizes cotton production</li> <li>Map Study: The Cotton Kingdom</li> <li>Economics &amp; History: Cotton as a Percentage of U.S. Exports</li> <li>Guided Reading: The Cotton Kingdom</li> <li>Watch Roots: Episode I</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class Discussion</li> <li>Notes and Handouts</li> </ul>
<b>Differentiation</b> <ul style="list-style-type: none"> <li>Class materials will be differentiated based on ability level.</li> </ul>		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>TCI (Teacher Curriculum Institute) <a href="https://www.teachtni.com/social-studies/">https://www.teachtni.com/social-studies/</a></li> <li>Roots DVD</li> <li><a href="http://www.history.com/topics/slavery">http://www.history.com/topics/slavery</a></li> </ul>		

Lesson Plan 4						
Content Area: Social Studies						
Lesson Title: The South’s People					Timeframe: 2 hours	
Lesson Components						
<u>21st Century Themes</u>						
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	Health Literacy
<u>21st Century Skills</u>						

	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
Interdisciplinary Connections: Music, Math: Economics & Science: Geography							
Integration of Technology: Roots DVD & Web Quest							
Equipment needed: Computers, PowerPoint, The Internet, DVD Player, and LCD Projector							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students:</p> <ul style="list-style-type: none"> <li>Will be able to describe how unique elements of culture develop among enslaved African Americans in the South</li> </ul>	<p>Lesson Sequence</p> <ul style="list-style-type: none"> <li>Linking Past to Present: Roots of American Music</li> <li>Create 'Cottonocracy' Social Structure Diagram</li> <li>Primary Source: The Slave Codes</li> <li>Watch Roots: Episode II</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class Discussion</li> <li>Notes and Handouts</li> </ul>
<p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>Class materials will be differentiated based on ability level.</li> </ul>		
<p><b>Resources Provided</b></p> <ul style="list-style-type: none"> <li>TCI (Teacher Curriculum Institute) <a href="https://www.teachtci.com/social-studies/">https://www.teachtci.com/social-studies/</a></li> <li>Roots DVD</li> <li><a href="http://www.history.com/topics/slavery">http://www.history.com/topics/slavery</a></li> </ul>		

Unit 7 Overview	
<b>Content Area:</b> Social Studies	
<b>Unit Title:</b> The Age of Reform	
<b>Target Course/Grade Level:</b> U.S. History/Grade 8	
<b>Unit Summary</b> To explore the reform movements of the mid-1800s and how they impacted America.	
<b>Primary interdisciplinary connections:</b> Language Arts	
<b>21st century themes:</b> Global Awareness & Civic Literacy	
<b>Unit Rationale</b> To evaluate how differences in beliefs will lead to conflict.	
Learning Targets	
<b>Standards</b> 6.1 U.S. History: America in the World	
<b>Content Statements:</b> <ul style="list-style-type: none"> <li>• Expansion and Reform</li> <li>• Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.8.D.4.b	Explore efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
6.1.8.D.4.c	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
6.1.8.C.3.c	Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.
6.1.8.C.4.b 6.1.8.C.4.c	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation. Analyze how technological innovations affected the status and social class of different groups

	of people, and explain the outcomes that resulted
6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
6.1.8.D.4.b	Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
6.1.8.D.4.c	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• Why do societies change?</li> <li>• What motivates people to act?</li> <li>• How do new ideas change the way people live?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• That regardless of race, ethnicity, gender, or religion that all people deserve freedom and equality</li> </ul>
<b>Unit Learning Targets</b> Students will ... <ul style="list-style-type: none"> <li>• Be able to describe how religion influence the social reforms in the United States during the early and mid-1800s</li> <li>• Be able to explain how abolitionists influence the antislavery movement</li> <li>• Be able to explain the effects of the women's rights movement of the middle to late 1800s</li> </ul>	
<b>Differentiated Instruction/Modification/ELL</b> <ul style="list-style-type: none"> <li>• Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, &amp; ELL-English Language Learner.</li> </ul>	
<b>Evidence of Learning</b>	
<ul style="list-style-type: none"> <li>• Summative Assessment/ Benchmarks (4 days)</li> <li>• Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and prepare for assessment</li> <li>• Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.</li> </ul>	

<ul style="list-style-type: none"> <li>Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian</li> <li>Chapter 15 Test (1 day)</li> <li>Unit Test</li> </ul>
<b>Equipment needed:</b> Computers, PowerPoint, The Internet, DVD Player, and LCD Projector
<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>Roots DVD</li> <li><a href="http://www.history.com/topics/slavery">http://www.history.com/topics/slavery</a></li> <li>TCI (Teacher Curriculum Institute) <a href="https://www.teachtci.com/social-studies/">https://www.teachtci.com/social-studies/</a></li> </ul>

Formative Assessments	
<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class Discussion</li> <li>Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>Notes and Handouts</li> <li>Abolitionist Newspaper Project</li> <li>Women's Rights Flier Project</li> </ul>
Lesson Plans	
Lesson	Timeframe
Lesson 1 Social Reform	2 hours/days
Lesson 2 The Abolitionists	2 hours/days
Lesson 3 The Women's Movement	2 hours/days
<b>Curriculum Development Resources</b> Click the links below to access additional resources used to design this unit: <ul style="list-style-type: none"> <li><a href="http://www.history.com/topics/slavery">http://www.history.com/topics/slavery</a></li> </ul>	

Lesson Plan 1	
<b>Content Area:</b> Social Studies	
<b>Lesson Title:</b> Social Reform	<b>Timeframe:</b> 2 hours/days
<b>Lesson Components</b>	
<b><u>21st Century Themes</u></b>	

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<b><u>21st Century Skills</u></b>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
<b>Interdisciplinary Connections:</b> Literature							
<b>Integration of Technology:</b> Roots DVD & Web Quest							
<b>Equipment needed:</b> Computers, PowerPoint, The Internet, and LCD Projector							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> <li>Will be able to describe how religion influence the social reforms in the United States during the early and mid-1800s</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>Critical Thinking: Analyzing a Primary Source</li> <li>Content Vocabulary Activity</li> <li>Guided Reading Activity</li> <li>Interpreting a Political Cartoon</li> </ul>	<ul style="list-style-type: none"> <li>Class Discussion</li> <li>Notes and Handouts</li> <li>Web Organizer</li> </ul>
<b>Differentiation</b> <ul style="list-style-type: none"> <li>Creating a Web Organizer</li> <li>Class materials will be differentiated based on ability level.</li> </ul>		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>TCI (Teacher Curriculum Institute) <a href="https://www.teachtci.com/social-studies/">https://www.teachtci.com/social-studies/</a></li> </ul>		

<b>Lesson Plan 2</b>
<b>Content Area:</b> Social Studies

<b>Lesson Title:</b> The Abolitionists				<b>Timeframe:</b> 2 hours			
<b>Lesson Components</b>							
<b><u>21st Century Themes</u></b>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
<b><u>21st Century Skills</u></b>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
X	Media Literacy	X	ICT Literacy		Life and Career Skills		
<b>Interdisciplinary Connections:</b> Language Arts & Geography							
<b>Integration of Technology:</b> Roots DVD, and computers with Internet access to research and create an Abolitionist Newspaper.							
<b>Equipment needed:</b> Computers, PowerPoint, The Internet, DVD Player, and LCD Projector							

<b>Goals/Objectives</b>	<b>Learning Activities/Instructional Strategies</b>	<b>Formative Assessment Tasks</b>
Students: <ul style="list-style-type: none"> <li>Will be able to explain how abolitionists influence the antislavery movement</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>Using Parts of Words</li> <li>Analyzing a Timeline</li> <li>Taking notes with a concept web</li> <li>Evaluate Americans reactions to the antislavery movement</li> <li>Interpreting a Map: The Underground Railroad</li> <li>Research and create an Abolitionist Newspaper.</li> </ul>	<ul style="list-style-type: none"> <li>Class Discussion</li> <li>Concept Web Notes</li> <li>Notes and Handouts</li> <li>Abolitionist Newspaper Project</li> </ul>
<b>Differentiation</b> Interpreting a Political Cartoon: Disputes Over Slavery Class materials will be differentiated based on ability level.		
<b>Resources Provided</b>		

- TCI (Teacher Curriculum Institute) <https://www.teachinci.com/social-studies/>
- Roots DVD
- <http://www.history.com/topics/slavery>

Lesson Plan 3							
Content Area: Social Studies							
Lesson Title: The Women’s Movement						Timeframe: 2 hours	
Lesson Components							
<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
X	Media Literacy	X	ICT Literacy		Life and Career Skills		
Interdisciplinary Connections: Language Arts							
Integration of Technology: United Streaming and computers with Internet access to research and create a flier for a Women’s Rights Convention.							
Equipment needed: Computers, PowerPoint, The Internet, and LCD Projector							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> <li>• will be able to explain the effects of the women's rights movement of the middle to late 1800s</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>• Daily Test Practice: Analyzing A Primary Source</li> <li>• Guided Reading Activity</li> <li>• Narrative Writing: with a partner write a dialogue between Mott and Stanton</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Test Practice</li> <li>• Guided Reading Notes</li> <li>• Narrative Writing</li> </ul>

	debating whether to include suffrage in the declaration of sentiments • Research and create a flier for a Women's Rights Rally	• Women's Rights Flier Project •
<b>Differentiation</b> <ul style="list-style-type: none"> <li>Rules for Husbands and Wives Activity</li> <li>Class materials will be differentiated based on ability level.</li> </ul>		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>TCI (Teacher Curriculum Institute) <a href="https://www.teachtc.com/social-studies/">https://www.teachtc.com/social-studies/</a></li> </ul>		

Unit 8 Overview	
<b>Content Area:</b> Social Studies	
<b>Unit Title:</b> Toward Civil War	
<b>Target Course/Grade Level:</b> U.S. History/Grade 8	
<b>Unit Summary</b> To evaluate the delicate balance between the Northern and Southern states over the issue of slavery, and how it led to Civil War.	
<b>Primary interdisciplinary connections:</b> Science: Geography	
<b>21st century themes:</b> Civic Literacy	
<b>Unit Rationale</b> To understand the causes of the worst war in American history.	
Learning Targets	
<b>Standards</b> 6.1 U.S. History: America in the World	
<b>Content Statements</b> <ul style="list-style-type: none"> <li>Civil War and Reconstruction</li> <li>The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.8.D.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.

6.1.8.A.5.a	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
6.1.8.A.5.b	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
6.1.8.B.5.a	Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.
6.1.8.C.5.a	Assess the human and material costs of the Civil War in the North and South.
6.1.8.C.5.b	Analyze the economic impact of Reconstruction on the South from different perspectives.
6.1.8.D.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Why does conflict develop?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>People fight for their ideas remain the same over time</li> </ul>
<b>Unit Learning Targets</b> Students will ... <ul style="list-style-type: none"> <li>Evaluate the effectiveness of the compromises that Congress made to address slavery and sectionalism</li> <li>Explain how popular sovereignty lead to violence in Kansas</li> <li>Discuss the significance of the Dred Scott decision</li> <li>Explain the theory of states' rights and discuss its role in the outbreak of Civil War</li> </ul>	
<b>Differentiated Instruction/Modification/ELL</b> <ul style="list-style-type: none"> <li>Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, &amp; ELL-English Language Learner.</li> </ul>	

Evidence of Learning
<ul style="list-style-type: none"> <li>• Summative Assessment/ Benchmarks (4 days)</li> <li>• Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and prepare for assessment</li> <li>• Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.</li> <li>• Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian</li> <li>• Chapter 16 Test (1 day)</li> <li>• Unit Test</li> </ul>
<b>Equipment needed:</b> Computers, PowerPoint, The Internet, VCR, Television, and LCD Projector
<b>Teacher Resources:</b> PBS' The Civil War: Episode 1 The Cause Video Tape, TCI (Teacher Curriculum Institute) <a href="https://www.teachtci.com/social-studies/">https://www.teachtci.com/social-studies/</a>

Formative Assessments	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Notes and Handouts</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint Slide Show Project</li> <li>• Quizzes</li> </ul>
Lesson Plans	
Lesson	Timeframe
Lesson 1 Slavery and the West	2 hours/days
Lesson 2 A Nation Dividing	2 hours/days
Lesson 3 Challenges to Slavery	2 hours/days
Lesson 4 Secession and War	2 hours/days
<b>Curriculum Development Resources</b> Click the links below to access additional resources used to design this unit: <ul style="list-style-type: none"> <li>• <a href="http://www.history.com/topics/slavery">http://www.history.com/topics/slavery</a></li> </ul>	

Lesson Plan 1						
Content Area: Social Studies						
Lesson Title: Slavery and the West					Timeframe: 2 hours/days	
Lesson Components						
<u>21st Century Themes</u>						
	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy	Health Literacy
<u>21st Century Skills</u>						
	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills	
Interdisciplinary Connections: Science: Geography						
Integration of Technology: Creating a PowerPoint Slide Show on the Causes of the Civil War						
Equipment needed: Computers, PowerPoint, and the Internet						

<b>Goals/Objectives</b>	<b>Learning Activities/Instructional Strategies</b>	<b>Formative Assessment Tasks</b>
Students: <ul style="list-style-type: none"> <li>Will evaluate the effectiveness of the compromises that Congress made to address slavery and sectionalism</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>Interpreting a Timeline: Henry Clay's Life</li> <li>Guided Reading Activity</li> <li>Geography &amp; History Activity: Taking Sides on Slavery</li> <li>Created a concept on the slavery compromises in the West</li> <li>Research and create PowerPoint slide show on</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class Discussion</li> <li>Notes &amp; Handouts</li> <li>PowerPoint Slide Show</li> </ul>

	the events that caused the Civil War	
<b>Differentiation</b> <ul style="list-style-type: none"> <li>Geography and History Activity: North and South: Taking Sides on Slavery</li> <li>Class materials will be differentiated based on ability level.</li> </ul>		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>TCI (Teacher Curriculum Institute) <a href="https://www.teachtpci.com/social-studies/">https://www.teachtpci.com/social-studies/</a></li> </ul>		

Lesson Plan 2									
Content Area: Social Studies									
Lesson Title: A Nation Dividing							Timeframe: 2 hours		
Lesson Components									
<u>21st Century Themes</u>									
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy		
<u>21st Century Skills</u>									
	Creativity and Innovation	x	Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy		
x	Media Literacy		ICT Literacy		Life and Career Skills				
Interdisciplinary Connections: Science: Geography									
Integration of Technology: Creating a PowerPoint Slide Show on the Causes of the Civil War									
Equipment needed: Computers, PowerPoint, and the Internet									

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> <li>Will explain how popular sovereignty</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>Map Study: Slavery and Sectionalism</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class Discussion</li> </ul>

lead to violence in Kansas	<ul style="list-style-type: none"> <li>• Add Kansas-Nebraska Act to slavery compromises in the West concept web</li> <li>• Persuasive Paragraph: Write a speech that night has been given by an abolitionist protesting the Fugitive Slave Act</li> <li>• Research and create PowerPoint slide show on the events that caused the Civil War</li> </ul>	<ul style="list-style-type: none"> <li>• Notes &amp; Handouts</li> <li>• Persuasive Paragraph</li> <li>• PowerPoint Slide Show</li> </ul>
<b>Differentiation</b> <ul style="list-style-type: none"> <li>• Social Studies Skills Activity: Analyzing News Media</li> <li>• Class materials will be differentiated based on ability level.</li> </ul>		
<b>Resources Provided:</b> <ul style="list-style-type: none"> <li>• TCI (Teacher Curriculum Institute) <a href="https://www.teachtc.com/social-studies/">https://www.teachtc.com/social-studies/</a></li> </ul>		

Lesson Plan 3							
Content Area: Social Studies							
Lesson Title: Challenges to Slavery						Timeframe: 2 hours	
Lesson Components							
<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
x	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
Interdisciplinary Connections: Science: Geography							
Integration of Technology: Creating a PowerPoint Slide Show on the Causes of the Civil War							
Equipment needed: Computers, PowerPoint, and the Internet							

<b>Goals/Objectives</b>	<b>Learning Activities/Instructional Strategies</b>	<b>Formative Assessment Tasks</b>
Students: <ul style="list-style-type: none"> <li>Will discuss the significance of the Dred Scott decision</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>Guided Reading Activity</li> <li>Map Study: Election of 1856</li> <li>Primary Source: The Dred Scott Decision</li> <li>Timeline: Debate and Division</li> <li>Research and create PowerPoint slide show on the events that caused the Civil War</li> <li>Comparing &amp; Contrasting: Lincoln &amp; Douglas</li> <li>Primary Source: John Brown's Raid</li> <li>Watch Video Clip: John Brown</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class Discussion</li> <li>Notes &amp; Handouts</li> <li>PowerPoint Slide Show</li> </ul>
<b>Differentiation</b> <ul style="list-style-type: none"> <li>Timeline Activity: Debate and Division</li> <li>Class materials will be differentiated based on ability level.</li> </ul>		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>TCI (Teacher Curriculum Institute) <a href="https://www.teachtc.com/social-studies/">https://www.teachtc.com/social-studies/</a></li> <li><a href="http://www.pbs.org/wgbh/americanexperience/films/lincolns/">http://www.pbs.org/wgbh/americanexperience/films/lincolns/</a></li> <li><a href="http://www.pbs.org/wgbh/amex/brown/filmmore/index.html">http://www.pbs.org/wgbh/amex/brown/filmmore/index.html</a></li> <li><a href="http://video.pbs.org/video/2167849906">http://video.pbs.org/video/2167849906</a></li> </ul>		

<b>Lesson Plan 4</b>	
<b>Content Area:</b> Social Studies	
<b>Lesson Title:</b> Secession and War	<b>Timeframe:</b> 2 hours
<b>Lesson Components</b>	
<b><u>21st Century Themes</u></b>	

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
<b><u>21st Century Skills</u></b>							
	Creativity and Innovation	x	Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
<b>Integration of Technology:</b> Creating a PowerPoint Slide Show on the Causes of the Civil War							
<b>Equipment needed:</b> Computers, PowerPoint, and the Internet							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> <li>Will explain the theory of states' rights and discuss its role in the outbreak of Civil War</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>Interpreting Political Cartoons</li> <li>Identifying Facts and Opinions</li> <li>Present PowerPoint Slide Shows on the Causes of the Civil War</li> <li>Investigating Sectionalism: Write Newspapers on Lincoln's Inauguration</li> <li>Map Study: The United States 1861</li> <li>Watch PBS' The Civil War: Episode 1 The Cause</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class Discussion</li> <li>Notes &amp; Handouts</li> <li>PowerPoint Slide Show</li> <li>Quiz</li> </ul>
<b>Differentiation</b> <ul style="list-style-type: none"> <li>School-To-Home Activity: What Do You Know?</li> <li>Authentic Assessment with Rubrics: Interpreting the Compromise Vote, and Content Vocabulary Activity: Toward Civil War</li> <li>Class materials will be differentiated based on ability level.</li> </ul>		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>TCI (Teacher Curriculum Institute) <a href="https://www.teachtpci.com/social-studies/">https://www.teachtpci.com/social-studies/</a></li> <li>PBS' The Civil War: Episode 1 The Cause Video</li> </ul>		

Unit 9 Overview	
<b>Content Area:</b> Social Studies	
<b>Unit Title:</b> The Civil War	
<b>Target Course/Grade Level:</b> U.S. History/Grade 8	
<b>Unit Summary</b> The Civil War remains the most divisive war in American history. Abraham Lincoln entered the White House at an advanced stage of the sectional crisis, but it was his leadership, vision, and determination to keep the Union together that made a profound difference in the war's outcome. The Civil War challenges us to consider the meaning of freedom and equality and the sacrifices that Americans have been willing to make to protect the ideal of freedom.	
<b>Primary interdisciplinary connections:</b> Science: Medicine, Technology, and Geography & Math: Economics	
<b>21st century themes:</b> Civic Literacy	
<b>Unit Rationale</b> To understand the lasting impact that the American Civil War has had on the development of the United States	
Learning Targets	
<b>Standards</b> 6.1 U.S. History: America in the World	
<b>Content Statements</b> The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.	
CPI #	Cumulative Progress Indicator (CPI)
6.1.8.B.5.a	Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.
6.1.8.D.5.b	Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.
6.1.8.A.5.a	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.

6.1.8.D.5.c	Examine the roles of women, African Americans, and Native Americans in the Civil War.
6.1.8.B.5.a	Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Why does conflict develop?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Conflict can lead to change</li> </ul>
<b>Unit Learning Targets</b> Students will ... <ul style="list-style-type: none"> <li>The goals and strategies, strengths and weaknesses of the North and South</li> <li>Major battles and turning points of the American Civil War</li> <li>The debate leading up to, and the results of, Lincoln's Emancipation Proclamation</li> <li>The conditions and contributions of soldiers and civilians during the Civil War</li> </ul>	
<b>Differentiated Instruction/Modification/ELL</b> <ul style="list-style-type: none"> <li>Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, &amp; ELL-English Language Learner.</li> </ul>	
<b>Evidence of Learning</b>	
<ul style="list-style-type: none"> <li>Summative Assessment/ Benchmarks (4 days)</li> <li>Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and preare for assessment</li> <li>Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.</li> <li>Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian</li> <li>Chapter 17 Test (1 day)</li> <li>-Unit Test</li> </ul>	
<b>Equipment needed:</b> <ul style="list-style-type: none"> <li>Computers</li> <li>PowerPoint</li> <li>LCD Projector</li> </ul>	
<ul style="list-style-type: none"> <li><b>Teacher Resources:</b></li> </ul>	

- TCI (Teacher Curriculum Institute) <https://www.teachtci.com/social-studies/>
- PBS' The Civil War Video Series
- Gods and Generals film

Gettysburg film

Formative Assessments	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Notes and Handouts</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Civil War Postcard Project</li> </ul>
Lesson Plans	
Lesson	Timeframe
Lesson 1 The Two Sides	2 hours/days
Lesson 2 Early Years of the War	2 hours/days
Lesson 3 Life During the Civil War	2 hours/days
Lesson 4 The Strain of War	2 hours/days
Lesson 5 The War's Final Stages	2 hours/days
<b>Curriculum Development Resources</b> Click the links below to access additional resources used to design this unit: <ul style="list-style-type: none"> <li>• PBS' The Civil War Video Series</li> <li>• Gods and Generals film</li> <li>• Gettysburg film</li> </ul>	

Lesson Plan 1	
<b>Content Area:</b> Social Studies	
<b>Lesson Title:</b> The Two Sides	<b>Timeframe:</b> 2 hours/days
Lesson Components	
<u>21st Century Themes</u>	

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
<b><u>21st Century Skills</u></b>							
	Creativity and Innovation	x	Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy	x	ICT Literacy		Life and Career Skills		
<b>Interdisciplinary Connections:</b> Science: Technology							
<b>Integration of Technology:</b> Interactive Graphic Organizer & Interactive Images							
<b>Equipment needed:</b> Computers, PowerPoint, The Internet, VCR, Television, DVD player, and LCD Projector							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> <li>The goals and strategies, strengths and weaknesses of the North and South</li> </ul>	<ul style="list-style-type: none"> <li>Guided Reading Activity: The Civil War - The Two Sides</li> <li>Interactive Graphic Organizer: Taking Notes: Comparing and Contrasting the North and South</li> <li>Interactive Image: Civil War Casualties</li> <li>Interactive Image: African Americans in the Civil War</li> <li>Interactive Image: Artillery</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class Discussion</li> <li>Notes &amp; Handouts</li> <li>Quizzes</li> <li>Civil War Postcard</li> </ul>
<b>Differentiation</b> <ul style="list-style-type: none"> <li>Guided Reading Activity: The Two Sides</li> <li>Class materials will be differentiated based on ability level.</li> </ul>		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>TCI (Teacher Curriculum Institute) <a href="https://www.teachinci.com/social-studies/">https://www.teachinci.com/social-studies/</a></li> <li>PBS' The Civil War</li> </ul>		

Lesson Plan 2							
Content Area: Social Studies							
Lesson Title: Early Years of the War				Timeframe: 2 hours			
Lesson Components							
21st Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
21st Century Skills							
	Creativity and Innovation	X	Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy		Life and Career Skills		
Interdisciplinary Connections: Science: Military Technology: Ironclads							
Integration of Technology: Interactive Image: Ironclads & Interactive Game: Early Years of the War							
Equipment needed: Computers, PowerPoint, The Internet, VCR, Television, DVD player, and LCD Projector							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> <li>Will be able to identify the major battles and turning points of the American Civil War</li> <li>Will understand the debate leading up to, and the results of, Lincoln's Emancipation Proclamation</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>Guided Reading Activity: Early Years of the War</li> <li>Reading Essentials and Study Guide: Early Years of the War</li> <li>Interactive Graphic Organizer: Sequencing, Civil War Battles</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class Discussion</li> <li>Notes &amp; Handouts</li> <li>Quizzes</li> <li>Civil War Postcard</li> </ul>

	<ul style="list-style-type: none"> <li>• Biography: Robert E. Lee</li> <li>• Interactive Image: Ironclads</li> <li>• Analyzing Primary Sources: The Emancipation Proclamation</li> <li>• Interactive Game: Early Years of the War</li> </ul>	
<b>Differentiation</b> <ul style="list-style-type: none"> <li>• Reading Essentials and Study Guide: Early Years of the War</li> <li>• Game: Early Years of the War</li> <li>• Guided Reading Activity: Early Years of the War</li> </ul>		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>• TCI (Teacher Curriculum Institute) <a href="https://www.teachtci.com/social-studies/">https://www.teachtci.com/social-studies/</a></li> <li>• PBS' The Civil War</li> </ul>		

Lesson Plan 3					
Content Area: Social Studies					
Lesson Title: Life During the Civil War				Timeframe: 2 hours	
Lesson Components					
<u>21st Century Themes</u>					
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
<u>21st Century Skills</u>					
	Creativity and Innovation	x	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
	Media Literacy	x	ICT Literacy	Life and Career Skills	
Interdisciplinary Connections: Math: Economics & Science Interactive Image: Doctor Kit for Field Surgery					

**Integration of Technology:** Interactive Graph: Inflation and Interactive Image: Doctor Kit for Field Surgery

**Equipment needed:** Computers, PowerPoint, The Internet, VCR, Television, DVD player, and LCD Projector

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students:</p> <ul style="list-style-type: none"> <li>Will be able to describe the conditions and contributions of soldiers and civilians during the Civil War.</li> </ul>	<p>Lesson Sequence</p> <ul style="list-style-type: none"> <li>Guided Reading Activity: Life During the Civil War</li> <li>Reading Essentials and Study Guide: Life During the Civil War</li> <li>Interactive Graphic Organizer: Women of the North and the South</li> <li>21st Century Skill: Life During the Civil War</li> <li>Interactive Graph: Inflation</li> <li>Interactive Image: Doctor Kit for Field Surgery</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class Discussion</li> <li>Notes &amp; Handouts</li> <li>Quizzes</li> <li>Civil War Postcard</li> </ul>
<p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>Guided Reading Activity: Life During the Civil War and Reading Essentials</li> <li>Study Guide: Life During the Civil War</li> <li>Class materials will be differentiated based on ability level.</li> </ul>		
<p><b>Resources Provided</b></p> <ul style="list-style-type: none"> <li>TCI (Teacher Curriculum Institute) <a href="https://www.teachtpci.com/social-studies/">https://www.teachtpci.com/social-studies/</a></li> <li>PBS' The Civil War</li> </ul>		

Lesson Plan 4	
<b>Content Area:</b> Social Studies	
<b>Lesson Title:</b> The Strain of War	<b>Timeframe:</b> 2 hours

Lesson Components					
<u>21st Century Themes</u>					
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
<u>21st Century Skills</u>					
	Creativity and Innovation	x	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
	Media Literacy	x	ICT Literacy	Life and Career Skills	
<b>Integration of Technology:</b> Interactive Game: The Strain of War					
<b>Equipment needed:</b> Computers, PowerPoint, The Internet, VCR, Television, DVD player, and LCD Projector					

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> <li>Will be able to describe the conditions and contributions of soldiers and civilians during the Civil War</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>Guided Reading Activity: The Strain of War</li> <li>Reading Essentials and Study Guide: The Strain of War</li> <li>Interactive Graphic Organizer: Union and Confederate Victories</li> <li>Biography: Thomas Jonathan "Stonewall" Jackson</li> <li>Interactive Game: The Strain of War</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class Discussion</li> <li>Notes &amp; Handouts</li> <li>Quizzes</li> <li>Civil War Postcard</li> </ul>
<b>Differentiation</b> <ul style="list-style-type: none"> <li>Interactive Game: The Strain of War</li> </ul>		
<b>Resources Provided</b>		

- TCI (Teacher Curriculum Institute) <https://www.teachinci.com/social-studies/>
- PBS' The Civil War

Lesson Plan 5					
Content Area: Social Studies					
Lesson Title: The War’s Final Stages				Timeframe: 2 hours	
Lesson Components					
21st Century Themes					
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
21st Century Skills					
	Creativity and Innovation	x	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
	Media Literacy	x	ICT Literacy	Life and Career Skills	
Integration of Technology: Interactive Graphic Organizer: Determining Cause and Effect, The Civil War Ends & Interactive Game: The War's Final Stages					
Equipment needed: Computers, PowerPoint, The Internet, VCR, Television, DVD player, and LCD Projector					

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> <li>• Will be able to describe the conditions and contributions of soldiers and civilians during the Civil War</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>• Guided Reading Activity: The War's Final Stages</li> <li>• Interactive Graphic Organizer: Determining Cause and Effect, The Civil War Ends</li> <li>• Biography: Ulysses S. Grant</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Notes &amp; Handouts</li> <li>• Quizzes</li> <li>• Civil War Postcard</li> </ul>

	<ul style="list-style-type: none"> <li>Interactive Game: The War's Final Stages</li> </ul>	
<b>Differentiation</b> <ul style="list-style-type: none"> <li>Interactive Game: The War's Final Stages</li> <li>Guided Reading Activity: The War's Final Stages</li> <li>Class materials will be differentiated based on ability level.</li> </ul>		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>TCI (Teacher Curriculum Institute) <a href="https://www.teachtci.com/social-studies/">https://www.teachtci.com/social-studies/</a></li> <li>PBS' The Civil War</li> </ul>		

Unit 10 Overview
<b>Content Area:</b> Social Studies
<b>Unit Title:</b> The Reconstruction Era
<b>Target Course/Grade Level:</b> U.S. History/Grade 8
<b>Unit Summary</b> During the era of Reconstruction, Americans were attempting to rebuild from a devastating war that claimed the lives of about 630,000 Americans. President Lincoln and the Union army succeeded in defeating the Confederate army and keeping the Union intact. Rebuilding the nation was not without controversy as neither the President nor Congress could agree on the best policy. The Reconstruction did provide for new rights for enslaved people.
<b>Primary interdisciplinary connections:</b> Math: Economics
<b>21st century themes:</b> Civic Literacy
<b>Unit Rationale</b> To understand the lasting impact that the Reconstruction has had on the development of the United States
Learning Targets
<b>Standards</b> 6.1 U.S. History: America in the World
<b>Content Statements</b> The Civil War and Reconstruction had a lasting impact on the development of the United States.

CPI #	Cumulative Progress Indicator (CPI)
6.1.8.A.5.b	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
6.1.8.C.5.b	Analyze the economic impact of Reconstruction on the South from different perspectives.
6.1.8.D.5.d	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives
6.1.8.C.5.a	Assess the human and material costs of the Civil War in the North and South
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How do new ideas change the way people live?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>People, places, and ideas change over time</li> </ul>
<b>Unit Learning Targets</b> Students will ... <ul style="list-style-type: none"> <li>The different plans for Reconstruction and what Radical Reconstruction meant</li> <li>How Reconstruction affected politics, economics, and society in the South</li> <li>How the rights of freed African Americans changed during Reconstruction and in the post-Reconstruction Era</li> <li>The successes and failures of Reconstruction in the South</li> </ul>	
<b>Differentiated Instruction/Modification/ELL</b> <ul style="list-style-type: none"> <li>Lesson plans are written to address the needs of on-level students. Discussion and activities that are well-suited to your Approaching Grade Level learners, Beyond Grade Level learners, as well as you English Language Learners, as coded as the following: AL=Approaching Grade Level, BL=Beyond Grade Level, &amp; ELL-English Language Learner.</li> </ul>	
<b>Evidence of Learning</b>	
<ul style="list-style-type: none"> <li>Summative Assessment/ Benchmarks (4 days)</li> <li>Chapter Summary (1 Day): Provide students with the Chapter Summary worksheet to help review the chapter and preare for assessment</li> <li>Reviewing the Enduring Understanding (1 day): People, places, and ideas change over time.</li> </ul>	

<ul style="list-style-type: none"> <li>Activities Answers (1 day): Exploring the Essential Question, 21st Century Skill, and Thinking Like a Historian</li> <li>Chapter 18 Test (1 day)</li> <li>Unit Test</li> </ul>
<b>Equipment needed:</b> Computers, PowerPoint, The Internet, VCR, Television, DVD player, and LCD Projector
<b>Teacher Resources:</b> TCI (Teacher Curriculum Institute) <a href="https://www.teachtpci.com/social-studies/">https://www.teachtpci.com/social-studies/</a> PBS' The Civil War Alex Haley's Roots DVD

Formative Assessments	
<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class Discussion</li> <li>Notes and Handouts</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes</li> <li>Civil War Postcard Project</li> </ul>
Lesson Plans	
Lesson	Timeframe
Lesson 1 Planning Reconstruction	2 hours/days
Lesson 2 The Radicals Take Control	2 hours/days
Lesson 3 The South During Reconstruction	2 hours/days
Lesson 4 The Post-Reconstruction Era	2 hours/days
<b>Curriculum Development Resources</b> <ul style="list-style-type: none"> <li>PBS' The Civil War Video Series</li> <li>Gods and Generals film</li> <li>Gettysburg film</li> </ul>	

Lesson Plan 1
<b>Content Area:</b> Social Studies

<b>Lesson Title:</b> Planning Reconstruction				<b>Timeframe:</b> 2 hours/days			
<b>Lesson Components</b>							
<b><u>21st Century Themes</u></b>							
Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy	
<b><u>21st Century Skills</u></b>							
Creativity and Innovation	x	Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy	
Media Literacy		ICT Literacy		Life and Career Skills			
<b>Interdisciplinary Connections:</b> Science: Geography							
<b>Integration of Technology:</b> Interactive Graphic Organizer & Slide Show							
<b>Equipment needed:</b> Computers, PowerPoint, The Internet, VCR, Television, DVD player, and LCD Projector							

<b>Goals/Objectives</b>	<b>Learning Activities/Instructional Strategies</b>	<b>Formative Assessment Tasks</b>
Students: <ul style="list-style-type: none"> <li>Will be able to identify the different plans for Reconstruction</li> </ul>	<ul style="list-style-type: none"> <li>Primary Source Activity: Planning Reconstruction</li> <li>Interactive Graphic Organizer: Reconstruction Plan</li> <li>Slide Show: Lincoln's Funeral</li> <li>Guided Reading Activity: Planning Reconstruction</li> <li>Reading Essentials and Study Guide: Planning Reconstruction</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class Discussion</li> <li>Notes &amp; Handouts</li> <li>Quizzes</li> </ul>
<b>Differentiation</b> <ul style="list-style-type: none"> <li>Reading Essentials and Study Guide: Planning Reconstruction</li> <li>Guided Reading Activity: Planning Reconstruction</li> </ul>		

<ul style="list-style-type: none"> <li>Approaching Level Lesson Summary: Assign this alternative online narrative written at 2 to 3 grade levels below the Student Edition.</li> </ul>
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>TCI (Teacher Curriculum Institute) <a href="https://www.teachinci.com/social-studies/">https://www.teachinci.com/social-studies/</a></li> <li>PBS' The Civil War</li> <li>Alex Haley's Roots DVD</li> </ul>

Lesson Plan 2							
Content Area: Social Studies							
Lesson Title: The Radicals Take Control				Timeframe: 2 hours			
Lesson Components							
21st Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
21st Century Skills							
	Creativity and Innovation	x	Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
Interdisciplinary Connections: Science: Geography							
Integration of Technology: Video Clip, Interactive Bar Graph, Interactive Graphic Organizer							
Equipment needed: Computers, PowerPoint, The Internet, VCR, Television, DVD player, and LCD Projector							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> <li>Will be able to explain what Radical Reconstruction meant</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>Video: The Aftermath of War</li> <li>Lecture Slide: Black Codes</li> <li>Interactive Chart: Radical Republicans</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class Discussion</li> </ul>

	<ul style="list-style-type: none"> <li>• Lecture Slide: The Reconstruction Acts</li> <li>• Interactive Graphic Organizer: The Fourteenth and Fifteenth Amendments</li> <li>• Slide Show: The Memphis Riots</li> <li>• Interactive Map: Reconstruction Military Districts</li> <li>• Guided Reading Activity: The Radicals Take Control</li> <li>• Interactive Graphic Organizer: Determining Cause and Effect, The Fourteenth and Fifteenth Amendments</li> <li>• Reading Essentials and Study Guide: The Radicals Take Control</li> </ul>	<ul style="list-style-type: none"> <li>• Notes &amp; Handouts</li> <li>• Quizzes</li> </ul>
<b>Differentiation</b> <ul style="list-style-type: none"> <li>• Reading Essentials and Study Guide: The Radicals Take Control</li> <li>• Guided Reading Activity: The Radicals Take Control</li> <li>• Approaching Level Lesson Summary: Assign this alternative online narrative written at 2 to 3 grade levels below the Student Edition.</li> </ul>		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>• TCI (Teacher Curriculum Institute) <a href="https://www.teachinci.com/social-studies/">https://www.teachinci.com/social-studies/</a></li> <li>• PBS' The Civil War</li> <li>• Alex Haley's Roots DVD</li> </ul>		

Lesson Plan 3					
Content Area: Social Studies					
Lesson Title: The South During Reconstruction				Timeframe: 4 hours	
Lesson Components					
21st Century Themes					
Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy	Health Literacy

21st Century Skills					
Creativity and Innovation	x	Critical Thinking and Problem Solving		Communication and Collaboration	Information Literacy
Media Literacy		ICT Literacy		Life and Career Skills	
Interdisciplinary Connections: Geography					
Integration of Technology: Video Clip, Interactive Bar Graph, Interactive Graphic Organizer					
Equipment needed: Computers, PowerPoint, The Internet, VCR, Television, DVD player, and LCD Projector					

<b>Goals/Objectives</b>	<b>Learning Activities/Instructional Strategies</b>	<b>Formative Assessment Tasks</b>
Students: <ul style="list-style-type: none"> <li>Will be able to explain how Reconstruction affected politics, economics, and society in the South</li> <li>.</li> </ul>	Lesson Sequence <ul style="list-style-type: none"> <li>Video: The South During Reconstruction: African Americans Gains and Losses during Reconstruction</li> <li>Interactive Bar Graph: African Americans in Congress</li> <li>Lecture Slide: Carpetbaggers and Scalawags</li> <li>Interactive Bar Graph: Literacy Rates</li> <li>Interactive Graphic Organizer: Improvements in Education</li> <li>21st Century Skills Activity: The South During Reconstruction</li> <li>Guided Reading Activity: The South During Reconstruction</li> <li>Interactive Graphic Organizer: Classifying, Improvements in Education</li> <li>21st Century Skills Activity: The South During Reconstruction</li> <li>Reading Essentials and Study Guide: The South During Reconstruction</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class Discussion</li> <li>Notes &amp; Handouts</li> <li>Quizzes</li> </ul>

**Differentiation**

- Reading Essentials and Study Guide: The South During Reconstruction
- Guided Reading Activity: The South During Reconstruction
- Approaching Level Lesson Summary: Assign this alternative online narrative written at 2 to 3 grade levels below the Student Edition.

**Resources Provided**

- TCI (Teacher Curriculum Institute) <https://www.teachtci.com/social-studies/>
- PBS' The Civil War
- Alex Haley's Roots DVD

**Lesson Plan 4****Content Area:** Social Studies**Lesson Title:** The Post-Reconstruction Era**Timeframe:** 2 hours**Lesson Components****21st Century Themes**

Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
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**21st Century Skills**

Creativity and Innovation	x	Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
Media Literacy		ICT Literacy		Life and Career Skills		

**Interdisciplinary Connections:** Math: Economics & Science: Geography**Integration of Technology:** Video, Slide Show, Interactive Graphic Organizer, Interactive Map, Interactive Image, and Interactive Game: The Strain of War**Equipment needed:** Computers, PowerPoint, The Internet, VCR, Television, DVD player, and LCD Projector

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
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<ul style="list-style-type: none"> <li>• Students:</li> <li>• Will be able to explain how the rights of freed African Americans changed during Reconstruction and in the post-Reconstruction Era</li> </ul>	<p>Lesson Sequence</p> <ul style="list-style-type: none"> <li>• Video: President Rutherford B. Hayes, Southern Manufacturing, and Booker T. Washington</li> <li>• Slide Show: Industry in the New South</li> <li>• Interactive Map: Election of 1876</li> <li>• Lecture Slide: The New South's Rural Economy</li> <li>• Primary Source: Sharecropping</li> <li>• Interactive Image: Disenfranchisement</li> <li>• Lecture Slide: Voting Restrictions for African American</li> <li>• Geography and History Activity: The Post-Reconstruction Era</li> <li>• Interactive Graphic Organizer: The New South</li> <li>• Guided Reading Activity: The Post-Reconstruction Era</li> <li>• Interactive Graphic Organizer: Summarizing, The New South</li> <li>• Geography and History Activity: The Post-Reconstruction Era</li> <li>• Reading Essentials and Study Guide: The Post-Reconstruction Era</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Notes &amp; Handouts</li> <li>• Quizzes</li> </ul>
<p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>• Reading Essentials and Study Guide: The Post-Reconstruction Era</li> <li>• Guided Reading Activity: The Post-Reconstruction Era</li> <li>• Approaching Level Lesson Summary: Assign this alternative online narrative written at 2 to 3 grade levels below the Student Edition.</li> </ul>		
<p><b>Resources Provided</b></p> <ul style="list-style-type: none"> <li>• TCI (Teacher Curriculum Institute) <a href="https://www.teachinci.com/social-studies/">https://www.teachinci.com/social-studies/</a></li> <li>• PBS' The Civil War</li> <li>• Alex Haley's Roots DVD</li> </ul>		

