



Mine Hill Township School District

(1st Grade/Social Studies)

Written by:

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Reviewed by:

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Approval date:

October 26, 2020

Members of the Board of Education:

Diane Morris, President
Karen Bruseo, Vice President
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Mine Hill Township School District

42 Canfield Avenue

Mine Hill, NJ 07803

www.minehillcas.org

Subject Area: History, Culture, Geography

Grade Level: First Grade	Brief Summary of Unit: Students will learn about classroom procedures and rules. Students will learn about the importance of school and responsibilities. Students will learn how to read maps, learn about community helpers, and citizenship.
Unit 1: Going to School & Rules	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>What it means to go to School</p> <p>What are Classroom rules and why are they important</p> <p>How do we work with others?</p>	<p>6.1.2.CivicsPI.3 6.1.2.CivicsPI.5 6.1.2.CivicsPD.1 6.1.2.CivicsPD.2 6.1.2.CivicsPR.1 6.1.2.CivicsPR.2 6.1.2.CivicsPR.3 6.1.2.CivicsPR.4 6.1.2.CivicsCM.1 6.1.2.CivicsCM.2</p>	<p>Explain the need for rules/laws</p> <p>Give examples of authority and recognize problems that may arise from lack of authority</p> <p>Explain the meaning of responsibility</p> <p>Explore basic concepts of diversity, respect, tolerance, and fairness to others</p> <p>Describe and demonstrate the importance of personal and interpersonal skills</p> <p>Identify positive work habits and attitudes</p> <p>Identify reasons for working as a team</p> <p>Recognize and define a problem</p> <p>Plan and follow steps to make choices and decisions</p> <p>Demonstrate brainstorming skills</p>	<p>Students will participate in partner, small group and teacher directed activities Communication and Collaboration</p> <p>Students will develop a list of rules to follow in the class Communication and Collaboration</p> <p>Students will develop meaning for vocabulary. Students will work in pairs using dictionaries and computers to define vocabulary for the unit Media Literacy</p> <p>Students will design t-shirts. Students will write words on their shirts to show what star students they are Creativity and Innovation</p> <p>Work together in small groups to make mini posters about classroom rules Creativity and Innovation</p> <p>Students will share personal experiences in small groups Communication and Collaboration</p>	<p>Student Assessments. Students will make posters and anchor charts to follow.</p> <p>Student Assessments. Students will rate lessons at the end (thumbs up, thumbs in the middle, thumbs down) Whole class discussion will take place.</p> <p>Gallery Walks. Students will walk around looking at classmates work. Discussions will take place in small and large groups about completed work. Things to improve and things students liked will be discussed.</p> <p>Rubrics. Teacher and students will create rubrics to grade completed work-<i>Benchmark</i></p>	<p>2-4 weeks</p>

		Recognize and demonstrate the need to self manage behavior	<p>Students will be introduced to the expected behavior for working. Students will create charts as reminders to hang in the classroom in small groups Creativity and Innovation</p> <p>Students will be introduced to school workers. Students will read stories and teacher will introduce workers to students Life and Career Skills</p> <p>Students will explain why schools are important after watching a www.brainpopjr.com video on schools Creativity and Innovation</p> <p>Identify the need for rules in school : respect, tolerance, and fairness to others. Students will make posters in small groups to share and discuss Creativity and Innovation</p> <p>Compare rules for different groups in small groups Communication and Collaboration</p> <p>Identify school workers and their responsibilities using cut outs and putting into categories Creativity and Innovation</p> <p>Compare schools around the world. Students will read books and use computers to conduct research Media Literacy</p>		
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Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA: RI.1.1-4, RI.1.7&8; Math: 1.MD.C
Integration of Technology	Teacher will use the smart board to display visuals, show directions, worksheets, and watch Brainpopjr videos. Students will use the smart board, smart table, and computers in the classroom to look at visuals, complete assignments, and watch videos. Technology 8.1 & 8.2
Resources	<i>For Teachers:</i> The teacher will use the smart board and smart table for every lesson. Teacher will use BrainpopJr videos to show to the class during lessons. Teacher will read books from the classroom library and chart paper to make anchor charts for students to follow. <i>For Students:</i> Students will use the smart board and smart table to learn more about the unit and to complete activities. Students will use chart paper to make posters and their own rubrics. Students will use the classroom computers to conduct research.
Integrated Accommodations and Modifications	Modifications for Special Ed/504/At Risk Students : Students will use picture books to learn more about classroom rules. Also, pictures and words will be displayed throughout the room and in their Social Studies folders to assist with assignments. ELL students: Students will use pictures and symbols to learn more about the lessons. Students will label pictures and posters. Words will be displayed in English and Spanish. Gifted students: Students will use the computers to make posters on classroom rules. Students will create anchor charts and rubrics to follow. Students will edit their own work and peer edit their classmates work.

Subject Area: History, Culture, Geography

Grade Level: First Grade	Brief Summary of Unit: Students will learn about rules and laws in the community. Students will be able to identify the President and other important leaders in history. Students will understand the characteristics of a good citizen.
Unit 2: Citizenship & Government	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>How can you be a good citizen in your classroom and school?</p> <p>What does it mean to be a president?</p> <p>What are symbols of our country?</p> <p>What are the parts of the government?</p> <p>How do we choose the president?</p> <p>Who are people in American history that helped other Americans have the same rights?</p>	<p>6.1.2.CivicsPI.1 6.1.2.CivicsPI.2 6.1.2.CivicsPI.3 6.1.2.CivicsPI.5 6.1.2.CivicsPI.6 6.1.2.CivicsDP.1 6.1.2.CivicsDP.2 6.1.2.CivicsDP.3 6.1.2.CivicsCM.1</p>	<p>Recognize the need for rules and laws in the community and classroom</p> <p>Identify examples of responsible citizenship in the school and classroom</p> <p>Identify leaders of different groups and their role in the community</p> <p>Identify the President as the leader of our nation</p> <p>Identify past presidents</p> <p>Recognize and identify national and state patriotic symbols</p> <p>Recite and explain the meaning of the Pledge of Allegiance</p> <p>Identify characteristics of good citizenship</p> <p>Identify and explore rights and responsibilities</p> <p>Explain that justice means fairness to all</p>	<p>Students will read stories from the classroom library in small groups about what it means to be a citizen and citizenship. Communication and Collaboration</p> <p>Students will create a KWL charts in small groups about citizenship Communication and Collaboration</p> <p>Students will watch www.brainpopjr.com videos on rules and laws and rights and responsibilities Media Literacy</p> <p>Students will work in pairs using dictionaries to identify vocabulary words Communication and Collaboration</p> <p>Students will list traits of a good President. Students will work in pairs to make posters about why someone should vote for them Creativity and Innovation</p> <p>Students will use clay to make a patriotic symbol of the nation. Symbols will be displayed on the smart board and students will use books to create their patriotic</p>	<p>Student Assessments. Students will make posters and anchor charts to follow.</p> <p>Students will make a survey for Colonial Day on the centers they have created. Parents and students will list things they liked and things that could be improved for the following year.</p> <p>Student Assessments. Students will rate lessons at the end (thumbs up, thumbs in the middle, thumbs down) Whole class discussion will take place.</p> <p>Gallery Walks. Students will walk around looking at classmates work. Discussions will take place in small and large groups about completed work. Things to improve and things students liked will be discussed.</p> <p>Rubrics-<i>Benchmark</i> Teacher and students will create rubrics to grade completed work.</p>	4-6 weeks

		Discuss the contributions of important figures in history	<p>symbol with a partner Creativity and Innovation</p> <p>Students will work in small groups and demonstrate appropriate character traits for school. Students will create a Reader's Theatre Creativity and Innovation</p> <p>Students will create a citizenship game. Students will work in small groups to create questions about citizenship and create a game board Creativity and Innovation</p> <p>Students will listen to read alouds of important historical figures that helped American citizens fair justice, in particular Martin Luther King Jr. Students will work in groups to describe his character traits and how we can be like him helping others. Civic Literacy</p>		
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Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA: RI.1.1-4, RI.1.7&8; Math: 1.MD.C NJSA 18A 52:16A-88, NJSA 18A:35-28
Integration of Technology	Teacher will use the smart board to display visuals, show directions, worksheets, and watch Brainpopjr videos. Students will use the smart board, smart table, and computers in the classroom to look at visuals, complete assignments, and watch videos. Technology 8.1 & 8.2
Resources	<i>For Teachers:</i> The teacher will use the smart board and smart table for every lesson. Teacher will use BrainpopJr videos to show to the class during lessons. Teacher will read books from the classroom library and chart paper to make anchor charts for students to follow.

	<p><i>For Students:</i> Students will use the smart board and smart table to learn more about the unit and to complete activities. Students will use chart paper to make posters and their own rubrics. Students will use the classroom computers to conduct research. Students will use clay to make a patriotic symbol.</p>
Integrated Accommodations and Modifications	<p>Modifications for Special Ed/504/At Risk Students : Students will use picture books to learn more about citizenship. Also, pictures and words will be displayed throughout the room and in their Social Studies folders to assist with assignments.</p> <p>ELL students: Students will use pictures and symbols to learn more about the lessons. Students will label pictures and posters. Words will be displayed in English and Spanish.</p> <p>Gifted students: Students will use the computers to make posters on what it means to be a good citizen and rights and responsibilities. Students will create anchor charts and rubrics to follow. Students will edit their own work and peer edit their classmates work.</p>

Subject Area: History, Culture, Geography

Grade Level: First Grade	Brief Summary of Unit: Students will learn about important events in history. Students will recognize that every family has a history and will be able to identify family relationships. Also, students will observe their community and explain how America was started.
Unit 3: Looking Back at Changes over time	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Students will learn about a timeline and be able to make a timeline of their life.</p> <p>Students will be identifying family relationships</p> <p>Students will learn about changes over time in their community.</p>	<p>6.1.2.HistoryCC.1 6.1.2.HistoryCC.2 6.1.2.HistoryCC.3 6.1.2.HistoryUP.2 6.1.2.HistorySE.3</p>	<p>Use vocabulary related to chronology: yesterday, today, and tomorrow</p> <p>Explain time order on a timeline</p> <p>Make a timeline of important events in history</p> <p>Recognize that every family has its own history. Create a family tree.</p> <p>Compare and contrast families today with families of long ago</p> <p>Use a diagram to identify family relationships</p> <p>Observe changes in their community, Mine Hill</p> <p>Analyze why changes take place</p> <p>Identify cause and effect</p> <p>Recognize that native Americans were the first people in North and South America</p>	<p>Students will work in pairs to create timelines using important events in history. Students will conduct research using books and computers in the classroom Critical Thinking and Problem Solving</p> <p>Students will create a family tree on poster board. Students will include their grandparents, parents, and siblings Creativity and Innovation</p> <p>Students will create a graphic organizer in small groups to compare and contrast families today with families long ago Communication and Collaboration</p> <p>Students will work with a partner using magazines and newspapers to compare and contrast families from today and long ago Creativity and Innovation</p> <p>Students will show their family relationships using a diagram</p>	<p>Student Assessments. Students will make books and anchor charts to follow.</p> <p>Students will create a checklist and rubric for their graphic organizers and timelines</p> <p>Student Assessments. Students will rate lessons at the end (thumbs up, thumbs in the middle, thumbs down) Whole class discussion will take place.</p> <p>Gallery Walks. Students will walk around looking at classmates work. Discussions will take place in small and large groups about completed work. Things to improve and things students liked will be discussed.</p> <p>Rubrics. Teacher and students will create rubrics to grade completed work.</p>	4-6 weeks

		Explain how America was started	<p>they create with a partner Creativity and Innovation</p> <p>Students will create a time line of their life . Students will use pictures and other materials to create Creativity and Innovation</p> <p>Students will watch www.brainpopjr.com videos on Native Americans. Students will create posters about one Native American and list traits with a partner Information Literacy</p>		
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Integrated Components

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21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA: RI.1.1-4, RI.1.7&8; Math: 1.MD.C Amistad Law: NJSA. 18A 52:16A-88
Integration of Technology	Teacher will use the smart board to display visuals, show directions, and worksheets. Students will use the smart board, smart table, and computers in the classroom to look at visuals, complete assignments, and watch videos. Technology 8.2
Resources	<i>For Teachers:</i> The teacher will use the smart board and smart table for every lesson. Teacher will read books from the classroom library and chart paper to make anchor charts for students to follow. <i>For Students:</i> Students will use the smart board and smart table to learn more about the unit and to complete activities. Students will use chart paper to make posters and their own rubrics. Students will use the classroom computers to conduct research. Students will create graphic organizers with materials in the classroom.
Integrated Accommodations and Modifications	Modifications for Special Ed/504/At Risk Students : Students will use picture books to learn more about past and present events. Also, pictures and words will be displayed throughout the room and in their Social Studies folders to assist with assignments. ELL students: Students will use pictures and symbols to learn more about the lessons. Students will label pictures and posters. Words will be displayed in English and Spanish. Gifted students: Students will use the computers to create a timeline about events that have occurred in the past and present. Students will share their work with their classmates.

Subject Area: History, Culture, Geography

Grade Level: First Grade	Brief Summary of Unit: Students will learn about people and be able to identify roles in a group. Students will recognize that roles can be different in different groups. Students will learn about different cultures and be able to identify wants and needs.
Unit 4: People Around Us	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Identify needs and wants</p> <p>Identify and learn about different customs and traditional cultures</p>	<p>6.1.2.EconET.1 6.1.2.EconET.4 6.1.2.EconET.5 6.1.2.EconEM.2 6.1.2.EconEM.3 6.1.2.HistoryUP.2 6.1.2.HistoryUP.3 6.1.2.HistorySE.1 6.1.2.HistorySE.3 6.3.2.GeoGI.1</p>	<p>Recognize that everyone has a role and roles can be different in different groups</p> <p>Identify roles in a group</p> <p>Identify basic needs of people and how they impact their health</p> <p>Describe how families meet their basic needs</p> <p>Recognize the difference between needs and wants</p> <p>Define culture</p> <p>Recognize the various beliefs and traditions that people have</p> <p>Investigate various beliefs, customs, and traditions families have</p> <p>Recognize that Americans have diverse backgrounds</p>	<p>Students will work in partners to identify different roles in the classroom. Students will create labeled posters Communication and Collaboration</p> <p>Students will create webs identifying different roles in groups in small groups Creativity and Innovation</p> <p>Students will share personal experiences in small groups Communication and Collaboration</p> <p>Students will investigate another language in small groups. Students will listen to different languages on the smart board, smart table, and classroom computers. Students will share if they speak different languages at home Information Literacy</p> <p>Students will research their ancestors in class and at home using the computer. Students will make posters with the information collected Information and Literacy</p>	<p>Student Assessments. Students will make recipe books and anchor charts to follow.</p> <p>Students will create a checklist and rubric for their web and completed posters</p> <p>Student Assessments. Students will rate lessons at the end (thumbs up, thumbs in the middle, thumbs down) Whole class discussion will take place.</p> <p>Gallery Walks. Students will walk around looking at classmates work. Discussions will take place in small and large groups about completed work. Things to improve and things students liked will be discussed.</p> <p>Rubrics. Teacher and students will create rubrics to grade completed work.</p>	4-6 weeks

			<p>Students will work in small groups to compare their lives with the lives of their classmates. Students will discuss different languages they speak, siblings they have, cultures they practice</p> <p>Communication and Collaboration</p> <p>GLEP December Holiday Traditions: Christmas, Hanukkah, and Kwanzaa each student will experience each holiday with food, craft and story in the three first grades</p> <p>Creativity and Innovation</p> <p>Students will write down one family recipe to share with their classmates. A classroom recipe book will be put together</p> <p>Creativity and Innovation</p> <p>Students will watch www.brainpopjr.com and discuss needs and wants. Students will be given pictures and will place pictures in the correct category with a partner (needs or wants)</p> <p>Communication and Collaboration</p>	
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Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Life and Career - 9.1.4.A.1, 9.2.4.A.1, 9.2.4.A.2, 9.2.4.A.4; Amistad Law: N.J.S.A. 18A 52:16A-88, Holocaust Law: N.J.S.A. 18A:35-28
Integration of Technology	Teacher will use the smart board to display visuals, show directions, and worksheets. Students will use the smart board, smart table, and computers in the classroom to look at visuals, complete assignments, and watch videos.

Resources	<p><i>For Teachers:</i> The teacher will use the smart board and smart table for every lesson. Teacher will read books from the classroom library and chart paper to make anchor charts for students to follow.</p> <p><i>For Students:</i> Students will use the smart board and smart table to learn more about the unit and to complete activities. Students will use chart paper to make posters and their own rubrics. Students will use the classroom computers to conduct research. Students will create graphic organizers (webs) with materials in the classroom.</p>
Integration of Accommodations and Modifications	<p>Modifications for Special Ed/504/At Risk Students : Students will use picture books to learn more about different cultures. Also, pictures and words will be displayed throughout the room and in their Social Studies folders to assist with assignments.</p> <p>ELL students: Students will use pictures and symbols to learn more about the lessons. Students will label pictures and posters. Words will be displayed in English and Spanish.</p> <p>Gifted students: Students will use the computers to create a powerpoint presentation on their culture. Students will include visuals and facts on each slide. Students will share their power points with their classmates.</p>

Subject Area: History, Culture, Geography

Grade Level: First Grade	Brief Summary of Unit: Students will learn about the location of their home, land, and water on a map. Also, students will learn about cardinal direction, bodies of water, and natural resources.
Unit 5: Land Around Us	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Students will learn about the their neighborhood/community</p> <p>Students will develop skills to read a map</p> <p>Students will be able to identify the cardinal directions.</p> <p>Students will be identifying land and water on a map.</p>	<p>6.1.2.GeoPP.1 6.1.2.GeoSV.1 6.1.2.GeoSV.2 6.1.2.GeoSV.3 6.1.2.GeoSV.4 6.1.2.GeoSV.1 6.1.2.GeoSV.2 6.1.2.GeoHE.3</p>	<p>Define a neighborhood and list traits of a neighborhood</p> <p>Compare a map to an aerial view</p> <p>Find the location of their home on a map of the community</p> <p>Identify and describe physical characteristics of places and landforms and bodies of water</p> <p>Find land and water on a map</p> <p>Identify and recognize the globe as a model of the Earth</p> <p>Locate states on a map</p> <p>Use a map key</p> <p>Recognize the four cardinal directions</p> <p>Find land and water on a map</p> <p>Find directions on a globe</p> <p>Introduce a globe as a model of the earth</p>	<p>Students will read the story, Me on the Map in partners. Students will identify their address, the town they live in, state they live in, continent, and planet. Communication and Collaboration</p> <p>Students will work in small pairs to look at maps of the world. Students will label water and land and the different continents. Some students will Communication and Collaboration</p> <p>Students will create their own game. Students will create questions about where students live and will make game pieces Creativity and Innovation</p> <p>Students will create a book in small groups about where they live. Students will include illustrations and sentences. Communication and Collaboration</p> <p>Students will work in pairs to compare and contrast a map and a globe Critical Thinking</p>	<p>Student Assessments. Students will make books and anchor charts to follow.</p> <p>Students will create a checklist and rubric for their recycled creation</p> <p>Student Assessments. Students will rate lessons at the end (thumbs up, thumbs in the middle, thumbs down) Whole class discussion will take place.</p> <p>Gallery Walks. Students will walk around looking at classmates work. Discussions will take place in small and large groups about completed work. Things to improve and things students liked will be discussed.</p> <p>Rubrics. Teacher and students will create rubrics to grade completed work.</p>	4-6 weeks

		<p>Use a map scale</p> <p>Follow a route on a map Identify continents and bodies of water</p> <p>Identify the four cardinal directions</p> <p>Identify examples of and uses for natural resources</p> <p>Understand the importance of natural resources</p> <p>Recognize the importance of protecting natural resources</p>	<p>Students will work in small groups to create something from recycled materials Creativity and Innovation</p> <p>Students will work in small groups to locate states on the map. Students will share their findings Communication and Collaboration</p> <p>Students will work in small groups to create a map with a map key Creativity and Innovation</p> <p>Students will look at maps on the smart board and smart table. Students will work in pairs to find land and water on the maps and discuss their findings Communication and Collaboration</p> <p>Students will work in pairs to create detailed globes Creativity and Innovation</p> <p>Students will read, "Me on the Map". Students will create a book of their own after reading Creativity and Innovation</p>		
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Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA: RI.1.1-4, RI.1.7&8; Math: 1.MD.C
Integration of Technology	Teacher will use the smart board to display visuals, show directions, and worksheets. Students will use the smart board, smart table, and computers in the classroom to look at visuals, complete assignments, and watch videos.

	Technology 8.1 & 8.2
Resources	<p><i>For Teachers:</i> The teacher will use the smart board and smart table for every lesson. Teacher will read books from the classroom library and chart paper to make anchor charts for students to follow.</p> <p><i>For Students:</i> Students will use the smart board and smart table to learn more about the unit and to complete activities. Students will use chart paper to make posters and their own rubrics. Students will use the classroom computers to conduct research. Students will use recycled items to create an object.</p>
Integrated Accommodations and Modifications	<p>Modifications for Special Ed/504/At Risk Students : Students will use picture books to learn more about land, water, and continents. Also, pictures and words will be displayed throughout the room and in their Social Studies folders to assist with assignments.</p> <p>ELL students: Students will use pictures and symbols to learn more about the lessons. Students will label pictures and posters. Words will be displayed in English and Spanish.</p> <p>Gifted students: Students will use the computers to type their books and find clip art to go along with their All About Me books. Students will create anchor charts and rubrics to follow. Students will edit their own work and peer edit their classmates' work.</p>



Mine Hill Township School District
(2nd Grade/Social Studies)

Written by:

Lu Olivo

Reviewed by:

Mr. Adam Zygmunt
Curriculum Coordinator

Mr. Lee S. Nittel

Superintendent

Approval date:

October 26, 2020

Members of the Board of Education:

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Mine Hill, NJ 07803

www.minehillcas.org

Subject Area: Social Studies

Grade Level: 2

Unit Name: #1 – Living in a Community

Brief Summary of Unit: Students will understand that communities are a place where people live, work, play, and solve problems together. Students will identify the important people and places in a community. They will explore different types of communities. Students will learn how to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<ul style="list-style-type: none"> ● Identify different types of communities ● describe how communities function ● identify the traits of a good citizen ● explain how government works 	6.1.2.CivicsPI.1 6.1.2.CivicsPI.2 6.1.2.CivicsPI.3 6.1.2.CivicsPI.4 6.1.2.CivicsPI.5 6.1.2.CivicsPR.1 6.1.2.CivicsPR.2 6.1.2.CivicsPR.3 6.1.2.CivicsPR.4 6.1.2.CivicsCM.1 6.1.2.CivicsCM.3	<ol style="list-style-type: none"> 1. Define what a community is 2. Recognize the responsibilities of citizens to the community (Civic Literacy) 3. Identify that communities are part of larger entities (county, states, country, continent) 4. Explain the need for rules 5. Explain how rules can be made and changed through the vote process 6. Identify the features of urban, suburban, and rural communities 7. Compare and contrast features of different types of communities 8. Identify ways people and places change overtime 	<ol style="list-style-type: none"> 1. Students work in small groups to design their own community, which include places people live, work, and play (Creativity and Innovation) (Communication and Collaboration) 2. Illustrate one of the three types of communities and write a paragraph explaining the important features of that community 3. Vote in a class election to practice good citizenship (Life and Career Skills) 4. Create law/rule puzzles to understand why they are essential in a community 5. Create “hand-in-hand” craft to express the qualities of a good citizen 	<ol style="list-style-type: none"> 1. Participation in group activities 2. “About My Community” chapter assessments (summative) 3. Harcourt Horizons - “About My Community” workbook pages 4. Completion of thematic projects 5. Critical thinking writing on problem in the community (writing rubric) 6. Classroom participation (formative) 7. Teacher observation during classwork activity (formative) 	First Marking Period 12 weeks

		<p>9. Explain the significance of the local cultural heritage</p> <p>10. Identify community leaders and their responsibilities (Civic Literacy)</p> <p>11. Recognize government as a group of people who work together to run a city, state, or country</p> <p>12. Understand that citizens of the United States vote for leaders (Civic Literacy)</p> <p>13. Identify the Federal Government as being made up of three branches that work together: the President, Congress, and the Supreme Court.</p> <p>14. Describe the characteristics of a good, active citizen (Civic Literacy) (Life and Career Skills)</p>	<p>6. Group activities to solve conflicts/problems within a community (Critical Thinking and Problem Solving)</p> <p>7. Complete graphic organizers showing the different branches of government</p> <p>8. Complete "About My Community" activity workbook pages</p> <p>9. Complete an interview with a community citizen (Communication and Collaboration)</p>		
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Integrated Components

21 st Century Themes	<p><input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Health literacy</p>
21 st Century Skills	<p><input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration</p> <p><input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills</p>
Interdisciplinary Connections	<p>Reading informational texts about communities, good citizenship, how government works, and historical leaders who made contributions to their communities: RI.2.1-10</p> <p>Amistad Law: N.J.S.A. 18A 52:16A-88, Holocaust Law: N.J.S.A. 18A:35-28</p>

Integration of Technology	BrainPOP Jr. videos on topics/content, Enchanted Learning; Technology 8.2
Resources	<p>For teachers: Harcourt Horizons “About My Community”, “About My Community” Workbooks, Scholastic News <i>Mentor Texts</i> – “The Life of Martin Luther King Jr.,” “Grace for President,” “Yes We Can!,” “If I Ran for President,” “We Elect a President”</p> <p>For students: Harcourt Horizons “About My Community”, “About My Community” Workbooks, Scholastic News, Graphic organizer for branches of government, Community posters, Anchor charts</p>
Integrated Accommodations and Modifications	<p>Modifications for Special Ed/504/At Risk Students : Assignments modified with less requirements,</p> <p>Modifications for ELL students: Visual aids with vocabulary words, Labels/translations of community, citizenship, and government vocabulary</p> <p>Modifications for Gifted students: Extended reading and writing on community, citizenship, and government concepts, Create questions to interview community leaders, Reading higher level informational texts</p>

Subject Area: Social Studies

Grade Level: 2

Unit Name: #2 – American History

Brief Summary of Unit: Children will explore the diversity of people in the United States and identify and appreciate examples of various cultures within their own community. They will learn how explorers, pioneers, and immigrants helped make the United States what it is. Students will trace the history of a community and sequence early American history. They will recognize the contributions made by historical figures and construct timelines.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<ul style="list-style-type: none"> ● Explain how diverse citizens of a nation share a common history ● Describe specific historical events that have helped promote change in our nation ● Describe the contributions of some notable historical figures ● Read and construct timelines 	6.1.2.HistoryCC.1 6.1.2.HistoryCC.2 6.1.2.HistoryCC.3 6.1.2.HistoryUP.2 6.1.2.HistorySE.3 6.1.2.HistoryCA.1	<ol style="list-style-type: none"> 1. Explore the diversity of the United States (Global Awareness) 2. Recognize how explorers led the way for settlement in new places (Global Awareness) 3. Discuss the role of pioneers in settling our country (Global Awareness) 4. Explain how immigrants bring new ideas when they move (Global Awareness) 5. Recognize traditions and cultures brought in by early settlers (Global Awareness) 6. Compare and contrast current practices in communities with those in early settlements (Global Awareness) 	<ol style="list-style-type: none"> 1. Complete a KWL chart to assess prior knowledge of historical figures 2. Sing patriotic songs and interpret their meaning 3. Use a Venn diagram to compare and contrast different groups of people and their traditions 4. “Would You Travel With Christopher Columbus?” writing activity (Critical Thinking and Problem Solving) 5. Create a “passport” denoting family heritage (Creativity and Innovation) 6. Create timelines summarizing the lives of Martin Luther King Jr., George Washington, and Abraham Lincoln 	<ol style="list-style-type: none"> 1. “American History” chapter assessment (summative) 2. Harcourt Horizons -“About My Community” workbook pages 3. Teacher-created formative assessments 4. Completion of thematic projects (summative) 5. Critical thinking writing tasks (writing rubric) 6. Classroom participation (formative) 7. Teacher observation during classwork activities (formative) 	Second Marking Period 12 Weeks

		<ol style="list-style-type: none"> 7. Identify and explain expressions of culture in a community 8. Create and interpret timelines by sequencing and categorizing information 9. Describe how communities change over time 10. Compare early American groups and sequence early American history 11. Identify contributions of historical figures who have influenced the community, state, and nation 12. Identify and explain the significance of various community, state, and national memorials 	<ol style="list-style-type: none"> 7. Create a “personal” timeline denoting important life and family events (Creativity and Innovation) 8. Complete interactive classroom webs summarizing the role of pioneers who settled our country 9. Interview a longtime resident from the community to find out about changes that have taken place (Communication and Collaboration) 10. Draw a history mural detailing how communities change overtime (Creativity and Innovation) 11. Identify the historical purpose of the First Thanksgiving 12. Participate in a grade-level “Thanksgiving Feast” (Communication and Collaboration) 13. Create poster of a historical monument 14. Write about a figure they honor from their personal lives 		
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Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<p>This Social Studies unit ties in with ELA Unit 3, where students explore folktales and Holiday traditions from around the world. Students will identify how cultural holidays celebrated in America today were spread from one place to another. They will explain the significance of cultural holiday heritage.</p> <p>Amistad Law: N.J.S.A. 18A 52:16A-88, Holocaust Law: N.J.S.A. 18A:35-28</p> <p>Creation of timelines relates to the following Math standard (students will need to place years in chronological order):</p> <p>2.NBT.A.4 - Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.</p>
Integration of Technology	BrainPOP Jr. videos on topics/content, Enchanted Learning, Ducksters.com and biographyonline.net for research of historical figures Technology 8.1 & 8.2
Resources	<p>For teachers: Harcourt Horizons “About My Community”, “About My Community” Workbooks, Scholastic News <i>Mentor Texts</i> – “Life in America’s First Cities,” “America the Beautiful,” “Molly’s Pilgrims,” “When Jessie Came Across the Sea,” “Many Nations,” “1492,” “Thanksgiving on Tuesday,” “The First Thanksgiving,” “When I Was Young in the Mountains,” “My First American Friend,” various Scholastic Kids biographies</p> <p>For students: Harcourt Horizons “About My Community”, “About My Community” Workbooks, Scholastic News, David Adler – “A Picture Book of...” series, KWL chart created at the beginning of the unit, Historical figure and monuments posters, Anchor charts</p>
Integrated Accommodations and Modifications	<p>Modifications for Special Ed/504/At Risk Students : Modified assignments, Use of audio books online/CD</p> <p>ELL students: Visual “tours” of monuments/major American communities, Create a timeline denoting important events for the school year, Labels/translations of American history vocabulary</p> <p>Gifted students: Design a new monument for an inspirational figure in their community, Have children research a historic event and create a cause/effect chart, Write a letter describing life as a settler in a new colony</p>

Subject Area: Social Studies

Grade Level: 2

Brief Summary of Unit: Children will explore different landscapes and the ways in which people have adapted to and changed their surroundings. They will focus on the management and use of resources. In addition, children will learn how to read a land and water map, find directions on a map and use a map scale.

Unit Name: #3 – Geography

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<ul style="list-style-type: none"> ● Differentiate between landform types and bodies of water ● Identify and understand map and globe features ● Describe the importance of natural resources and how to conserve them 	6.1.2.GeoPP.1 6.1.2.GeoSV.2 6.1.2.GeoSV.3 6.1.2.GeoSV.3	<ol style="list-style-type: none"> 1. Identify and describe the physical characteristics of various landforms 2. Compare the features of different kinds of land 3. Identify and describe the physical characteristics of various bodies of water 4. Compare the features of various bodies of water 5. Name major bodies of water 6. Use symbols, colors, and labels on maps 7. Use maps to describe land and bodies of water 8. Identify major landforms and bodies of water, including continents and oceans, on maps and globes 9. Compare maps and globes 10. Find locations and determine directions on maps and globes 	<ol style="list-style-type: none"> 1. Complete a KWL chart to assess prior knowledge of landforms 2. Create a “Picture This!” landform booklet 3. Create a flip fact book about continents 4. Create a map of their bedroom (Creativity and Innovation) 5. “Bodies of Water” trifold 6. Natural resources illustration poster 7. Create a map representing landforms and bodies of water with edible materials (Creativity and Innovation) 8. Read “Tulip Sees America” by Cynthia Rylant 9. Create sample postcards describing a trip through America and the landforms 	<ol style="list-style-type: none"> 1. “Looking at the Earth” chapter assessment (summative) 2. Harcourt Horizons -“About My Community” workbook pages 3. Teacher-created formative assessments 4. Completion of thematic projects (summative) 5. Critical thinking writing tasks (writing rubric) 6. Classroom participation (formative) 7. Teacher observation during classwork activities (formative) 	Third Marking Period 12 weeks

		11. Draw maps to show places and routes 12. Correctly use a compass rose 13. Explain how people depend on the physical environment and its natural resources to satisfy basic needs (Civic Literacy) 14. List natural resources and give examples of their use 15. Describe how natural resources affect activities 16. Identify ways people can conserve and replenish natural resources (Civic Literacy)	seen (Creativity and Innovation) 10. Complete a map scavenger hunt in groups (Communication and Collaboration) 11. Create a mobile describing how to conserve natural resources (Civic Literacy) 12. Share ideas for reusing household materials (Civic Literacy) (Communication and Collaboration)		
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Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Landform and bodies of water lessons in this unit are directly related to the following Science standards: 2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area. 2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid.
Integration of Technology	BrainPOP Jr. videos on topics/content, Enchanted Learning, Technology 8.1 & 8.2
Resources	For teachers: Harcourt Horizons - "Looking at the Earth", "About My Community" Workbooks, Scholastic News <i>Mentor Texts</i> – "Me on the Map," "Tulip Sees America," "Time for Kids Readers..." series, "Mapping Penny's World," "My Sister's Rusty Bike," "This Land is Your Land," "A Tree is Growing," "Someday a Tree," "Children of the Earth," "Brother Eagle, Sister Sky" For students: Harcourt Horizons "Looking at the Earth", "About My Community" Workbook, "Maps, Globes, and Graphs", Activity Book, Scholastic News, David Adler – "A Picture Book of..." series, KWL chart created at the beginning of the unit Landform and bodies of water posters, Anchor charts

Integrated Accommodations and Modifications

Modifications for Special Ed/504/At Risk Students : Modified assignments, Use of audio CDS/books online, Play “Simon Says” with directional commands

ELL students: Visual “tours” of landforms and bodies of water in the United States, Make flashcards for landforms and bodies of water, Labels/translations of geography vocabulary

Gifted students: Create a “Public Service Announcement” on how to conserve a natural resource, Design buttons or badges that identify natural resources and how to care for them, Write riddles about different landforms, Create a map of a place you want to visit (amusement parks, towns, landmarks, etc)

Subject Area: <u>Social Studies</u>	
Grade Level: 2	Brief Summary of Unit: Children will identify goods and services and the people who provide them. Students will identify the importance of supply and demand. They will learn the difference between a need and a want and how their community meets their needs/wants. They will distinguish between producers and consumers and ways in which people are both. They will learn about resources needed to produce goods in a factory, work and income, and the history of money.
Unit Name: #4 – Economics	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
-identify goods and services -differentiate between a need and a want -understand that economics is a driving force for the development of communities -describe the importance of income in order to purchase goods and services (All skills and activities relate to the 21st century theme of “Financial, Economic, Business, and	6.1.2.EconEY.1 6.1.2.EconEY.3 6.1.2.EconEY.4 6.1.2.EconEY.5 6.1.2.EconEM.1 6.1.2.EconNE.2	1. Distinguish between goods and services 2. Identify people who provide goods and services to the community 3. Distinguish between producing and consuming 4. Identify ways in which people are both producers and consumers 5. Identify the resources needed to produce goods 6. Differentiate between needs and wants 7. Explain how scarcity affects the cost of good (supply and demand) 8. Explain how work provides income to purchase goods and services	1. Complete a KWL chart to assess prior knowledge of needs and wants 2. Complete “Wants and Needs: A Book About Consumers and Producers” 3. “Good or Service?” sorting task 4. Interview family members to decide if their jobs provide goods or services (Communication and Collaboration) 5. “Making Apple Cider” factory sequencing task 6. Share goods and services jobs in our own community (Life and Career Skills)	1. “People at Work” chapter assessment (summative) 2. Harcourt Horizons -“About My Community” workbook pages 3. Teacher-created formative assessments 4. Completion of thematic projects (summative) 5. Critical thinking writing tasks (writing rubric) 6. Classroom participation (formative) 7. Teacher observation during classwork activities (formative)	Fourth Marking Period 12 weeks

<p>Entrepreneurial Literacy:”)</p>		<ol style="list-style-type: none"> 9. Define income and recognize that people have unlimited wants but limited resources to satisfy their wants 10. Describe the various means of exchange 11. Discuss modern methods of payment 12. Explain the basic steps in a manufacturing process 	<ol style="list-style-type: none"> 7. “Who Am I?” goods and service jobs task cards 8. Write about a pretend job and whether they offer a good or a service (Creativity and Innovation) 9. “Necessary or Not?” t-chart listing personal needs and wants 10. “On the Town” classifying purchases as goods or services 11. Take a virtual tour of real factories in the United States (Life and Career Skills) 12. Create a poster illustrating how students have earned money and how they have used it (Creativity and Innovation) 13. Create a shopping list and look through circulars to make informed shopping decisions (Critical Thinking and Problem Solving) (Life and Career Skills) 14. Create a trifold showing how products can cost more because of demand (Critical Thinking and Problem Solving) 		
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Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<p>Work with money in this Social Studies unit directly relates to Unit 5 in our Math curriculum, where students add and subtract in the context of money number stories. It also relates to the following Math standard:</p> <p>2.MD.C.8 - Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p>
Integration of Technology	BrainPOP Jr. videos on topics/content
Resources	<p>For teachers: Harcourt Horizons - "People at Work", "About My Community" Workbooks, Scholastic News <i>Mentor Texts</i> – "The Coin Counting Book," "The Mint," "Ox-Cart Man," "Taxi! Taxi!" "On Market Street," "The Paperboy," "Erandi's Braids," "A Visit to the Firehouse," "Alexander Who Used to be Rich Last Sunday"</p> <p>For students: Harcourt Horizons "People At Work", "About My Community" Workbook, Scholastic News, Dictionaries for vocabulary, KWL chart created at the beginning of the unit, Visual aids (goods and services poster, needs and wants poster) Anchor charts</p>
Integrated Accommodations and Modifications	<p>Modifications for Special Ed/504/At Risk Students : Modified assignments, Use of audio cassettes, Have small groups of children work together to create a model of a marketplace, Putting items/visuals of manufactured goods in order of assembly</p> <p>ELL students: Labels/translations of economics vocabulary, Support from bilingual teacher in building, Have children roleplay shoppers and vendors, Make a three-column chart illustrating ways to save, share, and spend</p> <p>Gifted students: Select a product and research how it is manufactured, Create an advertisement poster for a favorite product, Create a game demonstrating needs/wants or goods/services, Create a "From Field to Store" foldable to show the steps involved in manufacturing</p>



Mine Hill Township School District
(3rd Grade/Social Studies)

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Approval date:

October 26, 2020

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Mine Hill Township School District

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Subject Area: Social Studies

Grade Level: 3	Brief Summary of Unit Students will develop <i>spatial thinking and use geographic tools to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</i>
Unit: 1-Map Skills	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Student will: <ul style="list-style-type: none"> ● Compare and contrast information that can be found on different types of maps and determine how the information may be useful ● Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitudes and longitudes 	6.1.5.GeoPP.1 6.1.5.GeoPP.2 6.1.5.GeoPP.3 6.1.5.GeoPP.5 6.1.5.GeoSV.1 6.1.5.GeoSV.2	<ul style="list-style-type: none"> ● Read and obtain information from political and physical maps ● Identify the continents, major ocean, equator, and hemispheres ● Use map scales to find real world distances between locations 	<ul style="list-style-type: none"> ● Create academic terms flashcards ● Discuss various types of maps, and create charts comparing and contrasting map parts ● Label a world map with continents, oceans, equator and poles ● Use a distance scale to measure distances between 2 places ● Create paper mache world map (C&C)(C&I) ● Read Time for Kids articles and use maps to locate various places ● View Brain Pop Jr. movie about continents and oceans ● View US. Geography for Children--CD 	<ul style="list-style-type: none"> ● Teacher created quizzes and tests (S) ● Rubric for World Map project (S) ● Group work participation (F) ● Unit Test-<i>Benchmark</i> 	3 weeks

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA RI.1-10, 3; Math-MD.B.4; Life and Career Standards – 9.2.4.A.1, 9.2.4.A.2
Integration of Technology	<p>www.Brainpopjr.com ,--View movie about maps, symbols, keys, Maps on smartboard . Students can use the maps to identify maps symbols and to practice locating places on a map . US. Geography for Children –CD . Students can view the movie about the United States, This allows the children to see the shapes of the states , and to learn the location of the states within the country. This is good for visual learners.</p> <p>Technology 8.1</p>
Resources	<p><i>For Teachers:</i> Harcourt Horizons textbook</p> <p><i>For Students:</i> Harcourt Horizon student edition. Time for Kids magazines. globe, desk maps</p>
Integrated Accommodations and Modifications	<p><i>Special Ed. students :</i> reworded academic vocabulary and definition cards, study guides, word walls, modified assessments</p> <p><i>EL students:</i> reworded academic vocabulary and definition cards, study guides, resources in their native language, modified assessments</p> <p><i>Gifted students:</i> higher level nonfiction articles , create a home state map with local towns, cities, and landforms</p>

Subject Area: Social Studies

Grade Level: 3	Brief Summary of Unit: Students will compare and contrast types of communities, learn how the environment affects the development of communities, and describe how various ways of transportation affects and encourages economic prosperity.
Unit 2-Communities	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<ul style="list-style-type: none"> 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 Explain why some locations in New Jersey and the United States are more suited for settlement than others. Describe how urban areas, worldwide, share common physical characteristics, but may also 	6.1.5.GeoPP.1 6.1.5.GeoGI.1 6.1.5.GeoGI.4 6.1.5.HistoryCC.1 6.1.5.HistorySE.1	<ul style="list-style-type: none"> Read various types of maps and determine the ways landforms, climate, and natural resources influenced communities ways of living. Describe 3 main types of communities and compare/contrast similarities and differences. Compare and contrast settlements and their economy prior to and after various forms of transportation were created. Identify changes in communities over time and the reasons for these changes. 	<ul style="list-style-type: none"> Read and gather information from maps in the Harcourt Horizons book and atlases. Write a paragraph about a region that includes the landforms, climate, natural resources and explain how these influence the area's way of life. View a Brain pop Jr. movie on communities. Create a Venn Diagram contrasting and comparing the communities.-Media Literacy Read Chapter 2 in the Horizons student book. Students research their own community and create a poster that shows changes in the community. Write captions that explain the reasons for these changes. (Creativity & Innovation) Interview citizens from their community about how the community has changed . Share their interview results. (Communication & Collaboration) 	<ul style="list-style-type: none"> Teacher created quizzes and tests(S) Rubric poster project(S) Brainpop Jr. quiz Group work participation(F) Presentation of citizen interviews (S) Unit Test-<i>Benchmark</i> 	4-8 weeks

<p>have cultural differences.</p> <ul style="list-style-type: none"> Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. Determine how local and state communities have changed over time, and explain the reasons for changes. 			<ul style="list-style-type: none"> Using the timeline in Ch. 2, students can obtain information about a community discuss the events that led to changes in the community 		
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Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA RI.1-10 SL.3.4, W.3.7, Life and Careers – 9.1.8.A.2, 9.1.8.A.5, 9.1.8.A.6, 9.1.4.E.2,
Integration of Technology	BrainPop Jr.—Students will view a movie about different types of communities, timelines on the Smartboard will allow students to view pre made timelines and gather information from the timelines. Technology 8.1 & 8.2
Resources	<i>For Teachers:</i> Harcourt Horizons People and Communities <i>For Students:</i> Harcourt Horizons People and Communities—Student Edition and activity book
Integrated Accommodations and Modifications	<i>Special Ed. students :</i> reworded academic vocabulary and definition cards, study guides, word walls, modified assessments., less requirements on projects

	<p><i>EL students:</i> reworded academic vocabulary and definition cards, study guides, modified assessments. less requirements on projects, requirements with native language used with English</p> <p><i>Gifted students:</i> higher level nonfiction articles, more elements on projects</p>
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Subject Area: Social Studies

Grade Level:3	Brief Summary of Unit --Students will understand that leaders in the US are elected by citizens and appointed by leaders. Local, state and federal governments create laws to help keep order and keep people safe. There are 3 levels of government that provide services for citizens.
Unit: 3 Government	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<ul style="list-style-type: none"> Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. 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. Distinguish the roles and responsibilities of the three branches of the national government. 	6.1.5.CivicsPI.2 6.1.5.CivicsPI.4 6.1.5.CivicsPI.6 6.1.5.CivicsPD.1 6.1.5.CivicsPD.2 6.1.5.CivicsPD.3 6.1.5.CivicsDP.1 6.1.5.CivicsDP.2	<ul style="list-style-type: none"> Identify community laws and rules that were created to keep citizens safe Identify services on the various governmental levels that are provided for citizens Identify and explain the 3 branches of government Identify local, state, and federal leaders Distinguish between elected and appointed officials 	<ul style="list-style-type: none"> Create academic flashcards Read and discuss Chapter 3 People and their Local Government Create poster illustrating local laws Use Ben’s Government for Kids website. (informational reading, teacher created web quest)(CL) View BrainPop Jr movie on historical people Create Branches of Government mobile or tree Research and present an informational report about Rosa Parks, Martin Luther King and other people who have influenced new laws. Civil Rights Role play conflict/decision making scenarios(CT&PS)(C&C) 	<ul style="list-style-type: none"> Vocabulary quizzes Unit tests-<i>Benchmark</i> (F) Project about laws and government (S) Webquests Class participation(F) 	4 weeks

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	W.3.7 SL.3.2, RI 1-10, Life and Careers – 9.1.8.A.1, 9.1.4.B.4, 9.1.4.B.5, 9.1.4.C.1, 9.1.4.E.2, 9.1.4.F.1, 9.1.4.F.2, 9.1.8.F.2, 9.2.4.A.2 Amistad Law: N.J.S.A. 18A 52:16A-88, Holocaust Law: N.J.S.A. 18A:35-28
Integration of Technology	Ben’s Guide to Government, students will use this website to locate answers for a webquest. BrainPop Jr. –Students can view movies about George Washington, Abraham Lincoln, and the three branches of government Technology 8.1 & 8.2
Resources	<i>For Teachers:</i> Harcourt Horizons People and Communities <i>For Students:</i> Harcourt Horizons People and Communities—Student Edition and activity book
Integrated Accommodations and Modifications	<i>Special Ed. students :</i> Reworded academic vocabulary and definition cards, personal vocabulary word wall, modified assessments that are read aloud <i>EL students:</i> Academic vocabulary and definition cards with pictures, create projects and include native language with English, Listen to literature using RazKids <i>Gifted students:</i> Students research about a historical figure and present how laws changed because of that person

Subject Area: Social Studies

Grade Level:3	Brief Summary of Unit: Students will understand that immigrants <i>come to the United States for various reasons and had a major impact on the nation. They will identify the reasons why various groups, voluntarily and involuntarily, immigrated to America, and describe the challenges they encountered.</i> They will recognize the value of similarities and differences in culture.
Unit 4 Immigration	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<ul style="list-style-type: none"> Recognize that American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States. Describe how culture is expressed through and influenced by the behavior of people. Identify how cultures struggle to maintain traditions in a changing society Explain how an individual’s beliefs, values, and traditions may reflect more than one culture. Recognize and value similarities and differences in cultures Demonstrate understanding of the need for fairness and take appropriate action against unfairness 	6.1.5.CivicsHR.1 6.1.5.CivicsHR.4 6.1.5.HistoryCC.4 6.1.5.HistoryCC.12 6.1.5.HistoryUP.2	<ul style="list-style-type: none"> Understand the role of migration and immigration of people in the development of our nation Compare different culture groups in the community/country including their distinctive foods, clothing, holidays and traditions Analyze the struggles culture have in maintaining their customs in a new community Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. 	<ul style="list-style-type: none"> Read and discuss People of a Community in Harcourt Horizons textbook Create a timeline about immigration to the US from other countries Research various cultures and prepare a fact sheet on the cultures, foods, holidays religions, clothing (C&C) Read folklore from other countries and discuss common messages Interview family members who have immigrated from another county and record their experiences regarding starting a new life in the USA Create a poster about how families incorporate their native country’s customs with their American lifestyle 	<ul style="list-style-type: none"> Vocabulary quizzes Unit assessment-<i>Benchmarks</i> Teacher created rubrics for projects 	4-8 weeks

			<ul style="list-style-type: none"> • Present various conflicts to students and have them roleplay appropriate ways resolve the issues at hand.(CT&PS) (C&C) • Read current event articles about conflicts between people and discuss ways to avoid conflicts (Time for Kids) (GA) 		
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Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA: RI 1-10, W.3.7 SL.3.2 Amistad Law: N.J.S.A. 18A 52:16A-88, Holocaust Law: N.J.S.A. 18A:35-28
Integration of Technology	Reading A-Z for folklore stories that children can read, Time for Kids website to obtain current event articles . smartboard presentations that can show the students various clothing, food, books from other cultures. Technology 8.1 & 8.2
Resources	<i>For Teachers:</i> Harcourt Horizons People and Communities <i>For Students:</i> Harcourt Horizons People and Communities—Student Edition and activity book
Integrated Accommodations and Modifications	<i>Special Ed. students :</i> Reworded academic vocabulary and definition cards, personal vocabulary word wall, modified assessments that are read aloud <i>EL students:</i> Academic vocabulary and definition cards with pictures, create projects and include native language with English, Listen to literature using RazKids <i>Gifted students:</i> Students research about a historical figure and present how laws changed because of that person

Subject Area

Grade Level:	Brief Summary of Unit: Students will learn that the Earth is composed of various landforms and bodies of water. The Earth is constantly changing in many ways: some due to natural events and others due to human events.
Unit 5 Geography	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<ul style="list-style-type: none"> Identify how the physical environment can both accommodate and be endangered by human activities Describe how human interaction impacts the environment in New Jersey and the United States. 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. Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism 	6.1.5.GeoPP.2 6.1.5.GeoPP.3 6.1.5.GeoPP.4 6.1.5.GeoSV.4 6.1.5.GeoGI.1 6.1.5.GeoGI.4	<ul style="list-style-type: none"> List ways humans use the natural resources around in order to support their basic needs Explain how the lifestyle of people can be dependent upon the resources, climate, and landforms that surround where they live. Identify ways humans change the environment and the effects these changes have on the environment State natural events that can change the environment Read physical maps, identify landforms, and bodies of water Explain the characteristics that 	<ul style="list-style-type: none"> Read and discuss Chapter 6 in Harcourt Horizons People and Communities book. Create charts that show how people in various regions use natural resources to provide food, clothing and shelter. Include how these activities affect the land, plants and animals. Read about volcanoes, earthquakes, floods and other natural disasters that affect the environment and human life. View pictures of these events on National Geographic for Kids website. <p>-Informational Literacy & Media Literacy</p> <ul style="list-style-type: none"> Create 3D geographic map that includes landforms and bodies of water . The map can be specific to a region in the US . Label each part of the map and create a key. (C&C) 	<ul style="list-style-type: none"> Vocabulary quizzes Unit tests-<i>Benchmark</i> Projects-rubric scored with Class participation(F) 	6 weeks

		create different regions of the US <ul style="list-style-type: none"> ● Label and define various landforms on the Earth 			
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Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	W.3.7 SL.3.2, RI 1-10
Integration of Technology	Brain Pop Jr. movie on landforms , National Geographic for Kids website--show class pictures of volcanoes, hurricanes, and other natural disasters. Technology 8.1 & 8.2
Resources	For Teachers: Harcourt Horizons People and Communities For Students: Harcourt Horizons People and Communities—Student Edition and activity book
Integrated Accommodations and Modifications	<i>Special Ed. students</i> : Reworded academic vocabulary and definition cards, personal vocabulary word wall, modified assessments that are read aloud <i>EL students</i> : Academic vocabulary and definition cards with pictures, create projects and include native language with English, Listen to literature using RazKids <i>Gifted students</i> : Students research about a historical figure and present how laws changed because of that person



Mine Hill Township School District
(4th Grade/Social Studies)

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Approval date:
October 26, 2020

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Mine Hill Township School District
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Subject Area: Social Studies

3

Grade Level: 4

Brief Summary of Unit: 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. Students will make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Unit 3-
CIVICS, GOVERNMENT, HUMAN RIGHTS

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing</u>
American constitutional government is based on principles of limited government, shared authority, fairness, and equality	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 US government	<p>Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good</p> <p>Group Activity: Brainstorm ideas and explain how showing fairness and good sportsmanship in school relates to the concepts of the US Constitution. Share with the class</p> <p>Write a letter to a local elected official explaining an idea for a law that will be both fair and also benefit the entire community</p>	<p>Teacher Observation</p> <p>Class Participation and Student Classwork</p> <p>Group Activity Assessment</p> <p>Written Assessments/Rubrics</p>	April (4 Weeks)
Different branches (3) within the United States government each function with their own structure, leaders, processes, and are designed to address specific issues and concerns	6.1.4.A.4 6.1.4.A.5 6.1.4.A.6	<p>Explain how the United States government is organized and how the US Constitution defines and checks the power of government (Primary Source)</p> <p>Distinguish the roles and responsibilities of the three branches of the national government</p>	<p><i>Group Activity</i> (webquest): Students research the Constitution and report how the document sets up the three branches of the federal government.</p> <p>Discuss the meaning of “checks and balances”. Apply the meaning to the student group</p>	<p>Teacher Observation and Class Participation</p> <p>Quizzes/Tests</p> <p>Group/Partner Activity Assessments</p> <p>Project Assessments</p>	

		<p>Explain how the national and state government share power in the federal system of government</p>	<p>members and the role it plays in planned activities (everyone has a job and cooperates for the good of the group). Then apply the <i>term</i> to the branches of the federal government (how does one branch “check” the others?)</p> <p>Watch the video: American Government for Children: “The Three Branches of Government” <i>Partner Activity:</i> Students will complete the accompanying teacher-created response sheets</p> <p>Create a Tri-Fold Booklet with the three branches of the government (Executive, Legislative, Judicial) outlining the functions of each branch</p> <p>Compare and contrast the US Constitution with New Jersey’s Official State Constitution (Venn Diagram) (Primary Source)</p>		
<p>In a representative democracy, individuals elect representatives to act on the behalf of the people</p>	<p>6.1.4.A.7</p>	<p>Explain how the US functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels</p>	<p><i>Local Gov’t. Level:</i> Write a letter to the township mayor and invite him/her to speak about the community’s election process and his primary responsibilities as leader of the town</p> <p>Videotape a township meeting (with permission) and have the students view and respond to the process/procedures of the meeting (Primary Source)</p>	<p>Teacher Observation and Class Participation</p> <p>Teacher-created activity packets for each level of government (think and writes, fill-ins, puzzles, etc.)</p> <p>Response Activity Sheets</p> <p>Quizzes/Tests</p>	

			<p><i>State Level:</i> Invite the county's elected Assemblyman/woman or State Senator to speak about the state's election process and his/her primary responsibilities as representative for that particular county. Discuss the procedures for citizens to contact their county's or state's representatives with concerns, etc.</p> <p>View www.njleg.state.nj.us. This NJ official website contains: Breakdown of Senate and Assemblymen Legislative Roster (with pictures, biographical sketches, contact info - Email addresses)</p> <p>Legislative proceedings (live and archived)</p> <p>Bill Histories/Laws</p> <p><i>National Level:</i> Contact the President with individual or classroom letters (see www.whitehouse.gov/kids)</p> <p>View and discuss the website "Ben's Guide to U.S. Government" which outlines the official functions of the US President and Vice-President/Senate/House of Representatives</p>	
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			<p>DVD's: "Citizens Rule! How We Elect A President" or "So You Want To Be President?"</p> <p>Partner Activity: After viewing, response activity sheet with class share afterwards</p>		
<p>In a representative democracy, individuals elect representatives to act on the behalf of the people</p>	6.1.4.A.8	<p>Compare and contrast how government functions at the community, county, state, and national levels and the services provided by each</p>	<p>Discuss that services provided by the different levels of government are primarily paid for through collection of citizen taxes (property, sales, etc.)</p> <p>View the video: "Local Government"</p> <p>Take notes and create a poster depicting some of the services provided by the local community (police, fire dept., sanitation, etc.)</p> <p>Webquest: Research the role of taxation in the state of NJ. Take notes and write a research paper explaining where money is spent for the benefit of the state's citizens (roads and highways, schools, universities, hospitals)</p> <p>Create a tri-fold booklet using notes taken from the video: "Federal, State, and Local Government" and illustrate/ write the major differences between the services provided by the three levels of government.</p>	<p>Teacher Observation and Class Participation</p> <p>Quizzes/Tests</p> <p>Note-Taking Sheets</p> <p>Project/Performance Assessments</p>	

<p>The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights</p>	<p>6.1.4.A.9 6.1.4.A.10</p>	<p>Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (civil rights)</p> <p>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</p>	<p>Embedded in the Lenni Lenape unit. Compare and contrast the migration and settlement of European explorers and colonists in New Jersey with the prior existence of NJ's first inhabitants, the Lenni Lenape Native Americans</p> <p>View the video: "My Friend Martin" View and listen to Dr. Martin Luther King's "I Have A Dream Speech" on Washington, D.C.</p> <p>Describe some instances where Dr. Martin Luther King's actions of non-violence contributed to social response and changes in societal segregation laws</p> <p>Read the biography of Jackie Robinson. Compare and contrast his baseball experiences with a current player on the same team (Brooklyn Dodgers/L.A. Dodgers)</p>	<p>Teacher Observation and Class Participation</p> <p>Quizzes/Tests</p> <p>Note-Taking Sheets</p> <p>Project/Performance Assessments</p>	
<p>The United States democratic system requires active participation of its citizens</p>	<p>6.1.4.A.11 6.1.4.A.12</p>	<p>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, and national levels</p> <p>Explain the process of creating change at the local, state, and national levels</p>	<p>Design a graffiti poster for the classroom wall: Title: <i>How To Respect Or Improve Our Classroom And School</i></p> <p>Discuss the responsibility each person has in making the school environment safe and productive for all of its students. Encourage students to draw pictures or write ideas/suggestions they have to achieve these goals</p>	<p>Teacher Observation and Class Participation</p> <p>Quizzes/Tests</p> <p>Note-Taking Sheets</p> <p>Project/Performance Assessments</p>	

			<p>Explain the role of citizens being summoned for “jury duty” at the county courthouse in Morristown</p> <p>Explain the laws and registration process for voting in community, state, and national elections</p> <p>Current Events: Follow any upcoming elections (local, state, national). Discuss who is involved, their qualifications, and their opinions on important local or state issues</p> <p>Hold a mock election</p> <p>Webquest: Locate the addresses of local, state, or nationally elected officials to send correspondence (regular mail or email) to express ideas and opinions on a particular issue</p>		
Immigrants can become and obtain rights of American citizens	6.1.4.A.13	Describe the process by which immigrants become United States citizens	<p>List the requirements one must meet to become a United States Citizen</p> <p>Identify the difference between an automatic citizen and a naturalized citizen</p> <p>Partner Activity: Students take the Naturalization Test.</p>	<p>Teacher Observation and Class Participation</p> <p>Teacher-created assessments</p> <p>Webquest assessments</p>	

			<p>Webquest: Identify the answers to missed questions</p> <p>Group Activity: Read “<i>Time Readers for Kids</i>” Becoming A Citizen Answer the “Think and Respond” Questions</p> <p>Family Tree: Graphic organizer of ancestors’ names and places of origin</p> <p>Parent/Grandparent Interview</p> <p>Research the history of Ellis Island</p>		
<p>The world is comprised of nations that are similar to and different from the United States</p>	6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws	<p>*Embedded in Immigration Unit</p> <p>Webquest and Personal Interview: Research project Students use content-related websites and family interviews to research a country that best represents their culture and heritage. Written/Oral Presentation/Slideshow/Artifacts</p>	<p>Teacher Observation and Class Participation</p> <p>Note-Taking Sheets</p> <p>Research Project Assessments</p> <p>Group Activity Assessments</p>	
<p>In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges</p>	6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges	<p>Class Debate: Group Activity Divide class into 4-5 groups Pose current environmental or school –related issues/concerns Groups meet/discuss/respond to question during debate Follow-up class discussion. Did cultural or past personal experiences enter into the debate decisions/answers? In what way?</p>		

<p>In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems</p>	<p>6.1.4.A.16</p>	<p>Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need</p>	<p>Webquest: www.foreignassistance.gov Contains data on United States aid to foreign countries (education & social services, economic dev., humanitarian assistance, etc.) and agency names (US African Development Foundation, Feed the Future, etc)</p> <p>Students will research countries that receive US aid (who, what kind, how much?) including U.S. Agencies (US Dept. of Agriculture, Feed the Future) and explain what the goals are for the agencies and what countries they assist</p> <p>Written/Oral/Slideshow Presentation *students may work in pairs or groups</p>		
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Integrated Components

<p>21st Century Themes</p>	<p>_____ Global Awareness <u>x</u>_____ Financial, Economic, Business, and Entrepreneurial Literacy <u>x</u>_____ Civic Literacy _____ Health literacy</p>
<p>21st Century Skills</p>	<p><u>x</u>_____ Creativity and Innovation <u>x</u>_____ Critical Thinking and Problem Solving <u>x</u>_____ Communication and Collaboration _____ Information Literacy <u>x</u>_____ Media Literacy _____ Life and Career Skills</p>
<p>Interdisciplinary Connections</p>	<p>RI.4.1 RI.4.2 RI.4.3</p>

	RI.4.4 RI.4.5 RI.4.6 RI.4.7 RI.4.9 RI.4.10 W.4.2 W.4.4 W.4.7 SL.4.1 SL.4.2 SL.4.3 SL.4.4 9.1.5.CR.1
Integration of Technology	<i>NJSLS 8.1 Educational Technology</i>
Resources	For Teachers: Smartboard, Teacher-Created Materials For Students: Local Community Informational Websites (https://minehill.com/) Video: American Government for Children: “The Three Branches of Government” Video: “Local Government” US Constitution and New Jersey’s Official State Constitution www.njleg.state.nj.us . www.whitehouse.gov/kids website Ben’s Guide to U.S. Government(https://bensguide.gpo.gov/) Video: “My Friend Martin” Jackie Robinson biography “Time Readers for Kids” Becoming A Citizen www.foreignassistance.gov www.heifer.org
Integrated accommodations and modifications	Modifications for Special Ed./504 students : <ul style="list-style-type: none"> ● Modified assessments (simplified); ● Peer Buddy ● Mentor for Group Activity Modifications for ELL students: <ul style="list-style-type: none"> ● Modified assessments (simplified); ● Mentor for Group Activity Modifications for Gifted students: <ul style="list-style-type: none"> ● Leadership role for group activity ● Reciprocal teaching of learned information

Subject Area: Social Studies

1

Grade Level: 4

Brief Summary of Unit: 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.

Unit 2-
History, Culture, and Perspectives

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing</u>
<p>Immigrants come to NJ and the US for various reasons and have a major impact on the state and the nation</p> <p>Personal, family, and community history is a source of information for individuals about the people and places around them</p>	<p>6.1.4.D.1 6.1.4.D.10</p>	<p>Determine the impact of European colonization on NJ’s Lenape Native American population</p> <p>Describe how the influence of NJ’s Lenape Native Americans is manifested in different regions of New Jersey</p>	<p>View and Respond to available DVD’s: Lenape Fire, Shelter, and Clothing, Food, Musical Instruments, Tools</p> <p>Guest Speaker: Lenape Lifeways John Kraft- www.lenapelifeways.org (includes slide presentation and Native American artifacts) (Primary and Secondary sources)</p> <p>Website: “New Jersey History for Kids” (Virtual Tour of a Lenape Village) Afterwards: Pair & Share of Ideas</p> <p><i>Homemade Projects:</i> (long house, tools, corn husk dolls) or <i>In-School Artifact Project</i> (Crayola Model Magic) with Oral Presentation (present projects)</p> <p>Webquest: Teacher-Created “What Happened to the Lenape Native Americans?” “What was the impact of European colonization?” (Critical Thinking and Problem Solving)</p>	<p>Teacher Observation and Class Participation</p> <p>Quizzes/Tests</p> <p>“View and Respond” Assessments</p> <p>Project/Performance/Oral Assessments</p>	<p>December-January (3 Weeks)</p>

Content/Objective	Standards	Skills – SWBAT	Suggested Activities	Suggested Assessments	Time frame
Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation	6.1.4.D.2 6.1.4.D.3	Summarize reasons why the European colonists, voluntarily and involuntarily, immigrated to New Jersey and America. Describe the challenges they encountered Evaluate the historical impact of immigration on America’s growth as a nation	View the videos: “Early Settlers-The Era of Colonization”, “Pioneer Life for Children”, or “Dear America-A Journey to the New World, The Diary of Remember Patience Whipple” Writing Assignment: Summarize some of the challenges that the colonists faced while settling in New Jersey Webquest: Background reasons for European emigration to the New World (religious, jobs) www.classroom.synonym.com https://prezi.com (slide presentation by Brittne Lee) Make an advertisement poster: “Come to America” Letter Writing/Diary/Journal Entries Trace the population growth in the United States (graph the results) by state, region, etc.	Teacher Observation and Class Participation Quizzes/Tests Note-Taking Sheets Writing and Project Assessments Benchmarks: Midyear- Written test on NJ geography, symbols, history	January-February (3 Weeks)
Key historical events, documents, and individuals led to the development of the state of New Jersey	6.1.4.D.4 6.1.4.D.8	Explain how key events led to the creation of the state of New Jersey Determine the significance of New Jersey’s role in the American Revolutionary War	Webquest: Group Activity Research the three major time periods leading up to 1787 (NJ statehood) Exploration, Colonial Period, Revolutionary War Timeline: Make a timeline of the key events that led to New Jersey becoming the 3rd state in the Union (www.nj.gov/hangout_nj/assignment_history) (www.enchantedlearning.com/usa/states/newjersey) New Jersey Official State Flag: Study the historical significance of the icons on the flag Determine why New Jersey’s location played a key part in the Revolutionary War	Teacher Observation and Class Participation Quizzes/Tests Note-Taking Sheets Project/Performance Assessments	February (2 Weeks)

			<p>Research the major Amer. Revolutionary War battles fought on New Jersey's soil (Battle of Princeton, Battle of Trenton) including the leadership that George Washington played in these battles</p> <p>www.state.nj.us</p>		
<p>Key historical events, documents, and individuals led to the development of the state of New Jersey</p>	<p>6.1.4.D.6 6.1.4.D.7</p>	<p>Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government</p> <p>Explain the role Governor William Livingston played in the development of New Jersey government</p>	<p>Webquest: The Biographies and Contributions of Washington, Jefferson, and Franklin (partner or group activity)</p> <p>www.monticello.org Link: Monticello Classroom- "Learning Resources"</p> <p>www.kidsdiscover.com</p> <p>Ben's Guide to U.S. Government (Secondary Source)</p> <p>Reading A-Z (various downloadable biographies)</p> <p>Read and discuss Gov. William Livingston's role in NJ's government (You, New Jersey and the World). Compare and contrast how NJ's beginning governors were selected for their positions compared with the current way we elect our governors in New Jersey</p>	<p>Teacher Observation and Class Participation</p> <p>Quizzes/Tests</p> <p>Note-Taking Sheets</p> <p>Project/Performance Assessments</p>	<p>February-March (3 Weeks)</p>

<p>Key historical events, documents, and individuals led to the development of the state of New Jersey</p>	<p>6.1.4.D.9</p>	<p>Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals (Amistad)</p>	<p>Discuss the reasons why slaves were brought over from Africa (slave trade, increased profits) (Who, What, Where, Why, How)</p> <p>Map Skills: Trace the journey that the slaves took across the Atlantic Ocean to the New World</p> <p>Make a timeline of the history of slavery in New Jersey</p> <p>View and Respond: Video: “Dear America- A Picture of Freedom” “The Story of Clotee, a Slave Girl” Write a Response Essay: Compare and Contrast Clotee’s typical day as a slave with a typical day in your life</p> <p>Read The Underground Railroad and have partners pair and share their ideas about the slaves’ path to freedom</p>	<p>Teacher Observation and Class Participation</p> <p>Quizzes/Tests</p> <p>Note-Taking Sheets</p> <p>Video Response Sheets</p> <p>Reading Response Assessments</p> <p>Project/Performance Assessments</p>	<p>March (2 Weeks)</p>
<p>Cultures include traditions, popular beliefs, and commonly held values, ideas and assumptions that are generally accepted by a particular group of people</p> <p>American culture has been influenced by the behaviors of different cultural groups living in the United States</p>	<p>6.1.4.D.13 6.1.4.D.14 6.1.4.D.15 6.1.4.D.16 6.1.4.D.18 6.1.4.D.19 6.1.4.D.20</p>	<p>Describe how culture is expressed through and influenced by the behavior of people</p> <p>Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices</p> <p>Explain how an individual’s beliefs, values, and traditions may reflect more than one culture</p>	<p>Create flags of students’ families’ countries (Global Awareness)</p> <p>Create a poster (pictures, captions) displaying major characteristics defining the family’s culture (Global Awareness)</p> <p>*Interview one parent – Compare and Contrast his/her life as a child to his/her life as an adult Summarize the major changes between the two time periods .</p> <p>*Interview a grandparent – What traditions in his/her life have changed over time (music, dance, holidays, food, technology) Write a short essay about how the grandparent has adjusted or adapted to an ever-changing world of changing traditions</p>	<p>Teacher Observation and Class Participation</p> <p>Quizzes/Tests</p> <p>Note-Taking Sheets</p> <p>Project/Performance Assessments</p>	<p>March-April (2 Weeks)</p>

<p>Cultures struggle to maintain traditions in a changing society</p> <p>The study of American folklore and popular Americans with diverse cultural backgrounds to feel connected to a natural heritage</p> <p>Prejudice and discrimination can be obstacles to understanding other cultures</p>	<p>6.1.4.D.12</p> <p>6.3.4.D.1</p>	<p>Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives</p> <p>Describe why it is important to understand the perspectives of other cultures in an interconnected world</p> <p>Explain how folklore and fictional characters from New Jersey contribute to American national heritage</p> <p>Describe how stereotyping and prejudice can lead to conflict in the past and present</p> <p>Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions (on-going throughout the year)</p>	<p>Research New Jersey’s “Devil” and its impact upon fictional folklore in NJ’s history</p> <p>Partner/Class Share: Discuss and examine which holidays are celebrated in their individual families. Emphasize that there is no “right” or “wrong” way to celebrate a holiday. Share favorite holiday traditions. (Communication and Collaboration)</p> <p>Prejudice/Stereotyping/Bullying Lessons: Embedded in the district’s Bully Prevention Program,</p>		
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21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.5 RI.4.6 RI.4.7 RI.4.9 RI.4.10 W.4.2 W.4.4 W.4.7 9.1.5.CR.1
Integration of Technology	<i>NJSLS 8.1 Educational Technology</i>
Resources	For Teachers: Videos, Content-related websites, Smartboard, S.S. textbooks For Students: Chromebooks, Modeling Clay, various craft supplies for models Content-Related Websites; www.lenapelifeways.org , New Jersey History for Kids Guest Speaker- John Kraft Teacher-Created “What Happened to the Lenape Native Americans?” “What was the impact of European colonization?” Videos: “Early Settlers-The Era of Colonization”, “Pioneer Life for Children”, or “Dear America-A Journey to the New World, The Diary of Remember Patience Whipple” (www.nj.gov/hangout_nj/assignment_history) (www.enchantedlearning.com/usa/states/newjersey) www.kidsdiscover.com
Integrated accommodations and modifications	Modifications for Special Ed./504 students : <ul style="list-style-type: none"> ● Scribe ● Modified written and oral assessments ● Articles on audio Modifications for ELL students: Mentor Student Helper/Translator, <ul style="list-style-type: none"> ● Modified written and oral assessments

Modifications for Gifted students:

- More involved webquest,
- Home made and school-related projects
- Give opportunities to lead and run small group mini lessons

Subject Area: Social Studies

Grade Level: 4

Brief Summary of Unit: 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 will enable students to be productive citizens in local, national, and global communities.

Economics, Innovation, and Technology

<u>Content/Objective</u>	<u>Standard</u> <u>s</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing</u>
<p>People make decisions based on their needs, wants, and the availability of resources</p> <p>Economics is a driving force for the occurrence of various events and phenomena in societies</p>	6.1.4.C.1	Apply opportunity cost (choices and trade-offs) to evaluate individuals' purchasing decisions	<p>Create and stage a "silent auction" within the classroom. This activity will involve a defined amount of play money given to each student, items to bid on, and student decisions on their purchasing power from the available items (resources) and available money to spend</p> <p>Discuss the difference between needs (housing, clothing) and wants (stereo, TV) using a teacher-created student graphic organizer. Students brainstorm ideas, write, and share with class</p>	<p>Teacher Observation and Class Participation</p> <p>Quizzes/Tests</p> <p>Note-Taking Sheets</p> <p>Teacher-Created Graphic Organizers</p> <p>Research Project Assessments</p>	<p>May- June (3 Weeks)</p>
	6.1.4.C.2	Distinguish between needs and wants and how they influence purchasing decisions made by consumers			
	6.1.4.C.3	Explain why incentives vary between and among producers and consumers	<p>Explain the difference between a producer and a consumer with examples (farmer=producer, consumer=parent buying food for the family). Have students list varying ways that producers use incentives to bolster consumer purchases (advertising, radio, TV commercials, % off sales, etc.)</p>		
	6.1.4.C.4	Describe how supply and demand influence price and output of products			

	6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services	<p>Group Activity: Using Two-Column Graphic Organizer . . .</p> <p>*Make a list of products that are popular but hard to find (new Apple products, popular toys during the holiday season, strawberries/corn-on-the-cob in winter, etc.)</p> <p>*Make a list of ways that consumers react to the scarcity of a product (spend more money, save and wait, etc.) Class discussion afterwards</p> <p>Webquest: Identify industries/products in NJ that are examples of specialization (ex. farms specializing in certain products: eggs, dairy farm, Christmas tree farm, horse farm/horse racing). Choose and report on one business in NJ that produces and sells specialized products (ex. Ashley's Turkey Farm in Flanders, NJ)</p>		
Describe the role and relationship among households, businesses, laborers, and governments within the economic system	6.1.4.C.6	Describe the role and relationship among households, businesses, and laborers within the economic system	<p>Group Activity: Discuss the term "occupation" and how citizens work in order to buy necessary supplies for their families. Have each group choose an item and make a flowchart of how its production effects many levels in the economic system (tree=lumber yard=Construction company=new deck</p>	<p>Teacher Observation and Class Participation</p> <p>Quizzes/Tests</p> <p>Note-Taking Sheets</p> <p>Graphic Organizers</p> <p>Project/Performance Assessments</p>	

<p>Availability of resources affects economic outcomes</p>	<p>6.1.4.C.7</p> <p>6.1.4.C.8</p> <p>6.1.4.C.9</p>	<p>Explain the difference between goods and services within the economic system</p> <p>Illustrate how production, distribution, and consumption of goods and services is influenced by the global market</p> <p>Explain how the availability of resources affects people across the world</p>	<p>Have students interview a parent to see if his/her job provides a good, a service, or both. Write down some of the goods and/or services involved in their occupation (Primary source) Create a poster of goods and services (Secondary source)</p> <p>Discuss the term: Interdependence. It means "dependent on others for some needs." In other words, people cannot produce everything they need.</p> <p>Ask students to look at the garment tags in their shirts, sweaters, or pants. The students will discover that there are many countries of origin for products purchased in the USA. This information can be plotted on a world map or graph to study trade routes and patterns of commerce.</p> <p>Finally, discuss the idea that the availability of products can differ globally from country to country. Prices can differ due to available resources and the supply/demand from nation to nation for the product</p>		
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<p>Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment</p>	<p>6.1.4.C.10 6.1.4.C.11</p>	<p>Explain the role of money, savings, debt, and investment in individuals' lives</p> <p>Recognize the importance of setting long-term goals when making financial decisions within the community</p>	<p>Differentiate between financial wants and needs.</p> <p>Identify ways to earn and save money. Stress that "income" is money earned from working at a job</p> <p>Explain the purposes of financial institutions in the community (save money, borrow money, investments)</p> <p>Partner Activity: Brainstorm reasons why people borrow money and the relationship between credit and debt</p> <p>Compare and contrast credit and debit cards and the advantages and disadvantages of using each</p> <p>Have students identify age-appropriate financial goals (save for a product? . . .)</p> <p>Lessons included in the 4th grade Classroom City Project</p>	<p>Teacher Observation and Class Participation</p> <p>Quizzes/Tests</p> <p>Note-Taking Sheets</p> <p>Project/Performance Assessments</p>	<p>June (4 weeks)</p>
<p>Creativity and innovation affect lifestyle, access to information, and the creation of new products and services</p>	<p>6.1.4.C.12 6.1.4.C.13</p>	<p>Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey</p> <p>Examine the qualities of entrepreneurs in a capitalistic society</p>	<p>Research inventors from New Jersey and write a short biography about that person (Webquest)</p> <p>Investigate Thomas A. Edison's inventions and their impact on New Jersey, the US, and the world</p> <p>*NJ History for Kids website:</p>	<p>Teacher Observation and Class Participation</p> <p>Quizzes/Tests</p> <p>Note-Taking Sheets and Response Assessments</p> <p>Project/Performance Assessments</p>	<p>May-June</p>

			<p>“Take A Tour of Edison’s Lab in West Orange” View and Respond: Video- “The Invention Factory” (Secondary source)</p> <p>Discuss what similar qualities that inventors share in a capitalistic society. Explain that capitalism is an economic system in which trade, industry, and the means of production are largely or entirely privately owned.</p>		
<p>Economic opportunities in New Jersey and other states are related to the availability of resources and technology</p>	6.1.4.C.14	<p>Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and the labor force have played in economic opportunities</p>	<p>Cooperative Group Activity: Identify the six main regional land areas in NJ. Assign one geographic area to each group and have them research the geography, natural resources, transportation, etc. for that region. In addition, include the major industries in the area in the research process (Resource: <u>You, New Jersey and the World</u> textbook pgs. 33-52 and content-related websites)</p>	<p>Teacher Observation and Class Participation</p> <p>Quizzes/Tests</p> <p>Note-Taking Sheets</p> <p>Project/Performance Assessments</p>	
<p>Personal, family, and community history is a source of information for individuals about the people and places around them</p>	6.1.4.D.1 1	<p>Determine how local communities have changed over time, and explain the reasons for change</p>	<p>Invite the Mine Hill Historical Society to visit the school. They will provide an excellent narration and slide presentation of the history of Mine Hill. (Secondary source)</p> <p>Research the beginnings of a local business or industry in Mine Hill. Through a personal interview or the internet, include information about the evolution</p>		

			of the business from its inception to its current status within the community		
Economic opportunities in New Jersey and other states are related to the availability of resources and technology	6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the US	Trace the beginnings of transportation in NJ (canoe, horse & wagon, barges, trains etc.) Break down a major time period in NJ history and explain how its method of transportation impacted its industrial development. Use a graphic organizer to organize ideas and create a poster to share ideas (barge=trade/commerce by water=dev. of towns & cities) (<u>You, NJ and the World</u> , Ch. 8)	Teacher Observation and Class Participation Quizzes/Tests Note-Taking Sheets Project/Performance Assessments Benchmarks: End of the year- Written test on NJ geography, symbols, history	
Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products	6.1.4.C.16	Explain how innovation resulted in scientific achievement and inventions in New Jersey during different historical periods	Webquest: Research New Jersey's "Firsts" in Innovation (first college football game, movie theater, Miss America contest, etc.) Create a Written/Illustrated & Oral Presentation		
	6.1.4.C.17	Determine the role of science or technology in the transition from an agricultural society to an industrial society	Trace the beginnings and history of a scientific innovation that impacted NJ and the global economy (i.e. latex paint, plastics= manufacturing industry)		
	6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the US and the world	Brainstorm different forms of communication and list the ways that the systems have enabled faster and more efficient world-wide communication (copiers, fax, Internet, GPS, etc.)		

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Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	
Integration of Technology	<i>NJSLS 8.1 Educational Technology</i> Content-Related Websites; Smartboard
Resources	For Teachers: Content-related websites, Smartboard For Students: NJ History for Kids website: "Take A Tour of Edison's Lab in West Orange" Video-"The Invention Factory" <u>You, New Jersey and the World</u> textbook Interact: Learn Through Experience (Classroom City)
Integrated accommodations and modifications	Modifications for Special Ed. students : <ul style="list-style-type: none"> ● Modified Oral and Written assessments, ● Peer Buddy ● Scribe Modifications for ELL students: Mentor Student Helper/Translator, <ul style="list-style-type: none"> ● Modified Oral and Written assessments Modifications for Gifted students: <ul style="list-style-type: none"> ● Make a poster of products that are in short demand ● Give opportunities to lead small group mini lessons

Subject Area: Social Studies

Grade Level: 4

Brief Summary of Unit: The study of geography can be used to describe and analyze patterns and organization of people, places, and environments on Earth.

Unit 1-Geography, People, and the Environment

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing</u>
<p>Places are jointly characterized by their physical and human properties</p> <p>Cultures and societies are impacted by geographic features of a particular area.</p>	<p>6.1.4.B.1 6.1.4.B.2 6.1.4.B.3 6.1.4.B.4</p>	<p>Explain the importance and uses of various types of maps</p> <p>Create personal maps employing a compass rose, scale, and legend</p> <p>Use a map scale to measure distances between major cities in NJ</p> <p>Identify lines of longitude and latitude to locate cities on a world map</p> <p>Differentiate between the major time zones and calculate time differences between major cities in the U.S.</p>	<p>Utilize web-based map programs to select and describe different types of maps (political, physical, climate, etc.)</p> <p>Use a NJ road map grid system to locate and measure distances between major cities in the state</p> <p>Create personal maps of an area of Canfield Avenue School using a scale and map key (Creativity and Innovation)</p> <p>Use given lines of latitude and longitude (computer-based) to locate major cities in the world (Global Awareness)</p> <p>Identify the time zones in the U.S. (computer-based) and compare given times between major cities within the U.S.</p>	<p>student-designed map (rubric)</p> <p>Teacher-made NJ road map assessment (partner activity)</p> <p>Assessment of personal maps (rubric)</p> <p>Latitude and Longitude teacher-made assessment</p> <p>Time zone teacher-created assessment</p> <p>Teacher Observation</p> <p>Quizzes</p>	<p>September (3 Weeks)</p>

<p>Places are jointly characterized by their physical and human properties</p> <p>The physical environment can both accommodate but also be endangered by human activities</p> <p>Regions form and change as a result of unique physical/ecological conditions</p>	<p>6.1.4.B.4 6.1.4.B.5 B.1.4.B.6</p>	<p>Describe how landforms have impacted where and how people live and work in different regions of New Jersey</p> <p>Describe how human interaction impacts the environment in NJ and the United States</p> <p>Compare and contrast characteristics of regions in the United States based on culture and physical environment to understand the concept of regionalism</p>	<p>Teacher-created, student illustrated landform booklet with definitions (Creativity and Innovation)</p> <p>Teacher-created Smartboard activity in conjunction with hands-on clay landform creations</p> <p>Student Webquest – Choose and compare/contrast three different regional areas in NJ (urban, suburban, and rural). Describe the physical environment/human interaction/economic impact on these areas (booklet and/or writing activity) (Critical Thinking and Problem Solving)</p> <p>Mystery Skypes - Students connect with a school somewhere in the United States and ask geography based questions to pinpoint the location of the mystery class.</p>	<p>Teacher Observation Class Participation</p> <p>Quizzes</p> <p>Project Assessments</p> <p>Regions Activity – Writing/Oral Presentation Assessment</p>	<p>September-October (3 Weeks)</p>
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Urban, Suburban, and Rural areas, worldwide, share common physical characteristics, but may also have cultural differences	6.1.4.B.10	Identify major cities in New Jersey, the United States, and the world and explain how geographic and demographic tools can be used to understand cultural differences	Written/Oral/Slide Presentation: Each group of students will divide and select one major city in NJ, the US, and the world exemplifying one regional area (urban, etc.) Students will compare & contrast the three cities using environmental and Cultural examples (industry, transportation, population, geographic features, education, food, etc.) (Financial, Economic, Business, and Entrepreneurial Literacy)	Teacher/Student-Made Assessment for written and oral presentation Quizzes Teacher Observation Student Participation	October-November (3-4 Weeks)
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Integrated Components

21 st Century Themes	<u> x </u> Global Awareness <u> X </u> Financial, Economic, Business, and Entrepreneurial Literacy <u> </u> Civic Literacy <u> </u> Health literacy
21 st Century Skills	<u> x </u> Creativity and Innovation <u> x </u> Critical Thinking and Problem Solving <u> </u> Communication and Collaboration <u> </u> Information Literacy <u> x </u> Media Literacy <u> </u> Life and Career Skills
Interdisciplinary Connections	RI.4.1 RI.4.2 RI.4.4 RI.4.7 RI.4.10 9.1.5.CR.1 9.4.5.CT.3
Integration of Technology	<i>NJSLS 8.1 Educational Technology</i> Video: Learning About Natural Resources; Teacher-Made Smartboard Presentations, Internet
Resources	For Teachers: Content-Related Websites, Social Studies Textbooks/Workbooks, Afton Publishing materials (A-Mapping We Will Go, examples of maps) For Students: Chromebooks, Student Booklets, Modeling Clay
Integrated accommodations and modifications	Modifications for Special Ed./504 students : <ul style="list-style-type: none"> ● Modified quizzes ● Topographical map

- Hands-on assessments

Modifications for ELL students:

- Hands-on assessments

Modifications for Gifted students:

- Extended Oral Presentations and Webquests



Mine Hill Township School District

(5th Grade/Social Studies)

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Mr. Lee S. Nittel
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Approval date:
October 26, 2020

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Subject Area: _____ 5th Social Studies _____

Grade Level: Fifth	Brief Summary of Unit: Study and analyze the first Americans and their cultures.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing</u>
Throughout the unit, students will explore and address three essential questions: <ul style="list-style-type: none"> • How did geography and climate affect Native American groups? • How did the first Americans migrate and settle in the Americas? • Why did civilizations vary throughout the Americas? 	NJLS 6.1.8.A.1.a 6.1.8.B.1.a 6.1.8.B.1.b 6.1.8.C.1.b 6.1.8.D.1.a ELA RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.7 RI.5.8 RI.5.9 RI.5.10	Students will evaluate the land and environment of the Americas to gain a better understanding of the geography, economics, and various peoples that inhabit this area. Students will analyze of the paths of the first inhabitants to North America, compare and contrast early civilizations, and discuss the development of distinct Native American tribes and cultures. Students will evaluate the impact that these early societies had in shaping the history of the Americas and in general the United States.	Chapter 1/Chapter 2 Smart-Lessons (5 th SS Folder) Create map of the route of the first Americans. (Global Awareness) Primary Source Label regions of Native American groups on map. Primary Source Essay: Impact early societies had in shaping the history of the Americas. In groups, students will select a Native American tribe or civilization that was studied and complete a PowerPoint pres/ Prezi/ Google Slideshow that includes their tribe’s interaction with the environment (Health Literacy) and other tribes. Teacher will create a rubric incorporating what must be included within the presentation.	Chapter 1 & 2 Test (5 th SS Folder) Quiz on Geography (5 th SS Folder) Graded Power-point presentation (as listed in suggested activities) (Innovation/Communication/Media) Graded Essay (as listed in suggested activities) Benchmarks: Beginning of Year Benchmark: Multiple Choice Test Addressing the key concepts/vocabulary that will be addressed Sept-June.	September Duration - 4 weeks

Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	LA.5.RI; LA.5.W; 5.ESS.2 Essay Writing/ Climate Study
Integration of Technology	8.1 Educational Technology Smart-Lessons, Power-point, Prezi, Google Slideshow, Microsoft Word, Internet Research
Resources	For Teachers: 5 th Grade SS Teacher Created Folder, Kurten, Bjorn, Before the Indians. Columbia University Press, 1996. Secondary Source Madrigal, Antonio, The Eagle and the Rainbow: Timeless Tales from Mexico. Fulcrum, 1997. Primary Source For Students: www.ducksters.com , National Geographic websites and links.
Integrated accommodations and modifications	Modifications for Special Ed. students : Adhere to all IEP/504 mods. Provide maps already labeled. after. Give copies of slides/notes ahead of time. <ul style="list-style-type: none"> • Modified Essay based on student’s needs (graphic organizers for research, provide sites) • Sample project for them to recreate theirs Modifications for ELL students: Provide notes ahead of time; translation tools <ul style="list-style-type: none"> • Provide sites in native language that cover the topics learned. Modifications for Gifted students: <ul style="list-style-type: none"> • Recreate models of each tribe’s housing for students to compare and contrast.

Subject Area: _____ SS Unit 2 _____

Grade Level: 5

Brief Summary of Unit: The Age of Exploration

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing</u>
<ul style="list-style-type: none"> • What events and advances led Europeans to explore different areas of the World? • What reasons led Europeans to begin traveling the world? • How did the interaction of many cultures after 1492 affect the Americas? 	NJSLS 6.1.8.A.1.a 6.1.8.B.1.b 6.1.8.C.1.a 6.1.8.C.1.b 6.1.8.D.1.b 6.1.8.D.1.c ELA RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.7 RI.5.8 RI.5.9 RI.5.10	Students will be able to describe the events and technological advances that supported European exploration during the world in transition and will be able to communicate Spanish and Portuguese motivation for exploration to America. Students will recognize how Spain’s conquests affected the economic and social development of the Americas. They will examine the shift from Spanish Exploration to British and French Exploration in North America.	Research the funding and supplies that were needed in order to lead an expedition. Write a proposal to begin an expedition to the New World. (Career Readiness/Critical Thinking) Discuss the spread of disease as a result of the cultural clash between the people of the Americas and the Europeans. (Health PE) Research & write an essay discussing the motives for becoming an explorer. (Informative/Explanatory writing) Which motives do you believe were the most important? Why? (ELA) Collaborate to find out where crops from the Columbian Exchange are grown today, in what climate they grow best,	Teacher created rubric for classroom display board mentioned in suggested activities. Teacher created rubric for graded debate (Communication/Collaboration) on the motives for exploration. Graded suggested assignments.	October / November Duration 5-6 weeks

			<p>and what the crops are used for today. Present findings to the class. (Science/Economic)</p> <p>Create a mock ship for a classroom display. On the ship include the accomplishments, dates of voyage, sponsor country, and reasons for exploration for your assigned explorer. The ship should be placed on the display board along the route traveled by that explorer which should be outlined on the map. (Global Awareness)</p> <p>Teacher created Smart-Lessons (5th SS Folder)</p>		
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Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Health/PE, ELA, Science (highlighted above) LA.5.RI; LA.5.W; HPE.2.1.6;5-PS1-2.5.1
Integration of Technology	8.1 Educational Technology Research for various assignments, Smart-Lessons
Resources	For Teachers: PBS Video “When Worlds Collide” Secondary Source , The Columbian Exchange Diagrams Secondary Source , Classroom Posters of Explorer routes Secondary Source , Animated Atlas, Age of Exploration Rap (Teacher Tube) For Students: Brain Pop,
Integrated accommodations and modifications	Modifications for Special Ed. students: Allow typing, Notes handed out prior to class taking them, Tailor rubrics to meet their needs, Extended time on projects. Adhere to all mods in 504/IEPs <ul style="list-style-type: none"> • Have their ships pre-made,

Modifications for ELL students:

- Allow them to complete their project on an explorer that deals with their native country.
- Typed Essays in order to utilize google translator systems.

Modifications for Gifted students:

- These students may create the actual bulletin board (draw on the world map where everyone will label their explorers routes) on top of having to display their work on the board.

Subject Area: _____ 5th SS _____ Unit 3 _____

Grade Level: 5	Brief Summary of Unit: Colonial America

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing</u>
-What reasons led to the settlement of early colonies in North America? • What factors impacted life and shaped the culture of Colonial America? • What types of governments, economic systems, and new ideas developed in the 13 colonies?	NJSLS 6.1.8.A.2.a 6.1.8.A.2.b 6.1.8.A.2.c 6.1.8.B.2.a 6.1.8.B.2.b 6.1.8.C.2.a 6.1.8.C.2.b 6.1.8.C.2.c 6.1.8.D.2.a 6.1.8.D.2.b ELA RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.7 RI.5.8 RI.5.9 RI.5.10	Students will explain how and why the English settled in North America, and analyze the development of the New England, Middle, and Southern Colonies. Students will be able to explain how geography affected the economic development of the three colonial regions. They will also discuss ways in which American culture developed during the period.	Teacher created Smart-Lessons (5 th SS Folder) Research and compare the various occupations in the New England, Middle, and Southern Colonies. Determine what factors led to a need for various occupations in each. (Career Ed.) Discuss the hardships and diseases that colonist faced during the early years at Jamestown. Compile a list of materials and skills needed to survive and compare them to what the colonists actually had. (Health PE/Critical Think.) Examine the Mayflower Compact Primary Source as a literature connection. In groups create a classroom compact based on the concepts used in the Mayflower	Unit 3 Test Chapter Tests Teacher created tests and quizzes (5 th SS Folder) *Various versions will be found in folder, base tests utilized on student population/needs Using Poor Richard’s Almanac as an example, students will work cooperatively to design a Colonial American Almanac. Students will be encouraged to research diverse topics that encompass different academic and cultural arenas. Teacher will create a rubric incorporating what must be included within the almanac. (Global Awareness/ Creativity/ Informational Lit)	November/ December Duration 4-6 weeks

			<p>Compact (Literature/Civic Lit/Communication)</p> <p>Explore the economic importance of triangle trade and the experience of enslaved Africans who were forced to endure the Middle Passage. (Economics)</p> <p>Research the many inventions that Benjamin Franklin is responsible for and discuss how these inventions impacted life in the colonies to the current day. (Science)</p> <p>Play songs from the New England colonial period (sea chanting or whaling songs) Primary Source. Have students discuss how these songs relate to New England's geography, economy, etc. Students will then create their own song to describe life in the New England Colonies. (Extension: Create songs for life in the Southern and Middle Colonies). (Music/Media)</p>		
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Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Music, Science, Economics, Literature, Health LA.5.RI; LA.5.W; VPA1.2.5; CAEP.9.2.8.B
Integration of Technology	

	<p>8.1 Educational Technology Playing Music, Computer Research, Microsoft Word, Smart-Lessons, IPAD for recording of songs (Gifted students)</p>
Resources	<p>For Teachers: Diagrams of Colonial Housing Primary & Secondary Sources, Maps of 13 Colonies Primary Source, Classroom posters, Colonial Songs Audio Primary Source, For Students: PBS.org includes many interactive colonial experiences for kids.</p>
Integrated accommodations and modifications	<p>Modifications for Special Ed. students: Adhere to all mods outlined in IEP/504s. Notes provided ahead of time, Modified tests and quizzes based on their needs, extended time when necessary, provide websites for research.</p> <ul style="list-style-type: none"> ● Instead of compiling a list of materials and supplies for survival they may create slides or a document with pictures of the items for survival, <p>Modifications for ELL students: Allow use of the computer for google translator,</p> <ul style="list-style-type: none"> ● Play songs of the time period in their language as well ● Provide research websites. <p>Modifications for Gifted students:</p> <ul style="list-style-type: none"> ● Actually perform and record their created song.

Subject Area: _____ 5th SS _____ Unit 4 _____

Grade Level: 5	Brief Summary of Unit: The American Revolution

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing</u>
<ul style="list-style-type: none"> • What was the impact of the French and Indian War? How did this help push colonist to later declare their independence? • What events and actions helped contribute to the American Revolution? What compromise might have been made to avoid war? • How did the American Revolution and other revolutions impact the world? 	<p>NJSLS 6.1.8.A.3.a 6.1.8.B.3.a 6.1.8.B.3.c 6.1.8.B.3.d 6.1.8.C.3.a 6.1.8.C.3.b 6.1.8.D.3.a 6.1.8.D.3.b 6.1.8.D.3.c 6.1.8.D.3.d 6.1.8.D.3.e 6.1.8.D.3.f</p> <p>ELA RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.7 RI.5.8</p>	<p>Students will trace the conflict that arose in North America between France and Great Britain culminating in the War for Empire (French and Indian War). Students will also analyze the major events and factors that led colonist to declare their independence from Great Britain. Finally students will examine the American Revolution and evaluate the outcome of the war and how it impacted the newly independent colonies and the world.</p>	<p>Examine the roles that women played during the American Revolution. What types of roles were “off limits” to women during this period? Compare that to positions that are still considered “off limits” to women in the military today. (Career Ed./Civic Lit)</p> <p>Examine the living conditions that soldiers endured during the American Revolution. What supplies were necessary for soldiers to survive and what problems did soldiers face? (Health PE/ Critical Thinking Prob Solving/ Financial)</p> <p>Read Where Was Patrick Henry on the 29th of May and an excerpt from one of Patrick Henry’s speeches Primary Source. Using the information from the materials provided create and deliver speeches on why the American colonist should be free. (Literature Connections/ Career Skills)</p> <p>Compile battle losses from major battles from the American</p>	<p>Chapter Tests</p> <p>Unit Tests</p> <p>Teacher Created Tests and Quizzes (5th SS Folder) *Base tests utilized on student population.</p> <p>Students will create, produce, and implement a play depicting major events and outcomes of the American Revolution. If possible, the play can be performed for other classes. Teacher will create a rubric incorporating what must be included within the play.</p> <p>Graded American Revolution Project (includes project grade and oral presentation grade) Rubrics for each project and the oral</p>	<p>Late Dec./ January/ Early February Duration 4-5 weeks</p>

	<p>RI.5.9 RI.5.10</p>		<p>Revolution. Create bar graphs comparing the losses of both the British and colonists. Compute the percentage of troops killed and wounded on both sides. (Math)</p> <p>Create a topographical map of the United States as it existed at the time of the Treaty of Paris, including the outline of the continental United States, the Canadian border, the Mississippi River, and the Appalachian Mountains. (Science/Creativity)</p> <p>Explore painting of the American Revolution. Reflect on what the art says about the American Revolution and the spirit of the colonists during this period. (Art Connection)</p> <p>5 Paragraph essay on American Revolution topic of student's choice. Research and develop notes to transform into essay. Will be done in Collaboration with the ELA classroom teacher.</p> <p>American Revolution Project (Project choices and guidelines as well as parent letters are included in the 5th grade SS folder)</p> <p>Teacher Created Smart lessons (5th SS Folder)</p> <p>PBS Series; Liberty Kids (DVD's of 40 episodes that animate the events of the American Revolution) (Media)</p>	<p>presentation will be provided.</p> <p>Graded Essay; Teacher created rubric</p> <p>Graded suggested activities</p> <p>Benchmarks: Mid Year Benchmark Assessment: Multiple Choice/True-False/Fill in blank & Matching Assessment to cover The First Americans through American Revolution time period.</p>	
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Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Health , Math, Science, Art, ELA LA.5.RI; LA.5.W; LA.5.SL; VPA1.2.5.A; MA5.5.OA.B
Integration of Technology	8.1 Educational Technology Liberty Kid’s, Smart-Lessons, Computer Research, Microsoft Word, Map Making Computer Programs, Camcorders to record speeches
Resources	For Teachers: “Where Was Patrick Henry on the 29 th of May” Book, Classroom Posters, Liberty Kids Videos, Give Me Liberty Podcast, Secondary Sources For Students: Brain Pop, YouTube has Liberty Kid’s episodes if students miss an episode, Boston Massacre Game, Road to Revolution Game.
Integrated accommodations and modifications	Modifications for Special Ed. students : Adhere to all mod’s listed within IEP/504. Use of calculator for battle losses. alternate assignments provided when needed. <ul style="list-style-type: none"> ● May tape the other student’s speeches for Patrick Henry, Modifications for ELL students: Use of computer for google translator. <ul style="list-style-type: none"> ● Alternate assignments provided as needed. ● Pair with buddy Modifications for Gifted students: <ul style="list-style-type: none"> ● Create the scenery for the American Revolution plays. Dive deeper into a battle and discuss findings with the class. Recreate the American Revolution painting.

Subject Area: 5th SS Unit 5

Grade Level: 5

Brief Summary of Unit: The Nation's Early Years

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing</u>
<ul style="list-style-type: none"> • What were some major problems that the United States faced in creating a new nation? • How did government policies secure liberties and freedom? • How did the nation create its own identity during its formidable years? 	NJSLS 6.1.8.A.3.b 6.1.8.A.3.c 6.1.8.A.3.d 6.1.8.A.3.e 6.1.8.A.3.f 6.1.8.A.3.g 6.1.8.C.3.b 6.1.8.D.3.g 6.1.8.A.4.a 6.1.8.B.4.a 6.1.8.C.4.a ELA RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.7 RI.5.8	Students will evaluate the foundation of the new government created after the Revolution. They will analyze the weaknesses of the Articles of Confederation and evaluate the merits of the new Constitution. Particular attention will be paid to comparing Shays' Rebellion and the Whiskey Rebellion, the formation of political parties under the leadership of Hamilton and Jefferson and Washington's presidency. Students will also be able to understand and evaluate the early Republic. Emphasis will be placed on Jefferson's presidency and the War of 1812.	Research the backgrounds and careers of the Framers of the Constitution. Discuss what types of contributions they could make based on their backgrounds. (Career Education) Explore the birthplace of American Democracy by participating in a walking tour of Philadelphia . (Media; virtual tour online) Read "The Story of the Star Spangled Banner" and listen to the lyrics of the song. Discuss the lyrics and create and illustration or a story of what Francis Scott Key witnessed the night he was inspired to write the poem.	Unit Test Chapter Tests Teacher created tests and quizzes (5 th SS Folder)*Base tests and quizzes on class Students will prepare a report on one of the following Founding Fathers-George Washington, John Adams, Thomas Jefferson, James Madison, or Alexander Hamilton. The report should cover their contribution to the early Republic and must contain quotations by the Founding Father with correct citations, as well as primary and secondary source quotes. Teacher will create a	Feb → March Duration 5-7 weeks

	<p>RI.5.9 RI.5.10</p>		<p>Primary Source(Collaboration/ Art/ Creativity)</p> <p>Research the amount of debt that the United States owed after the American Revolution. Discuss and create a plan to help the young nation get out of debt. (Math/ Financial)</p> <p>Analyze the routes taken by Lewis and Clark through the Louisiana Purchase. Categorize the different plants and wildlife discovered on the journey. Map - Primary Source(Science/ Career Skills)</p> <p>Examine constitutions of other countries. Primary Source What similarities and differences can be made between those constitutions and the United States Constitution? (Global/ Critical Thinking)</p> <p>Examine the growth of the nation during its early years, economically, socially, and politically. How did the United States growth impact the country? (Economics/ Civic)</p> <p>Teacher created Smart-lessons (5th SS Folder)</p>	<p>rubric incorporating what must be included within the report.</p>	
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Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Economics, Science, Math, Art LA.5.RI; LA.5.W; PFL 9.1.8.C;VPA 1.2.5; 5-LS2
Integration of Technology	8.1 Educational Technology Virtual Tour Online, Google Earth to analyze areas observed by Lewis and Clark, Computer based research, Smart-Lessons
Resources	For Teachers: Classroom maps and posters, Lewis and Clark Expedition Maps Primary Sources , Charts on the branches of government and checks and balances Secondary Source , Star Spangled Banner Audio Primary Source For Students: Brain Pop, Animated Atlas, Go West with Lewis and Clark (National Geographic Sponsored Game)
Integrated accommodations and modifications	Modifications for Special Ed. students : Adhere to all IEP/504 mods, <ul style="list-style-type: none"> ● Rather than a report on a founding father a google slideshow may be used. Modifications for ELL students: computer use for google translator, replacement assignments as necessary. <ul style="list-style-type: none"> ● Label maps in English and Native language ● Compare US constitution to document from native country Modifications for Gifted students: <ul style="list-style-type: none"> ● Create a virtual tour of the school and narrate the tour as if one was teaching newcomers the ways of CAS.

			<p>Research figures for the length of the boundaries of the United States. Using these measurements and a given scale, draw a map of the United States. (Math/ Critical Thinking)</p> <p>Construct a trail guide showing a route traveled by Americans going west. Mark major landforms and possible places that could be utilized for gathering food, water and supplies. (Science/ Innovation/ Life Skills)</p> <p>Research the Cherokee heritage and Language. Read Chapter 14 of Ahyoka and the Talking Leaves. Discuss the similarities and differences between the Cherokee alphabet and the English alphabet. (World Languages / Global)</p> <p>Teacher created Smart-Lessons</p>		
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Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	World Languages, Science, Math, ELA LA.5.RI; LA.5.W; MA5.5.MD; 5-ESS2-1.ESS2.A.1;
Integration of Technology	8.1 Educational Technology Language program to speak Cherokee, Publishing program for trail guides, online tours, Computer research, Smart-Lessons
Resources	For Teachers: PBS “We Shall Remain; Trail of Tears” (video) Secondary Source , Fugitive Slave Wanted Poster Primary Source (Images), Growth of US to 1853 (map), Yellow Rose of Texas (audio), Escape of the Underground Railroad (podcast) Secondary Source . For Students: Oregon Trail, National Geographic; The Underground Railroad, WebRangers; Help Lincoln get to the White House, Brain Pop, Interactive Maps; The Underground Railroad.
Integrated accommodations and modifications	Modifications for Special Ed. students : Adhere to all mods listed in IEP/504, <ul style="list-style-type: none"> ● Audio or read aloud for Harriet Tubman piece Modifications for ELL students: Computer usage for google translator programs <ul style="list-style-type: none"> ● Audio or read aloud or native language for Harriet Tubman piece Modifications for Gifted students: <ul style="list-style-type: none"> ● Compare Cherokee alphabet not only to the English alphabet but try incorporating alphabets of other civilizations/cultures.

Subject Area: 5th SS Unit 7

Grade Level: 5

Brief Summary of Unit: The Civil War

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing</u>
<ul style="list-style-type: none"> • What were the causes, key events, and effects of the Civil War? • What part did slavery play in the Civil War? Ultimately did it hinder or help either side? • How did the United States rebuild after the Civil War? 	<p>NJSLS 6.1.8.A.5.a 6.1.8.A.5.b 6.1.8.B.5.a 6.1.8.C.5.a 6.1.8.C.5.b 6.1.8.D.5.a 6.1.8.D.5.b 6.1.8.D.5.c 6.1.8.D.5.d</p> <p>ELA RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.7 RI.5.8 RI.5.9 RI.5.10</p>	<p>Students will recognize the contributing factors to the American Civil War. They will also trace and analyze the major battles of the war. Particular attention will be paid to African American involvement in the war and events that transpired behind the lines of battle. Students will examine the aftermath of the Civil War and the challenges of Reconstruction.</p>	<p>Discuss the role of slavery in the Civil War; including incidents such as Amistad and other slave rebellions. (Critical Thinking)</p> <p>Research the contributions made by women and African Americans during the Civil War. Prepare an informative speech highlighting contributions made and the impact of these contributions. (Career/Civic)</p> <p>Explore the connection between the Civil War and the game of baseball. (Creativity and Innovation)</p> <p>Research Abraham Lincoln’s life and accomplishments. Write a speech to be read at Lincoln’s funeral highlighting his accomplishments. (ELA/Critical Thinking/Communication)</p>	<p>Present students with this scenario: The Civil War has ended. You have survived it. A historian asks you to explain how the war has changed your life. Students will make a before and after chart describing their life. They will also write an account of what they saw and did during the war and how their region has changed. They will then create a podcast or tape-recording of an interview with the historian. Play recordings for the whole class. **Encourage parents, teachers, and other students to participate in the listening session. Teacher will prepare a rubric to explain what students should incorporate into the project.</p>	<p>May-June Duration 5-6 weeks</p>

			<p>Utilizing the Gettysburg Address Primary Source evaluate the statement “four score and seven years ago.” Create a timeline illustrating the history that occurred during that period of time. (Math/Informational/Life Skills)</p> <p>Research the history of photography and how this new technology impacted the way people viewed war. Write a brief report based on the findings. Capture three pictures using the IPADs that you feel hold the essence of photography. Use both Primary and Secondary Sources(Science/Media/Career)</p> <p>Research a specific battle of the Civil War. Create a podcast detailing the battle and its impact in the war. Listen to podcasts in class. (Informational/Media/Business)</p> <p>Civil war is not unique to the United States. Research civil wars in other world cultures. How are they similar? Different? (Global Awareness)</p> <p>Teacher created Smart-Lessons</p>	<p>Unit Tests</p> <p>Chapter Tests</p> <p>Teacher created tests and quizzes.</p> <p>Benchmarks: End Of Year Benchmark Assessment: Students will retake the Beginning Of Year Assessment.</p>	
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Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Science, Math, ELA LA.5.RI; LA.5.W; HPE.2.5.6
Integration of Technology	8.1 Educational Technology Podcast, Photography (IPAD), Computer research, Smart-Lessons
Resources	For Teachers: The American Civil War; Teachertube, Civil War Battles Primary Source (maps), Photographs from the Civil War, Booth Reward Poster Primary Sources , Northern and Southern Resources Chart Secondary Source , Music of the Civil War Primary Source (CD) For Students: Civil War Trust; on civilwar.org look for kid's websites, Historical Duck Shoot, US Civil War; schoolhistory.co.uk/games/duckshoot/uscivilwar.htm, Animated Atlas, Web Rangers; Civil War Soldier, Brain Pop
Integrated accommodations and modifications	Modifications for Special Ed. students : Adhere to all mods in IEP and 504, Change assignments as necessary, <ul style="list-style-type: none"> • Modify amount of sentences needed or topics to be included. Modifications for ELL students: Computer usage for google translator programs <ul style="list-style-type: none"> • Resources in native language Modifications for Gifted students: <ul style="list-style-type: none"> • Compile primary and secondary documents from the time period and arrange them in a display.



Mine Hill Township School District
(6th Grade/Social Studies)

Written by:
Danielle Wilson

Reviewed by:
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Curriculum Coordinator

Mr. Lee S. Nittel
Superintendent

Approval date:
October 26, 2020

Members of the Board of Education:
Diane Morris, President
Karen Bruseo, Vice President
Katie Bartnick
Peter Bruseo
Brian Homeyer
Srinivasa Rajagopal
Jennifer Waters

Mine Hill Township School District
42 Canfield Avenue
Mine Hill, NJ 07803
www.minehillcas.org

Subject Area: Unit_1 Early People and Lifeways

Grade Level: 6 th Social Studies	Brief Summary of Unit: Overview of geography and map skills. Unit starts with the Stone Age including hunters and gatherers while completing with Southwestern Asia's first civilization Mesopotamia.
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<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing</u>
<p>-Early people lived in groups and cooperated to hunt animals and gather plants.</p> <p>-Early people learned to domesticate plants and animals.</p> <p>-The domestication of plants and animals let people settle and caused great changes in their ways of life.</p> <p>-As populations increased, some farming villages grew into cities.</p> <p>-Sumerians developed creative ways to solve the problems of city life.</p> <p>-The Phoenician alphabet and the Lydian's use of coined money brought about great changes.</p>	<p>6.1.8.A.1.a</p> <p>6.2.8.D.2.c</p> <hr/> <p>ELA-LITERACY.R H.6-8.1</p> <p>ELA-LITERACY.R H.6-8.9</p> <hr/> <p>6.3.8.A.1</p> <p>6.3.8.D.1</p>	<p>-Summarize how the earliest people interacted to meet basic needs, unique characteristics of the culture at Skara Brae, the link between agriculture and religion in Sumer, and how the coined money introduced by the Lydian's changed trade.</p> <p>-Observe how the search for food caused the migration of people, commonalities between Skara Brae and people today, that success in agriculture changed early civilization's economy.</p> <p>-Analyze the effects of shifting from food collecting to food producing, the hunting process, the development of separate cultures, how government in Sumerian city states changed, and how Hammurabi promoted cooperation within his empire.</p> <p>-Identify plants and animals of early cultures, a method of formulating a generalization to be applied to the story of Skara Brae, and the beginnings of the writing process.</p> <p>-Compare agricultural development around the world.</p> <p>-Classify the Sumerians according to social classes, and causes and effects of conflict within the fertile crescent.</p>	<p>Teacher Created Smart Board Lessons (In Unit/Chapters Folder)</p> <p>Creating a world map labeling major continents, oceans, countries, lines of latitude and longitude, lowest and highest points of elevation. (Global Awareness, Creativity, Critical Thinking)</p> <p>Creation of different stations for students to analyze artifacts of early hunters such as buffalo skins, bear skins, deer antlers etc Primary Sources. (Life and Career Skills)</p> <p>Visualization of Skara Brae through teacher read aloud. Students will draw their picture of what Skara Brae would have appeared like. (Creativity)</p> <p>Students make a cylindrical seal like that of the Mesopotamians. (Critical Thinking, Innovation)</p>	<p>Teacher or Book Chapter/Unit Tests</p> <p>Teacher Created Quizzes in Unit Folder</p> <p>Graded world maps based on rubric created to match the aspects asked to be included.</p> <p>Cylindrical Seal as a classwork grade.</p> <p>Matrix of Hammurabi's law breaking consequences filled out accurately by each group.</p> <p>Folder and Notebook checks based on rubric.</p> <p>Benchmark: Beginning of the Year Benchmark: Early People and Lifeways through Medieval Times multiple choice test to indicate prior knowledge on current year.</p>	<p>September -October</p> <p>Duration: 7-8 weeks</p>

- Look up instruments and other cultural items thought to be used in the time period.
- Compare and Contrast the laws of the USA to that of Hammurabi on a venn-diagram.

Subject Area: Unit 2 Cradles of Civilization

Grade Level: 6th Social Studies

Brief Summary of Unit: Describes the early civilizations in Africa, Asia, and the Americas.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing</u>
<p>-The early Egyptians lived in villages along the Nile. The Nile shaped life, farming, trade, and religion in Egypt.</p> <p>-During Egypt’s Old Kingdom huge building projects and hieroglyphic writing were developed at this time.</p> <p>-Nubian culture developed south of Egypt.</p> <p>-The beliefs of the Ancient Chinese people affected their growth.</p> <p>-The physical setting of the Indus Valley affected the development and survival of its well-planned cities.</p>	<p>6.2.8.A.2.a → 6.2.8.A.3.b</p> <hr/> <p>6.3.8.A.1→ 6.3.8.D.1</p> <hr/> <p>ELA-LITERACY.R H.6-8.1 ELA-LITERACY.R H.6-8.9</p>	<p>-Evaluate the impact of the Nile River on live in ancient Egypt, the influence of the physical setting on the development of the Indus Valley Civilization, and the role of oracle bones as a link to the past.</p> <p>-Analyze the relationship between religion and nature, the changes in Egyptian society during the Middle Kingdom, problem solving by Egyptian pyramid builders, the unique layout of the city of Mohenjo-Daro, and the Mayan civilization in order to identify features Mayas may have passed on to others.</p> <p>-Examine how the pharaoh contributed to continuity in Egyptian life, the gods and goddesses of Ancient Egypt, and the Mayan calendar.</p> <p>-Compare and contrast artifacts from different cultures, and the views concerning the influence of the Nubian and Egyptian civilizations on each other.</p>	<p>Teacher Created Smart Board Lessons (In Unit/Chapters Folder)</p> <p>Smart Created Smart Lessons for Ancient Egypt *Each include a short video of the topic that the students find entertaining, each have been saved to the teacher folder)</p> <p>Create a boat based on the boats used by Egyptians (Primary & Secondary Sources) on the Nile out of recyclable materials. Boat must pass float test.</p> <p>(Entrepreneurial Literacy, Critical Thinking and Problem Solving, Life Skills)</p> <p>Utilize Egyptian artifact cards. (Secondary Sources) Pass cards around the class in a rotation for students to determine the Egyptian artifact on the card and its use. (Global Awareness, Critical Thinking)</p>	<p>Teacher or Book Chapter/Unit Tests</p> <p>Teacher Created Quizzes in Unit Folder</p> <p>Boat graded on rubric</p> <p>Folder and Notebook check.</p> <p>Chief Queens essay graded on rubric.</p> <p>Graded origin story.</p> <p>Egyptian Cartouche.</p> <p>Trader group activity assessed on rubric.</p> <p>Classwork activities (artifact cards, social class ordering, usage of Maya calendar activity) graded on teacher created checklists.</p>	<p>November-December</p> <p>Duration: 6-7 weeks</p>

<p>-In the Americas Mayas built on the achievements of the Olmecs and developed their own ideas.</p>		<p>-Summarize the roles of Egypt's Chief Queens and other women of the society as well as the use of legends to describe China's distant past. -Evaluate technology and significant people of ancient Egypt.</p>	<p>Hand students index cards with different Egyptian class positions on them. Students must not talk yet communicate to order themselves from what they believe to be the highest social role to the lowest social role. (Collaboration, Innovation)</p> <p>Historical research essay on the chief queens of Egypt and the role of woman during the time period. (Info literacy, Media Literacy, Civic Literacy, Life Skills)</p> <p>Utilize Chinese origin stories to create an origin story for something modern today. Primary Source (Innovation, Media Literacy, Global Awareness)</p> <p>Create an Egyptian cartouche utilizing Egyptian hieroglyphics. Primary & Secondary Sources</p> <p>Describe the usage of the Maya Calendar (Primary and Secondary Sources) utilizing the Chromebooks. (Media Literacy, Problem Solving, Innovation, Collaboration)</p> <p>Play the Ancient Olmec rubber ball game that was the first ball game created in the Americas. (Secondary/Primary Sources) (Health Lit, Global Awareness, Communication/Collaboration)</p>		
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			<p>Act as traders dividing the class into two groups. One group will be Nubian traders traveling to Egypt. The other group will be Egyptian merchants. Each group must create a list of goods to trade and write each item on a separate index card. The traders will then meet to exchange goods. (Global Awareness, Business Literacy, Life and Career Skills)</p>		
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Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<p>Health: Playing Olmec Ancient Ball Game, Engineering: Boat Building, Business: Trade Activity, Science: Astrology/stars/moon study in alignment with the pyramid building and calendar making, ELA: Writing historical research essay, Chinese origin story, Art: Egyptian Cartouche</p> <p>RH.6-8.1 ; RH.6-8.9; 6-8.MS-ESS1; VPA.1.2.5;HPE.2.5.6.A; 6-8.MS-ETSI-2</p>
Integration of Technology	<p>8.1 Educational Technology</p> <p>Smart Board, Smart Lesson, Chromebooks, Camcorder (tape boat floating),</p>
Resources	<p>For Teachers: 6th Grade Teacher Created Smart Lessons, Teacher Created Folders Matching Discipline Topics, Chromebook, Smart Board, Maya Calendar, Obelisk Statue, Egyptian artifacts/artifact cards, Olmec rubber ball game instructions/video, For Students: SS Folder, SS Notebook, Chromebooks, Cartouche examples, Historical Research guidelines</p>

Integrated accommodations and modifications	<p>Modifications for Special Ed. students : All 504/IEP students will receive the necessary accommodations as outlined in their paperwork</p> <ul style="list-style-type: none"> • Provide detailed instructions (if they decide) for all activities, even innovation activities (boat), • Directions to find the maya calendar usage <p>Modifications for ELL students: Proper language to English dictionary, Google Translator on Chromebook,</p> <ul style="list-style-type: none"> • Translate Olmec directions into native language or or compare/contrast native to English <p>Modifications for Gifted students:</p> <ul style="list-style-type: none"> • Create a pyramid and research them using provided guidelines, • Translate trading game to dollars and cents to see which team received the better deal.
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Subject Area: __Unit_3 Asia’s Classical Age_____

Grade Level: 6 th Social Studies	Brief Summary of Unit: Examines the Classical Age in Asia, with the innovations and ideas about life that were part of that era. Learn of political, social, and economic changes in Asia.	
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<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing</u>
-The Chinese philosopher Confucius. -China’s first emperor/empire (the Great Wall, standardization) -Han Dynasty -Movement of the Aryans into the Indian subcontinent caused many changes there. -Hinduism -Buddhism -Gupta Empire	6.2.8.A.2.a → 6.2.8.A.3.b 6.2.8.D.3.d → 6.2.8.A.4.a 6.3.8.A.1 → 6.3.8.D.1 ELA-LITERACY.RH.6-8.1 →ELA-LITERACY.RH.6-8.9	-Summarize how the Zhou replaced the Shang as rulers of China, how Shi Huangdi kept the empire together, the development of international trade during the Han dynasty, Gautama’s search for truth, and the advances made during India’s Golden Age. -Analyze China’s political and economic systems, the Aryan religion and its connection to Hinduism, Buddhist principles, and how the Persian leader Cyrus built a large empire. -Evaluate the Warring Kingdoms as a time of conflict, benefits and costs of the Great Wall, the achievements of the Han dynasty, the lessons of fables,	Teacher Created Smart Board Lessons (In Unit/Chapters Folder) Students notes matrix created by printing the Smart Lessons. Place the Hinduism religious elephant on the Smart Board and distribute the picture as well. Have groups decipher the symbolism behind the different aspects pointed out to them (Primary & Secondary Sources). (collaboration, Global Awareness, Civic Literacy)	Teacher or Book Chapter/Unit Tests Teacher Created Quizzes in Unit Folder Checklists for differing classwork assignments (Hinduism elephant, virtual field trip) Proverb rubric Aryan Migration graphic organizer graded against student created rubric	January-February Duration 8 weeks

-Persian Empire		<p>and the success of the Persian empire.</p> <p>-Compare and contrast the governments of different Chinese empires.</p> <p>-Speculate about why the Aryans moved to India.</p> <p>-Classify the Indian people according to class.</p>	<p>Chromebooks and Smart Board to take virtual field trip of the Great Wall. (Media Literacy)</p> <p>Creation of proverb. (Innovation, Critical Thinking)</p> <p>Written Fable after watching some of Aesop's fables on youtube. (Primary & Secondary Sources) (media literacy, Creativity)</p> <p>Aryan migration graphic organizer creation (life and career skills)</p> <p>Craft: Wheel of Nirvana (directions located in teacher folder) (Creativity, Problem Solving)</p>	<p>Mini Project: Nirvana Wheel Craft</p> <p>Graded Fable (rubric)</p> <p>Benchmark: Mid Year Benchmark Assessment: Mesopotamia through Asia's Classical Age multiple choice test.</p>	
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Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<p>ELA: Fable writing/creation of proverb, ALL subjects: Graphic Organizer Creation, Art: Wheel Craft, RH.6-8.1 ; RH.6-8.9; VPA.1.2.LA.6RL.6.9;.LA6RL.6.10</p>
Integration of Technology	<p>8.1 Educational Technology Chromebooks, Google Docs, YouTube, Virtual Field Trip</p>
Resources	<p>For Teachers: 6th Grade Teacher Created Smart Lessons, Teacher Created Folders Matching Discipline Topics, Chromebook, Aesop Fables marked on You Tube, Picture of Hinduism religious elephant Smart Board,</p>

	For Students: SS Folder, SS Notebook, Chromebooks,
Integrated accommodations and modifications	<p>Modifications for Special Ed. students : All 504/IEP students will receive the necessary accommodations as outlined in their paperwork, Written directions to accompany verbal directions, Notes matrix filled out prior to handing out,</p> <ul style="list-style-type: none">● Modified rubrics● Personal written copies of all directions, notes <p>Modifications for ELL students: Proper language to English dictionary, Google Translator on Chromebook,</p> <ul style="list-style-type: none">● Native language version of Aesop’s Fables <p>Modifications for Gifted students:</p> <ul style="list-style-type: none">● Create their own video to match their Aesop Fable.

Subject Area: __Unit_4 The Mediterranean__

Grade Level: 6th Social Studies

Brief Summary of Unit: Focuses on the ancient Greek and Roman civilizations that developed in the Mediterranean region. Discover that both of these civilizations borrowed ideas from other societies and also developed new ideas and ways of their own.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing</u>
-The seagoing Minoans and the Mycenaeans were among the earliest people to live in Greece. -People of Greece developed both military and democratic governments. -Times of peace allowed for growth and the development of new ideas. -Alexander The Great -Roman government changes. -Augustus -Christian Religion	6.2.8.A.2.a 6.2.8.D.3.c 6.3.8.A.1 6.3.8.D.1 ELA.RH.6-8.1 ELA-RH.6-8.9	-Evaluate how geography affected the way early people lived, cultural ties, tensions between Athens and Sparta, achievements of the Hellenistic Age, geographic advantages of Rome, military life, reactions to Christianity, and how arts literature and language unified the early peoples of the Roman Empire. -Analyze the Minoans trade, the Spartan way of life, improvements to Athenian democracy, how Alexander The Great built a multicultural empire, the beginnings of the Roman Empire, and the government in Rome during the republic. -Compare and contrast Roman/Greek governments, and Roman construction vs. Greek architecture. -Summarize the reasons for the breakup of Alexander’s Empire, and the spread of Christianity after Jesus’s death. -Observe how an outsider was successful in uniting Greece, how Augustus helped unite the Roman Empire.	Teacher Created Smart Board Lessons (In Unit/Chapters Folder) Notes matrix can be created by printing these lessons. Miss Wilson’s Mock Greek Olympics (directions and paper work in teacher folder) Rome Project: Students will come up with their own idea for a project concerning Rome. Teacher must approve both their idea and their rubric through conferencing. (Creativity, Critical Thinking, Informational Literacy, Media Literacy, Life and Career Skills) -Classroom Reenactment of the Peloponnesian Wars Secondary Sources (Global Awareness, Collaboration) -Alexander the Great Journal Entries. (Primary Source) (Informational Literacy)	Teacher or Book Chapter/Unit Tests Teacher Created Quizzes in Unit Folder Notebook and Folder Check Rome Project → graded on student created rubric Various teacher created checklists for classroom activities. Mock Greek Olympic Components; City State Flags, City State mottos. Journal Entries (graded on rubric) Venn Diagram Root Word activity page	March- April Duration : 7-8 weeks

			<p>-Venn Diagram comparing Athens and Sparta. (Civic Literacy)</p> <p>-Greek root word translations activity Primary Source* directions in teacher folder (collaboration)</p>		
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Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA: Venn Diagram, Journaling, Root Words, ARTS: Acting, Most Rome Projects RH.6-8.1 ; RH.6-8.9; VPA.1.2.; VPA1.2.5.A;VPA 1.1.5.C
Integration of Technology	8.1 Educational Technology Smart Board, Smart Board Interaction, Chromebooks
Resources	For Teachers: 6 th Grade Teacher Created Smart Lessons, Teacher Created Folders Matching Discipline Topics, Chromebook, Smart Board, Sample Journal Entries from historic journals, Greek Root Words, Mock Greek Olympic folders and music For Students: SS Folder, SS Notebook, Chromebooks,
Integrated accommodations and modifications	Modifications for Special Ed. students : All 504/IEP students will receive the necessary accommodations as outlined in their paperwork, filled out notes matrix handed out beforehand, <ul style="list-style-type: none"> • Modified grading on journal entries • Provide ideas for Rome Project Modifications for ELL students: Proper language to English dictionary, Google Translator on Chromebook, <ul style="list-style-type: none"> • Compare Greek Roots to English and Native language vocab Modifications for Gifted students: <ul style="list-style-type: none"> • Create their own video of Peloponnesian Wars, Research Greek Root Words more in-depth.

Subject Area: Unit 5 Rise of New Empires

Grade Level: 6th Social Studies

Brief Summary of Unit: Look into the development of new empires between 500 AD and 1500 AD. Learn how different cultures had contact with one another and how goods, knowledge, technology, and ideas traveled from group to group.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing</u>
<p>-The Byzantine Empire</p> <p>-The people of the Muslim Empire and their remembrance.</p> <p>-The replacement of strong central governments by small independent kingdoms in the Roman Empire.</p> <p>-China's developed culture between 500-1300 AD.</p> <p>-Mongol conquer of the Chinese.</p> <p>-The Japanese borrowed ideas from the Chinese culture as they developed their own.</p> <p>-People in the Americas adapted to and changed</p>	<p>6.2.8.A.2.a → 6.2.8.D.4.g</p> <hr/> <p>6.3.8.A.1→ 6.3.8.D.1</p> <hr/> <p>ELA-RH.6-8.1 ELA-RH.6-8.9</p>	<p>-Evaluate how the Byzantine empire was built upon the Roman past, how trade affected the Arab people, crusades impact, how knights acted under the code of chivalry, the achievements of China's Golden Age, and why the Incas adapted to and changed their environment.</p> <p>-Analyze the growth of Islam, Charlemagne's empire, the role of a knight in the Middle Ages, life in China during the Song dynasty, and music of the time period.</p> <p>-Compare the Aztec and Mayan civilization.</p> <p>-Observe the isolation of the Japanese.</p> <p>-Describe the feudal system, castles of the time period, Black Death, and the Mongol way of life.</p> <p>-Summarize the disagreements that divided the Christian church, and the ways the Native people of North America interacted with their environment.</p>	<p>Teacher Created Smart Board Lessons (In Unit/Chapters Folder) *Notes matrix can be created by printing these notes.</p> <p>Compare and contrast the different castles. Create your own castle blueprints utilizing both Primary and Secondary Sources and describe the technology and weaponry used to defend your castle. (Problem Solving, Innovation, Life Skills, Global Awareness)</p> <p>Partner timeline to becoming a knight Secondary Source. (Collaboration)</p> <p>Map Creation: Group drawing of world map. As students learn of the differing empires of the time period they will illustrate their maps with scenes that show how different peoples lived during this time.*This can be</p>	<p>Teacher or Book Chapter/Unit Tests</p> <p>Teacher Created Quizzes in Unit Folder</p> <p>Folder and Notebook Check.</p> <p>Castles will have a group war to see which castle will be best protected in the end. Then, castles blueprints will be graded on rubric. Checklists will have graded group participation.</p> <p>Graded knight timeline.</p> <p>World Maps with scene illustrations.</p> <p>Google Slides Presentation on feudal system.</p> <p>Television Commercials.</p>	<p>May-June</p> <p>Duration 7-8 weeks</p>

<p>their environment as they built civilizations.</p>			<p>done on the Chromebook as well. (Innovation, Global Awareness, Media/Information Literacy)</p> <p>Google Slides Presentation on the feudal system. Secondary Source(Media/Information Literacy, Civic Literacy)</p> <p>Create a television commercial using the Mongol persona to advertise their taking over the Chinese. (Media Literacy, Business Literacy)</p> <p>Craft: 5 Pillars of Islam Creation</p>	<p>5 Pillars Craft</p> <p>Teacher created checklists to grade classwork activities.</p> <p>Benchmark: End of Year Benchmark: Students will retake the Beginning of the Year Benchmark assessment to indicate progress.</p>	
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Integrated Components

<p>21st Century Themes</p>	<p><u> X </u> Global Awareness <u> X </u> Financial, Economic, Business, and Entrepreneurial Literacy <u> X </u> Civic Literacy <u> </u> Health literacy</p>
<p>21st Century Skills</p>	<p><u> X </u> Creativity and Innovation <u> X </u> Critical Thinking and Problem Solving <u> X </u> Communication and Collaboration <u> X </u> Information Literacy <u> X </u> Media Literacy <u> X </u> Life and Career Skills</p>
<p>Interdisciplinary Connections</p>	<p>Arts: Commercials, Music placed into commercials, acting, 5 pillars craft, Public Speaking: Commercial, Engineering: Castle Blueprints RH.6-8.1; RH.6-8.9; VPA.1.2.; VPA1.2.5.A;VPA 1.1.5.C</p>
<p>Integration of Technology</p>	<p>8.1 Educational Technology Cameras for commercials, Google Slides, Chromebooks, Map Creation on Chromebook,</p>
<p>Resources</p>	<p>For Teachers: 6th Grade Teacher Created Smart Lessons, Teacher Created Folders Matching Discipline Topics, Chromebook, Smartboard, 5 Pillars craft materials, Camcorders</p> <p>For Students: SS Folder, SS Notebook, Chromebooks, scissors, glue, markers, rulers, colored pencils,</p>
<p>Integrated accommodations and modifications</p>	<p>Modifications for Special Ed. students : All 504/IEP students will receive the necessary accommodations as outlined in their paperwork</p>

- partnering will be considered beforehand
-
- written directions as well as verbal
- option to use computer to create timeline,

Modifications for ELL students: Proper language to English dictionary, Google Translator on Chromebook,

- Allow notes in English for public speaking

Modifications for Gifted students:

- Actual creation of the castle they made in their blueprint.