

Purpose of Guide

The purpose of this Curriculum Guide is to provide parents, staff, and community members with information that describes the Social Studies Curriculum in our district.

In this guide we what is taught, and why. We discuss effective instructional practices, valid activities, suggested materials and pacing to be used. We consistently reference the New Jersey Core Curriculum Content Standards.

This Document is intended to be a resource for teachers of all grade levels, providing practical guidance in implementing New Jersey's Social Studies Standards.

Mission Statement

It is the mission of the Fairfield School District to ensure that all children have the right to learn in a safe environment, where they will work to their fullest potential to become productive citizens in a technological world. In doing so, they will attain life-long physical, social, academic and emotional skills through the partnership of parents, staff and a supportive community.

Beliefs

We Believe...

- Every child has the right to an education.
- Every child should respect himself and others.
- Every child can attain lifelong physical, social, academic and emotional skills.
- Every child has the right to learn in a safe environment.
- Results can be achieved with a partnership of parents, teachers, and a supportive community.
- Students must be prepared for life in an increasingly technological future.
- Children should be guided to their fullest potential to become productive citizens.

Program Modifications for Special Needs Children

The Fairfield Township Board of Education recognizes that children possess varied learning abilities, rates, capacities and patterns. Users of this curriculum should understand that the following program modifications are acceptable to make the social studies program compatible with the broad continuum of students learning patterns and abilities. Modifications may include, but not are not limited to....

- Elimination of inappropriate content or topics
- Modifications on any assessment including tests, homework, and projects
- Providing oral assessment
- Providing alternate reading materials
- Enlisting the use of readers, note takers, or other peer learning strategies
- Books available on audio

In the case of classified children or those eligible for educational accommodations consistent with Section 504 of the Americans with Disabilities Act, the goals and activities contained in the child's

IEP or 504 plans should be used to determine responsibility for the attainment of the subject matter content.

Program Modifications for Limited English Proficient Students

This curriculum guide may be modified to suit the unique learning needs of ELL students. The district requires and verifies instruction for ELL:

- a. Is based on the district's curriculum and instructional materials;
- b. Uses aligned materials in their native language, when bilingual programs are implemented;
- c. Is adapted as necessary, aligned to the EL Proficiency Standards, and communicated to all teachers;
- d. Addresses the subgroup's performance on statewide and district assessments.
- e. All instructional materials are modified through ELL teacher i.e. – hands-on activities, group work, ELL one-to-one instructor
- f. All materials are presented in native language through our ELL instructor
- g. ELL instructor meets with classroom teacher on a regular basis to go over materials, check for understanding, etc.
- h. All ELL participate in statewide and district assessments
- i. In kindergarten we recognize the diversity and special needs of our learners. We use a differentiated teaching approach to accommodate and modify for the ELL and Special Education learners.

Overview

This Curriculum Guide is based upon the New Jersey Core Content Curriculum Standards for Social Studies. Instruction at each grade level, kindergarten through grade five, includes world history, United States/ New Jersey history, economics and geography. This curriculum allows for cross content integration.

Our program must be flexible enough to encompass individual differences and individual goals. All students should be challenged to reach their maximum potential. For many students, the curriculum described here will be a challenge, but for some it will not. We need to make sure that a program is provided that challenges our high achieving students beyond the expectation we have established.

In order to accomplish Fairfield School District's goals, the following three standards will serve as the foundation for the social studies program. The standards and their stands are listed below:

6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

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

6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Kindergarten

Major Units of Study/Benchmarks/Scope & Sequence

- School rules, routines, self-responsibility and understanding the concept of respect for others. Benchmark - (Sept-Oct)
- Identify and describe rituals or customs from all different cultures of the world. Benchmark (national holidays throughout the year)
- Family and Community (identification, relationships, customs, jobs) Benchmark – (Nov-Dec)
- Map Skills (location of school, home, neighborhood, state, country). Benchmark – (Jan)
- Black History Month and Presidents Benchmark (Feb)
- Money (recognize people use money for needs and wants) Benchmark (March)
- Earth and Environment (Earth Day, Landforms, Geography) Benchmark (Apr-June)

Field Trips

Fairfield Municipal Building (community, meeting township officials, different holiday celebrations)
Imagination Quest (exploring a variety of activities related to past and present cultures)

Measures of Student Progress

Represented here are opportunities for students to demonstrate mastery through performance assessments. (in other words, what is used to assess student progress in SS/Sci besides traditional paper and pencil tests and quizzes (ex. Would be public speaking assignments, completion of web quests, formal reports, projects, etc.—you'll need to be specific here) Teacher observation and written and project results.

Written Assessments

Not used in the Kind. SOCIAL Studies program.

Cross Curricular Approaches

Kindergarten employ a multi-disciplinary approach that involves language skills, the application of science and mathematical principles, and a thematic approach with each big picture idea. .

Modifications for ELL

In kindergarten instruction recognize the diversity and special needs of learners. A differentiated teaching approach to accommodate and modify for the ELL and Special Education learners is used. Teachers also have access to Spanish-language materials, and can call upon a number of staff members fluent in foreign languages to help deliver the curriculum to non-native speakers and their families.

Technology Integration

This curriculum requires teachers to create Power Point presentations to use within lessons. Staff use the computer lab to so that students can research information. Children and staff use digital pictures and video to create stories and DVD movies.

Goals 6.1

The students will be able to:

- Identify need for school rules and routines to ensure order and safety
- Understand self responsibility
- Identify ways to work cooperatively
- Understand the concept of respect for others

Suggested Activities:

- Read aloud
- Finger plays
- Videos
- Songs
- Creative picture/word writing
- Projects
- Role model – play activity procedures for safety drills and rules
- Group activities
- Daily Activity Bank

Goals 6.1

The students will be able to:

- Explore the recent past and present to learn that things change over time
- Identify and describe rituals or customs from all different cultures in the world

Suggested Activities:

- Read aloud
- Videos
- Creative picture/word writing
- Projects
- Daily Activity Bank

Goals 6.1

The students will be able to:

- Identify a family unit and members of the family
- Explore ways in which individuals and families are alike and different
- Explore family recent past to the present using National Holidays
- Identify relationship between family and community

Suggested Activities:

- Read aloud
- Videos
- Songs
- Poems
- Role Play
- Graphs
- Self Portrait
- Me Booklet
- My Special Box
- Projects
- Daily Activity Bank

Goals 6.3

The students will be able to:

- Identify different kinds of jobs in the community
- Recognize that people use money for needs and wants
- Identify things in the natural environment that is important to one's self
- Identify and recognize seasonal changes

Suggested Activities:

- Read aloud
- Videos
- Songs
- Creative Writing and picture drawing
- Graphs
- Play store
- Projects
- Class trips

- Daily Weather Frog
- Daily Activity Bank

Goals 6.3

The students will be able to:

- Develop awareness of location of school, home, neighborhood, community, state, and country
- Use simple maps to show where things are located
- Use a world map to identify the United States, the Atlantic Ocean, and the Pacific Ocean

Suggested Activities:

- Maps
- Videos
- Projects
- Creative drawing and writing
- Charts
- Daily Activity Bank

Units and Suggested Pacing

- Who We Are – 14 days
- Communities – 14 days
- Work - 22 days
- Our Earth - 22 days
- The U.S.A. - 14 days
- Family Stories – 14 days

Suggested Materials

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| <ul style="list-style-type: none"> • Text-Scott Foresman <u>Here We Go</u> • Scott Foresman – Teacher Edition • Daily Activity Bank • Big Books • Songs, Symbols, and Sayings Booklet • Transparencies • Workbook • Literature Libraries • Assessment Book | <ul style="list-style-type: none"> • Social Studies Plus – Hands-On Approach • Read Alouds • Every Student Learns • Big Book Atlas • Desk Maps • Vocabulary Posters • Videos (Reading Rainbows, Magic School Bus, etc) • Internet Links • Music Cassettes |
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Grade One

Big Picture” Issues/Benchmarks

1. Time For School
 - Getting to Know You
 - Home and School
 - Rules We Follow
 - Learning About My School
2. In my Community
 - Welcome to My Neighborhood
 - Different Kinds of Communities
 - Special Things We Do
 - Community Laws and Leaders
 - Where in the World Do I Live?
3. Work! Work! Work!
 - Jobs
 - Needs and Wants
 - Spending and Saving
 - Welcome to Job Day
 - Interview with a Farmer
 - From Place to Place
4. Our Earth, Our Resources
 - What is the Weather Today?
 - Looking at our Land and Water
 - Our Earth’s Resources
 - Interview About Farm History
 - Caring for our Resources
5. This is Our Country
 - Native Americans
 - Early Travelers to America
 - The Colonies Become Free
 - Symbols in our Country
 - We Celebrate Holidays
 - Choosing Our Country’s Leaders
6. Our Country, Our World
 - Visiting the Market
 - How Things Have Changed
 - Inventors and Inventions
 - How Travel Has Changed
 - Life Around the World

Field Trip Experiences

Three field trips support the curriculum in first grade. A visit to the Cape May Zoo allows the students to visit a facility beyond our immediate community. A “community field trip” to visit some of the local businesses in our community such as the post office, bank, and a grocery store help reinforce key concepts in the first grade program. During this trip, the students will get the chance to observe community establishment, see the roles of community workers, and see how these establishments can meet the needs and wants of the people in the community. First grade also visits a local senior center to perform a springtime concert to entertain and interact with the senior citizens of the community. These trips will help to enrich the various concepts the students learn throughout the year.

Assessment

We do a variety of activities that assess student knowledge throughout the year. The students are assessed through hands on activities, projects, teacher observations, oral questions, worksheets, and other written assessments.

Written Assessment

Our written assessments are a combination of teacher made and textbook tests. They are given in a large group format and the date is used to assess the students’ knowledge of the content.

Cross Curriculum

We integrate our Social Studies curriculum with a variety of other subjects every day. The students have practice reading and writing each day, and we always try to incorporate the Social Studies curriculum in this practice. We also cross the curriculum with the topics we learn in Science. Hands on crafts and oral dramatization are fine and performing arts that deepen their understanding of the content.

Modifications for ELL Students

Teachers meet the needs of all ELL students and utilize the staff and resources that are available within the district. These include bilingual staff and materials that are available in Spanish.

Technology

We use a great deal of technology to further and deepen student knowledge. Television and the internet can help to expand student understanding of current events. For example the students were able to view recent presidential events on the classroom television. PowerPoint is often used to organize and display pertinent information.

Goals 6.1

The students will be able to:

- Understand school rules and routines.
- Explore concepts of diversity, fairness, respect, and responsibility.
- Understand the importance of community laws and leaders.

Suggested Activities:

- Discuss and post rules and consequences for a safe classroom environment
- Review and discuss the pillars of character education
- Watch and discuss unit appropriate "Living History Videos"
- Share unit appropriate read aloud to enrich the understanding of the unit topic to include a variety of genres
- Write letters to community leaders regarding their jobs
- Illustrate classroom rules and compile into a class book
- Role play skits illustrating conflicts in class, and how they may be solved
- Create a classroom book "At school I _____", listing daily routines
- Weekly Reader- read and discuss

Goals 6.1

The students will be able to:

- Explore past through present to learn that things change over time.
- Identify various customs, cultures, and lifestyles.
- Compare/contrast different customs, cultures, and lifestyles from their own.

Suggested Activities:

- Share unit appropriate read aloud to enrich the understanding of the unit topic to include a variety of genres
- Create a 3-column chart illustrating an objects appearance from long ago, today, and the future (example- telephone)
- Create a three dimensional Native American diagram
- Role play "Explorers, Pilgrims and Indians" etc
- Weekly Reader- read and discuss
- Create a "customs calendar" including special days and events celebrated by their family
- Listen to traditional Native American songs
- Weekly Reader- read and discuss

Goals 6.1

The students will be able to:

- Know the significance of major national holidays and American symbols.
- Distinguish among past, present, and future in the community.
- Examine family heritage and customs.

Suggested Activities:

- Write and perform a play based on the first Thanksgiving
- Watch and discuss unit appropriate Living History Video
- Listen to and sing patriotic songs such as “Yankee Doodle” and “The Star Spangled Banner”
- Hold a mock election for class mascot
- Interview a grandparent or older relative about changes that have occurred since they were young
- Weekly Reader- read and discuss
- Dramatize the signing of the “Declaration of Independence” including a discussion on reasons for freedom
- To understand the meaning and purpose of each holiday
- Holiday related art projects

Goals 6.3

The students will be able to:

- Identify human needs.
- Distinguish between needs and wants.
- Understand various jobs in the community, and how workers are compensated.

Suggested Activities:

- Share unit appropriate read aloud to enrich the understanding of the unit topic to include a variety of genres
- Interview a family member about the skills required for their job
- Role play different community jobs and have classmates guess them
- Assign classroom jobs and rotate weekly
- Role play with pretend money and classroom store
- Create a magazine collage of wants and needs
- Invite community workers in as guest speakers
- Create a piggy bank, and formulate ways for saving money
- Weekly Reader- read and discuss

Goals 6.3

The students will be able to:

- Use simple maps and charts to identify building within their community.
- Identify our community in relation to states, countries, oceans, etc.
- To identify our Earth’s resources and recognize their importance.
- Describe the physical characteristics of places including weather, climate landforms, and bodies of water.
- Create postcards illustrating a favorite place in the community

Suggested Activities:

- Complete Weekly Reader “Map Skills” booklets
- Daily weather reports
- Share unit appropriate read aloud to enrich the understanding of the unit topic to include a variety of genres
- Create a word web listing our Earth’s natural resources
- Research and adopt an endangered animal
- Make a venn diagram comparing land masses and oceans
- Weekly Reader- read and discuss
- Websites- View our land masses and oceans from space at <http://earth.jsc.nasa.gov>
- Make a map of a familiar area using map symbols and a key

Units and Suggested Pacing

- Time For School- 10 days
- In My Community- 11 days
- Work! Work! Work!-14 days
- Our Earth, Our Resources- 11 days
- This Is Our Country- 13 days
- Our Country, Our World- 12 days

Suggested Materials

- Text-Scott Foresman, All Together
- Teacher Edition-Scott Foresman, All Together
- Workbook
- Daily Activity Bank
- Big Book Atlas
- Vocabulary Cards
- Social Studies Plus!
- Every Student Learns Teacher's Guide
- Songs, Symbols, and Sayings booklet
- Literature Libraries
- Assessment Booklet
- Desk Maps
- Read Alouds
- Videos
- Internet Links

Grade Two

“Big Picture” Issues/Benchmarks

- Where We Live, Living in a Neighborhood, A Walk Through a Community, Comparing Communities, Our State and Our County, Our Country is Part of Our World
- Our Earth, Interview with a Geographer, Where People Live, From My Orchard to You, Our Earth’s Resources, Caring for Our Resources
- Working Together, Choosing Goods and Services, Services in Our Community, Goods from the Factory to You, A Trip to the Bank, Countries Trade and Move Goods.
- Our County Today, Local Government, State Government, Federal Government, Voting for Leaders, The Land of Freedom
- Our County Long Ago, The First Americans, Colonies, Thirteen Colonies, One Country, , Our Country Grows, We Remember Americans
- People and Places in History, Family History, People Celebrate, Landmarks in Our Country, A Step Back in Time, Linking Our World

Field Trip Experience

Academy of Natural Science. Learning Outcomes: Identify ways people can work together by obeying rules and laws, Discipline code – post and discuss rules and consequences of a safe classroom environment, Identify ways to conserve and replenish natural resources, demonstrate map and globe skills, understand how physical characteristics for places and regions affect people’s activities.

Written Assessments

- Teacher made tests and quizzes
- Demonstration of knowledge through the making of diagrams and charts
- Unit tests

They are given at key points during the unit study

The data is used to address areas that need to be revisited and for mid-marking and marking period assessment.

Cross-Curricular Approach

Social Studies is supported through Language Literacy by

- Language Literacy protocols of historical figures
- Creative writing describing life, family, background, and people who influenced our lives
- Unit appropriate “read alouds”
- Use multi-leveled library titles
- Use context clues and picture clues
- Case & Effect
- Predictions
- Main idea and details
- Put things in order
- Recall & retell
- Biographies

Social Studies is supported through Math by the instructional use of Map grids, Timelines, Calendar, and Diagrams

Social Studies is supported through Music by

- Songs, discussion & activities to go along with
 - Holidays
 - celebrations
 - Black History month
 - people & events

- patriotic music & citizenship

Modifications for ELL

Second grade staff recognize the diversity and special needs of non-native learners and deliver instruction in accord with individual needs of children. A differentiated teaching approach to accommodate and modify for ELL learners is used. Teachers also have access to Spanish-language materials, and can call upon a number of staff members fluent in foreign languages to help deliver the curriculum to non-native speakers and their families.

Technology Integration

This curriculum requires teachers to create Power Point presentations to use within lessons. Staff use the computer lab to so that students can research information. Children and staff use digital pictures and video to create stories and DVD movies.

Goals 6.1

The students will be able to:

- Explain how rules can be made and changed
- Identify people who model good citizenship
- Identify ways people can work together by obeying rules and laws
- Recognize diversity in communities

Suggested Activities:

- Discipline code - post and discuss rules and consequences of a safe classroom environment
- Pillars of Character – review and discuss
- Role playing – participate in Reader’s Theatre
- Interview community resource people
- Unit appropriate teacher read aloud(s) -
- View living history videos as models of good citizenship
- View videos-good citizenship
- Creative writing – describe your life, family, background
- Brainstorm a problem and how to solve it
- Discussion-Martin Luther King Jr. and how he changed rules and laws
- Food tasting – showing variety of cultures

Goals 6.1

The student will be able to:

- Identify characteristics of good citizenship
- Explain how people have influenced our history
- Explain the significance of national celebrations

Suggested Activities:

- Pillars of Character – review and discuss
- Unit appropriate teacher read aloud(s)
- Discussion-Holidays – to understand the meaning and purpose of each holiday
- View living history videos as models of good citizenship
- Creative writing – write stories about people who influences our lives
- Listen to holiday related music
- Art projects – Holidays
- Map skills – neighborhood, community, world
- Field trip – Bridgeton Public Library (George Woodruff Museum)

Goals 6.1

The student will be able to:

- Identify historic figures who exemplified good citizenship
- Identify people who have worked to improve the lives of American citizens
- Identify and explain the significance of community, state, and national landmarks

Suggested Activities:

- Pillars of Character – review and discuss
- Unit appropriate teacher read aloud(s)
- View living history videos
- Creative writing - If I lived back then...
- Map skills – neighborhood, community, world
- Take a vote
- Create classroom constitution
- Design a monument or exhibit

Goals 6.3

The student will be able to:

- Identify ways to conserve and replenish natural resources
- Explain how work provides income to purchase goods and services
- Identify people who provide services to our community

Suggested Activities:

- Unit appropriate teacher read aloud(s)
- Brainstorming session – needs and wants
- Role playing – producers and consumers
- Creative writing – create own planet community
- Art projects – Design trash cans
- Matching game – Crop-Natural Resources
- Create advertisement – natural resources
- Videos – Services of the community
- Bartering session

Goals 6.3

The student will be able to:

- Demonstrate map and globe skills
- Understand how physical characteristics of places and regions affect people's activities
- Explain how communities/countries are linked by trade and transportation

Suggested Activities:

- Unit appropriate teacher read aloud(s)
- Brainstorming sessions – what different places would be like
- Creative writing – what your community was like 100 years ago
- Art projects – Maps - clay forms
- Transportation diorama
- View videos – Transportation
- Map skills – land forms

Units and Suggested Pacing

- Where We Live – 12 days

- Our Earth – 12 days
- Working Together – 12 days
- Our Country Today – 12 days
- Our Country Long Ago – 12 days
- People and Places in History – 12 days

Suggested Materials

- Text - Scott Foresman People and Places
- Teacher Edition – Scott Foresman People and Places
- Workbook
- Transparencies
- Vocabulary Cards
- Every Student Learns Guide
- Daily Activity Bank
- Desk Maps
- Big Book Atlas
- Outline Maps
- Social Studies Plus!
- Literature Libraries
- Songs, Symbols, and Sayings of the United States
- Read Alouds
- Assessment Book
- Test Talk Practice Book
- Videos
- Internet Links
- Music Cassettes

Multi-Levelled Libraries Titles

- Walking In the City
- A Day in the Life of a Builder
- Night on Neighborhood Street
- Where Do They Live?
- This Is the Seed
- Miss Rumphius
- Making a Plate
- A Day in the Life of a Firefighter
- Fire Fighter!
- Let's Go Marching!
- F Is for Flag
- Thurgood Marshall
- Maps, Maps, Maps
- Native American Traditions
- The Story of Pocahontas
- Away We Go!
- The Story of Columbus
- Watch The Stars Come Out

Grade 3

Big Ideas & Benchmarks

- Communities – Define, identify types (rural, suburban, urban); compare and contrast selected United States and world communities; relate to themes of geography
- People within Communities – moving, cultures, immigration, celebrations within cultures, celebrations in U.S.; multi-cultural comparison
- Community Environments – identifying local environment; resources in communities; climates; mountain, water, and crosswords communities
- History of Communities – early explorers to North America from Spain, France, and England and the resulting Spanish, French, and English communities; technology changes over time (transportation, communication, inventions, medicine)
- Communities at Work – Earning, spending, & saving money; community businesses; goods and services
- Community Government and Services – basic introduction to U.S. government

Field Trip Experiences

The third grade trip to Longwood Gardens fits into the Community Environment, Communities at Work, and History of Communities benchmark units and supports that part of the SS program.

Measures of Progress

- State Projects (report & projects)
- Oral presentations
- Time lines
- Posters
- Travel brochures
- Famous people booklet
- Computer research on many of the above
- Relief maps

Written Assessments

- Published tests at end of chapters / units
- Teacher Made assessments
- Projects / reports

Curriculum Support / Cross Curricular

- Literature titles / protocols
- Math as related to birth / death, time placement in history
- Science as related to climates, landforms, and vegetation
- Public speaking

Instruction for ELL

- Verbal answers
- Shortened assignments / answers
- ELL person translates, modifies, and instructs daily
- All ELL students work in a modified program.

Technology Integration

- Group web research
- Group word processing

Goals 6.1

The Students will be able to;

- Determine how “fairness,” “equality,” and the “[common good](#)” have influenced change at the local and national levels of United States government.

- Identify how people formed communities to gain security and to live under fair laws
- Compare and contrast how government functions at the community level impact policy decisions made at each level.
- Examine of individual experiences, historical narratives, and events promotes an understanding of individual and community
- Identify characteristics of good citizenship
- Understand and appreciate American values and beliefs, such as equality, fairness, justice, and responsibility
- Recognize that community governments make laws to help keep order and to keep people safe
- Explain how present events are connected to the past
- Discuss ways that cultural groups are alike and different and ways that they work together and cooperate
- Describe how individuals, events, and ideas have changed communities
- Describe the exploration of the Americas

Suggested Activities:

Suggested Activities:

- Make a community / tourist brochure that will convince people to live in a certain community
- Create greeting cards to send to a local senior citizen center or nursing home
- Weekly Reader / current events articles – read and complete corresponding activities
- Design picture story bands or murals depicting the life of one explorer found in the textbook chapter
- Graphic organizers to compare and contrast explorers
- Research appropriate websites and prepare class poster presentations
- Write letters about family history and communities
- Compare and contrast communities using Venn diagrams
- Create historical site posters
- Make a time line about a given topic
- Cause / effect organizer
- Holiday related activities
- Needs vs. wants game to identify differences between needs and wants
- Research and write a report on a specific community
- Create rural and urban collages
- Graph data about major climate regions to compare and contrast
- Travel journals
- Perform role playing of a town council meeting regarding environmental issues in the community
- Unit appropriate teacher read aloud to create background knowledge to enrich
- My Community Map – show the community's location as a mountain, water, or crossroads type of community
- Make salt / flour relief maps of states
- State presentations - written report, booklets showing important information and fascinating facts
- List pros / cons of various types of weather to determine how it affects our choices of clothing and activities
- Research Wild Weather and Natural Hazards to create a newspaper article
- Collages showing various ways of life
- Map skills – communities, United States, world

Goals 6.3

The students will be able to:

- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- be aware of their relationships to people, places, and resources in the local community and beyond.
- Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
- Develop strategies to reach consensus and resolve conflict.
- Demonstrate understanding of the need for fairness and take appropriate action against unfairness.

Suggested Activities:

- Create classroom rules and have discussion regarding their fairness and whether or not they are a good law.
- Choose an official and write a letter asking about their daily responsibilities
- Find a current event and discuss with groups possible solutions
- Act out a bullying situation and discuss ways to resolve the conflict fairly

Units and Suggested Pacing

- Our Community – 16 days
- People in Communities – 17 days
- Where Are Communities? -17 days
- History of Communities – 23 days
- Communities at Work -18 days
- Community Government -15 days

Suggested Materials

- Text –Scott Foresman Communities
- Scott Foresman Teacher Edition
- Workbook
- Transparencies
- Vocabulary Cards
- Daily Activity Bank
- Social Studies Plus
- Every Student Learns
- Songs, Symbols, and Sayings Booklet
- Literature Libraries
- Big Book Atlas
- Student Atlas
- Outline Maps
- Desk Maps
- Read Alouds
- Assessment Book
- Videos
- Internet Links
- Music Cassettes

Multi-Levelled Library Titles

- How to Build a House
- A Day in the Life of a Builder
- Grandma Moses: Painter of Rural America
- Kyle's First Kwanza
- The Always Prayer Shawl
- I Was Dreaming to Come to America
- Whatever the Weather
- Twisters!
- Going for Gold!
- Look at Those Trains Go!
- The Story of Pocahontas
- Hiawatha
- Big Machines
- The Secret Life of Trees
- The Story of Anne Frank
- A Day in the Life of a Police Officer

- Abraham Lincoln – Lawyer, Leader, Legend
- Free at Last! The Story of Martin Luther King Jr.

Grade 4

Big Picture Issues/Benchmarks

- Natural New Jersey – location, climate, plant life, etc. of NJ
- The First People – the Lenape Indians of NJ, and the coming of European explorers
- Exploration and European Settlement – early European contact and settlement
- An English Colony – the first English colonies of NJ
- Colonial Life – life as a colonist
- Crossroads of the American Revolution – events leading up to and including the Revolutionary War
- A New Country in the Making – how the government works
- From Farms to Factories – the Industrial Revolution
- Liberty and Justice for All – Civil War and Reconstruction, and how both affected NJ
- New Jersey's Part of the American Dream – immigrant life in America and NJ
- Inventions, Industry, Depression and War – events that lead up to WWII, including the Depression
- A Time of Growth and Change – post-WWII change in NJ
- Making a Living in New Jersey – available jobs in NJ

Field Trip Experiences

Trenton trip – hands on experiences with state government and meeting with state government representatives, with active participation. Included is:

- Old Barracks – Experience and participate in Revolutionary War-like atmosphere
- Trent House – Experience colonial life, games and architecture

Cumberland County Environmental Fair – discover the different things that can be recycled that can help New Jersey's environment

Measures of Student Progress

Measures of student progress include opportunities for students to demonstrate mastery through performance assessments. These evaluations tools include...

- NJ Booklet – year-long project that includes state seal, bird, flower, animal, regions, flag, insect, tree, etc. Added to as needed
- Regions of NJ project – label and describe each region
- Book assessment
- Teacher assessment
- Mock trial – choose incident to practice judicial system
- Write a class constitution
- www.headbone.com – children's government

Written Assessment

- NJ Adventure Chapter Test Given – after each chapter
- Data – to assess student's achievement for each chapter content, assess vocabulary acquisition/assess NJ standards

Integrated/Cross Disciplinary Instruction

Science: students learn to collect native plants, open-ended questions

Language Literacy: Students practice sequencing of events, Venn diagram, explore journal, fact/opinion, friendly letter, open-ended questions

Modifications for English Language Learners

- All instructional materials are modified through ELL teacher i.e. – hands-on activities, group work, ELL one-to-one instructor
- All materials are presented in native language through our ELL instructor
- ELL instructor meets with classroom teacher on a regular basis to go over materials, check for understanding, etc.
- All ELL participate in statewide and district assessment

Technology Integration

- WebQuest: Lenape project as stated in #3 of this document
- Web research: NJ project, biographies, Underground Railroad report
 - Word processing is used on all web research projects
 - Use PowerPoint presentation for Lenape Indian WebQuest
 - Students can choose PowerPoint presentation for any topic in S.S.

Goal 6.1 – U.S. History: America in the World

The students will be able to:

- Describe the early life of the Lenape Indian tribe in New Jersey
- Compare and contrast life in colonial times with life in present times.
- List events that led to the first and second Continental Congress.
- Compare and contrast the opinions of the loyalist and patriots.
- Identify how America became an industrial nation
- Find how the South came to leave the Union, and start the Civil War
- Understand New Jersey's role in the Civil War
- Identify the causes of the Great Depression
- Understand New Jersey life events in the past and how they relate to present/ future
- Explain how present events are connected to the past

Suggested Activities:

- SmartBoard activities
- Living history video – watch, analyze and discuss past and current events
- Pillars of character - work in groups to write a play demonstrating each pillar
- Appropriate websites – research and prepare oral presentations
- Current event articles – Discuss and write a brief summary
- WebQuest on Lenape Indians
 - www.delawaretribeofindian.nsn.us
 - www.lenape.org
 - www.lenapelifeways.org/lenape4.htm
- Students will complete a WebQuest based on the Transcontinental Railroad. <http://questgarden.com/46/83/8/070222140733/index.htm> Students will have to research according to the directions given for the WebQuest, and complete the final task at the end of the quest.
- Write a personal Bill of Rights
- One-person show – oral biography report: students will dress up as a person with a colonial job, and give an oral report describing that job, and how that job figured into colonial life

Goal 6.3 – Active Citizenship in the 21st Century

The student will be able to:

- Identify 3 branches of government at the local, state and national levels.

- Identify government leaders at the local, state, and national levels.
- Describe American values and principles.
- Understand the voting process
- Understand the Constitution and American Democracy.
- Understand the process in which immigrants become citizens.
- Understand how taxes help the government provide services for communities and families
- Identify and describe the advantages and develop an interest bearing savings plan

Suggested activities:

- SmartBoard activities
- Conduct a classroom election, going through the entire election process
- Invite guest speakers into the classroom; mayor, school business administrator, local leaders, principal
- Discuss three types of taxes in New Jersey
- Examine the three types of economics in New Jersey
- Write a personal Bill of Rights

Units and suggested pacing:

- Natural New Jersey – 15 days
- The First People – 13 days
- Exploration and European Settlement – 14 days
- An English Colony – 14 days
- Colonial Life – 14 days
- Crossroads of the American Revolution – 14 days
- A New Country in the Making – 15 days
- From Farms to Factories – 11 days
- Liberty and Justice for All – 17 days
- New Jersey's Part in the American Dream – 14 days
- Inventions, Industry, Depression and War – 14 days
- A Time of Growth and Change – 13 days
- Making a Living in New Jersey – 12 days

Suggested materials

- | | |
|---|---|
| <ul style="list-style-type: none"> • Art materials • Textbooks and teachers manuals • <i>Living History</i> videos • Maps • Transparencies • Timeline of historical events • Pillars of character • Research projects: women in New Jersey history, African Americans, and various cultures | <ul style="list-style-type: none"> • Video equipment • Magazines of New Jersey • Graphic organizers • Journal • Projects: dioramas, oral presentations, raised maps, written reports, mobiles • Current events • SmartBoard • Computer access |
|---|---|

Leveled Library for Grade 4

- | | |
|---|---|
| <ul style="list-style-type: none"> • <u>For a Better Life</u> • <u>Native American Traditions</u> • <u>Blast off to Space camp</u> • <u>At Home on the Earth</u> • <u>The Living Desert</u> • <u>Maps, Maps, Maps</u> | <ul style="list-style-type: none"> • <u>The San Francisco Exploratorium</u> • <u>Keep it Simple</u> • <u>Squanto and the Pilgrims</u> • <u>Rosa Parks Hero of our Time</u> • <u>Facing West: A Story of the Oregon Trail</u> |
|---|---|

- Laura Ingalls Wilder: Growing up in the Little House
- You Want Women to Vote Lizzie Stanton?
- Make way for Sam Houston
- Posa Parks- My Story
- Eyewitness Book – Oceans
- Eyewitness Book – Farm
- Eyewitness Book – Earth

Grade Five

Major Units of Study/Benchmarks/Scope & Sequence

MP 1

- Bering Strait
- Migration to the Americas
- Native Americans

MP 2

- European Explorers
- Columbus's Voyage
- Spanish Explorers

MP 3

- Colonization

MP 4

- American Revolution
- French and Indian War

Field Trip Experiences

Philadelphia, PA – Outcome: Develop an appreciation for colonial times. Identify important historic people, places, and events.

Assessment

- Trader Cards
- Scrapbook
- A Day in the Life of the ... (i.e. Model traditional jobs)
- Webquests
- Job Posters
- ABC Books/Posters
- PowerPoint Presentations

Written Assessment

Teacher made quizzes are used weekly to assess each lesson followed by a chapter test. Quizzes will also serve as a study guide to prepare students for the chapter tests. Chapter tests are given in conjunction with alternate assessments. Assessment data will be used to determine students' comprehension and ability to retain and apply learned concepts.

Cross Curricular Approaches

When responding to open ended questions, students are required to follow the district format. (i.e.: using complete sentences, restating the questions, using details from the text as well as their own prior knowledge) Time lines, graphs, and tables are used to enhance math skills. Art is displayed through various projects throughout the year.

Modifications for English Language Learners

Materials are provided to ELL students in their native language. Alternate activities and assessments are available as needed.

Technology Integration

- Webquests
- PowerPoint Presentation
- Current Events Online
- Research Topics

Goal 6.1

The students will be able to

- Examine historical struggles of minorities and understand the impact on today's society
- Compare/contrast the foundations of the U.S. Constitution with existing European Government
- Paraphrase and summarize multimedia selection regarding U.S. life, culture, economics, and politics in relation to the world
 - Understand the background, events, and personalities, of the Am. Revolution including political, economic, and social consequences of the revolution
 - Recognizing famous women of the Revolution
- Demonstrate an understanding of past U.S. History and its impact on present and future
Understand that some essential goods and services are provided by the government.

Suggested Activities

- Write the Pledge of Allegiance in your own words
- Living History Videos-View and discuss
- Compare and Contrast: The Printing Press and the Computer
- ROSA PARKS play- Students take parts, read play orally, and discuss
- Drama-"The Drinking Gourd" Make quilt square-write explanation
- Unit appropriate Read Aloud
- Student made time line of Early Americans
- Map to describe "The Trail of Tears"
- Journal Assignment- "Who Took Roanoke?"
- Make a Revolutionary Mural
- Student written drama- "The British Are Coming!"
- Cookbook-Revolutionary Rations
- Write a letter to the editor to explain why you support the Loyalist or Patriot viewpoint
- Famous women leaders addressing challenges in the 21st Century-oral presentation
- Family tree to include country of descendents and place of settlement
- Have children make a graphic organizer showing the cause/effect of British taxes before the Revolutionary War
- Research and present a report on appropriate "fast facts"
- Compare and contrast sales tax of today with Stamp Act tax
- Create poster protesting British taxes
- Louisiana Purchase – Make a before and after map that shows the U.S. in 1844 and in 1854.
- Gold Rush – Create a business to support needs of miners. Create an advertisement for the business including a jingle.
- Tell the differences between human characteristics of places in regions of the United States.
- Assign parts, read and present a drama "Jefferson, Napoleon and Louisiana Purchase" from Social Studies Plus

- Plan a road trip itinerary to another state including geographic sites, major cities, historic sites, recreation areas and routes traveled
- Make a map booklet and gazetteer of the continental U.S.

Goal 6.2

The students will be able to

- Name and describe, European explorers
- Draw conclusions about the impact of explorers on world expansion and development. Review causes of European exploration and describe the effects on indigenous population in early America
Differentiate and distinguish characteristics of geographical representations.
Describe and distinguish among the major map types and projections.
- Compare/contrast early American colonies in regards to government, social, and cultural characteristics
- Demonstrate an understanding of supply and demand.

Suggested Activities

- Unit appropriate Read Aloud
- Research Fast Facts (History)
- Simulation: Departure for a New Land
- Biography report/oral presentation
- Color coded map
- Cause/Effect graphic organizer
- Write a Viking Saga
- Make a wanted poster of Sir Francis Drake
- Drama-The Spaniards Take Over The Aztecs
- Recreate an assembly line discussing early factory labor
Venn Diagram-Ancient/Modern Day Explorers
- Use a main idea graphic organizer to understand the “Free Enterprise System”
- Globes – Use yarn to demonstrate European roots and routes to America.
- Make a classroom map with compass rose, directions, scale, legend and appropriate symbols
- Read an elevation map

Goal 6.3

The students will be able to.

- Describe and understand the function of the three branches of U.S. Government
- Identify significant characteristics of an effective citizen

Suggested Activities

- “Take the Citizenship Test”
- Pillar of Character-Citizenship
- Discipline Code-discuss
- Research Fast Fact (Government/Citizenship)

Units and Suggested Pacing

- Early Life, East and West – 17 days
- Connections Across Continents – 13 days
- Colonial Life in North America – 13 days

- The American Revolution – 14 days
- Life in a New Nation – 13 days
- A Growing Nation – 12 days
- War Divides a Nation – 16 days
- Expansion and Change – 12 days
- United States and the World – 16 days

Suggested Materials

- Text Scott Foresman The United States
- Teacher Edition Scott Foresman The United States
- Student Workbook
- Daily Activity Bank
- Student Atlas
- Social Studies Plus
- Every Student Learns teachers guide
- Literature Libraries
- Assessment Booklet
- Read alouds
- Videos (located in HCS library)
- Internet Links

Multi-Levelled Libraries

- Hiawatha
- Children of the Longhouse
- Archeology
- Story of Pocahontas
- Who's That Stepping on Plymouth Rock?
- Explorer
- Time Traveler Children Through Time
- What's the Big Idea Ben Franklin?
- The Matchlock Gun
- George Washington – Soldier, Hero, President
- Why Don't You Get a Horse, Sam Adams?
- The Arrow Over the Door
- Sacajawea: Her True Story
- Shhh !We're Writing the Constitution
- The Great Little Madison
- John Henry
- Going for Gold
- Bound for Oregon
- Abraham Lincoln- Lawyer, Leader, Legend
- Behind the Blue and Grey: A Soldier's Life in the Civil War
- Escape to Freedom: A Play About Young Fredrick Douglass
- Titanic
- Immigrant Kids
- Invention
- Eleanor Roosevelt
- Free At Last! The Story of Martin Luther King Jr.
- World War II

Standard 6.1 U.S. History: America in the World. *All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.*

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

Standard 6.3 Active Citizenship in the 21st Century. *All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.*

Four strands frame the content within each standard: (A) Civics, Government, and Human Rights; (B) Geography, People, and the Environment; (C) Economics, Innovation, and Technology; and (D) History, Culture, and Perspectives.

Grade 6

Major Units of Study/Benchmarks/Scope & Sequence

Marking Period I

- Early Hominid Life Forms, Prehistory Chap 1
- Early Civilization: Egypt Chap 3

Marking Period II

- The History of Asia, and Persia Chap 2, 4, 6
- The History of China Chap 4, Chap 5; Chap 10

Marking Period III

- Greek and Roman Civilizations Chap 7, 8
- Byzantine and Muslim Empires Chap 9, Chap 12
- Empires of West Africa Chap 11

Marking Period IV

- The Renaissance and Reformation Chap 13
- Europe, Africa and the Americas Chap 14
- China and Japan Chap 15

Field Trip Experiences

Poconos, PA – Outcome: Develop an appreciation for the environment and team building.

Sixth Grade Performance Assessment

Marking Period 1

- Stone Age-simulated cave paintings using environmental materials-i.e. Berries, clay, etc.
- Web Quest-mummies, pyramids, hieroglyphics
- Egyptian Scrapbooks-topics included are people, language/writing, government, culture, food, animal life, religion, clothing and land features
- Research reports-rulers, mummies, pyramids, hieroglyphics
- Hieroglyphics used to make Cartouches (Egyptian nameplates)
- Map skill activities
- Culture through Literature activities

Marking Period 2

- Authentic Chinese Food Festivals-research food, prepare and share
- Black History Trader Cards-library/internet research biographical information and illustrate famous African American Achiever
- Map skill activities

- Culture through Literature activities

Marking Period 3

- Research and write report-Ancient Greek Olympics, gods/goddesses, city-states, Greek Alphabet, Innovations/inventions, philosophers, mathematicians, Alexander the Great
- Simulate the Greek Olympics
- Authentic Greek Food Festival-research, prepare and share
- Authentic Italian Food Festival-research, prepare and share
- Byzantine Empire, Muslim Empire and Middle Ages
Wall Mural-research religion, government and culture
- Women's History-research biographical information and make commemorative postage stamp.
- Map skill activities
- Culture through Literature activities

Marking Period 4

- Famous Landmarks Around the World-postcard activity; includes internet research for 3 facts about world landmark.
- Culture report
- Trade Route Maps of Empires of West Africa
- Journal entries of trip across the Sahara to Western Africa
- Research individuals of the Renaissance-ie. Biographical information, background on the persons work and what contributions were made to Renaissance art.
- Write research reports on the African Kingdoms.
- Research/Make power points on Slave Trade
- Haiku writing about Japanese nature
- Map skill activities
- Culture through Literature activities
- Game boards of important events, historical figures and places of ancient civilizations.

Written Assessment

Teacher made quizzes are used weekly to assess each lesson followed by a chapter test. Quizzes will also serve as a study guide to prepare students for the chapter tests. Chapter tests are given in conjunction with alternate assessments. Assessment data will be used to determine students' comprehension and ability to retain and apply learned concepts.

Cross Curricular Approaches

When responding to open ended questions, students are required to follow the district format. (i.e.: using complete sentences, restating the questions, using details from the text as well as their own prior knowledge) Time lines, graphs, and tables are used to enhance math skills. Art is displayed through various projects throughout the year.

Modifications for English Language Learners

Materials are provided to ELL students in their native language. Alternate activities and assessments are available as needed.

Technology Integration

- Webquests
- PowerPoint Presentation
- Current Events Online

- Research Topics

EARLIEST PEOPLE-PREHISTORY

1. *Evaluate information to make an informed decision about historical issues. 6.2.8A-D.1.p.73
2. *Explain the interaction between the physical environment and development of
3. Civilizations. 6.2.8A-D.1.1 p.87
4. *Describe how physical and human characteristics of a region change over time and how it has effected lives.6.2.8A-D.1 (D-5) p.110
5. *Interpret information available from a time line.6.2.8A-D.1 p.73
6. *Describe how available resources shape cultures.6.2.8A-D.1.1p.114
7. Explain how the present is connected to the past, identifying both similarities and differences between the two.6.2.8A-D.1 p.73
8. Draw conclusions based on examinations of historical sources such as artifacts and architecture.6.2.8A-D.1 p.73
9. Demonstrate knowledge and understanding of the major ancient river valley civilizations including Mesopotamia 6.2.8A-D.1 p.87
10. Students will explain the early physical and cultural development of humankind through the agricultural revolution to explain link between agriculture and religion.6.2.8A-D.1p.87
11. Students speculate on the importance of the first use of farming.6.1.2.8A-D.1
12. Describe how humans adapt to variations in the environment.6.2.8A-D.1 p.110
13. Students will compare and contrast materials and non-materials traits from different cultures such as the Fertile Crescent. 6.2.8A-D.1 p.114
14. Understand society as organized cooperative groups for conquests and building of empires.6.2.8 A-D.1p.114
15. Students will exhibit basic globe skills such as determining directions using a compass rose and tracing routes.6.2.8A-D.1 p.73

EARLY CIVILIZATIONS

1. Predict effect of physical processes on the Earth such as the Nile River on life in ancient Egypt, i.e. Egyptian Calendar, religion. 6.2.8A-D.2 p.110
2. Understand society as organized cooperative groups such as Two lands of the Nile Valley were in conflict then unified.6.2.8A-D.2p.114
3. Students will evaluate information to make an informed decision about historical issues such as how the pharaoh contributed to Egyptian life, changes in Egyptian society during the middle Ages and why certain religions introduced did not take hold.6.2.8A-D.2. P.73
4. Evaluate simple argumentation relating to Egyptian pyramids, history and society.6.2.8A-D.2 p.73.
5. Draw conclusions based on examinations of historical sources such as writings by hypothesizing, summarizing, evaluating and analyzing groups of the Middle Kingdom.6.2.8A-D.2 p.73
6. Explain the interaction between the physical environment and the development of the Indus valley civilization.6.2.8A-D.2
7. Know that communities of long ago (China) expressed and transmitted their beliefs and values through oral tradition, legends, literature and community celebrations and how this contributed as an agent of change and a contributor to continuity. 6.2.8A-D.2 p.93.
8. Begin to understand connections between art forms and history and how it links past and present.6.2.8A-D.2 p.84
9. Interpret information available from maps such as contour lines and color on elevation maps and interpret an elevation map.6.2.8A-D.2

10. Explain how the present is connected to the past, identifying both similarities and differences between the two as in ancient civilizations of the Americas.6.1 (D-3) p.73
11. Draw conclusions based on examinations of historical sources such as artifacts and compare and contrast them from different cultures.6.2.8A-D.2p.73

CLASSICAL AGE, ASIA, DYNASTIES OF CHINA, INDIA AND PERSIA

1. Evaluate information to make informed decisions about warring kingdoms, rulers, economic and political systems in China.6.2.8A-D.2 p.73
2. Develop flow chart to analyze cause and effect of dynasties. 6.2.8A-D.2 p.73
3. Integrate new information into their own knowledge by analyzing, comparing, evaluating and summarizing China's leaders ideas, political plans, and architecture and how this influenced the empire. 6.2.8A-D.2 p.73
4. Demonstrate knowledge and understanding of the major ancient river valley civilization, China by comparing governments, analyzing how leaders protected and governed these empires, evaluating achievements of the dynasties and summarizing the development of international trade. 6.2.8A-D.2 p.87
5. Explain the development of the Confucian tradition in China and describe the influence of this tradition on political and social institutions. 6.2.8A-D.2 p.87
6. Develop a classification table to analyze and classify information. 6.2.8A-D.2 p.73
7. Understand the patterns and processes of past migrations and speculate why the religious groups began to migrate to India and analyze and the connections between these religious groups and classifying these groups. 6.2.8A-D.2) p.110
8. Interpret information of a cultural map and analyze distribution of languages in the present-day Indian subcontinent. 6.2.8A-D.2 p.73
9. Analyze, evaluate the messages, lessons and common values of fables and how they have influenced societies. 6.2.8A-D.2 p.85
10. Use simple strategies for evaluating, analyzing comparing and summarizing India's first empire rulers governed, established Buddhist principals, and advances made during the Golden Age. 6.2.8A-D.2 p.72

GREEK AND ROMAN CIVILIZATIONS

1. Describe how humans adapt to variations in their environment by way of living, trade and customs of the people of ancient Greece. 6.2.8A-D.2 p.110
2. Compare and contrast, analyze, summarize and evaluate the rise and development of Greek city-states, its government, different ways of life and cultural ties. 6.2.8A-D.2 p.73
3. Observe the achievements of the Golden Age of Athens. 6.2.8A-D.2) p.73
4. Observe, evaluate, analyze, summarize and interpret, geography, government conquests and dictatorship (Julius Caesar) of the lives of the early people of the Italian Peninsula (Rome). 6.2.8A-D.2 pp.73 & 74.
5. Analyze the beginning of the Roman Empire 6.2.8A-D.2 p.87
6. Compare, contrast and evaluate Roman and Greek architecture, arts, literature and language and how it helped unify the people of the Roman Empire. 6.2.8A-D.2 p.87
7. Observe and evaluate the Roman religion before and after the rise of Christianity in conjunction with Jesus and Constantine as major figures in Christianity. 6.2.8A-D.2 pp.87 & 88.

THE BYZANTINE and MUSLIM EMPIRES

1. *Evaluate how the Roman past built the Byzantine Empire. 6.2.8A-D.2 p.88
2. *Analyze the growth of Islam and summarize how Islam spread and the Muslim Empire developed. 6.2.8A-D.2 p.88
3. *Analyze the causes of the division in Islam and in the Muslim Empire. 6.2.8A-D.2 p.88

EUROPE IN THE MIDDLE AGES

1. *Evaluate the impact of the crusades on life in Europe and interpret the Magna Carta as a reaction to the rise of nation-states.6.2.8A-D.4P.73

2. *Analyze and evaluate the role of a knight in the Middle Ages. 6.2.8A-D.4 p.74

ASIA AND THE AMERICAS

1. *Evaluate the achievements of China's Golden Age and analyze life in China during the Song dynasty. 6.2.8A-D.4P.88
2. *Evaluate the effect of the Mongol conquests on diverse peoples from Asia to Europe. 6.2.8A-D.4. P.88
3. *Analyze and observe Japanese feudal system and unique way of life because of isolation. 6.2.8A-D.4 p.88
4. *Analyze the Aztec, Inca, and Mayan civilizations. 6.2.8A-D.4 p.73

TRADING EMPIRES OF WEST AFRICA, TRADE ROUTES OF ASIA, EUROPE, INDIAN OCEAN, MEDITERRANEAN, BLACK AND NORTHERN SEAS, AND THE PACIFIC.

1. *Evaluate and analyze the Soninkers' and Ghanaian kings roles in trade.6.4 (B-8) p.89, .6.2.8A-D.4. Pp.73 & 74.
2. Compare, contrast and observe the success of the Muslim traders.6.2.8A-D.4pp.73 & 74.
3. Observe that Arab traders helped spread Muslim ways and religion to places in the Indian Ocean.6.2.8A-D.4p.88
4. Summarize how trade made the Byzantine Empire wealthy and the development of the Italian city-states' in the Mediterranean. 6.2.8A-D.4p.88
5. Analyze, evaluate and summarize of the Vikings raids and the trade routes of the Russians. 6.2.8A-D.4
6. Compare, contrast and summarize trade along the Pacific coasts.6.2.8A-D.4 p.73

REBIRTH AND CHANGES OF IDEAS IN EUROPE AND EUROPEAN EXPLORATION

1. Analyze the causes of the Renaissance in Greek and Roman cultures. .6.2.8A-D.4p.88.
2. Evaluate factors that weakened the Catholic Church in the 1500s and how the Reformation changed Europe.6.2.8A-D.4) p.88.
3. Summarize and analyze the developments that allowed Europeans to sail out into the Atlantic such as Portugal and Spain.6.2.8A-D.4 p.89
4. Observe that England's defeat of the Spanish Armada helped it become a world power.6.2.8A-D.4p.89.

EUROPE, AFRICA, AND THE INTERACTION with the AMERICAS.

1. Summarize how the system of triangular trade worked and evaluate the effect of the slave trade on the peoples of Africa, Europe and the Americas.6.2.8A-D.4p.94
2. Evaluate Spain's empire in the Americas and the effects between the Spanish people and the Native Americans.6.2.8A-D.4p.94.
3. Summarize and describe how the Native Americans helped and interacted with the French and English.6.2.8A-D.4p.94

CHINA AND JAPAN in EARLY MODERN TIMES

1. Evaluate the growth of the Ming dynasty.6.2.8A-D.4 p.109
2. Observe the effects of outside interest and internal conflict in China. 6.2.8A-D.4p.88

Grade 7

Major Units of Study/Benchmarks/Scope & Sequence

Grade 7, Marking Period I

The World before the opening of Atlantic (BC-1500)	Ch. 1 (Sec.1-4)
New Empires in the Americas (1400-1750)	Ch. 2 (Sec. 1-5)
The English Colonies (1605-1774)	Ch. 3 (Sec. 1-5)

Grade 7, Marking Period II

The American Revolution (1774-1783)	Ch.4 (Sec. 1-4)
Forming a Government (1777-1791)	Ch.5 (Sec. 1-4)
For Citizenship and the Constitution (1787-Present)	Ch.6 (Sec. 1-3)

Grade 7, Marking Period III

Launching the Nation (1789-1800)	Ch. 7 (Sec. 1-4)
The Jefferson Era (1800-1815)	Ch. 8 (Sec. 1-4)
A New National Identity (1812-1830)	Ch. 9 (Sec. 1-3)

Grade 7 Marking Period IV

The Age of Jackson (1828-1840)	Ch. 10 (Sec.1-3)
Expanding the West (1800-1855)	Ch. 11 (Sec. 1-4)

Field Trip Experiences

Seventh grade field trips include a visit to New York as part of students' study of American History. Sites visited include the Art Museum, Ellis Island, the Statue of Liberty and Ground Zero

Seventh Grade Performance Assessment

World before the Opening of the Atlantic

1. Document based essay writing
2. Use map skills to create a map noting the Empires of West Africa, 800-1500
3. Biographies on leaders of this period of history using PowerPoint

New Empires in the Americas

1. Role play taking the parts of an explorer in the text
2. Time lines that begin with Vikings through Atlantic Slave Trade Route
3. Poetry about the slave trade
4. Partners draw continents and show the Slave Trade Route/new exploration

The English Colonies

1. Independent project- brochure or pamphlet description of one of the colonies
2. ABC poster displaying people, places and events in the thirteen colonies
3. Memorization of the 13 colonies-location and spelling
4. Creation of a cookbook of colonial foods or creation of a colonial game/ game board
5. Storyboard that shows the attributes of each colony; religion and government

American Revolution

1. Virtual Field Trip-Battles of the Revolution
2. Trader Card-library/internet research important historical figures and illustrate.
3. Skits about Valley Forge done in small groups

Forming a Government

1. Key Term FoldNote-to identify key terms and events in government
2. Recreate one of the documents discussed as if on parchment
3. Trader cards for each of the founding fathers
4. Chart of the accomplishments of Benjamin Franklin

Citizenship and the Constitution

1. Group work-delegated powers written in the Constitution
2. Posters to describe the U.S. government to citizens of another country
3. Memorize citizenship requirements. Take citizenship test online. Take oath of citizen of U.S.
4. Poetry – “I Am A New Citizen” Poems
5. Determine the symbols of America that citizens associate with the country
6. Memorize and recite the Preamble to the Constitution

Launching the Nation

1. Diagrams/graphic organizers to show loose/weak construction of the National Bank
2. Create time-lines to show the conflicts between the Native Americans in the Northwest Territory
3. Conduct a talk-radio session to discuss John Adams' presidency

Jefferson Era

1. Write epitaphs for Jefferson highlighting his accomplishments/achievements and what he gave to the American people.
2. Powerpoint project-Westward Expansion-Louisiana Purchase, Lewis & Clark Expedition, Pike's Expedition
3. Recruitment Posters to urge American to enlist in the War of 1812.
4. Create Trading Cards for 10 significant people of the War of 1812.

A New National Identity

1. Write newspaper accounts of the Monroe Doctrine
2. Make flash cards about key people and ideas of American Culture-art, religion, music, literature.

Age of Jackson

1. Work in pairs to create an acrostic poem about Jacksonian Democracy
2. Create political advertisements for the Election of 1828-Andrew Jackson or John Quincy Adams
3. Work in pairs to create a graphic organizer about the Nullification Crisis-States' Rights vs. Federal Authority
4. 1840 Whig Campaign Flyers supporting William Henry Harrison
5. Indian Removal Act-design Native American Removal Memorial to show how the Native American groups were affected

Expanding West

1. In small group make a Western Trails Scrapbook about life on the Oregon, California and Santa Fe Trails.
2. Compare/Contrast Reasons for Rebellion-Mexico from Spain and Texas from Mexico comparison chart
3. Create political cartoons demonstrating the idea of Manifest Destiny
4. Mexican-American War Timeline
5. Brainstorm ideas and items needed to head west to the California Gold Rush. Then create a Gold Rush Guide for Forty-Niners-include a map to get to California, supply list and Tips for Success

Cross Curricular Approaches

When responding to open ended questions, students are required to follow the district format. (i.e.: using complete sentences, restating the questions, using details from the text as well as their own prior knowledge) Time lines, graphs, and tables are used to enhance math skills. Art is displayed through various projects throughout the year.

Modifications for English Language Learners

Materials are provided to ELL students in their native language. Alternate activities and assessments are available as needed.

Technology Integration

- Webquests
- PowerPoint Presentation
- Current Events Online
- Research Topics

The World Before the Opening of the Atlantic (10 days)

1. Climate changes allowed Paleo-Indians to begin the first migration to the Americas.
2. Early societies existed in Mesoamerica and South America.
3. Several early societies developed in North America long before Europeans explored the continent.
4. Geographic areas influenced Native American cultures.
5. Native American cultures shared beliefs about religion and land ownership.
6. West Africa developed three great kingdoms that grew wealthy through their control of trade.
7. Slaves became a valuable trade item in West Africa.
8. The Greeks and Romans established new forms of government.
9. During the Middle Ages, society eventually changed from a feudal system to the development of a middle class of artisans and merchants.
10. The Renaissance created a rebirth of arts and learning.

New Empires in the Americas (15 Days)

1. Vikings were skilled sailors, and they were the first Europeans to reach North America.
2. Prince Henry the Navigator established a school for sailors and provided financial support that enabled the Portuguese to start exploring the oceans.
3. Portuguese sailors sailed around Africa and found a sea route to Asia.
4. Christopher Columbus sailed across the Atlantic Ocean and reached a continent that was previously unknown to him.
5. After Columbus's voyages, other explorers sailed to the Americas.
6. Spanish conquistadors conquered the Aztec and Inca empires.
7. Spanish explorers traveled through the borderlands of New Spain, claiming more land.
8. Spanish settlers treated Native Americans harshly, forcing them to work on plantations and in mines.
9. Events in Europe affected settlement of North America.

10. Several explorers searched for a Northwest Passage to the Pacific Ocean.
11. European nations raced to establish empires in North America.
12. European diseases wiped out much of the Native American population, causing colonists to look for a new labor force.
13. Europeans enslaved millions of Africans and sent them to work in their colonies.
14. Slaves in the Americas created a distinct culture.

The English Colonies(25 days)

1. Jamestown was the first permanent English settlement in America.
2. Daily life in Virginia was challenging to the colonists.
3. Religious freedom and economic opportunities were motives for founding other southern colonies, including Maryland, the Carolinas, and Georgia.
4. Farming and slavery were important to the economies of the southern colonies.
5. The Pilgrims and Puritans came to America to avoid religious persecution.
6. Religion and government were closely linked in the New England colonies.
7. The New England economy was based on trade and farming.
8. **Education was important in the New England colonies.**
9. The English created New York and New Jersey from former Dutch territory.
10. William Penn established the colony of Pennsylvania.
11. The economy of the middle colonies was supported by trade and staple crops.
12. Colonial governments were influenced by political changes in England.
13. English trade laws limited free trade in the colonies.
14. The Great Awakening and the Enlightenment led to ideas of political equality.
15. The French and Indian War gave England control of more land in North America
16. British efforts to raise taxes on colonists sparked protest.
17. The Boston Massacre caused colonial resentment toward Great Britain.
18. Colonists protested the British tax on tea with the Boston Tea Party.
19. **Great Britain responded to colonial actions by passing the Intolerable Acts.**

End of First Marking Period

American Revolution (20days)

1. The First Continental Congress demanded certain rights from Great Britain.
2. Armed conflict between British soldiers and colonists broke out with the “shot heard ‘round the world.”
3. The Second Continental Congress created the Continental Army to fight the British.
4. In two early battles, the army lost control of Boston but then regained it.
5. Thomas Paine’s *Common Sense* led many colonists to support independence.
6. Colonists had to choose sides when independence was declared.

- 7.The Declaration of Independence did not address the rights of all colonists.
- 8.Many Americans supported the war effort.**
- 9.The Patriots both won and lost battles during the years 1775–1777.
- 10.France and Spain helped the Patriots fight the British.
- 11.The winter at Valley Forge tested the strength of Patriot troops.
- 12.The war continued at sea and in the West.
- 13.Patriot forces faced many problems in the war in the South.**
- 14.The American Patriots finally defeated the British at the Battle of Yorktown.
- 15.The British and the Americans officially ended the war by signing the Treaty of Paris of 1783.

Forming A Government (10 days)

- 1.The American people examined many ideas about government.
- 2.The Articles of Confederation laid the base for the first national government of the United States.
- 3. The Confederation Congress established the Northwest Territory.**
- 4.The United States had difficulties with other nations.
- 5.Internal economic problems plagued the new nation.
- 6.Shays’s Rebellion pointed out weaknesses in the Articles of Confederation.
- 7.Many Americans called for changes in the national government.
- 8.The Constitutional Convention met to improve the government of the United States.
- 9.The issue of representation led to the Great Compromise.
- 10.Regional debate over slavery led to the Three-Fifths Compromise.
- 11.The U.S. Constitution created federalism and a balance of power.
- 14.Federalists and Antifederalists engaged in debate over the new Constitution.
- 15.The *Federalist Papers* played an important role in the fight for ratification of the Constitution.
- 16.Ten amendments were added to the Constitution to provide a Bill of Rights to protect citizens.

Citizenship and the Constitution (15 days)

- 1.The framers of the Constitution devised the federal system.
- 2.The legislative branch makes the nation’s laws.
- 3.The executive branch enforces the nation’s laws.
- 4.The judicial branch determines whether or not laws are constitutional.**
- 5.The First Amendment guarantees basic freedoms to individuals.
- 6.Other amendments focus on protecting citizens from certain abuses.
- 7.The rights of the accused are an important part of the Bill of Rights.
- 8.The rights of states and citizens are protected by the Bill of Rights.
- 9.Citizenship in the United States is determined in several ways.
- 10.Citizens are expected to fulfill a number of important duties.

11.Active citizen involvement in government and the community is encouraged.

End of Second Marking Period

Launching the Nation (15 days)

- 1.In 1789 George Washington became the first president of the United States.
- 2.Congress and the president organized the executive and judicial branches of government.
- 3.Americans had high expectations of their new government.
- 4.Hamilton tackled the problem of settling national and state debt.
- 5.Thomas Jefferson opposed Hamilton's views on government and the economy.
- 6.Hamilton created a national bank to strengthen the U.S. economy.

- 7.The United States tried to remain neutral regarding events in Europe.
- 8.The United States and Native Americans came into conflict in the Northwest Territory.
- 9.The Whiskey Rebellion tested Washington's administration.
- 10.In his Farewell Address, President Washington advised the nation
- 11.The rise of political parties created competition in the election of 1796.
12. The XYZ affair caused problems for President John Adams.
- 13.Controversy broke out over the Alien and Sedition Acts.

Jefferson Era (20 days)

- 1.The election of 1800 marked the first peaceful transition in power from one political party to another.
- 2.President Jefferson's beliefs about the federal government were reflected in his policies.
- 3.*Marbury v. Madison* increased the power of the judicial branch of government.
- 4.As American settlers moved West, control of the Mississippi River became more important to the United States.
- 5.The Louisiana Purchase almost doubled the size of the United States.
- 6.Expeditions led by Lewis, Clark, and Pike increased Americans' understanding of the West.
- 7.Violations of U.S. neutrality led Congress to enact a ban on trade.
- 8.Native Americans, Great Britain, and the United States came into conflict in the West.
- 9.The War Hawks led a growing call for war with Great Britain.
- 10.American forces held their own against the British in the early battles of the war.
- 11.U.S. forces stopped British offensives in the East and South.
- 12.The effects of the war included prosperity and national pride.

New National Identity (10 days)

- 1.The United States and Great Britain settled their disputes over boundaries and control of waterways.
- 2.The United States gained Florida in an agreement with Spain.
- 3.With the Monroe Doctrine, the United States strengthened its relationship with Latin America.
- 4.Growing nationalism led to improvements in the nation's transportation system.
- 5.The Missouri Compromise settled an important regional conflict.
- 6.The outcome of the election of 1824 led to controversy.
- 7.American writers created a new style of literature.
- 8.A new style of art showcased the beauty of America and its people.
- 9.American ideals influenced other aspects of culture, including religion and music.
- 10.Architecture and education were affected by cultural ideals.

End of Third Marking Period

The Age of Jackson (20 days)

- 1.Democracy expanded in the 1820s as more Americans held the right to vote.
- 2.Jackson's victory in the election of 1828 marked a change in American politics.
- 3.Regional differences grew during Jackson's presidency.
- 4.The rights of the states were debated amid arguments about a national tariff.
- 5.Jackson's attack on the Bank sparked controversy.
- 6.Jackson's policies led to the Panic of 1837.
- 7.The Indian Removal Act authorized the relocation of Native Americans to the West.
- 8.Cherokee resistance to removal led to disagreement between Jackson and the Supreme Court.
- 9.Other Native Americans resisted removal with force.

Expanding West (25 days)

- 1.During the early 1880s, Americans moved west of the Rocky Mountains to settle and trade.
- 2.The Mormons traveled west in search of religious freedom.
3. Many American settlers moved to Texas after Mexico achieved independence from Spain.
- 4.Texans revolted against Mexican rule and established an independent nation.
- 5.Many Americans believed that the nation had a manifest destiny to claim new lands in the West.
- 6.As a result of the Mexican-American War, the United States added territory in the Southwest.
- 7.American settlement in the Mexican Cession produced conflict and a blending of cultures.
- 8.The discovery of gold brought settlers to California.
- 9.The gold rush had a lasting impact on California's population and economy.

End of Fourth Marking Period

Grade 8

Major Units of Study/Benchmarks/Scope & Sequence

Grade 8, Marking Period I

- United States Geography
- The North Ch. 12
- The South Ch. 13

Grade 8, Marking Period II

- New Movements in America Ch. 14
- A Nation Divided Ch. 15

Grade 8, Marking Period III

- The Civil War Ch. 16
- Reconstruction Ch. 17

Grade 8 Marking Period IV

- Citizenship
- Civics Supplement, Constitution study guide,
- US Supreme Court Case Studies

Eighth Grade Performance Assessment

United States/World Geography

1. Learn US states and capitals/make USA map
2. Make "Google Maps" to travel from one destination to another
3. Make State Presentation Board using all relevant state facts and its importance to the USA.
4. World Geography Skill Builders

The North

1. Assembly Line activity
2. Second Industrial Revolution-research inventors and inventions; build simulated inventions and write a research report

The South

1. Marketing Campaign to promote Eli Whitney's cotton gin.
2. Make a Southern Economy chart stating costs and benefits of cotton boom/slavery
3. Timeline-Movement to end Slavery
4. Black History Biography Web Quest

New Movements in America

1. Immigration Experience

2. Pillow Case Activity-what do you bring with you to America?
3. Simulate the space on a ship allowed for travelers by using math to measure allotted area, etc.
10. 4. Sign in at Ellis Island-design your own passport to America; Research where you live, what you do for a living, and members of your family.
- 5 Predicting what your future will be like in America by writing an essay that tells a story.
6. Design a Utopian Society in a variety of formats-diagram with descriptions, essay, 3D project.
7. Brochure designed demonstrating Women's Rights Movement and important women of the movement

A Divided Nation

1. Chart key leaders in the debate over Slavery
2. Create TV Newcasts in group-Kansas-Nebraska Act, Two Kansas governments, Sack of Lawrence, Caning of Charles, Sumner, Pottawatomie Massacre
3. Students interview Dred Scott after Supreme Court ruling
4. Create posters for supporters for John Brown's Army, election of 1860, or for Southern states to secede from Union.

Civil War

1. Civil War Trader Cards-research biographical information on generals, spies and important civilians and illustrate
2. Battle site Map based on specific battles of the North and South
3. Media Analysis-view short portions of Civil War movies; compare/contrast producers' outlook on historical events
5. Civil War Independent Projects on various topics of war

Reconstruction

1. Write acrostic poems for key terms or people of Reconstruction
2. Create newscast featuring lead story of the day, "Fourteenth Amendment Ratified."
3. Conduct impeachment trial for President Andrew Johnson
4. Create documentaries about Reconstruction; include important amendments, historical figures, rebuilding the south, African American Experience

Citizenship

1. Civic Participation Activities
2. US Supreme Court Case Studies
3. Constitution Study Guide Activities

Written Assessment

Teacher made quizzes are used weekly to assess each lesson followed by a chapter test. Quizzes will also serve as a study guide to prepare students for the chapter tests. Chapter tests are given in conjunction with alternate assessments. Assessment data will be used to determine students' comprehension and ability to retain and apply learned concepts.

Field Trips

Students in 8th grade visit Washington DC as a key part of their study of American History. Children visit the Smithsonian Institute, and Monuments and other sites in and around the Mall area.

Cross Curricular Approaches

When responding to open ended questions, students are required to follow the district format. (i.e.: using complete sentences, restating the questions, using details from the text as well as

their own prior knowledge) Time lines, graphs, and tables are used to enhance math skills. Art is displayed through various projects throughout the year.

Modifications for English Language Learners

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Technology Integration

- Webquests
- PowerPoint Presentation
- Current Events Online
- Research Topics

United States Geography (10 days)

1. Apply map skills-elements of a map.
2. Identify physical land features and apply vocabulary.
3. Identify and internalize states and regions of the United States.
4. Interpret maps-physical, political, cultural and thematic.
5. Identify states and capitals of the United States.

The North (20 days)

1. The invention of new machines in Great Britain led to the beginning of the Industrial Revolution.
2. The development of new machines and processes brought the Industrial Revolution to the United States.
3. Despite a slow start in manufacturing, the United States made rapid improvements during the War of 1812.
4. The spread of mills in the Northeast changed workers' lives.
5. The Lowell System revolutionized the textile industry in the Northeast.
6. Workers organized to reform working conditions.
7. The Transportation Revolution affected trade and daily life.
8. The steamboat was one of the first developments of the Transportation Revolution.
9. Railroads were a vital part of the Transportation Revolution.
10. The Transportation Revolution brought many changes to American life and industry.
11. The telegraph made swift communication possible from coast to coast.
12. With the shift to steam power, businesses built new factories closer to cities and transportation centers.
13. Improved farm equipment and other labor-saving devices made life easier for many Americans.
14. New inventions changed lives in American homes.

The South (15 days)

- 1.The invention of the cotton gin revived the economy of the South.
- 2.The cotton gin created a cotton boom in which farmers grew little else.
- 3.Some people encouraged southerners to focus on other crops and industries.
- 4.Southern society and culture consisted of four main groups.
- 5.Free African Americans in the South faced a great deal of discrimination.
- 6.Slaves worked at a variety of jobs on plantations.
- 7.Life under slavery was difficult and dehumanizing.
- 8.Slave culture centered around family, community, and religion.
- 9.Slave uprisings led to stricter slave codes in many states.

End of First Marking Period

New Movements in America(30 days)

- 1.Millions of immigrants, mostly German and Irish, arrived in the United States despite anti-immigrant movements.
- 2.Industrialization led to the growth of cities.
- 3.American cities experienced urban problems due to rapid growth.
- 4.Transcendentalists and utopian communities withdrew from American society.
- 5.American Romantic painters and writers made important contributions to art and literature.
- 6.The Second Great Awakening sparked interest in religion.
- 7.Social reformers began to speak out about temperance and prison reform.
- 8.Improvements in education reform affected many segments of the population.
- 9.Northern African American communities became involved in reform efforts.
- 10.Americans from a variety of backgrounds actively opposed slavery.
- 11.Abolitionists organized the Underground Railroad to help enslaved Africans escape.
- 12.Despite efforts of abolitionists, many Americans remained opposed to ending slavery.
- 13.Influenced by the abolition movement, many women struggled to gain equal rights for themselves.
14. Calls for women's rights met opposition from men and women.
15. The Seneca Falls Convention launched the first organized women's rights movement in the United States.

A Nation Divided (15 days)

- 1.John Brown's raid on Harpers Ferry intensified the disagreement between free states and slave states.
- 2.The outcome of the election of 1860 divided the United States.

- 3.The dispute over slavery led the South to secede.
- 4.The debate over the expansion of slavery influenced the election of 1852.
- 5.The Kansas-Nebraska Act allowed voters to allow or prohibit slavery.
- 6.Pro-slavery and antislavery groups clashed violently in what became known as “Bleeding Kansas.”
- 7.Political parties in the United States underwent change due to the movement to expand slavery.
- 8.The *Dred Scott* decision created further division over the issue of slavery.
- 9.The Lincoln-Douglas debates brought much attention to the conflict over slavery.
- 10.John Brown’s raid on Harpers Ferry intensified the disagreement between free states and slave states.
- 11.The outcome of the election of 1860 divided the United States.
- 12.The dispute over slavery led the South to secede.

END OF SECOND MARKING PERIOD

CIVIL WAR (35 DAYS)

1. Following the outbreak of war at Fort Sumter, Americans chose sides.
2. The Union and the Confederacy prepared for war.
3. Union and Confederate forces fought for control of the war in Virginia.
4. The Battle of Antietam gave the North a slight advantage.
5. The Confederacy attempted to break the Union naval blockade.
6. Union strategy in the West centered on control of the Mississippi River.
7. Confederate and Union troops struggled for dominance in the Far West.
8. The Emancipation Proclamation freed slaves in Confederate states.
9. African Americans participated in the war in a variety of ways.
10. President Lincoln faced opposition to the war.
11. Life was difficult for soldiers and civilians alike.
12. The Union tried to divide the Confederate Army at Fredericksberg, but the attempt failed.
13. The Battle of Gettysburg in 1863 was a major turning point in the war.
14. During 1864, Union campaigns in the East and South dealt crippling blows to the Confederacy.
15. Union troops forced the South to surrender in 1865, ending the Civil War.

Reconstruction (10 days)

1. President Lincoln and Congress differed in their views as Reconstruction began.
2. The end of the Civil War meant freedom for African Americans in the South.
3. President Johnson's plan began the process of Reconstruction.
4. Black Codes led to opposition to President Johnson's plan for Reconstruction.
5. The Fourteenth Amendment ensured citizenship for African Americans.
6. Radical Republicans in Congress took charge of Reconstruction.
7. The Fifteenth amendment helped reform the South.
9. The Ku Klux Klan was organized as African Americans moved into positions of power.
10. As Reconstruction ended, the rights of African Americans were restricted.
11. Southern business leaders relied on industry to rebuild the South.

End of Third Marking Period

Citizenship (45 days)

1. Explain how state and federal powers were balanced under the Constitution.
2. Describe the three branches of the federal government and requirements for membership under each.
3. Analyze how power is divided between the three branches of government.
4. Evaluate the freedoms outlined in the First Amendment and analyze the importance of each.
5. Outline how the Bill of Rights addresses Colonial grievances listed in the Declaration of Independence.
6. Examine the protections that the Bill of Rights gives people accused of crimes.
7. Analyze Supreme Court case studies-background, court's decision and impact of ruling.
8. Promote civic participation in public affairs and government.
9. Examine the history and development of the US Constitution.

End of Fourth Marking Period

Professional Associations and Activities

New Jersey Council for the Social Studies

Mr. Chris Van Orden, President
Hardyston Township School
50 Route 23
Franklin, New Jersey 07416
973-827-3600 x 130
E-mail: cvanorden@https.org

New Jersey Council for History Education

Executive Director: Dr. John Pyne
P.O. Box 1135
Hewitt, NJ 07421-1135

New Jersey Council for Economic Education

Dr. William Kempey, Director
Kean University
1000 Morris Avenue
Union, NJ 07083
908-737-5898

New Jersey Geographic Alliance

Dr. Peter O. Wacker
Department of Geography
Rutgers University
52 Joyce Kilmer Ave.
Piscataway NJ 08854-8045
phone: 732-445-4425 fax: 732-445-0006

Resources

Books

Kendall, John S. and Robert J. Marzano. **Content Knowledge**. 2000. Mid-Continent Research for Education and Learning (McREL) and the Association for Supervision and Curriculum Development (ASCD). Available from ASCD, Stock No. 100291. \$39.95
Call 1-800-933-2723

Organizations

The Bill of Rights Institute
200 North Glebe Road
Suite 1050
Arlington, VA 22203
Provides workshops and training throughout the USA and in Europe.

The Center for Civic Education

5146 Douglas Fir Road
Calabasas, CA 91302-1467
800-350-4223

The major source of materials for civic education for all levels of schooling including the National Standards for Civics, the We the People Program, Project Citizen and many others

The New Jersey Institute of Italian and Italian-American Heritage Studies

Rutgers University
Scott Hall – 222
College Avenue
New Brunswick, NJ 08540
732-932-670 or -0671

Useful Websites--Free materials for teachers from the government

About Education

A free weekly newsletter with insightful information from About Guides for Teachers and Students. Contains individual free newsletters on history, geography, economics, and all areas of social studies.

The Librarians Index to the Internet

A vast array of links to many useful areas for social studies educators.

THOMAS

Legislative information on the internet from the US Congress including bills, laws, committee reports et al. from Congress.

National Council for the Social Studies

Discovery Channel - a great source of social studies activities

Applicable Statutes and Regulations

- N.J.A.C.6A:8 - Standards and Assessment for Student Achievement
- NJSA 18A:6-3 Requires secondary course of study in the United States Constitution
- NJSA 18A:35-1,2 Requires 2 years of US History in high schools including history of New Jersey and of African-Americans
- NJSA 18A:35-3 Requires course of study in civics, geography and history of New Jersey
- NJSA 18A:35-4.1 Requires course of study in principles of humanity
- NJSA 18A:35-2.1 Requires the State Department of Education to develop curriculum guidelines for the teaching of civics pursuant to NJSA 18A:35-1 and NJSA 18A:35-2
- NJAC 6:8-7.1 Required minimum course completions for a state-approved graduation
- NJAC 6:8-4.5 et seq. Requires implementation of the Core Curriculum Content Standards by all school districts.
- NJSA 18A:4a-1 Establishes the New Jersey Holocaust Commission
- NJSA 18A:4a-2-4 Requires all schools to have course of study in the Holocaust and other Genocides.
- NJSA 18A 52:16A-86 Establishes the Amistad Commission to promote the teaching of the history of African Americans as integral part of United States History.
- NJSA 18A:4-42 Establishes the New Jersey Commission for Italian and Italian-American Heritage.
- NJSA 52:16A-5.3 Establishes the New Jersey American Indian Commission.