

**Social Studies**

**K-5**

**MacMillan/McGraw Hill - 2009**

**Kindergarten – Hello World**

**First Grade - All Together**

**Second Grade – People and Places**

**Third Grade – Communities**

**Fourth Grade – Our Country and It's Regions, NJ Social Studies**

**Fifth Grade – The United States**

**Grades 6-8**

**Holt/McDougal - 2012**

**Pearson – 2011**

**Sixth Grade – Middle School World History  
World History**

**Seventh Grade – America: History of Our Nation**

**Eighth Grade – America: History of Our Nation**

**Social Studies  
Kindergarten**

<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>
<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Friends</li> <li>• Family</li> <li>• Celebrations</li> <li>• Community celebrations</li> <li>• Families near and far</li> </ul>	<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Geography</li> <li>• Homes</li> <li>• Neighborhoods</li> <li>• Using maps</li> <li>• City/country</li> </ul>	<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Transportation</li> <li>• Where we are on Earth</li> <li>• Government</li> <li>• Rules</li> <li>• laws</li> </ul>	<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Citizenship</li> <li>• The Pledge of Allegiance</li> <li>• The American Flag</li> <li>• Rights and Responsibilities</li> </ul>
<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>
<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Symbols of the US</li> <li>• Holidays</li> </ul>	<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Jobs</li> <li>• Needs and wants</li> <li>• Where things come from</li> </ul>	<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Goods and services</li> <li>• Spend and save</li> </ul>	<b>Social Studies</b> <ul style="list-style-type: none"> <li>• History</li> <li>• Then and now</li> <li>• Calendars</li> <li>• Places change</li> </ul>
<b>May</b>	<b>June</b>		
<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Machines and inventions</li> <li>• Using time lines</li> <li>• People help the US</li> </ul>	<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Flags</li> <li>• Summer season</li> </ul>		

**6.1: ALL STUDENTS WILL UTILIZE HISTORICAL THINKING, PROBLEM SOLVING, AND RESEARCH SKILLS TO MAXIMIZE THEIR UNDERSTANDING OF CIVICS, HISTORY, GEOGRAPHY, AND ECONOMICS.**

<b>A. Social Studies Skills</b>			
<b>Essential Questions:</b> Whose point of view matters? How do you locate legitimate sources? How are present events related to past events?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Explain the concepts of long ago and far away.	Students will listen to read aloud of <i>The Copper Tin Cup</i> . Discussion to compare and contrast items in the home from the story to students' homes.	Class Discussion	<b>K:</b> 136e, 136f, 136g, 136h, 142, 143, 144, 145-147, 148, 149, 150-151, 156
2. Apply terms related to time including past, present, and future.	Students will bring in a baby photo & current photo to make a "How We Change" poster. Paper is divided into 3 sections to show past, present, & future (drawing of student all grown up.)	Completed poster	<b>K:</b> 68, 69, 136e, 136f, 136-137, 142-143, 144, 145, 146, 147, 149, 150, 151, 152, 156-157, 161, 180
3. Identify sources of information on local, national, and international events (e.g., books, newspaper, TV, radio, Internet).	Use books, videos, and internet resources to supplement and reinforce concepts learned during centers.	Center Activities	<b>K:</b> 12j, 30j, 56j, 80j, 108j, 136j
4. Retell events or stories with accuracy and appropriate sequencing.	Use read aloud and discussion of <i>The Copper Tin Cup</i> to make a sequence chart to emphasize <i>first, next, then, and last</i> . Have student retell story using key words.	Sequence Chart	<b>K:</b> 2h, 30g, 131, 136e, 136f
5. Develop simple timelines.	Fold paper into 3 sections & label <i>Morning, Noon, and</i>	Completed timeline	<b>K:</b> 69, 136e-136f, 149, 150, 151, 156-157, 161

	<p><i>Night.</i> Students will draw something in each section that they do at that time of day. Volunteers will share their timeline with the class.</p>		
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**STANDARD 6.2 (CIVICS) ALL STUDENTS WILL KNOW, UNDERSTAND AND APPRECIATE THE VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY AND THE RIGHTS, RESPONSIBILITIES, AND ROLES OF A CITIZEN IN THE NATION AND THE WORLD.**

<b>A. Civic Life, Politics, and Government</b>			
<b>Essential Questions:</b> What is government and what can it do? Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Explain the need for rules, laws, and government.	Explain how rules keep us safe. Students will complete the following sentence on drawing paper, “I am safe when I ____.” Students will dictate the ending and illustrate. Bind each child’s picture together to create a <i>Rules and Safety Book</i> .	Dictation and illustration	<b>K:</b> 56e, 56g, 57, 62-63, 64-65, 66-67, 70, 71, 72, 73, 76-77, 78, 79, 88, 89
2. Give examples of authority and recognize problems that might arise from lack of effective authority.	Discuss rules students follow at home, in the community, and at school. List answers on board. Decide who makes those rules. Play “Follow the Leader” and discuss why it is important to follow the leader’s movements.	Discussion and “Follow the Leader” game	<b>K:</b> 2h, 29, 56-61, 72-73

4. Explain that justice means fairness to all.	Discuss laws that citizens must follow. Rhyme aloud using Flipchart 11 to describe the signing of the Constitution and how it represents fairness to all. Brainstorm ways to practice fairness in the classroom and list ideas on a poster to hang in the classroom.	Fairness Poster	<b>K:</b> 77, 81, 86, 104
<b>A. Civic Life, Politics, and Government</b>			
<b>Essential Questions:</b> What is government and what can it do? Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
5. Explain that a responsibility means something you must or should do.	Discuss how citizens have responsibilities, or things they must do. Have students share responsibilities they have at home and in the classroom. Assign a classroom job for each student to encourage responsibility development each day.	Completion of classroom jobs each day	<b>K:</b> 43, 56e, 57, 72, 73, 86-87, 88, 89, 94, 95, 98, 99, 120-121, 132- 134
6. Explore basic concepts of diversity, tolerance, fairness, and respect for others.	Discuss symbols of the United States and how each citizen can make our country a better place. Students will use magazines to make a collage of US symbols, people working and playing together,	United States Collage	<b>K:</b> 86-87, 94-95, 98-99, 158-159

	and people being good citizens. Label collage “United States.”		
<b>B. American Values and Principles</b>			
<b>Essential Questions:</b> How have the basic values and principle of American democracy changed and in what ways have they been preserved?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Identify symbols of American values and beliefs such as the American Flag and the Statue of Liberty.	Define the word symbol in class discussion. Identify parts of US flag and their symbolic meaning. Students make a flag to represent themselves with illustrations or magazine cut-outs and share with class to tell how this flag symbolizes them.	Symbolic student flag project	<b>K:</b> 80f, 80g, 80, 81, 82-85, 86-87, 88-89, 90-91, 92, 93, 100-101, 106, 107, 147
<b>C. The Constitution and American Democracy</b>			
<b>Essential Questions:</b> How does the government established by the Constitution embody the purposes, values, and principles of the American Dream? How can a government decision be based on a Constitution that does not explicitly state the answer? Why have roles and responsibilities of U.S. citizens changed?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Identify community and government leaders (e.g., mayor, town council, President of the United States).	Identify Washington and Lincoln in class discussion. Students will make puppet silhouette of either president. Use the puppets to tell facts about either president in a class puppet show.	Puppet Show	<b>K:</b> 80e, 86, 87, 104, 105, 106
<b>D. Citizenship</b>			
<b>Essential Questions:</b> How can citizens and groups participate effectively in the democratic process? Can the rights of Americans ever cause conflict among them?			

<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Identify examples of responsible citizenship in the school setting.	Discuss what a friend is, what friends do together, and how friends help each other. Pair children up to make friends. Each pair will learn students' names, and favorite foods, toys, books, etc. Each pair will introduce new friend to the class and tell what they learned about him or her.	Class introductions	<b>K:</b> 15, 24-25, 56e-56h, 56-57, 58-61, 62-63, 64-65, 66-67, 70-71, 72-73, 88-89, 94-95, 96-97
2. Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples.	Brainstorm ways to show good citizenship in the classroom. List ideas on a poster and hang in the classroom. Have students role play ideas listed.	Role play	<b>K:</b> 80e, 86, 87, 104, 105, 106

<b>E. International Education: Global Challenges, Cultures, and Connections</b>			
<b>Essential Questions:</b> What is the formal and informal relationship of the United States to other nations? What social, political, and economic opportunities and problems arise when cultures interact? How do we affirm individual and group identities and at the same time learn respect and appreciate the identities of others?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Explain that the United States is a diverse nation and one of many nations in the world.	Have two students stand up and have other children describe what is alike and different about them. Define terms alike and different. Students will color a picture of an eye to show their own eye color.	Picture graph and discussion	<b>K:</b> 18-19, 46-47, 53, 80h, 92-93, 100-101

	Create a picture graph to show the color of eyes in the classroom. Discuss results.		
2. Identify traditions and celebrations of various cultures (e.g., Chinese New Year, Cinco de Mayo).	Discuss special times or events students share with their families. Have parent or family member visit the classroom to talk about their family's traditions. Students will make a craft or tradition food.	Make a specific craft or food to identify traditions and celebrations from students' families.	<b>K:</b> 2g, 20, 21, 22-23, 27, 80e, 87, 91, 101, 104-105, 151, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174
3. Participate in activities such as dance, song, and games that represent various cultures.	Learn and sing patriotic songs such as "The Star-Spangled Banner" and "You're a Grand Ole Flag." Have a patriotic parade where students will march, sing, and play instruments.	Patriotic Parade	<b>K:</b> 2, 4-9, 21, 80e, 80f, 80g, 82-85, 86-87, 100, 101, 138-141

**STANDARD 6.3 (WORLD HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND THE FUTURE.**

Learn content and skills found in Standards 6.1 (Social Studies Skills) and 6.2 (Civics)

**STANDARD 6.4 (UNITED STATES AND NEW JERSEY HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF UNITED STATES AND NEW JERSEY HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND FUTURE.**

<b>A. Family and Community Life</b>			
<b>Essential Questions:</b> How have my family's heritage and traditions influenced my current family life? How am I connected to the past? Why can traditions sometime not be maintained? What impact has New Jersey made on American history?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>



1. Recognize change and continuity in their lives.	Identify and describe 4 seasons in class discussion. Divide class into 4 groups to create season trees. Each group will decorate a tree using art supplies to represent their specific season. Each group will share with the class the characteristics of their tree.	Season Tree	<b>K:</b> 20, 30f, 127, 136e-136f, 136g-136h, 136-137, 138-141, 142-143, 144-145, 147, 152-153, 154-155, 157
2. Describe their family history through two generations.	Students will make a family tree using old photographs. Each tree will show the students on the trunk and the parents on the first set of branches and the grandparents on the second set of branches.	Family Tree	<b>K:</b> 21, 136e
3. Compare family life today with long ago.	Students will interview older family members to find out about their family's history. Students will teach the class what they learned using photos or other old memorabilia.	Interview Show and Tell	<b>K:</b> 2e-2h, 16-17, 20, 21, 26-27, 29, 136e
<b>A. Family and Community Life</b>			
<b>Essential Questions:</b> How have my family's heritage and traditions influenced my current family life? How am I connected to the past? Why can traditions sometime not be maintained? What impact has New Jersey made on American history?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
4. Tell about their family heritage using stories, songs, and drawings.	Students will draw a picture of something special about their family heritage and dictate a description of the illustration. Quilt the pictures together	Drawing with dictation	<b>K:</b> 2e, 2g, 21, 136e

	using yarn and make a “Heritage Quilt.”		
<b>B. State and Nation</b>			
<b>Essential Questions:</b> As a nation of immigrants, how should immigration best be regulated? Is it likely that the United States will remain world superior in the 21 <sup>st</sup> century? Why or why not? How can a society as diverse as the US ever fairly balance majority rule with minority rights? Why does racial prejudice still exist? Are we ethically responsible for resolving global problems? Is America a land of opportunity?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Recognize the names of major figures in American history, including George Washington, Abraham Lincoln, Sacajawea, Harriet Tubman, Susan B. Anthony, and Martin Luther King Jr.	Show students pictures of major figures in US history. Students will learn names and one contribution each person made. Students will make “memory medals” of a figure of their choice. Color picture of figure and have students dictate the figure’s contribution which will be written on the back of the medal.	Memory Medal	<b>K:</b> 80e, 86-87, 104-105, 158, 169, 171
2. Discuss the contributions of important women, African Americans, and Native Americans to United States and New Jersey history.	Discuss MLK Jr. and explain his “I have a dream” speech. Students will create a helping hand to tell why it is important to get along will all different kinds of people.	Helping Hand project	<b>K:</b> 87, 104, 105, 106, 169
<b>B. State and Nation</b>			
<b>Essential Questions:</b> As a nation of immigrants, how should immigration best be regulated? Is it likely that the United States will remain world superior in the 21 <sup>st</sup> century? Why or why not? How can a society as diverse as the US ever fairly balance majority rule with minority rights? Why does racial prejudice still exist? Are we ethically responsible for resolving global problems? Is America a land of opportunity?			

<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
3. Explain the historical significance of major national holidays (e.g. Independence Day, Labor Day) and American symbols.	Discuss different ways people celebrate Presidents' Day, Independence Day, etc. Students will draw themselves celebrating a patriotic holiday and label their pictures.	Illustration with label	<b>K:</b> 22, 80e, 104, 105
4. Relate why important national buildings, statues, and monuments are associated with our national history.	Discuss why people build monuments. Students use blocks to build and design a monument for their own hero. Students tell about the person their monument honors.	Show and tell of student built monument.	<b>K:</b> 80e, 80g, 87, 100, 101, 106

**STANDARD 6.5 (ECONOMICS) ALL STUDENTS WILL ACQUIRE AN UNDERSTANDING OF KEY ECONOMIC PRINCIPLES.**

<b>A. Economic Literacy</b>			
<b>Essential Questions:</b> How is price determined?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
2. Explain how the products individuals eat, wear, and use impact their health and safety and the environment.	Brainstorm good health rules such as going to the doctor, brushing teeth, etc. Make a Health Rules chart. Draw a picture at the beginning of each row to represent a health rule. Label columns with the days of the week. Each morning students will draw an X if they followed that rule the day before.	Completed Health Rule chart	<b>K:</b> 66-67, 73

<b>A. Economic Literacy (cont)</b>			
<b>Essential Questions:</b> How is price determined?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
3. Identify various forms of currency (e.g., penny, nickel, quarter, and dollar).	Distribute forms of currency. Have a classroom store. Students will buy items using the currency they have. Teacher is the cashier.	Students will use the correct amount of currency to buy items from the classroom store.	<b>K:</b> 126-127, 128-129

**STANDARD 6.6 (GEOGRAPHY) ALL STUDENTS WILL APPLY KNOWLEDGE OF SPATIAL RELATIONSHIPS AND OTHER GEOGRAPHIC SKILLS TO UNDERSTAND HUMAN BEHAVIOR IN RELATION TO THE PHYSICAL AND CULTURAL ENVIRONMENT.**

<b>A. The World in Spatial Terms</b>			
<b>Essential Questions:</b> How do geographic tools and technologies pose and answer questions about spatial distributions and patterns on Earth?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Explain the spatial concepts of location, distance and direction, including: <ul style="list-style-type: none"> <li>• The location of school, home, neighborhood, community, state, and country</li> <li>• The relative location of the community and places within it</li> <li>• The location of continents and oceans</li> </ul>	Read aloud <i>Me on the Map</i> . During reading have students describe maps and pictures. After reading discuss what maps can show us. Students will draw a map of the classroom to show understanding of spatial concepts.	Discussion Classroom map	<b>K:</b> 30e, 30h, 30, 31, 32-35, 36, 37, 44, 45, 53, 80h, 92, 93

<b>B. Places and Regions</b>			
<b>Essential Questions:</b> How does human migration affect a region?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Describe the physical features of places and regions on a simple scale.	Show land forms on a map and in books. Students will create different landforms using clay.	Clay projects	<b>K:</b> 30e, 30, 31, 39, 52, 53, 55, 176
2. Describe the physical and human characteristics of places.	Discuss environments such as farms, beaches, and woods. Divide class into 3 groups. Each group will make a mural of one environment.	Mural	<b>K:</b> 30e, 30h, 33, 34, 37, 38, 42, 46, 47, 80h, 92, 93, 116

<b>C. Physical Systems</b>			
<b>Essential Questions:</b> Is geography destiny? How do natural resources affect the course of history?			
1. Recognize that the relationship of the Earth to the sun affects weather conditions, climate, and seasons.	Identify and describe 4 seasons in class discussion. Divide class into 4 groups to create season trees. Each group will decorate a tree using art supplies to represent their specific season. Each group will share with the class the characteristics of their tree.	Season Tree	<b>K:</b> 136g, 136h, 142-143, 149, 156, 161

<b>D. Human Systems</b>			
<b>Essential Questions:</b> What are the potential limits of technology?			
1. Identify the types of transportation used to move goods and people.	Discuss different ways children get to school. Create a graph using students' names in columns to show how each child gets to school.	Students will correctly identify which column to write their own name.	<b>K:</b> 38, 48-49, 51, 54, 80h, 154-155, 160

2. Identify the modes of communication used to transmit ideas.	Discuss ways to get information. Make class chart of modes of communication	chart	<b>K:</b> 136h, 136f, 160
<b>E. Environment and Society</b>			
<b>Essential Questions:</b> How do human activity and environment affect each other? How big a threat is global warming?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Describe the role of resources such as air, land, water, and plants in everyday life.	Recycling discussions connected to science topics, brainstorm ways to take care of the Earth, songs about the Earth, grade appropriate books about saving the Earth	Class discussions List of ideas	<b>K:</b> 30f, 43, 47, 53, 126-127
2. Describe the impact of weather on everyday life.	Daily weather discussions during circle time		<b>K:</b> 136g, 136h, 142-143, 149, 156, 161
3. Act on small-scale, personalized environmental issues such as littering and recycling, and explain why such actions are important.	Maintain recycling bins in classroom. Include use of bins in school rules		<b>K:</b> 30f, 53, 80i, 159

## Grade 1

### 6.1: ALL STUDENTS WILL UTILIZE HISTORICAL THINKING, PROBLEM SOLVING, AND RESEARCH SKILLS TO MAXIMIZE THEIR UNDERSTANDING OF CIVICS, HISTORY, GEOGRAPHY, AND ECONOMICS.

<b>Social Studies Skills</b>			
<b>Essential Questions:</b> Whose point of view matters? How do you locate legitimate sources? How are present events related to past events?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Explain the concepts of long ago and far away.	<ul style="list-style-type: none"> <li>- Use time lines, globes, and maps to define concepts</li> <li>- Compare life long ago to today in Venn Diagrams</li> </ul>	Class participation to create diagram.	<b>1:</b> 12, 20-21, 56, 94-95, 108, 150, 151, 164, 204-205, 228, 230, 234, 267, 273, 275, 276-282
2. Apply terms related to time including past, present, and future.	<ul style="list-style-type: none"> <li>- Define terms</li> <li>- Use terms in journal to tell about preschool (past), 1<sup>st</sup> grade (present), and Millington School (future)</li> </ul>	Journal entry	<b>1:</b> 21, 23, 42, 45, 150, 151, 197, 204-205, 214, 215, 216E, 216F, 216G, 216H, 220, 226C, 232-233, 239, 241, 257, 268/269, 270/271, R16
3. Identify sources of information on local, national, and international events (e.g., books, newspaper, TV, radio, Internet).	<ul style="list-style-type: none"> <li>- Use different sources throughout year to supplement lessons and current events</li> </ul>	Class participation	<b>1:</b> 2J, 44, 45, 56J, 166J, 202, 203, 216J
4. Retell events or stories with accuracy and appropriate sequencing.	<ul style="list-style-type: none"> <li>- Throughout year have students retell lessons as anticipatory set to new lesson</li> </ul>	Class discussion and participation.	<b>1:</b> 46-47, 102-103, 124D, 136-137, 152-153, 196-198, 208-209, 246-247, 262-263, 279
5. Develop simple timelines.	<ul style="list-style-type: none"> <li>- Students will make a timeline of their life using photos and captions.</li> </ul>	Completed timeline project.	<b>1:</b> 21, 23, 204-205, 215, 232-233, 269, 271

**STANDARD 6.2 (CIVICS) ALL STUDENTS WILL KNOW, UNDERSTAND AND APPRECIATE THE VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY AND THE RIGHTS, RESPONSIBILITIES, AND ROLES OF A CITIZEN IN THE NATION AND THE WORLD.**

<b>A. Civic Life, Politics, and Government</b>			
<b>Essential Questions:</b> What is government and what can it do? Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Explain the need for rules, laws, and government.	<ul style="list-style-type: none"> <li>- Define rules, laws, and government in discussion.</li> <li>- Have class make set of classroom rules</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Students follow classroom rules to show understanding of importance</li> </ul>	<b>1:</b> 32, 33, 112E, 112H, 124C, 126, 127, 130, 131
2. Give examples of authority and recognize problems that might arise from lack of effective authority.	<ul style="list-style-type: none"> <li>- List different authority figures</li> <li>- Show what would happen in class, town, and world with no rules</li> </ul>	<ul style="list-style-type: none"> <li>- Skit</li> </ul>	<b>1:</b> 31, 33, 112E, 130, 132, 134, 135, 137, 138, 139, 242, 243, 245, 250, 251
3. Describe how American citizens can participate in community and political life.	<ul style="list-style-type: none"> <li>- Discuss community leaders and volunteers</li> <li>- Discuss right to vote</li> <li>- Have students write and illustrate how they can be active</li> </ul>	Completed illustration with written description	<b>1:</b> 30-33, 48-49, 52, 55, 66-68, 71, 82, 104-105, 112-117, 118-119, 120-123, 124C, 126-127, 138-139, 141, 152-157, 162, 198, 199, 237, 264-265
4. Explain that justice means fairness to all.	<ul style="list-style-type: none"> <li>- Define justice using word web on board</li> </ul>	Class discussion and participation	<b>1:</b> A3, 156, 198, 199, 252-253, 260-261
5. Explain that a responsibility means something you must or should do.	<ul style="list-style-type: none"> <li>- Define responsibility</li> <li>- List responsibilities students have in school and at home</li> </ul>	Class discussion and participation	<b>1:</b> A2-A3, A4-A5, A6-A7, A8-A9, A12-A13, A14, A15, H2, H5, H6, 10-11, 12-13, 30-33, 48-49, 52, 55, 104-105, 112-117, 124C,



	- Tell why these responsibilities are important		124D, 124E-124F, 126, 127, 138-139, 141, 144-145, 198-199, 262-263, 264-265
6. Explore basic concepts of diversity, tolerance, fairness, and respect for others.	- Discuss Golden Rule - Give examples of showing respect for all - Write how you feel when not treated fair in journal	Class discussion and journal entry	<b>1:</b> A2-A3, A4-A5, A6-A7, A8-A9, A14, 48-49, 101, 104-105, 112-117, 118-119, 120-123, 124C-124F, 138-139, 141, 144-145, 152-157, 162, 198-199, 264-265

<b>B. American Values and Principles</b>			
<b>Essential Questions:</b> How have the basic values and principle of American democracy changed and in what ways have they been preserved?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Identify symbols of American values and beliefs such as the American Flag and the Statue of Liberty.	- Describe values of America through symbols - Identify symbols - Give students background info about Flag and Statue of Liberty	Class discussion and participation	<b>1:</b> A4-A5, A6-A7, A13, H1, 112G, 118-119, 122, 124C-124D, 142-143, 144-145, 146-147, 148-149, 158-159, 281, 282-283, R10, R16
<b>C. The Constitution and American Democracy</b>			
<b>Essential Questions:</b> How does the government established by the Constitution embody the purposes, values, and principles of the American Dream? How can a government decision be based on a Constitution that does not explicitly state the answer? Why have roles and responsibilities of U.S. citizens changed?			
1. Identify community and government leaders (e.g., mayor, town council, President of the	- Define leader - List mayor, governor, and president telling names and what	Illustrated project with captions	<b>1:</b> A8, A13, 153, 154-155, 156, 226D, 240-243, 248-251, 278

United States).	area they govern. Illustrate.		
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<b>D. Citizenship</b>			
<b>Essential Questions:</b> How can citizens and groups participate effectively in the democratic process? Can the rights of Americans citizens ever cause conflict among them?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Identify examples of responsible citizenship in the school setting.	Have student perform skits to show responsible students at school	Skit	<b>1:</b> 39, 120/121, 126, 127, 130, 131, 160, 161, 198, 199
2. Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples.	<ul style="list-style-type: none"> <li>- List characteristics of a good citizen</li> <li>- Draw picture of a good citizen</li> <li>- Write 2 sentences why this person is a good citizen</li> </ul>	Illustration with captions	<b>1:</b> A8, 153, 226C, 240-243, 248-251, 278

<b>E. International Education: Global Challenges, Cultures, and Connections</b>			
<b>Essential Questions:</b> What is the formal and informal relationship of the United States to other nations? What social, political, and economic opportunities and problems arise when cultures interact? How do we affirm individual and group identities and at the same time learn respect and appreciate the identities of others?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Explain that the United States is a diverse nation and one of many nations in the world.	<ul style="list-style-type: none"> <li>- Discuss family heritages to show how people move to America to live</li> <li>- Use globe to show other nations</li> </ul>	Class discussion and participation	<b>1:</b> 66C, 66D, 74-75, 78-79, 82-83
2. Identify traditions and celebrations of various cultures (e.g., Chinese New Year, Cinco de Mayo).	<ul style="list-style-type: none"> <li>- Learn and understand customs and traditions of different holidays around the world</li> <li>- Make traditional crafts, play games, locate countries on globe</li> </ul>	<ul style="list-style-type: none"> <li>- Class discussion and participation</li> <li>- Completed projects and crafts</li> </ul>	<b>1:</b> A15, 2F, 12, 14C, 18, 19, 20, 21, 50, 51, 52, 56F, 74, 118, 158, 210, 222/223, 234, 238, 239, 248, 258, 259, 260, 262, 263, 267, 272, 273, 274, 275, 276, 277, 278, 279,

	and compare with your own traditions		280, 281, 282, 283
3. Participate in activities such as dance, song, and games that represent various cultures.	- Play cultural games on various holidays - Cinco de Mayo Party	Class participation	<b>1:</b> A15, 8, 14, 16, 19, 20, 21, 23, 27, 51, 71, 87, 93, 95, 97, 107, 126, 159, 161, 185, 193, 216, 221, 231, 267, 273, 275, 277, 280, 283

**STANDARD 6.3 (WORLD HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND THE FUTURE.**

Learn content and skills found in Standards 6.1 (Social Studies Skills) and 6.2 (Civics).

**STANDARD 6.4 (UNITED STATES AND NEW JERSEY HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF UNITED STATES AND NEW JERSEY HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND FUTURE.**

<b>A. Family and community Life</b>			
<b>Essential Questions:</b> How have my family’s heritage and traditions influenced my current family life? How am I connected to the past? Why can traditions sometime not be maintained? What impact has New Jersey made on American history?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
2. Describe their family history through two generations.	Make a family tree in “All About Me” book.	Completed project	<b>1:</b> 10/11, 14C. 14D, 17, 18-21
3. Compare family life today with long ago.	Interview parent or grandparent about childhood.	Interview	<b>1:</b> 2F, 10-11, 12-13, 50-51
4. Tell about their family heritage using stories, songs, and drawings.	- Write about family traditions around winter holidays	Writing samples	<b>1:</b> 2F, 2G, 43, 216E, 216F, 216H, 222/223, 241

- Entries in "All About Me" book

**B. State and Nation**

**Essential Questions:** As a nation of immigrants, how should immigration best be regulated? Is it likely that the United States will remain world superior in the 21<sup>st</sup> century? Why or why not? How can a society as diverse as the US ever fairly balance majority rule with minority rights? Why does racial prejudice still exist? Are we ethically responsible for resolving global problems? Is America a land of opportunity?

<p>1. Recognize the names of major figures in American history, including George Washington, Abraham Lincoln, Sacajawea, Harriet Tubman, Susan B. Anthony, and Martin Luther King Jr.</p>	<ul style="list-style-type: none"> <li>- Read text to identify historical contributions</li> <li>- Identify influences on nation</li> <li>- Explain how these figures were good citizens</li> </ul>	<p>Make a good citizen stamp. Students design a stamp for someone they know who has traits of a good citizen.</p>	<p><b>1:</b> A8-A9, A12-A13, 46-47, 102, 103, 136, 152-153, 154, 155, 156, 196-197, 207-209, 226C-226D, 240-243, 244-245, 246-247, 250-251, 252-253, 257, 260-263, 268-270, 271</p>
<p>2. Discuss the contributions of important women, African Americans, and Native Americans to United States and New Jersey history.</p>	<ul style="list-style-type: none"> <li>- Create graphic organizers to organize facts and ideas</li> <li>- Use organizer to generate writing piece</li> </ul>	<p>Completed paragraph</p>	<p><b>1:</b> A9, 102-103, 136-137, 154, 155, 156, 157, 196-197, 207, 209, 226C, 226D, 244-245, 252-253, 254-255, 256-257, 260-263, 268, 270</p>
<p>3. Explain the historical significance of major national holidays (e.g. Independence Day, Labor Day) and American symbols.</p>	<p>Create class holiday book. Each student is assigned holiday or symbol to draw and explain.</p>	<p>Class book</p>	<p><b>1:</b> 12, 14C, 20-21, 150-151, 159, 258-259, 272-273, 274-275, 278-279, 281, 282-283</p>
<p>4. Relate why important national buildings, statues, and monuments are associated with our national history.</p>	<ul style="list-style-type: none"> <li>- Show students photos of important statues and monuments</li> <li>- Discuss relation to history</li> </ul>	<p>Draw one statue or monument and write why it is important to USA</p>	<p><b>1:</b> A13, H1, 148, 149, 223, 251</p>

**STANDARD 6.5 (ECONOMICS) ALL STUDENTS WILL ACQUIRE AN UNDERSTANDING OF KEY ECONOMIC PRINCIPLES.**

<b>A. Economic Literacy</b>			
Essential Questions: How is price determined?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Identify the basic goods and services a family needs for everyday life.	- Define want and need - Cut and paste pictures into want and need categories	Poster	<b>1:</b> 174, 186-187, 188-189, 192-195, 197, 211-212
2. Explain how the products individuals eat, wear, and use impact their health and safety and the environment.	Use “dress-up” clothes and props to explain health and safety in our environment.	Skit	<b>1:</b> 96, 97, 98, 99, 100, 101, 104, 105, 186-187, 192-193
3. Identify various forms of currency (e.g., penny, nickel, quarter, dollar).	- Explain values of currency - Make a chart with picture of currency and its value - Have students count up handfuls of coins and record answers	- Chart - Coin counting answers	<b>1:</b> A12, 166F, 166H, 176C, 179, 180-181, 182, 183, 188, 190, 192, 193, 194, 195, 249
4. Explain what it means to "save" money.			<b>1:</b> 166F, 166, 167, 168, 169, 179
<b>B. Economics and Society</b>			
Essential Questions: How much can business be regulated in a democratic government? Why is the United States economically prosperous? Are there limits to government activity in the economy? How “free” should national international trade be?			
1. Identify various jobs and explain how workers in these jobs receive income for their work.	Have students make piggy banks and earn pennies for classroom jobs for 1 week	Total up money and discuss	<b>1:</b> 166G, 166H, 170, 171, 174, 180, 181, 182, 183, 184, 185, 187, 188, 189, 196, 197, 210, 211, 212

**STANDARD 6.6 (GEOGRAPHY) ALL STUDENTS WILL APPLY KNOWLEDGE OF SPATIAL RELATIONSHIPS AND OTHER GEOGRAPHIC SKILLS TO UNDERSTAND HUMAN BEHAVIOR IN RELATION TO THE PHYSICAL AND CULTURAL ENVIRONMENT.**

<b>A. The World in Spatial Terms</b>			
Essential Questions: How do geographic tools and technologies pose and answer questions about spatial distributions and patterns on			

Earth?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
1. Explain the spatial concepts of location, distance and direction, including: <ul style="list-style-type: none"> <li>• The location of school, home, neighborhood, community, state, and country</li> <li>• The relative location of the community and places within it</li> <li>• The location of continents and oceans</li> </ul>	<ul style="list-style-type: none"> <li>- List jobs in the community and in major cities</li> <li>- Explain why people work</li> </ul>	Write about what job you would like to have as an adult and tell why.	<b>1:</b> H9, H10, 49, 51, 67, 69, 71, 73, 74, 79, 80, 82, 91, 93, 99, 107, 109, 129, 139, 161, 163, 211, 229, 231, 235, 237, 239, 265, 267, R2-R3, R4-R5
<b>B. Places and Regions</b>			
<b>Essential Questions:</b> How does human migration affect a region?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
1. Describe the physical features of places and regions on a simple scale.	<ul style="list-style-type: none"> <li>- Make a foldable to explain differences between community, country, and world</li> <li>- Write and draw inside folds to explain and identify key words</li> </ul>	Students will make their own relief map of U.S.A. with molding clay on cardboard.	<b>1:</b> A10-A11, H1, H7-H8, 56E, 64/65, 66C, 66D, 66E, 86, 87, 88, 89, 90-91, 106, 107, 108/109, 110/111, R6-R7
2. Describe the physical and human characteristics of places.	<ul style="list-style-type: none"> <li>- List and describe physical features</li> <li>- Describe town, city, and farm</li> <li>- Cut and paste pictures from magazines to sort into, city, or farm</li> <li>- Label with characteristics of each</li> </ul>	Finished collage with correct labels.	<b>1:</b> 64/65, 66C, 66E, 66, 67, 68, 69, 71, 74-75, 76, 77, 82-83, 108/109

<b>C. Physical Systems</b>			
<b>Essential Questions:</b> Is geography destiny? How do natural resources affect the course of history?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Recognize that the relationship of the Earth to the sun affects weather conditions, climate, and seasons.	- Use globe and flashlight to model sun's position - Students illustrate seasons in each hemisphere	- Class discussion and participation - Completed illustration	<b>1:</b> 56H, 64, 92, 93, 94, 95, 108
<b>D. Human Systems</b>			
<b>Essential Questions:</b> What are the potential limits of technology?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Identify the types of transportation used to move goods and people.	- Read text pages aloud - Create list to identify modes of transportation - Make class chart of transportation students use	Class discussion and participation	<b>1:</b> 12, 36, 37, 38, 39, 40, 41, 52
2. Identify the modes of communication used to transmit ideas.	- Read text aloud - Make chart to list ways to send messages long ago and today	- Make model telephones with 2 cups and string - Tell facts learned from lesson through phone	<b>1:</b> 44, 45, 46, 47, 202-203, 211, 217
<b>E. Environment and Society</b>			
<b>Essential Questions:</b> How do human activity and environment affect each other? How big a threat is global warming?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Describe the role of resources such as air, land, water, and plants in everyday life.	- Discuss air, land, water and plants around us - Draw pictures to show role of each resource	Create on-going "How we help our world" sentence on walls. Add student's action when they do something to clean the Earth.	<b>1:</b> 27, 96, 97, 98, 99, 100-101, 104-105
2. Describe the impact of weather on everyday life.	- Discuss weather and seasons daily in morning meeting	Class discussion and participation	<b>1:</b> 56H, 64, 92, 93, 94, 95, 108

3. Act on small-scale, personalized environmental issues such as littering and recycling, and explain why such actions are important.	<ul style="list-style-type: none"><li>- Discuss importance of recycling</li><li>- Have recycling center in classroom for paper and plastics</li></ul>	Students participate in recycling in school all year long.	<b>1:</b> 56F, 100, 101, 102-103, 104-105, 108, 111
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## Grade 2

September	October	November	December	January
<p>Elements of Geography Pages H7-H9</p> <p>Begin Unit One: Our Community</p> <p>Skills: communities City Country Calendar Compass rose</p> <p>Begin map skills</p>	<p>Complete Unit One</p> <p>Begin Unit Two: All About Earth</p> <p>Skills: geography Land forms Bar graphs Natural resources Preservation</p> <p>Continue with map skills</p>	<p>Complete Unit Two</p> <p>Begin Unit Three: Our Past</p> <p>Skills: Native Americans Pilgrims Colonies/states Time lines Continents</p> <p>In depth state reports</p>	<p>Continue with Unit three</p> <p>Additional skill: following routes on a map</p> <p>Continue with state reports</p>	<p>Complete Unit Three</p> <p>Begin Unit Four: All About Work</p> <p>Skills: economics Needs / wants Goods / services Producers / consumers</p>
February	March	April	May	June
<p>Continue Unit Four</p> <p>Additional skills: farm Factory Trade w/ other countries</p> <p>Citizenship: making a difference</p>	<p>Continue Unit Four</p> <p>Begin Unit Five: Our Government</p> <p>Skills: Our country's Government Solving community Problems Using flow charts</p>	<p>Continue Unit Five</p> <p>Skills: Our country's capital Grid maps America's symbols American Heroes Government in Europe</p> <p>Begin individual biographies on famous Americans</p>	<p>Continue Unit Five</p> <p>Continue biographies Begin extensive continent activities</p>	<p>Complete Unit Five</p> <p>Complete biographies Complete continent activities Complete state activities</p>

**6.1: ALL STUDENTS WILL UTILIZE HISTORICAL THINKING, PROBLEM SOLVING, AND RESEARCH SKILLS TO MAXIMIZE THEIR UNDERSTANDING OF CIVICS, HISTORY, GEOGRAPHY, AND ECONOMICS.**

<b>A. Social Studies Skills</b>			
<b>Essential Questions:</b> Whose point of view matters? How do you locate legitimate sources? How are present events related to past events?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Explain the concepts of long ago and far away.	Create a time line of student's life	teacher evaluation of time line	<b>2:</b> 124/125, 162-163, 164-165, 172/173, 220
2. Apply terms related to time including past, present, and future.	Make chart listing past/ present types of transportation, communication, and family fun. Create poster of three pictures of same scene in past, present, and future (ex.: a store in your town)	Correctly complete compare/contrast graphic organizer.  Teacher observation	<b>2:</b> A8, A9, 34, 35, 44, 51, 54/55, 56/57, 86, 107, 116E, 116F, 116/119, 116/119A, 120, 121, 122/123, 126, 130, 134, 138, 158, 162, 163, 164, 166, 167, 168, 169, 172/173, 220, 221, 223, 258, 259
3. Identify sources of information on local, national, and international events (e.g., books, newspaper, TV, radio, Internet).	Using indexes from various textbooks, student will play game to see who can find certain page and topic first. Can also be done with newspapers, TV. listings, etc.	Teacher observation of correctly identifying sources of information	<b>2:</b> 2J, 18-19, 44, 58J, 174J, 200-201, 232J
4. Retell events or stories with accuracy and appropriate sequencing.	Create story webs to share with classmates	Presentation of story webs	<b>2:</b> A8, 40, 41, 82-83, 106-107, 140-141, 153, 154, 156-157, 189, 193, 204, 224-225, 248-249, 276, 277, 278, 279
5. Develop simple timelines.	Create a time line of student's life	Teacher evaluation of time line	<b>2:</b> 121, 162-163, 172/173

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**STANDARD 6.2 (CIVICS) ALL STUDENTS WILL KNOW, UNDERSTAND AND APPRECIATE THE VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY AND THE RIGHTS, RESPONSIBILITIES, AND ROLES OF A CITIZEN IN THE NATION AND THE WORLD.**

<b>A. Civic Life, Politics, and Government</b>			
<b>Essential Questions:</b> What is government and what can it do? Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Explain the need for rules, laws, and government.	Classroom discussion of difference between rules and laws Read story: The Signmaker's Assistant	Write letter to Signmaker's Assistant about importance of following rules	<b>2:</b> A13, 11, 36-37, 146, 246-249, 261, 279, 280
2. Give examples of authority and recognize problems that might arise from lack of effective authority.	Make chart / classroom discussion of jobs/positions of authority	Journal entry: what would our town/ country be like without police officers, mayor, governor, president	<b>2:</b> 178, 186, 242, 243, 246, 247, 248, 249, 255, 256, 257, 284
3. Describe how American citizens can participate in community and political life.	Students will work in pairs to make chart of various ways to volunteer in either community or political life	Successful completion of poster Presentation of poster	<b>2:</b> 42-43, 140-141, 192-193, 244-245, 252-253, 254-255, 256-257, 258-259, 278-279
4. Explain that justice means fairness to all.	Students will act out how to be fair in different situations, such as sharing a pizza	Teacher evaluation of skit	<b>2:</b> 248, 249, 250, 251, 276, 277, 278, 279
5. Explain that a responsibility means something you must or should do.	Student discussion on responsibilities of various people in history; as well as individual responsibilities	Participation in discussion	<b>2:</b> A4-A5, A8-A9, 146-147, 244-245, 246-247, 248-249, 252-253, 276-277, 278-279

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<b>B. American Values and Principles</b>			
<b>Essential Questions:</b> How have the basic values and principle of American democracy changed and in what ways have they been preserved?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Identify symbols of American values and beliefs such as the American Flag and the Statue of Liberty.	Workbook pg. 56 Create collage of American symbols using pictures from magazines	Correct completion of page Correct completion of collage	<b>2:</b> A6-A7, 82-83, 150-151, 232E, 232F, 232H, 238/239, 240/241, 243, 248-249, 260-261, 262-263, 264-265, 266-267, 268-269, 270-271, 272-273
<b>C. The Constitution and American Democracy</b>			
<b>Essential Questions:</b> How does the government established by the Constitution embody the purposes, values, and principles of the American Dream? How can a government decision be based on a Constitution that does not explicitly state the answer? Why have roles and responsibilities of U.S. citizens changed?			
1. Identify community and government leaders (e.g., mayor, town council, President of the United States).	Workbook page 51 Complete teacher directed quiz on mayor, governor, president (see test page 243)	Teacher evaluation of quiz	<b>2:</b> A8-A9, A14, 8/9, 187, 188-189, 191, 242-243, 245, 246-247, 248-249, 250, 253, 261, 262, 280-281
<b>D. Citizenship</b>			
<b>Essential Questions:</b> How can citizens and groups participate effectively in the democratic process? Can the rights of Americans citizens ever cause conflict among them?			
1. Identify examples of responsible citizenship in the school setting.	Create a puppet show with two endings—one fair, one unfair. Discuss which is the better solution and why	Teacher observation List ways in journal to be a responsible classroom citizen	<b>2:</b> A14, 38-39, 42-43, 108-109, 140-141, 192-193, 250-251
2. Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and	Complete “Gallery of American Stars” Activity from Unit 5 ongoing Activity Project	Successful completion of activity	<b>2:</b> A8, 143, 148-149, 154, 249, 273, 274-275, 292

identify the characteristics that have made them good examples.			
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<b>E. International Education: Global Challenges, Cultures, and Connections</b>			
<b>Essential Questions:</b> What is the formal and informal relationship of the United States to other nations? What social, political, and economic opportunities and problems arise when cultures interact? How do we affirm individual and group identities and at the same time learn respect and appreciate the identities of others?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Explain that the United States is a diverse nation and one of many nations in the world.	Create landforms mobiles Complete pgs.16, 17, & 18 from workbook Fill in continents and oceans on blank maps	Correctly identify seven continents and four major oceans Correctly identify six landforms	<b>2:</b> H11, 70, 71, 72, 73, 74, 112, R2
2. Identify traditions and celebrations of various cultures (e.g., Chinese New Year, Cinco de Mayo).	Discussion of various holidays across cultures	Discussion and participation	<b>2:</b> A15, 8/9, 16, 23, 27, 34-35, 87, 139, 160-161, 270, 271, 288, 289, 290, 291, 292, 293, 294, 295
3. Participate in activities such as dance, song, and games that represent various cultures.	Play games; sing songs that are representative of different cultures	Active participation	<b>2:</b> 12-15, 16-17, 20-21, 22-23, 24-25, 34-35, 46-49, 50-51, 53, 86-89, 127, 128-129, 130-131, 137-139, 168-169

**STANDARD 6.3 (WORLD HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND THE FUTURE.**

Learn content and skills found in Standards 6.1 (Social Studies Skills) and 6.2 (Civics)

**STANDARD 6.4 (UNITED STATES AND NEW JERSEY HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF UNITED STATES AND NEW JERSEY HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND FUTURE.**

<b>A. Family and Community Life</b>			
<b>Essential Questions:</b> How have my family’s heritage and traditions influenced my current family life? How am I connected to the past? Why can traditions sometime not be maintained? What impact has New Jersey made on American history?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Recognize change and continuity in their lives.	Make compare/contrast chart: what has changed / stayed the same since your parents were your age	Teacher evaluation of chart	2: A16, 30, 31, 32, 33, 34, 35
2. Describe their family history through two generations.	Draw a picture of something important in your family history	Teacher evaluation of picture	2: 116F, 140-141
3. Compare family life today with long ago.	Make compare / contrast chart: what has changed or stayed the same in families from 100 years ago	Teacher evaluation of chart	2: 52-53, 116F, 116, 117, 118, 119, 168-169
4. Tell about their family heritage using stories, songs, and drawings.	Make story, song, or drawing about your family heritage	Teacher evaluation of project	2: 116E, 116F, 127
<b>B. State and Nation</b>			
<b>Essential Questions:</b> As a nation of immigrants, how should immigration best be regulated? Is it likely that the United States will remain world superior in the 21 <sup>st</sup> century? Why or why not? How can a society as diverse as the US ever fairly balance majority rule with minority rights? Why does racial prejudice still exist? Are we ethically responsible for resolving global problems? Is America a land of opportunity?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Recognize the names of major figures in American history, including George Washington,	Complete a biography of a famous American and present it to the class	Acceptable evaluation of biography presentation	2: A8, A13, 143, 145, 153, 154-155, 157, 276, 278, 291

Abraham Lincoln, Sacajawea, Harriet Tubman, Susan B. Anthony, and Martin Luther King Jr.			
2. Discuss the contributions of important women, African Americans, and Native Americans to United States and New Jersey history.	Make poster of a famous woman OR a Native or African American that includes pictures Present poster to the class	Acceptable evaluation of biography presentation	2: A8, A13, 153, 156, 157, 276, 277, 278, 279, 291
3. Explain the historical significance of major national holidays (e.g. Independence Day, Labor Day) and American symbols.	Create “web” of a particular holiday and the reasons for the holiday	Teacher evaluation of holiday web	2: 138-139, 271, 288, 289, 290, 291, 292, 293, 294-295
4. Relate why important national buildings, statues, and monuments are associated with our national history.	Create a “postcard” of a monument with its picture on one side, and why it is important on the other	Teacher evaluation of postcard	2: 171, 232E, 238/239, 240, 241, 243, 248-249, 260, 261, 262-263, 265, 268, 269

**STANDARD 6.5 (ECONOMICS) ALL STUDENTS WILL ACQUIRE AN UNDERSTANDING OF KEY ECONOMIC PRINCIPLES.**

<b>A. Economic Literacy</b>			
<b>Essential Questions:</b> How is price determined?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Identify the basic goods and services a family needs for everyday life.	Make two posters labeled goods & services. Groups will	Presentation of posters	2: 174F, 174G, 174H, 182/183, 196-199, 202-203, 204-205, 207, 214-215

	cuts pictures from magazines & label goods and services a family generally needs/uses		
2. Explain how the products individuals eat, wear, and use impact their health and safety and the environment.	Create a sequence chart on a product that shows how the product is turned into a finished product	Teacher assessment—each student researches individual product	2: 58E, 94-95, 208-209, 210, 211, 214
3. Identify various forms of currency (e.g., penny, nickel, quarter, and dollar).	Place coins on teacher-made chart identifying various coin values	Teacher evaluation	2: A12, 174E, 174H, 174-177, 178, 179, 180/181, 182/183, 184, 185, 186-187, 190, 191, 192-193, 195, 196-197, 198, 199, 228/229
4. Explain what it means to "save" money.	Make pie chart with needs and wants. Add savings to chart; student will choose an item he wants to save towards	Presentation of pie chart	2: 192, 198-199

**STANDARD 6.6 (GEOGRAPHY) ALL STUDENTS WILL APPLY KNOWLEDGE OF SPATIAL RELATIONSHIPS AND OTHER GEOGRAPHIC SKILLS TO UNDERSTAND HUMAN BEHAVIOR IN RELATION TO THE PHYSICAL AND CULTURAL ENVIRONMENT.**

<b>A. The World in Spatial Terms</b>			
<b>Essential Questions:</b> How do geographic tools and technologies pose and answer questions about spatial distributions and patterns on Earth?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Explain the spatial concepts of location, distance and direction, including: 1.0 The location of school, home, neighborhood, community,	Worksheet pages 1,2,3,4,9,16,17,18,25,36,45,59	Correct completion of workbook pages over time	2: H10, H11, H13, 13, 16, 24, 29, 43, 47, 53, 56, 66, 68, 70, 72, 73, 74, 76, 78, 80, 85, 89, 111, 114, 127, 135, 141, 142, 165, 166, 169, 193, 212, 215, 216, 227, 230, 255,



state, and country			261, 265, 268, 269, 283, 285, R2-R3, R4-R5, R6-R7
2.0 The relative location of the community and places within it			
3.0 The location of continents and oceans			
<b>B. Places and Regions</b>			
<b>Essential Questions:</b> How does human migration affect a region?			
1. Describe the physical features of places and regions on a simple scale.	Create imaginary continent map using clay, construction paper, etc. Include landforms and bodies of water	Teacher evaluation	<b>2:</b> 58E, 58G, 58H, 68/69, 70C, 70E, 72, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 92, 93, 96, 97, 107, 110-115, 218-219
2. Describe the physical and human characteristics of places.	Make poster of three places in community on construction paper and label	Teacher evaluation	<b>2:</b> A10, H11, 2E, 6-7, 8/9, 10/11, 12-13, 20-23, 70, 71, 72, 186-187, 242, 246, 252-257
<b>C. Physical Systems</b>			
<b>Essential Questions:</b> Is geography destiny? How do natural resources affect the course of history?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Recognize that the relationship of the Earth to the sun affects weather conditions, climate, and seasons.	Fold construction paper into fourths. Create a section on each season describing weather, activities, clothing, etc.	Successful completion of poster	<b>2:</b> 58E, 58F, 64-65, 86, 87, 88, 89, 90, 91
<b>D. Human Systems</b>			
<b>Essential Questions:</b> What are the potential limits of technology?			
1. Identify the types of transportation used to move goods and people.	Brainstorm class chart of all different types of transportation on water, land, and air	Student participation	<b>2:</b> A16, 2F, 2H, 30-31, 54, 215, 216-217, 220-221, 225, 227, 230, 256
2. Identify the modes of communication used to transmit ideas.	Student discussion of ways people share information and	Student participation	<b>2:</b> 2G, 32-33, 34-35, 54

	how those ways have changed throughout history		
<b>E. Environment and Society</b>			
<b>Essential Questions:</b> How do human activity and environment affect each other? How big a threat is global warming?			
1. Describe the role of resources such as air, land, water, and plants in everyday life.	Workbook pages 21 and 22	Correct completion of workbook pages	<b>2:</b> 58E, 58F, 68/69, 70C, 70D, 92, 93, 94, 95, 97, 99, 102-105
2. Describe the impact of weather on everyday life.	Workbook page 19	Correct completion of workbook page	<b>2:</b> 58E, 58F, 58G, 86, 87, 88, 89, 90, 91
3. Act on small-scale, personalized environmental issues such as littering and recycling, and explain why such actions are important.	Workbook page 24 Discussion/plan of how each person can help environment. Create simple plan outlining how to help environment	Student participation	<b>2:</b> 58F, 58H, 98, 99, 102, 103, 104, 105, 106, 107, 111, 112, 113, 114, 115

### GRADE 3

<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>
<b><u>Social Studies</u></b>  Unit 1 People Build Communities  NJ Focus: Compare family life in a community of the past to life in a community of the present	<b><u>Social Studies</u></b>  Unit 1 People Build Communities (cont)	<b><u>Social Studies</u></b>  Unit 2 Communities Have History  NJ Focus: Discuss how families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, and celebrations.	<b><u>Social Studies</u></b>  Unit 2 Communities Have History  NJ Focus: Compare the major early culture of the Lenape that existed in the region that became New Jersey prior to contact with the Europeans
<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>
<b><u>Social Studies</u></b>  Unit 3: Communities At Work  NJ Focus: Identify and discuss major scientific discoveries and inventions, the scientists and inventors who developed them (e.g., Thomas Edison), and their impact on life today.	<b><u>Social Studies</u></b>  Unit 3: Communities At Work	<b><u>Social Studies</u></b>  Unit 4: Communities Have Governments  NJ Focus: Identify major documents and symbols in New Jersey and American history, including the Mayflower Compact, the Declaration of Independence, the United States Constitution, the New Jersey State Seal, and Martin Luther King Jr.'s "I Have a Dream" speech.	<b><u>Social Studies</u></b>  Unit 4: Communities Have Governments  NJ Focus: Discuss the reasons why revolutionary leaders, including George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston fought for independence from England.
<b>May</b>	<b>June</b>		
<b><u>Social Studies</u></b>	<b><u>Social Studies</u></b>		

<p>Unit 5: Many Cultures One Country</p> <p>NJ Focus: Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.</p> <p>Explain that Americans have come from different parts of the world and have a common American heritage, in addition to the heritage of the countries of origin.</p>	<p>Unit 5: Many Cultures One Country</p> <p>NJ Focus: Discuss the experiences of immigrants who came to the United States and New Jersey, including reasons for immigrating, experiences at Ellis Island, and working and living conditions in America.</p>		
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**6.1: ALL STUDENTS WILL UTILIZE HISTORICAL THINKING, PROBLEM SOLVING, AND RESEARCH SKILLS TO MAXIMIZE THEIR UNDERSTANDING OF CIVICS, HISTORY, GEOGRAPHY, AND ECONOMICS.**

<b>A. Social Studies Skills</b>			
<b>Essential Questions:</b> Whose point of view matters? How do you locate legitimate sources? How are present events related to past events?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Explain how present events are connected to the past.	Discuss the holidays Americans celebrate and the traditions they follow and why they were started	Students write about their favorite holiday or tradition	<b>3:</b> 5, 9, 10C, 16, 17, 20, 21, 24, 25, 26, 55, 60, 70, 76, 77, 94, 100, 122C, 130, 132, 133, 134-135, 223, 232, 241, 242, 243, 244, 252, 253, 256, 257, 263, 264, 285, 285-305, 337

2. Apply terms related to time including years, decades, centuries, and generations.	Brainstorm and list events that happened years ago, decades ago, centuries, and generations	Make a chart on chalk board listing events in the categories of years, centuries, and generations ago	<b>3:</b> 72-73, 74-75, 80-81, 84-85, 91, 96, 104
3. Locate sources for the same information (e.g., weather forecast on TV, the Internet or in a newspaper).	Listen to weather report on two or more mediums. Compare the report	Oral presentation to the class	<b>3:</b> 19, 35, 54, 110, 111, 210-211, 300-301
4. Organize events in a time line.	Make a time line of important events in your life	Teacher evaluation of timeline project	<b>3:</b> 53, 64F, 104-105, 231, 257
5. Distinguish between an eyewitness account and a secondary account of an event.	Report to the class something they saw happen. Students listen to the teacher read “Paul Revere”	Class discussion on the differences	<b>3:</b> 16, 64-69, 75, 80, 87, 99, 111, 125, 171, 188, 206, 233, 240-241, 254, 288, 298, 300-301, 304
6. Distinguish fact from fiction.	Read a legend such as Pecos Bill	Make a chart listing what could really happen (non-fiction) and what couldn't (fiction)	<b>3:</b> 293, 294, 295, 296, 297, 298, 299, 310, 311

**STANDARD 6.2 (CIVICS) ALL STUDENTS WILL KNOW, UNDERSTAND AND APPRECIATE THE VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY AND THE RIGHTS, RESPONSIBILITIES, AND ROLES OF A CITIZEN IN THE NATION AND THE WORLD.**

**A. Civic Life, Politics, and Government**

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

<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Describe the characteristics of an effective rule or law (e.g., achieves purpose, clear, fair, protects rights and the common good).	Journal – tell why we need rules. What would our classroom/school be like if there were no rules	Read journal entry to class	<b>3:</b> 22, 174, 216, 218, 221, 248, 249, 251, 254, 255, 268
3. Recognize that government exists at the community, county, state, and federal levels.	Students collect newspaper articles about their local, state and federal government	Make a poster displaying each one in different sections	<b>3:</b> 214E, 216, 217, 218, 220, 221, 222, 223, 224, 225, 226, 227, 247
5. Describe the contributions of voluntary associations and organizations in helping government provide for its citizens.	Pairs of students interview a person that does volunteer work	Each team reports their findings from different volunteer groups	<b>3:</b> A14, 249, 252, 262-263, 264, 265, 266, 267, 268-269

<b>B. American Values and Principles</b>			
<b>Essential Questions:</b> How have the basic values and principle of American democracy changed and in what ways have they been preserved?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Identify the fundamental values and principles of American democracy expressed in the Pledge of Allegiance, the	Review the Pledge of Allegiance and what its words mean	List ways that people in a community work for the common good (p. 255)	<b>3:</b> A2-A3, A4-A5, A6-A7, A8-A9, 14, 15, 37, 214-215, 216, 218-219, 233, 251-255, 270-271, 332-333

Declaration of Independence, the United States Constitution and the Bill of Rights, and the first New Jersey Constitution.			
2. Explain the significance of symbols of American values and beliefs, including the Statue of Liberty, the Statue of Justice, the American Flag, and the national anthem.	Review the National anthem and what its words mean	Sing the National Anthem together	<b>3:</b> A7, A10-A11, 36, 214-215, 216-217, 219, 230-231, 232, 236, 237, 238-239, 254, 255
4. Evaluate the importance of traditions, values, and beliefs which form a common American heritage in an increasingly diverse American society.	Have International Day where student share heritage, traditions, food, values, and beliefs	Write what you learned about other countries	<b>3:</b> A8-A9, H2, 2E, 13, 15, 37, 44, 45, 46, 47, 64, 67, 79, 81, 88, 99, 115, 116, 122, 127, 132, 166, 167, 176, 214, 215, 219, 250, 251, 252, 253, 254, 256, 259, 267, 269, 272, 288, 298, 318, 326, 332, 333, 354

<b>C. The Constitution and American Democracy</b>			
<b>Essential Questions:</b> How does the government established by the Constitution embody the purposes, values, and principles of the American Dream? How can a government decision be based on a Constitution that does not explicitly state the answer? Why have roles and responsibilities of U.S. citizens changed?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Discuss how the Constitution describes how the United States government is organized and how it defines and limits the power of government.	Read portions of the Constitution and show replicas. Read books on third grade level about the Constitution	Make a classroom constitution with rules that affect the classroom	<b>3:</b> A5, 235
4. Delineate the respective roles of the three branches of the federal	Make a poster depicting the three branches of government	Assess posters	<b>3:</b> 216, 217, 230, 231, 234-235, 237, 246-247

and state governments.			
<b>D. Citizenship</b>			
<b>Essential Questions:</b> How can citizens and groups participate effectively in the democratic process? Can the rights of Americans citizens ever cause conflict among them?			
1. Explain that a citizen is a legally recognized member of the United States with rights and responsibilities, such as voting in elections and serving on juries.	Discuss groups students belong to, such as a class. Discuss responsibilities as a member of the class.	Make a list of the rights and responsibilities as a class member	<b>3:</b> H2, 2E, 13, 15, 37, 44, 45, 46, 47, 64, 67, 79, 81, 88, 99, 115, 116, 122, 127, 132, 166, 167, 176, 214, 215, 218, 221, 248, 250, 251, 252, 253, 254, 256, 259, 267, 269, 272, 288, 298, 318, 326, 332, 333, 354
2. Describe the significant characteristics of an effective citizen and discuss ways to influence public policy (e.g., serving in elected office, working on a campaign).	Student write a brief biography of a local hero who helped someone during and emergency	Biography read out loud to class.	<b>3:</b> A5, A13, 2E, 14-15, 22, 37, 46-47, 48-49, 218-219, 222, 227, 256-257, 270-271, 280, 281, 286
3. Describe the process by which immigrants can become United States citizens.	Students research the steps to become a citizen. Make a poster to show the steps	Assess posters	<b>3:</b> 286

<b>E. International Education: Global Challenges, Cultures, and Connections</b>			
<b>Essential Questions:</b> What is the formal and informal relationship of the United States to other nations? What social, political, and economic opportunities and problems arise when cultures interact? How do we affirm individual and group identities and at the same time learn respect and appreciate the identities of others?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Explain that the world is divided into many nations consisting of territory and people,	Students choose a country; develop a map a report describing it government,	Assess reports and presentation of report	<b>3:</b> H14, 52-53, 202-203, 240-241, 334-335, R4-R5, R6, R8, R10, R14, R16, R17



with their own government, languages, customs, and laws.	language, customs, and laws.		
3. Explain why it is important for nations to communicate and resolve disagreements through peaceful means.	Students demonstrate knowledge of US interdependence with other nations by making a poster depicting goods imported and exported	Posters	<b>3:</b> 53-57, 202-207, 240-245
5. Identify current issues that may have a global impact (e.g., pollution, diseases) and discuss ways to address them.	Students make posters explaining why people should not buy products made from endangered animals	Assess posters	<b>3:</b> 202, 203, 204, 205, 206, 207, 243
6. Explain why it is important to understand diverse peoples, ideas, and cultures.	On a large map, have students put a flag with their name on it to indicate where their parents and/or grandparents came from. Discuss what we all have in common	Write a list of commonalities and develop list of foods and customs that we enjoy and identify where each came from.	<b>3:</b> A15, 16, 21, 22, 23, 27, 31, 33, 34, 59, 75-76, 81, 85-89, 108-109, 116-117, 188, 240-241, 244, 285, 292-299, 302-307, 308-309, 314-321, 326-331, 334-339, 342-343, 348, 349, 350, 351, 352, 353, 356, 357, 358

<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
7. Explain that even within a culture, diversity may be affected by race, religion, or class.	Make a chart of the local holiday celebrations that includes the name of the celebration and a symbol	Assess chart	<b>3:</b> A15, 16, 54, 56, 76, 77, 78, 79, 80, 241, 243, 311, 312C, 314-321, 324-331, 334, 341, 347
8. Identify aspects of culture and heritage presented in literature, art, music, sport, or the media.	International Day - students learn about the culture and heritage of many different	Compare and contrast to our own American cultures.	<b>3:</b> 16, 17, 75, 79, 80, 81, 241, 311, 314, 315, 316-317, 319, 320, 334, 337, 338, 339, 341, 347, 348, 349, 350, 351, 352, 353, 354, 356, 357,

	countries		358, 359
9. Examine common and diverse traits of other cultures and compare to their own culture.			<b>3:</b> A15, 16, 21, 22, 23, 27, 31, 33, 34, 59, 75-76, 81, 85-89, 108-109, 116-117, 188, 240-241, 244, 285, 292-299, 302-307, 308-309, 314-321, 326-331, 334-339, 342-343, 348, 349, 350, 351, 352, 353, 356, 357, 358
10. Use technology to learn about students and their families in other countries through classroom links, email, and Internet research.	Choose “pen pals” from other countries –(can utilize <a href="http://www.epals.com">www.epals.com</a> )	Compare and contrast family to pen pal family utilizing Venn diagram	<b>3:</b> 57, 207, 236, 245, 274F, 281, 287, 289, 307, 311, 339
11. Define stereotyping and discuss how it impacts self-image and interpersonal relationships.	Discuss examples of discrimination they have heard of or witnessed. Write about how each felt.	Assess essays	<b>3:</b> 118, 119, 309, 354

**STANDARD 6.3 (WORLD HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND THE FUTURE.**

Learn content and skills found in Standards 6.1 (Social Studies Skills) and 6.2 (Civics)

**STANDARD 6.4 (UNITED STATES AND NEW JERSEY HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF UNITED STATES AND NEW JERSEY HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND FUTURE.**

<b>A. Family and Community Life</b>			
<b>Essential Questions:</b> How have my family’s heritage and traditions influenced my current family life? How am I connected to the past? Why can traditions sometime not be maintained? What impact has New Jersey made on American history?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Discuss how families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, and celebrations.	Share as a class different stories, songs, celebrations, etc. they learned from their parents and/or grandparents. Write an essay comparing similarities and differences	Assess essays	<b>3:</b> 2-7, 36, 64F, 64-69, 75, 119, 150-155, 214-215, 241, 274-279, 293, 303, 306, 307, 328
2. Compare family life in a community of the past to life in a community of the present.	View movie “Little House on the Prairie”. Make a chart to compare daily life then and now	Assess charts	<b>3:</b> 5, 9, 10C, 16, 17, 20, 21, 24, 25, 26, 55, 60, 70, 76, 77, 94, 100, 122C, 130, 132, 133, 134-135, 223, 232, 241, 242, 243, 244, 252, 253, 256, 257, 263, 264, 285-305, 337

<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
3. Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.	Make a chart of groups that came to America and problems encountered	Assess charts	<b>3:</b> 73, 94-95, 106, 107, 108, 109, 110, 111, 114, 115, 116, 117, 118, 119

5. Explain that Americans have come from different parts of the world and have a common American heritage, in addition to the heritage of the countries of origin.	Color in a big map of the world to show what countries each of their ancestors came from. Write about traditions from ancestry and American traditions	Assess essays	<b>3:</b> 84-85, 94-95, 106, 107, 108, 109, 110, 111, 285, 306, 316, 324-331
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**B. State and Nation**

**Essential Questions:** As a nation of immigrants, how should immigration best be regulated? Is it likely that the United States will remain world superior in the 21<sup>st</sup> century? Why or why not? How can a society as diverse as the US ever fairly balance majority rule with minority rights? Why does racial prejudice still exist? Are we ethically responsible for resolving global problems? Is America a land of opportunity?

<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Compare the major early culture of the Lenape that existed in the region that became New Jersey prior to contact with the Europeans.	List the things the early Europeans and Lenape learned from each other	Makes a chart: Before Europeans/After Europeans	Supplemental materials
2. Discuss the reasons why revolutionary leaders, including George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston fought for independence from England.	Choose a leader. Write a letter to England stating why you would like independence as if you were that famous person	Asses the letters as they are read to the class	<b>3:</b> A2, 96, 298, 355, 359

<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
4. Identify major documents and symbols in New Jersey and American history, including the Mayflower Compact, the Declaration of Independence, the	Students read excerpts from the documents and the class must guess which document is being read – complete as a quiz	Assess quizzes	<b>3:</b> A2-A3, A4-A5, 118, 119, 354, 359

United States Constitution, the New Jersey State Seal, and Martin Luther King Jr.'s "I Have a Dream" speech.			NJ: Outside Sources
5. Identify and discuss major scientific discoveries and inventions, the scientists and inventors who developed them (e.g., Thomas Edison), and their impact on life today.	Make a memory match game with inventors and their discoveries	Assess: give a matching inventor to invention quiz	<b>3:</b> A16, 122-123, 124-131, 132, 138-139, 141, 142-143
6. Discuss the experiences of immigrants who came to the United States and New Jersey, including reasons for immigrating, experiences at Ellis Island, and working and living conditions in America.	Read orally excerpts from journals of various immigrants	Write an essay on what student learned about immigration	<b>3:</b> 106, 107, 108, 109, 110, 111, 286

8. Discuss the value of the American national heritage including:			
<ul style="list-style-type: none"> <li>Diverse folklore and cultural contributions from New Jersey and other regions in the United States</li> </ul>	Students read a book about American folk heroes, write a report, and give a presentation using props and costumes	Assess presentations	<b>3:</b> 274E, 274F, 274-279, 280-281, 282-283, 284-289, 292-299, 300-301, 302-307, 308-309, 310-311
<ul style="list-style-type: none"> <li>History and values celebrated in American songs, symbols, slogans, and major holidays</li> </ul>	Sing the song "this is My Country". Discuss what it means. Write and sing a new verse to it.	Present and perform the song and new verse to second grade class.	<b>3:</b> A7, A10-A11, 36, 214-215, 216-217, 219, 230-231, 232, 236, 237, 238-239, 254, 255

<ul style="list-style-type: none"> <li>Historical preservation of primary documents, buildings, places of memory, and significant artifacts</li> </ul>	Brainstorm a list of questions students want to find out about the Vietnam Veterans Memorial. Break into small groups to research and record information. Present findings to class including a photo, map or drawing	Assess presentations	<b>3:</b> A2-A3, A4-A5, 104-105, 118, 119, 232, 236, 237, 274F, 308-309, 354, 359  <b>Outside sources</b>
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**STANDARD 6.5 (ECONOMICS) ALL STUDENTS WILL ACQUIRE AN UNDERSTANDING OF KEY ECONOMIC PRINCIPLES.**

<b>A. Economic Literacy</b>			
<b>Essential Questions:</b> How is price determined?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Distinguish between goods (e.g., objects) and services (e.g., activities).	Make a list of goods you and your family buy a list of services	Explain what the difference between goods and wants	<b>3:</b> 158-159, 160-161, 162-163, 170-175, 176-177, 206-207, 212

<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
2. Distinguish between a want and a need and explain how to choose needed goods and services.	Make a poster of magazine pictures displaying needs and wants in the categories of goods and services	Assess posters	<b>3:</b> 158, 169, 170-175
3. Explain the three functions of money in the economy. <ul style="list-style-type: none"> <li>Medium of exchange (e.g., buying)</li> </ul>	Plan a class party. Make a list of what to buy. Use supermarket flyers to compare prices. Decide where to go to	Compare prices and tell the amount saved by budgeting and doing comparison shopping	<b>3:</b> 156, 158-159, 160, 162, 163, 164, 170-175, 265, 331

<ul style="list-style-type: none"> <li>• Measure of value (e.g., price comparison)</li> <li>• Store of value (e.g., saving)</li> </ul>	get the best bargains		
6. Define consumers as buyers and producers as workers and sellers.	Set up a mock market-place to practice buying and selling. Take turns being a buyer and a seller	Write an essay about the experiences as a buyer and a seller	<b>3:</b> A12, 158, 160-165, 180-181, 182-189, 196, 202-203, 212
8. Describe how to earn and save money in order to purchase a needed or desired item.	Tell about an item you really want, what chores are you willing to do to get money? Make a savings plan	Read essay to class.	<b>3:</b> 158-159, 160-165, 166-167, 170-175, 176-177, 212

**STANDARD 6.6 (GEOGRAPHY) ALL STUDENTS WILL APPLY KNOWLEDGE OF SPATIAL RELATIONSHIPS AND OTHER GEOGRAPHIC SKILLS TO UNDERSTAND HUMAN BEHAVIOR IN RELATION TO THE PHYSICAL AND CULTURAL ENVIRONMENT.**

<b>A. The World in Spatial Terms</b>			
<b>Essential Questions:</b> How do geographic tools and technologies pose and answer questions about spatial distributions and patterns on Earth?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
2. Describe and demonstrate different ways to measure distance (e.g., miles, kilometers, time).	On a map (pg. 83) find the distance between places first in miles, then in kilometers	Teacher evaluation of answers	<b>3:</b> 82-83, R6, R8, R12, R18-R19
3. Estimate distances between two places on a map using a scale of miles.	Make a map of an imaginary place. Make points of interest and cities. Make a scale on the map. Estimate distances between places.	Switch maps with a partner	<b>3:</b> 82-83, R6, R8, R12, R18-R19

5. Identify the major countries, continents, bodies of water, and mountain ranges of the world.	Make a large poster of map of the world. Label all parts. Show mountain range with symbols.	Teacher evaluation of maps	<b>3:</b> H10, 31, 32, 33, 53, 205, 238, 290-291, 335, R4-R5, R6-R7, R9, R10-R11, R15, R20-R21
<b>B. Places and Regions</b>			
<b>Essential Questions:</b> How does human migration affect a region?			
1. Identify the physical and human characteristics of places and regions in New Jersey and the United States (e.g., landforms, climate, vegetation, housing).	Make booklets on specific places that include maps showing landforms, and essays telling/showing drawings of climate, vegetation, housing, etc.	Teacher evaluation of booklets	<b>3:</b> H14, H15, H16, 32, 38-39, 200-201, 238-239, R14-R15, R20-R21
4. Discuss factors involved in the development of cities (e.g., transportation, food, marketplace, religion, military protection).	Choose a city such as NYC, San Francisco, Chicago, and research their histories. Make reports	Read reports to class Teacher evaluation of reports	<b>3:</b> 28-29, 31, 59, 72-73, 95, 102, 103, 106-111, 116-117, 118
<b>C. Physical Systems</b>			
<b>Essential Questions:</b> Is geography destiny? How do natural resources affect the course of history?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Describe the basic components of the Earth's physical systems, including landforms, water, erosion, weather, and climate and discuss their impact on human development.	Compare the lives of people in Alaska, Hawaii, Florida, and NJ in relation to their physical systems. Do reports on each of these areas; comparing and contrasting	Read reports to class Teacher evaluation	<b>3:</b> H14, H15, 32, 33, 34-35, 38-39, R14-R15, R20-R21
<b>D. Human Systems</b>			
<b>Essential Questions:</b> What are the potential limits of technology?			
1. Describe the development of transportation and communication networks in New Jersey and the United States.	Students choose to do a report on one topic from transportation (covered	Read report to class Teacher evaluation	<b>3:</b> H4, 102-103, 132-133, 142, 180C, 181, 192-195, 196, 198-199, 200-201, 202-208, 212



	wagons, railroad, ships) or communication (pony express, telephone, telegraph, etc)		
<b>E. Environment and Society</b>			
<b>Essential Questions:</b> How do human activity and environment affect each other? How big a threat is global warming?			
1. Describe the role of resources such as air, land, water, and plants in everyday life.	Have small groups make murals showing what life was like during colonial times and how they used the natural resources of the area	Display and teacher evaluation of murals	<b>3:</b> 58E, 58F, 68/69, 70C, 70D, 92, 93, 94, 95, 97, 99, 102-105
2. Describe the impact of weather on everyday life.	In the study of colonial times, students describe how the colonists must have felt during the winter of 1609-1610	Teacher evaluation of essays	<b>3:</b> 58E, 58F, 58G, 86, 87, 88, 89, 90, 91
3. Act on small-scale, personalized environmental issues such as littering and recycling, and explain why such actions are important.	Make posters promoting recycling or not littering	Teacher evaluation of posters	<b>3:</b> 58F, 58H, 98, 99, 102, 103, 104, 105, 106, 107, 111, 112, 113, 114, 115

**Grade 4**

<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>
<b><u>Social Studies</u></b>	<b><u>Social Studies</u></b>	<b><u>Social Studies</u></b>	<b><u>Social Studies</u></b>
Unit 1 Our National Story  NJ focus: Discuss New Jersey's	Unit 1 Our National Story (cont) Unit 2 The US: It's Land and People	Unit 2 The US: It's Land and People	Unit 3: The North East  NJ focus: Describe products and

role during the American Revolution	NJ focus: Discuss folklore and cultural contributions from New Jersey	NJ focus: Identify and discuss major scientific discoveries and inventions of NJ scientists and inventors	services that are developed, manufactured, or grown in NJ
<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>
<b><u>Social Studies</u></b> Unit 3: The North East (cont)  NJ focus: Describe the geography of NJ	<b><u>Social Studies</u></b> Unit 4: The South East	<b><u>Social Studies</u></b> Chap. 13/14 Unit 5: The Midwest	<b><u>Social Studies</u></b> Unit 6: The South West
<b>May</b>	<b>June</b>		
<b><u>Social Studies</u></b> Unit 6: The South West (cont)	<b><u>Social Studies</u></b> Unit 7: The West		

New Jersey Topics to be dispersed throughout year where appropriate:

- Discuss New Jersey's role during the American Revolution
- Discuss folklore and cultural contributions from New Jersey
- Identify and discuss major scientific discoveries and inventions of NJ scientists and inventors
- Describe products and services that are developed, manufactured, or grown in NJ
- Describe geography of NJ

corresponds with pages:

212-217  
24-25, 36, 75-92, 138-145 210-211 233 340 404-405 418

**6.1: ALL STUDENTS WILL UTILIZE HISTORICAL THINKING, PROBLEM SOLVING, AND RESEARCH SKILLS TO MAXIMIZE THEIR UNDERSTANDING OF CIVICS, HISTORY, GEOGRAPHY, AND ECONOMICS.**

<b>A. Social Studies Skills</b>			
<b>Essential Questions:</b> Whose point of view matters? How do you locate legitimate sources? How are present events related to past events?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Explain how present events are connected to the past.	Write “Past” and “Present” at the top of the graphic organizer and make a connection between events.	Graphic organizer.	<b>4:</b> 166-171, 232-237, 292-297, 358-363, 426-431
2. Apply terms related to time including years, decades, centuries, and generations.	Define words on note cards.	Vocabulary quiz	<b>4:</b> 23, 87, 90-91, 93, 109, 169, 175, 215, 223, 241, 256-257, 275, 305, 352, 371, 408, 439
3. Locate sources for the same information (e.g., weather forecast on TV, the Internet or in a newspaper).	Define words related to current events.	Report the weather and write a summary of the current events.	<b>4:</b> A14, 16-17, 98-99, 106-107, 112F, 156-157, 244F, 302, 303, 368, 392-393, 424-425
4. Organize events in a time line.	Create a timeline in the computer lab. Microsoft Word.	Timeline	<b>4:</b> 23, 87, 90-91, 93, 109, 169, 175, 215, 223, 241, 256-257, 275, 305, 352, 371, 408, 439
5. Distinguish between an eyewitness account and a secondary account of an event.	Watch a movie and read a short story.	Compare/Contrast Writing	<b>4:</b> 59, 78, 125, 150, 178-181, 190, 193, 207, 244-247, 265, 277, 323, 339, 351, 384, 411, 416-417
6. Distinguish fact from fiction.	Find examples in the textbook of facts. Use short stories to identify examples of fact and fiction.	Make a list of facts from the social studies textbook.	<b>4:</b> 42-45, 112-115, 178-181, 244-247, 308-311, 374-377

**STANDARD 6.2 (CIVICS) ALL STUDENTS WILL KNOW, UNDERSTAND AND APPRECIATE THE VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY AND THE RIGHTS, RESPONSIBILITIES, AND ROLES OF A CITIZEN IN THE NATION AND THE WORLD.**

<b>A. Civic Life, Politics, and Government</b>			
<b>Essential Questions:</b> What is government and what can it do? Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Describe the characteristics of an effective rule or law (e.g., achieves purpose, clear, fair, protects rights and the common good).	Bill of Rights & Constitution Discussion.	Discussion.	<b>4:</b> A13, 28-29, 139, 156-157, 167-169
2. Differentiate between power and authority.	Discuss the meaning of being in charge and what it means to people.	Discussion	<b>4:</b> A2-A3, 28-29
3. Recognize that government exists at the community, county, state, and federal levels.	Show all levels of the government – county, state, and federal. Demonstrate the different branches of each type of government.	Diagram – circle of power. Branches chart.	<b>4:</b> A13, 26, 28-29
4. Recognize national, state, and local legislators and government officials and explain how to contact them for help or to express an opinion.	Locate telephone numbers, email addresses, and different ways to contact your government. Write a letter to your local government.	Letter to your mayor or congressman.	<b>4:</b> 28-29

<b>B. American Values and Principles</b>			
<b>Essential Questions:</b> How have the basic values and principle of American democracy changed and in what ways have they been preserved?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Identify the fundamental values and principles of American democracy expressed in the Pledge of Allegiance, the Declaration of Independence, the United States Constitution and the Bill of Rights, and the first New Jersey Constitution.	Discussion.	Write a letter to the editor of the local newspaper.	<b>4:</b> A14, 26, 106-107, 172-173, 238-239, 302-303, 368-369, 436-437
2. Explain the significance of symbols of American values and beliefs, including the Statue of Liberty, the Statue of Justice, the American Flag, and the national anthem.	Internet Lesson: Students will work with partners to answer questions.	Internet Activity: complete questions.	<b>4:</b> 38, 178, 264-265
3. Describe how American values and beliefs, such as equality of opportunity, fairness to all, equal justice, separation of church and state, and the rights guaranteed by the United States Constitution and the Bill of Rights, contribute to the continuation and improvement of American democracy.	Create a list of classroom rules. Look over different samples of documents.	Debate why these items are so important to Americans and what they mean to us.	<b>4:</b> A14, 26, 106-107, 172-173, 238-239, 302-303, 368-369, 436-437
4. Evaluate the importance of traditions, values, and beliefs	Students will share their traditions, beliefs, and values.	Invite the parents and grandparents into share their	<b>4:</b> A2-A3, A8-A9, H2, 24, 25, 35, 38-39

which form a common American heritage in an increasingly diverse American society.		stories or conduct an interview with a grandparent.	
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<b>C. The Constitution and American Democracy</b>			
<b>Essential Questions:</b> How does the government established by the Constitution embody the purposes, values, and principles of the American Dream? How can a government decision be based on a Constitution that does not explicitly state the answer? Why have roles and responsibilities of U.S. citizens changed?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Discuss how the Constitution describes how the United States government is organized and how it defines and limits the power of government.	Discussion.	Written assignment.	<b>4:</b> 29
2. Discuss how governmental bodies make decisions and explain the impact of those decisions on school and community life.	Invite the Assemblyman to visit school. Discuss with the students his role and responsibilities.	Presentation.	<b>4:</b> A13, 28-29
3. Identify major services provided by state and local government.	Make a list of the state and local agencies that help the people.	Design a poster.	<b>4:</b> Opportunities to Address: 26-27, 28-29
4. Delineate the respective roles of the three branches of the federal and state governments.	Create a mobile of the different branches of government. Divide into groups.	Project – mobile.	<b>4:</b> 28-29

<b>D. Citizenship</b>			
<b>Essential Questions:</b> How can citizens and groups participate effectively in the democratic process? Can the rights of Americans citizens ever cause conflict among them?			
1. Explain that a citizen is a legally recognized member of the United States with rights and responsibilities, such as voting in elections and serving on juries.	Mock Election. Discuss the rights and responsibilities of a U.S. citizen.	Mock election.	<b>4:</b> A14, 26, 106-107, 172-173, 238-239, 302-303, 368-369, 436-437
2. Describe the significant characteristics of an effective citizen and discuss ways to influence public policy (e.g., serving in elected office, working on a campaign).	.	Mock campaign.	<b>4:</b> A14, 26, 106-107, 172-173, 238-239, 302-303, 368-369, 436-437
3. Describe the process by which immigrants can become United States citizens.	.	Discussion.	<b>4:</b> 26
<b>E. International Education: Global Challenges, Cultures, and Connections</b>			
<b>Essential Questions:</b> What is the formal and informal relationship of the United States to other nations? What social, political, and economic opportunities and problems arise when cultures interact? How do we affirm individual and group identities and at the same time learn respect and appreciate the identities of others?			

<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Explain that the world is divided into many nations consisting of territory and people, with their own government, languages, customs, and laws.	Show how each nation has their own languages, customs, laws, and government.	Graphic organizer.	<b>4:</b> A12, A13, A15, H11-H12, 2, 3, 22-23, 24-25, 26, 28, 29, 36, 75-76, 78, 82, 89, 92, 97, 138, 141-145, 152-155, 210-211, 229, 233, 340, 404-406, 418

<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
2. Discuss how the United States interacts with other nations of the world through trade, treaties and agreements, diplomacy, cultural contacts, and sometimes through the use of military force.	Draw a map to show the different trade routes.	Map	<b>4:</b> 102, 105, 135, 201, 297, 299, 300, 301, 339
3. Explain why it is important for nations to communicate and resolve disagreements through peaceful means.	Discussion	Discussion.	<b>4:</b> 206-209, 424-425
4. Outline the purposes of the United Nations.	Discussion.	Discussion.	<b>4:</b>
5. Identify current issues that may have a global impact (e.g., pollution, diseases) and discuss ways to address them.	Discuss how conserving our resources can help us in the future. Question: How can we use less energy at home?	Discussion.	<b>4:</b> 18-19, 430
6. Explain why it is important to understand diverse peoples, ideas,	Share stories	Story telling.	<b>4:</b> A15, 74-79, 82-83, 140-145, 206-211, 226-229, 280-285, 364-



and cultures.			367, 404-409
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
8. Identify aspects of culture and heritage presented in literature, art, music, sport, or the media.	Pick a famous person from New Jersey and write a report.	Research report.	<b>4:</b> A15, 24-25, 36, 75-76, 78, 82, 89, 92, 97, 138, 141-145, 210-211, 233, 340, 404-405, 418
10. Use technology to learn about students and their families in other countries through classroom links, email, and Internet research.	Conduct a search on the internet for information on individual's families.	Internet and interview family members.	<b>4:</b> 83, 153, 222, 229, 301, 347, 367, 435

**STANDARD 6.3 (WORLD HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND THE FUTURE.**

Learn content and skills found in Standards 6.1 (Social Studies Skills) and 6.2 (Civics)

**STANDARD 6.4 (UNITED STATES AND NEW JERSEY HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF UNITED STATES AND NEW JERSEY HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND FUTURE.**

<b>A. Family and Community Life</b>			
<b>Essential Questions:</b> How have my family's heritage and traditions influenced my current family life? How am I connected to the past? Why can traditions sometime not be maintained? What impact has New Jersey made on American history?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Discuss how families long ago expressed and transmitted their beliefs and values through oral	Invite family members into the classroom to discuss family traditions and celebrations.	Discussion.	<b>4:</b> 24-25, 39, 95, 206-211, 414

tradition, literature, songs, and celebrations.			
2. Compare family life in a community of the past to life in a community of the present.	Create a venn diagram to compare the past to the present.	Compare/Contrast writing.	<b>4:</b> 166-171, 232-237, 292-297, 358-363, 426-431
3. Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.	Discuss the problems the immigrants had and reasons why they migrated to America.	Journal writing.	<b>4:</b> 22, 23, 36, 233, 288, 346, 407, 419, 422, 427
4. Discuss the history of their community, including the origins of its name, groups and individuals who lived there, and access to important places and buildings in the community.	Create a list of different cultures and have the students pick one and illustrate a popular custom.	Illustration	<b>4:</b> A8-A9, 22-23, 24-25
5. Explain that Americans have come from different parts of the world and have a common American heritage, in addition to the heritage of the countries of origin.	Discussion.	Discussion.	<b>4:</b> A14, 22-23, 24-25, 38-39, 55, 61, 69, 79, 83, 89, 91, 97, 99, 105, 107, 125, 131, 135, 137, 145, 151, 155, 156, 157, 163, 171, 173, 191, 195, 197, 208, 219, 225, 231, 239, 263, 269, 277, 279, 285, 303, 321, 341, 409, 415, 424

6. Describe situations in which people from diverse backgrounds work together to solve common problems.	Give the students a problem and have them solve the problems in their groups.	Role play.	<b>4:</b> A14, 26, 106-107, 172-173, 238-239, 302-303, 368-369, 436-437
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<b>B. State and Nation</b>			
<b>Essential Questions:</b> As a nation of immigrants, how should immigration best be regulated? Is it likely that the United States will remain world superior in the 21 <sup>st</sup> century? Why or why not? How can a society as diverse as the US ever fairly balance majority rule with minority rights? Why does racial prejudice still exist? Are we ethically responsible for resolving global problems? Is America a land of opportunity?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
2. Discuss the reasons why revolutionary leaders, including George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston fought for independence from England.	Discuss what these leaders have in common and how they each fought for independence.	Journal entry.	<b>4:</b> 212-217, 240
3. Discuss New Jersey's role during the American Revolution.	Read a short story on the American Revolution.	Discuss the comprehension questions.	<b>4:</b> Opportunities to address: 212-217  <b>New Jersey:</b> 132-147
4. Identify major documents and symbols in New Jersey and American history, including the Mayflower Compact, the Declaration of Independence, the United States Constitution, the New Jersey State Seal, and Martin Luther King Jr.'s "I Have a	Pick one document. Then illustrate and write about what that particular document means to you.	Illustrate and write a paragraph.	<b>4:</b> A2, A3, 26, 27, 150, 167, 217, 354  <b>Outside Sources</b>

Dream" speech.			
5. Identify and discuss major scientific discoveries and inventions, the scientists and inventors who developed them (e.g., Thomas Edison), and their impact on life today.	Illustrate a picture of an invention and explain why that invention is important.	Group work and discussion.	<b>4:</b> 221, 222, 223, 225  <b>New Jersey:</b> 175-178 Outside Sources
6. Discuss the experiences of immigrants who came to the United States and New Jersey, including reasons for immigrating, experiences at Ellis Island, and working and living conditions in America.	Discuss and list the reasons why the immigrants came to America.	Writing assignment.	<b>4:</b> 22, 23, 36, 178, 205, 224, 233, 288, 407, 419, 420-421, 422
7. Describe the population shift from the farm to the city in New Jersey.	Create a T-chart showing the city vs. farm life in New Jersey.	T-chart	<b>4:</b> Opportunities to address: 114, 116, 117, 118
<b>8. Discuss the value of the American national heritage including:</b>			
<ul style="list-style-type: none"> <li>Diverse folklore and cultural contributions from New Jersey and other regions in the United States</li> </ul>	Pick a famous New Jerseyan and report on their contributions to the United States.	Short research report.	<b>4:</b> A15, 24-25, 36, 75-76, 78, 82, 89, 92, 97, 138, 141-145, 210-211, 233, 340, 404-405, 418  <b>New Jersey:</b> Chapter 15
<ul style="list-style-type: none"> <li>History and values celebrated in American songs, symbols, slogans, and</li> </ul>	Find the symbols, slogans, songs, and holidays we celebrate in the U.S.	Internet.	<b>4:</b> 38, 178, 264-265

major holidays			
<ul style="list-style-type: none"> <li>Historical preservation of primary documents, buildings, places of memory, and significant artifacts</li> </ul>	Discussion.	Discussion.	4: A2, A3, 26, 27, 150, 167, 217, 354

**STANDARD 6.5 (ECONOMICS) ALL STUDENTS WILL ACQUIRE AN UNDERSTANDING OF KEY ECONOMIC PRINCIPLES.**

<b>A. Economic Literacy</b>			
<b>Essential Questions:</b> How is price determined?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
4. Discuss how natural, human, and capital resources are used to produce goods and to provide services.	Write a plan to start a business and include why it is essential to the U.S.	Business plan.	4: 32-33
5. Explain that prices are the money value of goods and services and that prices change as a result of supply and demand.	Continue to show the value of goods and services.	Business plan.	4: A12, 32-33, 68, 299
7. Explain that people can improve their ability to earn income by gaining new knowledge, skills, and experiences.	Discussion.	Presentations – Business plan.	4: A12, 32, 33
<b>B. Economics and Society</b>			
1. Explain that some essential goods and services are provided by the government, such as roads, schools, parks, police, and fire protection.	Make a list of the services provided by the government.	Make a list.	4: 26

2. Describe products and services that are developed, manufactured, or grown in New Jersey.	Show where the products are developed are grown in New Jersey.	Map.	<b>New Jersey:</b> Chapter 3, lesson 2
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**STANDARD 6.6 (GEOGRAPHY) ALL STUDENTS WILL APPLY KNOWLEDGE OF SPATIAL RELATIONSHIPS AND OTHER GEOGRAPHIC SKILLS TO UNDERSTAND HUMAN BEHAVIOR IN RELATION TO THE PHYSICAL AND CULTURAL ENVIRONMENT.**

<b>A. The World in Spatial Terms</b>			
<b>Essential Questions:</b> How do geographic tools and technologies pose and answer questions about spatial distributions and patterns on Earth?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Use physical and political maps to identify locations and spatial relationships of places within local and nearby communities.	Map skills.	Maps.	<b>4:</b> A10-A11, H12, H13, H14, H15, H16, H17, H18, 5, 8, 10, 11, 14, 21, 34, 40, 48, 51, 62, 63, 64, 65, 70, 71, 72, 77, 81, 103, 108, 110, 118, 121, 126, 127, 129, 135, 136, 138, 141, 153, 160, 162, 176, 184, 187, 199, 204, 207, 216, 223, 227, 230, 231, 234, 240, 242, 250, 253, 260, 267, 270, 273, 281, 300, 314, 319, 326, 327, 332, 334, 337, 346, 361, 365, 372, 380, 383, 386, 387, 391, 397, 400, 403, 405, 413, 433, 435, 440, R4, R6, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R20
4. Identify the major cities of New Jersey, the United States, and the world.	Powerpoint – Each student picks a city and researches that city.	Research report - powerpoint	<b>4:</b> H14, R8, R12, R18, R19
6. Locate time zones, latitude,	Map worksheets & define terms.	Map worksheets.	<b>4:</b> 62-65, 70, 110, R5, R12

longitude, and the global grid.			
<b>B. Places and Regions</b>			
<b>Essential Questions:</b> How does human migration affect a region?			
1. Identify the physical and human characteristics of places and regions in New Jersey and the United States (e.g., landforms, climate, vegetation, housing).	Identify the different landforms, climates, vegetation, and housing. Create a foldable showing all categories.	Foldable.	<b>4:</b> 34-35, 46-47, 116-117, 182-183, 248-249, 312-313, R6-R7, R9, R11, R13, R15, R17, R20-R21, R26-R27
2. Explain changes in places and regions over time and the consequences of those changes.	Discussion.	Discussion.	<b>4:</b> 18-19, 259, 266, 430
3. Describe the geography of New Jersey.	Map skills.	Map.	<b>4:</b> A10-A11  <b>New Jersey:</b> Chapter 3, lesson 1
<b>C. Physical Systems</b>			
<b>Essential Questions:</b> Is geography destiny? How do natural resources affect the course of history?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Describe the basic components of the Earth's physical systems, including landforms, water, erosion, weather, and climate and discuss their impact on human development.	Students will be able to locate and describe the different landforms and discuss their impact.	Illustration.	<b>4:</b> A12, 9, 34-37, 121, 184, 188-189, 249, 250C, 252, 253, 262, 272-274, 304, 344, 413, 415, R6-R7, R9, R11, R13, R15, R17, R20-R21, R26-R27

<b>D. Human Systems</b>
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<b>Essential Questions:</b> What are the potential limits of technology?			
2. Identify the distribution and characteristics of populations for different regions of New Jersey and the United States.	Look at maps and compare.	Discuss.	<b>4:</b> 21, 23, 103, 231, 430
<b>E. Environment and Society</b>			
<b>Essential Questions:</b> How do human activity and environment affect each other? How big a threat is global warming?			
1. Differentiate between living and non-living natural resources.	Create a list of living and non-living resources.	Make a list.	<b>4:</b> 16, 17, 18-19, 48, 49, 60-61, 66-69, 100-101, 105, 119, 132-135, 194-195, 201, 266-267, 315, 324, 328-330, 331, 344, 347, 362, 388-391, 398
2. Explain the nature, characteristics, and distribution of renewable and non-renewable resources.	Make a chart of resources.	Chart.	<b>4:</b> 16, 17, 18-19, 48, 49, 60-61, 66-69, 100-101, 105, 119, 132-135, 194-195, 201, 266-267, 315, 324, 328-330, 331, 344, 347, 362, 388-391, 398

### Grade 5

September	October	November	December	January
Introduction to Social Studies	Ch. 1-Peopling the Western Hemisphere	Ch. 3-The Age of Exploration	Ch. 4- Contact and Exploration	Ch. 6-Establishment of The 13 Colonies
Ch 1-Peopling the Western	Ch. 2-Native Americans	Ch. 4-Contact and	Ch. 5-The Settlement of	



Hemisphere		Exploration	North America	Ch. 7-Life in the Colonies
February	March	April	May	June
Ch. 7- Life in the Colonies Ch. 8-European Rivalries in North America	Ch. 8- European Rivalries in North America Ch. 9-Breaking Ties with Great Britain	Ch. 10-The American Revolution	Ch. 10-The American Revolution Ch. 11-The Constitution of the United States	Ch. 11- The Constitution of the United States Review

Current Events will be discussed on a daily or weekly basis to meet the objectives of Standard 6.6

**6.1: ALL STUDENTS WILL UTILIZE HISTORICAL THINKING, PROBLEM SOLVING, AND RESEARCH SKILLS TO MAXIMIZE THEIR UNDERSTANDING OF CIVICS, HISTORY, GEOGRAPHY, AND ECONOMICS.**

<b>A. Social Studies Skills</b>			
<b>Essential Questions:</b> Whose point of view matters? How do you locate legitimate sources? How are present events related to past events?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Analyze how events are related over time.	Students will create a timeline based on their lives	-Present the timelines -Teacher evaluation through discussion	<b>5:</b> 41, 46-47, 49, 53, 57, 63, 66, 71, 73, 77, 85, 97, 105, 109, 113, 117, 129, 130, 139, 147, 151, 159, 165, 171, 181, 183, 189, 193, 197, 201, 205, 207, 211, 217, 225, 231, 235, 241, 247, 253, 263, 271, 277, 281, 285, 289, 295, 301, 309, 313, 317, 325, 329, 337,

2. Use critical thinking skills to interpret events, recognize bias, point of view, and context.	Read and Discuss	Discussion	<b>5:</b> A6, H7-H8, 126-127, 268-269, 322-323, 334-335,
3. Assess the credibility of primary and secondary sources.	Current Events		<b>5:</b> 29, <b>Current Events</b>
4. Analyze data in order to see persons and events in context.	Students will analyze different types of maps/graphs	Quiz	<b>5:</b> H7-H8, 9, 20, 73, 142, 219, 303
5. Examine current issues, events, or themes and relate them to past events.	Discuss issues using current events and compare past to present	Discussion	<b>5:</b> A14, A16, 12-13, 14-15, 16-17
6. Formulate questions based on information needs.	Create a quiz	discussion	<b>5:</b> 22, 57, 100, 140, 167, 194, 202, 242, 256-257, 265, 280, 298, 302, 325

<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
7. Use effective strategies for locating information.	Use an atlas/google maps to analyze world maps -search the Web to compare several sites	Validate findings through accuracy of findings	<b>5:</b> 22, 57, 100, 140, 167, 194, 202, 242, 256-257, 265, 280, 298, 302, 325
8. Compare and contrast competing interpretations of current and historical events.		Discussion	<b>5:</b> 73, 120-121, 126-127
9. Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.	Read and discuss	Discussion	<b>5:</b> 16-17, 68-69, 126-127, 156-157, 222-223, 244-245, 334-335
10. Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.		Venn Diagrams	<b>5:</b> Covered in LAL

11. Summarize information in written, graphic, and oral formats.		Discussion and student response	5: 24-25, 46-47, 102-103, 222-223
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**STANDARD 6.2 (CIVICS) ALL STUDENTS WILL KNOW, UNDERSTAND AND APPRECIATE THE VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY AND THE RIGHTS, RESPONSIBILITIES, AND ROLES OF A CITIZEN IN THE NATION AND THE WORLD.**

<b>A. Civic Life, Politics, and Government</b>			
<b>Essential Questions:</b> What is government and what can it do? Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Discuss the sources, purposes, and functions of law and the importance of the rule of law for the preservation of individual rights and the common good.	Create a set of class rules with the students	Discussion/ student response	5: A2-A3, A14, H2, 22, 207, 265, 278, 280, 281, 329,
2. Describe the underlying values and principles of democracy and distinguish these from authoritarian forms of government.		Posters on values	5: A13, 324-327, 328-333, 336-337
3. Discuss the major characteristics of democratic governments.	Conduct a mock election	Project/ speech/ debate	5: A13, 278-280, 324-327, 328-333, 336-337
<b>B. American Values and Principles</b>			
<b>Essential Questions:</b> How have the basic values and principle of American democracy changed and in what ways have they been preserved?			
1. Analyze how certain values including individual rights, the common good, self-government; justice, equality and free inquiry are fundamental to American	Create a poster discussing one of the values of being a model citizen	Interpretation of poster	5: A2-A3, A4-A5, A6-A7, A12-A13, A14, H2, 12-13, 14-15, 18-19, 22-23, 127, 130, 207, 228, 281, 334,

public life.			
2. Describe representative government and explain how it works to protect the majority and the minority.	Discussion of the “Pledge of Allegiance” -Who created it &Why it was created	Students will make their own pledge for the classroom.	<b>5:</b> A2-A3, A4-A5, A6-A7, A12-A13, A14, H2, 22-23, 278, 313, 314, 315, 316-321, 325, 326-327, 332
<b>C. The Constitution and American Democracy</b>			
<b>Essential Questions:</b> How does the government established by the Constitution embody the purposes, values, and principles of the American Dream? How can a government decision be based on a Constitution that does not explicitly state the answer? Why have roles and responsibilities of U.S. citizens changed?			
1. Discuss the major principles of the Constitution, including shared powers, checks and balances, separation of church and state, and federalism.	Create a classroom Constitution	Homework assignment discussing the rights our Constitution gives Americans.	<b>5:</b> A3, A5, A13, 18-19, 310-311, 312-319, 320, 321, 322-323, 324-327, 328-331, 332, R26-R49
2. Compare and contrast the purposes, organization, functions, and interactions of the legislative, executive, and judicial branches of national, state, and local governments and independent regulatory agencies.	Power point presentation demonstrating the responsibilities of the 3 branches of government	Accuracy of the presentation	<b>5:</b> A3, A5, A13, 325, 326-327
3. Discuss the role of political parties in the American democratic system including candidates, campaigns, financing, primary elections, and voting systems.	-Mock election -Debate -Campaign	-Accuracy of material presented for the election, debate, and campaign -HW to research different techniques used for the 3 activities	<b>5:</b> 22, 227, 320, 325, 332,
6. Research contemporary issues involving the constitutional rights of American citizens and other individuals residing in the United	Interpret what the phrase “Innocent until proven guilty” means.	Act out a court scene with a judge, jury, lawyers	<b>5:</b> A2-A3, A4-A5, A6-A7, A12-A13, A14, H2, 12-13, 14-15, 18-19, 22-23, 127, 130, 207, 228, 278, 280, 281, 320, 325, 329, 334,

States, including voting rights, habeas corpus, rights of the accused, and the Patriot Act.			
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**D. Citizenship**

**Essential Questions:** How can citizens and groups participate effectively in the democratic process? Can the rights of Americans citizens ever cause conflict among them?

<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Discuss the rights and responsibilities of American citizens, including obeying laws, paying taxes, serving on juries, and voting in local, state, and national elections.	Discuss what it means to be a good citizen	Poster/ presentation	<b>5:</b> A2-A3, A4-A5, A6-A7, A12-A13, A14, H2, 129, 207, 260, 263, 264, 265, 278, 280, 281, 313, 326, 329,
2. Discuss how the rights of American citizens may be in conflict with each other (e.g., right to privacy vs. free press).	Define and discuss the Bill of Rights	Discussion	<b>5:</b> 228, R39, current events, LAL (persuasive speech)
4. Explain the benefits, costs, and conflicts of a diverse nation.	Discuss the term diversity	Discussion	<b>5:</b> 127, 130, 207, 281, 334

**E. International Education: Global Challenges, Cultures, and Connections**

**Essential Questions:** What is the formal and informal relationship of the United States to other nations? What social, political, and economic opportunities and problems arise when cultures interact? How do we affirm individual and group identities and at the same time learn respect and appreciate the identities of others?

1. Analyze ways in which nation-states interact with one another through trade, diplomacy, cultural exchanges, treaties or agreements, humanitarian aid, economic incentives and sanctions, and the use or threat of military force.	-Demonstrate what trading/ the barter system are. - illuminate the different countries the USA trade with	Allow students to bring in certain items from home and trade with other students.	<b>5:</b> 42, 97, 104-107, 179, 190, 220, 248, 304, 314,
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<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
3. Compare and contrast the powers the Constitution gives to Congress, the President, the Senate Foreign Relations Committee, and the federal judiciary regarding foreign affairs.	Venn diagrams of different political people and their responsibilities.	-Discussion -Quiz	<b>5:</b> 318, 325, 326-327
4. Evaluate current United States foreign policy issues and strategies and their impact on the nation and the rest of the world.	Current events	Discussion	<b>5:</b> Current Events
6. Describe how one's heritage includes personal history and experiences, culture, customs, and family background.	Write stories about personal customs and traditions.	Presentation, to highlight the cultural differences	<b>5:</b> 31, 52-53, 60-61, 82, 106, 133-134, 142-143, 159-160, 165-166, 183-184, 201-202, 205-206
8. Discuss how global challenges are interrelated, complex, and changing and that even local issues may have a global dimension (e.g., environmental issues, transportation).			<b>5:</b> 12-15, 30, 31, 57-60, 63, 71, 74, 77, 167
9. Discuss how cultures may change and that individuals may identify with more than one culture.		Discussion	<b>5:</b> 18-19, 31, 52-53, 60-61, 82, 106, 114-125, 128-135, 138-145, 154, 159, 160-161, 165, 166-169, 183-184, 201-202, 205-206

<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
10. Engage in activities that foster understanding of various cultures (e.g., clubs, dance groups, sports, travel, community celebrations).	Listen to music, eat foods, bring in clothing all from different ethnic backgrounds	Presentations using a poster	<b>5:</b> 40-45, 46-47, 48-51, 54-55, 56-83, 106, 126-127, 204-209
11. Discuss the impact of the Internet and technology on global communication.	Research the variety of techniques used to communicate across the world	Create a Blog	<b>5:</b> A16
12. Discuss the impact of stereotyping on relationships, achievement, and life goals.	Compare the stereotypes from novels in LAL to historical figures	Discussion	<b>5:</b> Health, LAL (novels)
13. Analyze how prejudice and discrimination may lead to genocide as well as other acts of hatred and violence for the purposes of subjugation and exploitation.		Venn Diagrams of characters in novels to historic issues	<b>5:</b> LAL (novels)

**STANDARD 6.3 (WORLD HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND THE FUTURE.**

<b>A. The Birth of Civilization to 1000 BCE</b>
Reinforce indicators from previous grade levels.
<b>B. Early Human Societies to 500 CE</b>
Reinforce indicators from previous grade levels.
<b>C. Expanding Zones of Exchange and Interaction to 1400 CE</b>
Reinforce indicators from previous grade levels.
<b>D. The Age of Global Encounters (1400-1750)</b>
<b>Essential Questions:</b> Are there general lessons to be learned from history? What causes societies to change over time? How have technology and changing demographics impacted 21 <sup>st</sup> century societies? Why is there political and social conflict? How much influence do individuals have in

changing history? How have individuals and groups worked to combat instances of prejudice, cruelty, and discrimination?			
1. Discuss the major developments in Asia, Africa, and the Americas, including China during the Ming and Qing Dynasty, Japan during the Tokugawa Period, the influence of Islam in shaping the political and social structure in the Middle East, including the Ottoman period, West Africa, including Mali and Songhay, India, including the Mughal Empire, and the impact of European arrival in the Americas.	Class discussion	“Exit cards” upon completion of discussion	<b>5:</b> 36-37, 88-91, 92-93, 94-95, 96-101, 114-115, 116-125, 128-135, 138-145, 148-149, 150-155
2. Analyze and compare the ways that slavery and other forms of coerced labor or social bondage were practiced in East Africa, West Africa, Southwest Asia, Europe, and the Americas.	-Compare <i>Slavery</i> to <i>Freedom</i> -Discuss what the journey of a slave must’ve been like -students will mimic the journey	-Accuracy of skits -class discussion	<b>5:</b> 202-203, 211, 212, 213,



**STANDARD 6.4 (UNITED STATES AND NEW JERSEY HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF UNITED STATES AND NEW JERSEY HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND FUTURE.**

<b>A. Family and Community Life</b>			
Reinforce indicators from previous grade levels.			
<b>B. State and Nation</b>			
Reinforce indicators from previous grade levels.			
<b>C. Many Worlds Meet (to 1620)</b>			
<b>Essential Questions:</b> As a nation of immigrants, how should immigration best be regulated? Is it likely that the United States will remain world superior in the 21 <sup>st</sup> century? Why or why not? How can a society as diverse as the US ever fairly balance majority rule with minority rights? Why does racial prejudice still exist? Are we ethically responsible for resolving global problems? Is America a land of opportunity?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Discuss factors that stimulated European overseas explorations between the 15 <sup>th</sup> and 17 <sup>th</sup> centuries and the impact of that exploration on the modern world.		Discussion	<b>5:</b> 94-95, 96-101, 104-107, 108-111, 112-113, 114-115, 116-125, 128-135, 148-149, 150-155, 232-233, 234-239, 240-243
2. Trace the major land and water routes of the explorers.	Use a map to color coat different routes explorers traveled	Project	<b>5:</b> 94-95, 96-97, 98-101, 105-107, 108-111
4. Discuss the characteristics of the Spanish and Portuguese exploration and conquest of the Americas, including Spanish interaction with the Incan and Aztec empires, expeditions in the American Southwest, and the social composition of early settlers and their motives for exploration and conquest.	-Compare and contrast Spanish and Portuguese explorers -Act out the encounters between the explorers and the native from different lands	-Presentation -Discussion -Venn diagram	<b>5:</b> 48-51, 56-61, 96-101, 104-107, 108-111, 116-125, 128-135, 138-145, 150-155, 158-163, 164-169

<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
6. Compare and contrast historic Native American groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodland regions at the beginning of European exploration.	Create a map, illustrating the different native American groups in each region of North America	Accuracy of map	<b>5:</b> 38-39, 40-45, 48-51, 54-55, 56-61, 62-67, 70-75, 76-81
7. Analyze the cultures and interactions of peoples in the Americas, Western Europe, and Africa after 1450 including the transatlantic slave trade.		-Discussion -HW	<b>5:</b> 116-125, 128-135, 138-145, 148-149, 150-155, 158-163, 164-169, 178-179, 180-185, 188-191, 192-195, 198-199, 200-203, 204-209, 210-215, 234-239, 240-243, 246-249, 250-251
<b>D. Colonization and Settlement (1585-1763)</b>			
<b>Essential Questions:</b> As a nation of immigrants, how should immigration best be regulated? Is it likely that the United States will remain world superior in the 21 <sup>st</sup> century? Why or why not? How can a society as diverse as the US ever fairly balance majority rule with minority rights? Why does racial prejudice still exist? Are we ethically responsible for resolving global problems? Is America a land of opportunity?			
1. Analyze the political, social, and cultural characteristics of the English colonies.	Discuss the class systems, jobs, and different ethnicities of the English colonies	Discussion	<b>5:</b> 176-177, 178-179, 180-185, 188-191, 192-195, 198-199, 200-203, 204-209, 210-215, 216-221, 224-229
2. Describe the political, religious, social, and economic institutions that emerged in Colonial America, including New Netherland and colonial New Jersey.	Read and discuss text	Discussion and class participation	<b>5:</b> 176-177, 178-179, 180-185, 188-191, 192-195, 198-199, 200-203, 204-209, 210-215, 216-221, 224-229, 262-267, 270-275, 276-283

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<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
3. Explain the differences in colonization of the Americas by England, the Netherlands, France, and Spain, including governance, relation to the mother countries, and interactions with other colonies and Native Americans.	Students will write letters from the point of view of a colonist to someone from their native homeland	Present the letters to the class	<b>5:</b> 158-163, 164-169, 176-177, 178-179, 180-185, 188-191, 192-195, 198-199, 200-203, 204-209, 216-221, 224-229, 232-233, 234-239, 240-243
4. Examine the interactions between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances and conflicts.	Act out what the interaction might have been like	-Discussion -Quiz	<b>5:</b> 56-61, 62-67, 70-75, 76-81, 116-125, 126-127, 128-135
5. Describe Native American resistance to colonization, including the Cherokee War against the English, the French and Indian War, and King George's War.	Interpret the causes and effects of battles through the eyes of the Native Americans	Discussion and participation	<b>5:</b> 184-185, 233, 246-249
7. Discuss Spanish exploration, settlement, and missions in the American Southwest.	Debate what it must've felt like being a Pueblo Indian living in a mission	debate	<b>5:</b> 54-55, 56-61, 110-111, 114-115, 116-119, 120-121, 122-125
<b>E. Revolution and the New Nation (1754-1820)</b>			
<b>Essential Questions:</b> As a nation of immigrants, how should immigration best be regulated? Is it likely that the United States will remain world superior in the 21 <sup>st</sup> century? Why or why not? How can a society as diverse as the US ever fairly balance majority rule with minority rights? Why does racial prejudice still exist? Are we ethically responsible for resolving global problems? Is America a land of opportunity?			

<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Discuss the background and major issues of the American Revolution, including the political and economic causes and consequences of the revolution.	Watch a “Brain Pop” as an intro to the American Revolution	Brain Pop quiz -discussion and participation	<b>5:</b> 258-259, 260-261, 262-267, 268-269, 270-275, 276-283, 284-285, 286-287, 288-293, 295-299, 300-305, 308-309

<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
2. Discuss the major events (e.g. Boston Tea Party, Battle of Trenton) and personalities (e.g., George Washington, John Adams, John Witherspoon, William Franklin, Benjamin Franklin, Thomas Jefferson) of the American Revolution.	Begin a list of famous events, battles, and people from the American Revolution and add detail through discussion	Power point presentation on one major person, battle, or event from the revolution	<b>5:</b> 258-259, 260-261, 262-267, 268-269, 270-275, 276-283, 284-285, 286-287, 288-293, 295-299, 300-305, 308-309, 317, 321
3. Identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approving the Declaration of Independence (1776), the publication of "Common Sense," and major battles of the Revolutionary War.	Begin a list of famous events, battles, and people from the American Revolution and add detail through discussion	Power point presentation on one major person, battle, or event from the revolution	<b>5:</b> 266, 275, 276-279, 280-282, 283, 286-287, 288-293, 294-299, 300-305
4. Explain New Jersey’s critical role in the American Revolution, including major battles, the	Using Google Maps, display and discuss locations of important battles and the origins of the key	-Discussion -worksheet	<b>5:</b> 295

involvement of women and African Americans, and the origins of the movement to abolish slavery.	participants		
5. Discuss the political and philosophical origins of the United States Constitution and its implementation in the 1790s.	Interpret the beliefs of John Locke and tie those beliefs to the Constitution	-Discussion -research on John Locke	<b>5:</b> 310-311, 312-315, 316-321, 324-327, 328-333, 334-335
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
6. Describe and map American territorial expansions and the settlement of the frontier during this period.	Display and discuss the territories America settled across	Fill in maps with correct info. After discussion	<b>5:</b> 346-349, 350-355, 358-363, 384-389, 392-399
7. Analyze the causes and consequences of continuing conflict between Native American tribes and colonists (e.g., Tecumseh's rebellion).	Read a true Native American biography of the hardships Native Americans faced	Discussion	<b>5:</b> 358-360, 494-499

**STANDARD 6.5 (ECONOMICS) ALL STUDENTS WILL ACQUIRE AN UNDERSTANDING OF KEY ECONOMIC PRINCIPLES.**

<b>A. Economic Literacy</b>			
<b>Essential Questions:</b> How is price determined?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Discuss how needs and wants change as one ages and the impact of planning, spending and saving.	Analyze articles from current and historic newspapers to contrast life styles	Discussion from findings	<b>5:</b> Opportunities to Address: 26-27
<b>B. Economics and Society</b>			
1. Discuss how meeting the needs and wants of a growing world	Watch on "Youtube.com" the presidential debates	Discuss the issues and hold classroom debate	<b>5:</b> 15, 20-21, 30-31

population impacts the environment and economic growth.			
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<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
2. Describe the many ways federal, state, and local governments raise funds to meet the need for public facilities and government services.	-Illustrate, list, discuss the different organizations and their reasons of existence	Create an organization the gov't could use to help raise funds	<b>5:</b> 26-27, 372
4. Describe how inventions and innovations have improved standards of living over the course of history.	Students will create an invention and learn how to market it	project	<b>5:</b> 368-375, 504-509
5. Compare and contrast various careers, examining educational requirements and costs, salary and benefits, longevity, impact on society and the economy, and demand.	Research a specific career and create a power point project	Presentation while being in costume according to profession	<b>5:</b> A12
6. Analyze and give examples of how business and industry influence the buying decisions of consumers through advertising.	Students will create an invention and learn how to market it through advertising	project	Opportunities to Address: <b>5:</b> 504-509
7. Discuss the need for ethical behavior in economic decisions and financial transactions	Discuss the many companies and businesses that display(ed) ethical and non-ethical behavior	Discussion	Opportunities to Address: <b>5:</b> A12, 26-27

**STANDARD 6.6 (GEOGRAPHY) ALL STUDENTS WILL APPLY KNOWLEDGE OF SPATIAL RELATIONSHIPS AND OTHER GEOGRAPHIC SKILLS TO UNDERSTAND HUMAN BEHAVIOR IN RELATION TO THE PHYSICAL AND CULTURAL ENVIRONMENT.**

<b>A. The World in Spatial Terms</b>			
<b>Essential Questions:</b> How do geographic tools and technologies pose and answer questions about spatial distributions and patterns on Earth?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Distinguish among the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and the utility of each in solving problems.	Display and discuss the different types of maps, cardinal/intermediate directions, using a compass rose, map scale, and map key	Accuracy of being able to fill in maps and answering questions	Google maps, atlas and R2-R18
2. Translate maps into appropriate spatial graphics to display geographical information.	Display and discuss the different types of maps, cardinal/intermediate directions, using a compass rose, map scale, and map key	Accuracy of being able to fill in maps and answering questions	Google maps, atlas and R2-R18
3. Explain the spatial concepts of relative and absolute location and distance.	Display and discuss the different types of maps, cardinal/intermediate directions, using a compass rose, map scale, and map key	Accuracy of being able to fill in maps and answering questions	Google maps, atlas and R2-R18
4. Estimate distances between two places on a map using a scale of miles, and use cardinal and intermediate directions when referring to a relative location.	Display and discuss the different types of maps, cardinal/intermediate directions, using a compass rose, map scale, and map key	Accuracy of being able to fill in maps and answering questions	Google maps, atlas and R2-R18
6. Distinguish among the major map types, including physical, political, topographic, and demographic.	Display and discuss the different types of maps, cardinal/intermediate directions, using a compass rose, map scale, and map key	Accuracy of being able to fill in maps and answering questions	Google maps, atlas and R2-R18
8. Use thematic maps to describe	Display and discuss the different	Accuracy of being able to fill in	Google maps, atlas and R2-R18

places (e.g., patterns of population, diseases, rainfall).	types of maps, cardinal /intermediate directions, using a compass rose, map scale, and key	maps and answering questions	
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<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
9. Describe and distinguish among the various map projections, including size, shape, distance, and direction.	Display and discuss the different types of maps, cardinal/intermediate directions, using a compass rose, map scale, and map key	Accuracy of being able to fill in maps and answering questions	Google maps, atlas and R2-R18
11. Describe the significance of the major cities of New Jersey (8), the United States (8), and the world.	Display and discuss the different types of maps, cardinal/intermediate directions, using a compass rose, map scale, and map key	Accuracy of being able to fill in maps and answering questions	Google maps, atlas and R2-R18

**B. Places and Regions**

**Essential Questions:** How does human migration affect a region?

2. Describe how regions change over time.	Analyze articles about natural change occurring globally	Discussion	Current events
3. Compare the natural characteristics used to define a region.	Define the term region and discuss the many regions at different levels	Discussion	Google maps, atlas and R2-R18
4. Explain how regional systems are interconnected (e.g., watersheds, trade, transportation systems).	Analyze articles about natural change occurring globally	Discussion	Current events
6. Discuss the similarities and differences among rural, suburban, and urban communities.	Students will create a graphic organizer to list the differences of the 3 types of communities	HW	Current events



<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
7. Describe the types of regions and the influence and effects of region labels including: current events only <ul style="list-style-type: none"> <li>• Formal regions: school districts, states</li> <li>• Functional regions: marketing area of a newspaper, fan base of a sport team</li> <li>• Perceptual regions: the Bible Belt, the Riviera in southern France</li> </ul>	Assign a specific topic for the student to complete a current event on.	-Accuracy of information in current event -Presentation	Current event
<b>C. Physical Systems</b>			
<b>Essential Questions:</b> Is geography destiny? How do natural resources affect the course of history?			
2. Discuss how ecosystems function locally and globally. ( in sci, current events)	Analyze and discuss the different types of ecosystems and how they are changing	Poster on a particular ecosystem	in science, current events
3. Predict effects of physical processes and changes on the Earth. (in science)	Analyze articles about natural change occurring globally	Discussion	Current events
4. Discuss how the community and its environment function as an ecosystem. (sci, LAL)	Analyze and discuss the different types of ecosystems and how they are changing	Find an article that demonstrates the changes that occurred in Long Hill over the past 20 years	

<b>D. Human Systems</b>			
<b>Essential Questions:</b> What are the potential limits of technology?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Discuss how technology affects the ways in which people perceive and use places and regions.	Discuss the forever changing effects of technology in towns. (i.e, going wireless in Starbucks)	Discussion	
2. Analyze demographic characteristics to explain reasons for variations between populations.	Use the unemployment rate to connect the different demographic regions	Analyze a different countries rate of employment	
3. Compare and contrast the primary geographic causes for world trade.	Talk about the different natural resources in different areas used for trade	Worksheet of maps and the materials located in the different regions	
4. Analyze the patterns of settlement in different urban regions of the world.	Discuss the growth of a towns population and what brings people there	Collage of items that bring people to a certain region	
5. Discuss how and why people cooperate, but also engage in conflict, to control the Earth's surface.	Compare past and present conflicts in the world	Discussion of conflicts, and cooperation amongst nations in several wars	
6. Compare the patterns and processes of past and present human migration.	Students will complete a KWL about immigration. -Discuss Ellis Island	KWL chart -Book from library about Ellis Island	
7. Explain and identify examples of global interdependence.		Discussion	
8. Describe how physical and human characteristics of regions change over time.		Discussion	

<b>E. Environment and Society</b>			
<b>Essential Questions:</b> How do human activity and environment affect each other? How big a threat is global warming?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Discuss the environmental impacts or intended and unintended consequences of major technological changes (e.g., autos and fossil fuels, nuclear power and nuclear waste).	Use today's economy to discuss the extinction of major companies	Discuss articles about the automotive industry	Current events
2. Analyze the impact of various human activities and social policies on the natural environment and describe how humans have attempted to solve environmental problems through adaptation and modification.	Analyze the different organizations (nonprofit/profit) created to solve problems in the world	Create a poster on an organization through research	Current events
3. Compare and contrast conservation practices and alternatives for energy resources.	Discuss the variety of energy sources	Create a model of an alternative energy source. (ie. Wind turbine)	Current events
4. Compare and contrast various ecosystems and describe their interrelationship and interdependence.		Discussion	Current events
5. Describe world, national, and local patterns of resource distribution and utilization, and discuss the political and social impact.		Discussion	Current events
6. Analyze the importance of natural and manufactured resources in New Jersey.	Read and discuss the variety of resources located in NJ	Interpretation and explanation	Current events
7. Delineate and evaluate the issues involved with sprawl, open	Discuss the growth of population in certain regions across NJ and	List effects in schools, homes, roads, and public official	Current events

space, and smart growth in New Jersey.	how effects the area		
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**GRADE 6**

September	October	November	December	January
Geography Skills Current Events  Pre-Historic Man – Ch. 1	Geography Skills Current Events  Mesopotamia – Ch. 2	Geography Skills Current Events  Egypt/Kush – Ch 3.	Geography Skills Current Events  Persia & Indus Valley – Ch. 4 & 6	Geography Skills Current Events  China & Mongols – Ch. 4, 5, & 10
February	March	April	May	June
Geography Skills Current Events  Persia & Greece – Ch. 7	Geography Skills Current Events  Rome – Ch. 8	Geography Skills Current Events  Middle Ages	Geography Skills Current Events  Middle Ages Byzantine Muslim – Ch. 9  Medieval Festival	Geography Skills Current Events  Ancient Americas  Ch. 4 & 10

Students in Grade 6 will cover the history from early man as hunter-gatherer to the development of civilization.

**6.1: ALL STUDENTS WILL UTILIZE HISTORICAL THINKING, PROBLEM SOLVING, AND RESEARCH SKILLS TO MAXIMIZE THEIR UNDERSTANDING OF CIVICS, HISTORY, GEOGRAPHY, AND ECONOMICS.**

These skills should not be taught in isolation; rather, students must use these skills in the study of all social studies disciplines.

<b>A. Social Studies Skills</b>			
<b>Essential Questions:</b> Whose point of view matters? How do you locate legitimate sources? How are present events related to past events?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Analyze how events are related over time.	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.42, p.47, p.64, p.98, p.103, p.131, p.139, p.177, p.206, p.272, p.302, p.308, p.344, p.362, p.372, p.407, p.413, p.437, p.450, p.457, p.467, p.498 Geography Activity: <i>Changes in House Membership, Colonial Settlements in the Backcountry</i> Graphic Organizer: <i>Problems in the New Nation</i> Biography Reading: <i>Samuel Adams</i>
2. Use critical thinking skills to interpret events, recognize bias, point of view, and context.	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877: p.42, p.62, p.73, p.98, p.139, p.157, p.158, p.278, p.328, p.338, p.377, p.400, p.407, p.413, p.450, p.484 Graphic Organizer: <i>Hamilton v Jefferson</i>

			Biography Reading: <i>Samuel Adams</i> Literature Reading: <i>A Response to the Fugitive Slave Act</i>
3. Assess the credibility of primary and secondary sources.	Lecture Text Discussion PowerPoint Internet	Discussion Teacher observation Tests	America History of our Nation Beginning to 1877 p.72, p.77, p.162, p.193, p.226, p.285, p.330, p.416, p.479, p.504, Literature Reading: <i>Narrative of the life of Frederick Douglass</i>
4. Analyze data in order to see persons and events in context.	Text Chart/Venn diagram PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.54, p.106, p.179, p.289, p.310, p.342, p.368, p.439, p.472, Graphic Organizer: <i>Hamilton v Jefferson</i> Biography Reading: <i>Benjamin Banneker</i> Literature Reading: <i>A Response to the Fugitive Slave Act</i>
5. Examine current issues, events, or themes and relate them to past events.	Lecture Text Discussion PowerPoint Internet	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.10, p.42, p.54, p.81, p.131, p.177, p.206, p.248, p.254, p.272, p.310, p.332, p.372, p.400, p.462, Outline Map: <i>The 13 Colonies, Major Battles of the Revolution</i>

6. Formulate questions based on information needs.	Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Tests Research paper	America History of our Nation Beginning to 1877 p.13, p.38, p.141, p.171, p.195, p.275, Biography Reading: <i>Benjamin Banneker, Harriet Tubman</i> Literature Reading: <i>A Response to the Fugitive Slave Act</i>
7. Use effective strategies for locating information.	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet Co-operative learning	Discussion Expository writing Research paper	America History of our Nation Beginning to 1877 p.p.72, p.77, p.162, p.192, p.228, p.330, p.479 Geography Activity: <i>Agriculture in the Colonies</i> Graphic Organizer: <i>The Path to Independence, Comparing Systems of Government</i>
8. Compare and contrast competing interpretations of current and historical events.	Lecture Text Chart/Venn diagram Discussion PowerPoint	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.37, p.70, p.99, p.139, p.170, p.285, p.314, p.344 Biography Reading: <i>Samuel Adams</i> Literature Reading: <i>A Response to the Fugitive Slave Act</i>
9. Interpret events considering continuity and change, the role of chance, oversight and	Lecture Text Chart/Venn diagram Discussion	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.37, p.70, p.99, p.139, p.170, p.285, p.314, p.344

error, and changing interpretations by historians.	PowerPoint Internet		Geography Activity: <i>The French in North America</i> Graphic Organizer: <i>War of 1812</i> Outline Map: <i>Major Battles of the Revolution</i> Biography Reading: <i>Samuel Adams, Paul Revere</i>
10. Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.	Lecture Text Discussion Internet	Discussion Tests	America History of our Nation Beginning to 1877 p.64, p.70, p.194, p.248, p.298, p.338, Biography Reading: <i>Squanto</i>
11. Summarize information in written, graphic, and oral formats.	Text PowerPoint Co-operative learning	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.p.10, p.42, p.103, p.139, p.158, p.194, p.278, p.362, p.450

**STANDARD 6.2 (CIVICS) ALL STUDENTS WILL KNOW, UNDERSTAND AND APPRECIATE THE VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY AND THE RIGHTS, RESPONSIBILITIES, AND ROLES OF A CITIZEN IN THE NATION AND THE WORLD.**

<b>A. Civic Life, Politics, and Government</b>			
<b>Essential Questions:</b> What is government and what can it do? Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Discuss the sources, purposes, and functions of law and the importance of the	Lecture Text	Discussion Quizzes	America History of our Nation Beginning to 1877 p.142, p.200, p.268



rule of law for the preservation of individual rights and the common good.	Chart/Venn diagram: Discussion PowerPoint Internet	Tests Expository writing	Graphic Organizer: Comparing Systems of Government Biography Reading: Patrick Henry Video: <i>Congress &amp; You, Your Executive Branch, Your Court System, Key Constitutional Concepts, Mandate President &amp; the People, CNN Presents, Liberty!</i>
2. Describe the underlying values and principles of democracy and distinguish these from authoritarian forms of government	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.142, p.200, p.268, Graphic Organizer: Comparing Systems of Government Biography Reading: Samuel Adams Literature Reading: Patrick Henry Video: <i>Congress &amp; You, Your Executive Branch, Your Court System, Key Constitutional Concepts. Mandate President &amp; the People, CNN Presents, Liberty!</i>
3. Discuss the major characteristics of democratic governments.	Lecture Text Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877: p.221, p.249, p.226, Graphic Organizer: Comparing Systems of Government Video: <i>Congress &amp; You, Your Executive Branch, Your Court System, Key Constitutional Concepts, Mandate President &amp; the People, CNN Presents, Liberty!</i>
4. Describe the processes of local government.	Lecture Text Chart/Venn	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.221, p.252, Graphic Organizer: <i>Comparing Systems of</i>

	diagram Discussion PowerPoint Internet	Expository writing	<i>Government</i>
5. Discuss examples of domestic policies and agencies that impact American lives, including the Environmental Protection Agency (e.g., clean air and water), the Department of Labor (e.g., minimum wage) and the Internal Revenue Service (e.g., Social Security, income tax).	Lecture Text Discussion Internet	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.256, p.258, p.259 Graphic Organizer: <i>Comparing Systems of Government</i>
6. Explain how non-governmental organizations influence legislation and policies at the federal, state, and local levels.	Lecture Text Discussion PowerPoint	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.257, 258, 259 Graphic Organizer: <i>Comparing Systems of Government</i>
<b>B. American Values and Principles</b>			
<b>Essential Questions:</b> How have the basic values and principle of American democracy changed and in what ways have they been preserved?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Analyze how certain values including individual rights, the common good, self-government, justice, equality and free inquiry are fundamental to American public life.	Lecture Text Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.158, p.248, p.318 Graphic Organizer: <i>Bill of Rights</i> Biography Reading: <i>Samuel Adams</i> Literature Reading: <i>Patrick Henry A &amp; E Benjamin Franklin</i> video <i>A &amp; E Frederick Douglass</i> video <i>Liberty!</i> video
2. Describe representative government and explain how it works to protect the majority and the minority. Intro	Lecture Text Chart/Venn	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.64, p.70, p.75, p.81, p.92, p.135, p.139, p.158, p.177, p.220, p.248, p.254,

	<p>diagram Discussion PowerPoint</p>		<p>p.268, p.338 Geography Activity: <i>Changes in House Membership</i> Graphic Organizer: <i>The Bill of Rights</i> Video: <i>Congress &amp; You, Your Executive Branch, Your Court System, Key Constitutional Concepts,</i></p>
<p>3. Describe the continuing struggle to bring all groups of Americans into the mainstream of society with the liberties and equality to which all are entitled, as exemplified by individuals such as Susan B. Anthony 8, Frederick Douglass 8, Nat Turner 8, Paul Robeson, and Cesar Chavez.</p>	<p>Lecture Text Chart/Venn diagram Discussion PowerPoint Internet</p>	<p>Discussion Quizzes Tests Expository writing</p>	<p>America History of our Nation Beginning to 1877 p.400, p.407, p.413 Biography Reading: <i>Squanto</i> Video: <i>A &amp; E Frederick Douglass, Africans in America, Slavery &amp; the Making of America, Whispers of Angels Andrew Jackson: Good, Evil &amp; the Presidency</i></p>

**C. The Constitution and American Democracy**

**Essential Questions:** How does the government established by the Constitution embody the purposes, values, and principles of the American Dream? How can a government decision be based on a Constitution that does not explicitly state the answer? Why have roles and responsibilities of U.S. citizens changed?

<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
<p>1. Discuss the major principles of the Constitution, including shared powers, checks and balances, separation of church and state, and federalism.</p>	<p>Lecture Text Chart/Venn diagram Discussion PowerPoint</p>	<p>Discussion Quizzes Tests Expository writing</p>	<p>America History of our Nation Beginning to 1877 p.220, p.248, p.254, p.268, p.338 Literature Reading: <i>The Free Citizen</i> Video: <i>CNN Presents, Key Constitutional Concepts, Liberty!</i></p>
<p>2. Compare and contrast the purposes, organization, functions, and interactions of the legislative, executive, and judicial</p>	<p>Lecture Text Chart/Venn</p>	<p>Discussion Quizzes Tests</p>	<p>America History of our Nation Beginning to 1877 p.220, p.248, p.254, p.268 Geography Activity: <i>Changes in House</i></p>

branches of state, and local governments and independent regulatory agencies.	diagram Discussion PowerPoint	Expository writing	<i>Membership</i> Video: <i>CNN Presents, Key Constitutional Concepts, Mandate President &amp; the People</i>
3. Discuss the role of political parties in the American democratic system including candidates, campaigns, financing, primary elections, and voting systems.	Lecture Text Discussion PowerPoint Internet Mock election	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.220, p.254, p.268, p.286, p.287, p.298, p.338, p.462 Geography Activity: <i>Changes in House Membership</i> Biography Reading <i>Patrick Henry</i> ,
4. Discuss major historical and contemporary conflicts over United States constitutional principles, including judicial review in Marbury v. Madison , slavery in the Dred Scott Decision , and the rights of minorities in the Indian Removal Act.	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.298, p.344, p.464, Video: <i>Africans in America, Slavery &amp; the Making of America, Whispers of Angels, Andrew Jackson: Good, Evil &amp; the Presidency</i>
6. Research contemporary issues involving the constitutional rights of American citizens and other individuals residing in the United States, including voting rights, habeas corpus, rights of the accused, and the Patriot Act.	Lecture Text Discussion PowerPoint	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.210, p.251, p.492 Graphic Organizer: <i>The Bill of Rights</i> Biography Reading: <i>John Jay, Thurgood Marshall</i> Literature Reading: <i>The Free Citizen</i> Video: <i>Key Constitutional Concepts</i>
<b>D. Citizenship</b>			
<b>Essential Questions:</b> How can citizens and groups participate effectively in the democratic process? Can the rights of Americans citizens ever cause conflict among them?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>

1. Discuss the rights and responsibilities of American citizens, including obeying laws, paying taxes, serving on juries, and voting in local, state, and national elections.	Lecture Text Discussion PowerPoint Mock election	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p250, p.256 Geography Activity: <i>Changes in House Membership</i>
2. Discuss how the rights of American citizens may be in conflict with each other (e.g., right to privacy vs. free press).	Lecture Text Discussion PowerPoint Internet	Discussion Quizzes Tests	America History of our Nation Beginning to 1877p.250, p.252, p.256, p.269 Graphic Organizer: <i>The Bill of Rights</i> Video: <i>Liberty!</i>
3. Describe major conflicts that have arisen from diversity (e.g., land and suffrage for Native Americans, civil rights, women's rights) and discuss how the conflicts have been addressed.	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.344, p.381 p.478 Geography Activity: <i>Frontier Conflicts</i> Graphic Organizer: <i>Early Conflicts in North America</i> Literature Reading: <i>The Trail of Tears</i> Video: <i>Africans in America, Slavery &amp; the Making of America, Whispers of Angels, Andrew Jackson: Good, Evil &amp; the Presidency</i>
4. Explain the benefits, costs, and conflicts of a diverse nation.	Lecture Text Chart/Venn diagram Discussion PowerPoint	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.181, p.254, p.268, p.328 Graphic Organizer: <i>The Path to Independence</i> Biography Reading: <i>Harriet Tubman, Squanto, Benjamin Banneker</i> Video: <i>Africans in America, Slavery &amp; the Making of America, Whispers of Angels, Andrew Jackson: Good, Evil &amp; the Presidency, The Civil War</i>

5. Discuss basic contemporary issues involving the personal, political, and economic rights of American citizens (e.g., dress codes, sexual harassment).	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.187, p.196, p.197 Graphic Organizer: <i>The Bill of Rights</i> Biography Reading: <i>Patrick Henry</i> Video: <i>Key Constitutional Concepts</i>
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**E. International Education: Global Challenges, Cultures, and Connections**

**Essential Questions:** What is the formal and informal relationship of the United States to other nations? What social, political, and economic opportunities and problems arise when cultures interact? How do we affirm individual and group identities and at the same time learn respect and appreciate the identities of others?

<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Analyze ways in which nation-states interact with one another through trade, diplomacy, cultural exchanges, treaties or agreements, humanitarian aid, economic incentives and sanctions, and the use or threat of military force.	Lecture Text Chart/Venn diagram Discussion PowerPoint	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.54, p.98, p.103, Geography Activity: <i>The French in North America</i> Graphic Organizer: <i>English Colonial Settlements</i> Video: <i>Mandate President &amp; the People, Your Executive Branch, CNN Presents</i>
2. Discuss factors that lead to a breakdown of order among nation-states (e.g., conflicts about national interests, ethnicity, and religion; competition for territory or resources; absence of effective means to enforce international law) and describe the consequences of the breakdown of order.	Lecture Text Chart/Venn diagram Discussion PowerPoint	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.131, p.139, p.152, p.166, p.308, p.314, p.467, p.478, p.492 Graphic Organizer: <i>English Colonial Settlements</i> Video: <i>10 Events that Unexpectedly Changed America, Liberty!</i>
3. Compare and contrast the powers the Constitution gives to the Senate Foreign Relations Committee, and the federal	Lecture Discussion	Discussion	America History of our Nation Beginning to 1877 p.200, p.220, p.248, Graphic Organizer: <i>Comparing Systems of</i>

judiciary regarding foreign affairs.			<i>Government</i>
4. Evaluate current United States foreign policy issues and strategies and their impact on the nation and the rest of the world. (current events)	Lecture Discussion Internet	Discussion	America History of our Nation Beginning to 1877 p.933
5. Discuss the purposes and functions of major international organizations (e.g., United Nations, World Health Organization, Amnesty International) and the role of the United States within each.	Lecture Discussion PowerPoint Internet	Discussion	America History of our Nation Beginning to 1877
6. Describe how one's heritage includes personal history and experiences, culture, customs, and family background.	Lecture Text Discussion PowerPoint	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.362, p.366, p.395 Video: <i>500 Nations, Slavery &amp; the Making of America, CNN Presents</i>
7. Analyze how the life, culture, economics, politics, and the media of the United States impact the rest of the world.	Lecture Text Discussion PowerPoint	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.400, p.407, p.413, Video: <i>CNN Presents</i>
8. Discuss how global challenges are interrelated, complex, and changing and that even local issues may have a global dimension (e.g., environmental issues, transportation).	Lecture Text Discussion	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.42, p.99, p.120, p.123, p.145 Video: <i>CNN Presents</i>
9. Discuss how cultures may change and that individuals may identify with more than one culture.	Lecture Text Discussion PowerPoint	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.362, p.366, p.395 Biography Reading: <i>Squanto</i> Video: <i>500 Nations, Slavery &amp; the Making of America</i>

10. Engage in activities that foster understanding of various cultures (e.g., clubs, dance groups, sports, travel, and community celebrations).	Lecture Text Discussion PowerPoint	Discussion	America History of our Nation Beginning to 1877 p.14, p.54, p.100, p.128, p.283, p.344, p.377, p.400, p.413, p.450 Biography Reading: <i>Squanto, Olaudah Equiano</i> <i>American Music</i> CD
11. Discuss the impact of the Internet and technology on global communication.	Lecture Discussion PowerPoint Internet	Discussion	America History of our Nation Beginning to 1877 p.940
12. Discuss the impact of stereotyping on relationships, achievement, and life goals.	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.14, p.100, p.283, p.344, p.377, p.400, p.413, p.450 Graphic Organizer: <i>Explorers &amp; Defenders</i> Literature Reading: <i>A Response to the Fugitive Slave Act</i> <i>Africans in America</i> video
13. Analyze how prejudice and discrimination may lead to genocide as well as other acts of hatred and violence for the purposes of subjugation and exploitation.	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.42, p.100, p.126, p.283, p.344, p.377, p.457, Geography Activity: <i>The Slave Trade in the US</i> . Graphic Organizer: <i>Explorers &amp; Defenders</i> Literature Reading: <i>Trail of Tears, A Shawnee Leader Seeks Allies</i> Video <i>Africans in America, 500 Nations</i> ,



			<i>Slavery &amp; the Making of America, Whispers of Angels, Andrew Jackson: Good, Evil &amp; the Presidency</i>
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**STANDARD 6.3 (WORLD HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND THE FUTURE.**

<b>B. Early Human Societies to 500CE</b>			
<b>Essential Questions:</b> Are there general lessons to be learned from history? What causes societies to change over time? How have technology and changing demographics impacted 21 <sup>st</sup> century societies? Why is there political and social conflict? How much influence do individuals have in changing history? How have individuals and groups worked to combat instances of prejudice, cruelty, and discrimination?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
10. Describe the development of the Mayan civilization from agricultural community to an urban civilization, including the influence of the environment on agricultural methods, water utilization, and herding methods.	Lecture Text Discussion PowerPoint	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.4, p.10, Geography Activity: <i>The Maya Empire</i> Graphic Organizer: <i>Identifying Early Civilizations</i> Video <i>Lost Kingdoms of the Maya , Guns Germs &amp; Steel</i>
11. Describe the significant features of Mayan civilization, including the locations of Mayan city-states, road systems, and sea routes, the role and status of elite men and women in Mayan society and their portrayal in Mayan architecture, the role of religion and ceremonial games in Mayan culture, and the structure and purpose of	Lecture Text Discussion PowerPoint	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.4, p.10, Geography Activity: <i>The Maya Empire</i> Graphic Organizer: <i>Identifying Early Civilizations</i> Video <i>Lost Kingdoms of the Maya , Guns Germs &amp; Steel</i>

the Mayan pyramids.			
<b>C. Expanding Zones of Exchange and Interaction to 1400 CE</b>			
<b>Essential Questions:</b> Are there general lessons to be learned from history? What causes societies to change over time? How have technology and changing demographics impacted 21 <sup>st</sup> century societies? Why is there political and social conflict? How much influence do individuals have in changing history? How have individuals and groups worked to combat instances of prejudice, cruelty, and discrimination?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
5. Analyze the relationships between Mesoamerican and Andean societies, including:	Lecture Text Discussion PowerPoint	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.4, p.10, Graphic Organizer: <i>Identifying Early Civilizations</i> Video: <i>Guns Germs &amp; Steel</i>
• The growth of urban societies and urban planning	Lecture Text Discussion	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.4, p.10, p.42 Geography Activity: <i>Cortes Conquers Mexico</i> <i>Guns Germs &amp; Steel</i> video
• Religions and rituals	Lecture Text Discussion PowerPoint	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.4, p.10 Graphic Organizer: <i>Identifying Early Civilizations</i> Video: <i>Lost Kingdoms of the Maya, 500 Nations</i>
• Governing structure and economy	Lecture Text Discussion	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.10, p.42 Graphic Organizer: <i>Identifying Early Civilizations</i> Geography Activity: <i>Cortes Conquers Mexico</i> Video: <i>Lost Kingdoms of the Maya, 500</i>

			<i>Nations</i>
• The construction of the Mesoamerican calendar	Lecture Text Discussion PowerPoint	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.10 Graphic Organizer: <i>Identifying Early Civilizations</i> Video <i>Lost Kingdoms of the Maya, 500 Nations</i>
• Similarities in agriculture, societal structures, and artisan crafts	Lecture Text Discussion PowerPoint	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.4, p.10, p.42 Geography Activity: <i>Cortes Conquers Mexico</i> Graphic Organizer: <i>Identifying Early Civilizations</i> Video: <i>500 Nations</i>
6. Explain the medieval origins of constitutional government in England (e.g., Edward I,	Lecture Text Discussion	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.92, p.186, p.200
Model Parliament of 1295, Common Law).	Lecture Text Discussion PowerPoint	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.92 Graphic Organizer: <i>Comparing Systems of Government</i>
<b>D. The Age of Global Encounters (1400-1750)</b>			
<b>Essential Questions:</b> Are there general lessons to be learned from history? What causes societies to change over time? How have technology and changing demographics impacted 21 <sup>st</sup> century societies? Why is there political and social conflict? How much influence do individuals have in changing history? How have individuals and groups worked to combat instances of prejudice, cruelty, and discrimination?			

<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Discuss factors that contributed to oceanic travel and exploration in the 15 <sup>th</sup> and 16 <sup>th</sup> centuries, including technological innovations in ship building navigation, naval warfare, navigational inventions such as the compass, and the impact of wind currents on the major trade routes.	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.23, p.32, p.37, p.42, p.47, p.98 Geography Activity: <i>Cortes Conquers Mexico</i> Graphic Organizer: <i>New England &amp; Middle Colonies</i> Video: <i>CNN Presents , Desperate Crossings</i>
3. Compare the social and political elements of Incan and Aztec societies, including the major aspects of government, the role of religion, daily life, economy, and social organization.	Lecture Text Chart/Venn diagram Discussion PowerPoint	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.10, p.42 Graphic Organizer: <i>Identifying Earl Civilizations</i> Video: <i>Guns Germs &amp; Steel</i>

**STANDARD 6.4 (UNITED STATES AND NEW JERSEY HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF UNITED STATES AND NEW JERSEY HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND FUTURE.**

<b>A. Family and Community Life</b>			
Reinforce indicators from previous grade levels. <b>5-8</b>			
<b>B. State and Nation</b>			
Reinforce indicators from previous grade levels. <b>5-8</b>			
<b>C. Many Worlds Meet (to 1620)</b>			
<b>Essential Questions:</b> As a nation of immigrants, how should immigration best be regulated? Is it likely that the United States will remain world superior in the 21 <sup>st</sup> century? Why or why not? How can a society as diverse as the US ever fairly balance majority rule with minority rights? Why does racial prejudice still exist? Are we ethically responsible for resolving global problems? Is America a land of opportunity?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>

<p>1. Discuss factors that stimulated European overseas explorations between the 15<sup>th</sup> and 17<sup>th</sup> centuries and the impact of that exploration on the modern world.</p>	<p>Lecture Text Chart/Venn diagram Discussion PowerPoint Internet</p>	<p>Discussion Quizzes Tests Expository writing</p>	<p>America History of our Nation Beginning to 1877 p.32, p.37, p.42, p.47 Graphic Organizer Biography Reading Literature Reading Video: <i>CNN Presents, Desperate Crossings</i></p>
<p>2. Trace the major land and water routes of the explorers.</p>	<p>Lecture Text</p>	<p>Discussion Quizzes Tests</p>	<p>America History of our Nation Beginning to 1877 p.32, p.37, p.42, p.47</p>
<p>3. Compare the political, social, economic, and religious systems of Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492 (e.g., civic values, population levels, family structure, communication, use of natural resources).</p>	<p>Lecture Text Discussion PowerPoint</p>	<p>Discussion Quizzes Tests Expository writing</p>	<p>America History of our Nation Beginning to 1877 p.32, p.37, p.42, p.47 Geography Activity: <i>Cortes Conquers Mexico</i> Literature Reading <i>Through the eyes of a Spanish Missionary</i> Video: <i>Guns Germs &amp; Steel</i></p>
<p>4. Discuss the characteristics of the Spanish and Portuguese exploration and conquest of the Americas, including Spanish interaction with the Incan and Aztec empires, expeditions in the American Southwest, and the social composition of early settlers and their motives for exploration and conquest.</p>	<p>Lecture Text Discussion PowerPoint</p>	<p>Discussion Quizzes Tests Expository writing</p>	<p>America History of our Nation Beginning to 1877 p.32, p.37, p.42, p.47 Graphic Organizer: <i>Explorers &amp; Defenders</i> Geography Activity: <i>Cortes Conquers Mexico</i> Video: <i>Guns Germs &amp; Steel, 500 Nations</i></p>
<p>5. Describe the migration of the ancestors of the Lenape Indians and their culture at the time of first contact with Europeans.</p>	<p>Lecture Text Chart/Venn diagram</p>	<p>Discussion Quizzes Tests</p>	<p>America History of our Nation Beginning to 1877 p.4, p.10, Outline Map: <i>Native American Cultural Areas</i></p>

	Discussion PowerPoint		
6. Compare and contrast historic Native American groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodland regions at the beginning of European exploration.	Lecture Text Chart/Venn diagram Discussion PowerPoint	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.4, p.10, p.54 Graphic Organizer: <i>Identifying Early Civilizations</i> Outline Map: <i>Native American Cultural Areas</i> Geography Activity: <i>The Maya Empire</i> Video: <i>Cahokia Mounds, 500 Nations</i>
7. Analyze the cultures and interactions of peoples in the Americas, Western Europe, and Africa after 1450 including the transatlantic slave trade.	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.65, p.126, p.131,p.283, p.310, p.316, p.344 Geography Activity: <i>Frontier Conflicts, The Seminole Wars</i> Biography Reading: <i>Squanto</i> Literature Reading: <i>A Shawnee Leader Seeks Allies</i> Video: <i>Africans in America, 500 Nations, Slavery &amp; the Making of America</i>
8. Discuss how millions of Africans, brought against their will from Central Africa to the Americas, including Brazil, Caribbean nations, North America and other destinations, retained their humanity, their families, and their cultures during enslavement.	Lecture Text Discussion PowerPoint	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.69, p.100, p.103 Biography Reading: <i>Olaudah Equiano</i> Video: <i>Africans in America, Slavery &amp; the Making of America</i>

<b>D. Colonization and Settlement (1585-1763)</b>			
<b>Essential Questions:</b> As a nation of immigrants, how should immigration best be regulated? Is it likely that the United States will remain world superior in the 21 <sup>st</sup> century? Why or why not? How can a society as diverse as the US ever fairly balance majority rule with minority rights? Why does racial prejudice still exist? Are we ethically responsible for resolving global problems? Is America a land of opportunity?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Analyze the political, social, and cultural characteristics of the English colonies.	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.64, p.70, p.75, p.81, 92, p.103 Graphic Organizer: <i>English Colonial Settlements</i> Outline Map: <i>The 13 Colonies</i> Biography Reading: <i>William Bradford</i>
2. Describe the political, religious, social, and economic institutions that emerged in Colonial America, including New Netherland and colonial New Jersey.	Lecture Text Discussion PowerPoint Internet	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.64, p.70, p.75, p.81, 92, p.103 Graphic Organizer: <i>English Colonial Settlements</i> Outline Map: <i>The 13 Colonies</i> Biography Reading: <i>William Bradford</i>
3. Explain the differences in colonization of the Americas by England, the Netherlands,	Lecture Text Chart/Venn diagram Discussion PowerPoint	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.64, p.70, p.75, p.81, 92, p.103 Graphic Organizer: <i>English Colonial Settlements</i> Outline Map: <i>The 13 Colonies</i> Biography Reading: <i>William Bradford</i>
France, and Spain; including governance, relation to the mother countries, and interactions with their colonies and Native	Lecture Text Discussion	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.37, p.42, p.47, p.103 Geography Activity: <i>Cortes Conquers</i>

Americans.	PowerPoint Internet	Expository writing	<i>Mexico, The French in North America</i> Graphic Organizer: <i>Explorers &amp; Defenders</i> Literature Reading: <i>Through the eyes of a Spanish Missionary</i>
4. Examine the interactions between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances and conflicts.	Lecture Text Chart/Venn diagram Discussion PowerPoint	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.65, p.126, p.131,p.283, p.310, p.316, p.344 Geography Activity: <i>Frontier Conflicts, The Seminole Wars</i> Biography Reading: <i>Squanto</i> Literature Reading: <i>A Shawnee Leader Seeks Allies</i>
5. Describe Native American resistance to colonization, including the Cherokee War against the English, the French and Indian War, and King George's War.	Lecture Text Chart/Venn diagram Discussion PowerPoint	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.65, p.126, p.131,p.283, p.310, p.316, p.344 Geography Activity: <i>Frontier Conflicts, The Seminole Wars</i> Biography Reading: <i>Squanto</i> Literature Reading: <i>A Shawnee Leader Seeks Allies</i>
6. Identify factors that account for the establishment of African slavery in the Americas.	Lecture Text Discussion PowerPoint	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.69, p.100, p.103, Biography Reading: <i>Olaudah Equiano</i>
7. Discuss Spanish exploration, settlement, and missions in the American Southwest.	Lecture Text	Discussion Quizzes	America History of our Nation Beginning to 1877 p.37, p.42, p.47, p.103



	Chart/Venn diagram Discussion PowerPoint Internet	Tests Expository writing	Geography Activity: <i>Cortes Conquers Mexico</i> Graphic Organizer: <i>Explorers &amp; Defenders</i> Literature Reading: <i>Through the eyes of a Spanish Missionary</i>
<b>E. Revolution and the New Nation (1754-1820)</b>			
<b>Essential Questions:</b> As a nation of immigrants, how should immigration best be regulated? Is it likely that the United States will remain world superior in the 21 <sup>st</sup> century? Why or why not? How can a society as diverse as the US ever fairly balance majority rule with minority rights? Why does racial prejudice still exist? Are we ethically responsible for resolving global problems? Is America a land of opportunity?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Discuss the background and major issues of the American Revolution, including the political and economic causes and consequences of the revolution.	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877: p.135, p.139, p.152 Geography Activity: <i>Boston at the Start of the Revolution</i> Graphic Organizer: <i>The Path to Independence</i> Outline Map: <i>Major Battles of the American Revolution</i>
2. Discuss the major events (e.g. Boston Tea Party, Battle of Trenton) and personalities (e.g., George Washington, John Adams, John Witherspoon, William Franklin, Benjamin Franklin, and Thomas Jefferson) of the American Revolution.	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877: p.152, p.158, p.166, p.177 Geography Activity: <i>Boston at the Start of the Revolution</i> Graphic Organizer: <i>The Path to Independence</i> Outline Map: <i>Major Battles of the American Revolution</i> Biography Reading: <i>Samuel Adams</i>

<p>3. Identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approving the Declaration of Independence (1776), the publication of “Common Sense,” and major battles of the Revolutionary War.</p>	<p>Lecture Text Chart/Venn diagram Discussion PowerPoint</p>	<p>Discussion Quizzes Tests Expository writing</p>	<p>America History of our Nation Beginning to 1877: p.152, p.158, p.166, p.177 Geography Activity: <i>Boston at the Start of the Revolution</i> Graphic Organizer: <i>The Path to Independence</i> Outline Map: <i>Major Battles of the American Revolution</i></p>
<p>4. Explain New Jersey’s critical role in the American Revolution, including major battles, the involvement of women and African Americans, and the origins of the movement to abolish slavery.</p>	<p>Lecture Text Discussion PowerPoint</p>	<p>Discussion Quizzes Tests Expository writing</p>	<p>America History of our Nation Beginning to 1877 p.170, p.188, Geography Activity: <i>Boston at the Start of the Revolution</i> Graphic Organizer: <i>The Path to Independence</i> Outline Map: <i>Major Battles of the American Revolution</i></p>
<p>5. Discuss the political and philosophical origins of the United States Constitution and its implementation in the 1790s.</p>	<p>Lecture Text Chart/Venn diagram Discussion PowerPoint</p>	<p>Discussion Quizzes Tests Expository writing</p>	<p>America History of our Nation Beginning to 1877 p.135, p.139, p.158, Graphic Organizer: <i>The Path to Independence</i> Biography Reading: <i>Samuel Adams</i></p>
<p>6. Describe and map American territorial expansions and the settlement of the frontier during this period.</p>	<p>Lecture Text Discussion PowerPoint</p>	<p>Discussion Quizzes Tests Expository writing</p>	<p>America History of our Nation Beginning to 1877 p.180, p.304, p.325, p.333, p.458, p.480, p.493, Geography Activity: <i>Colonial Settlements in the Backcountry, Frontier Conflicts, The Seminole Wars, The French in North America</i></p>

7. Analyze the causes and consequences of continuing conflict between Native American tribes and colonists (e.g., Tecumseh's rebellion).	Lecture Text Chart/Venn diagram Discussion PowerPoint	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.65, p.126, p.131,p.283, p.310, p.316, p.344 Geography Activity: <i>Frontier Conflicts, The Seminole Wars</i> Biography Reading: <i>Squanto</i> Literature Reading: <i>A Shawnee Leader Seeks Allies</i>
8. Discuss the background and major issues of the War of 1812 (e.g., sectional issues, role of Native Americans).	Lecture Text Discussion PowerPoint	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.308, p.314 Graphic Organizer: <i>The War of 1812</i> Literature Reading: <i>A Shawnee Leader seeks Allies</i>
<b>F. Expansion and Reform (1801-1861)</b>			
<b>Essential Questions:</b> As a nation of immigrants, how should immigration best be regulated? Is it likely that the United States will remain world superior in the 21 <sup>st</sup> century? Why or why not? How can a society as diverse as the US ever fairly balance majority rule with minority rights? Why does racial prejudice still exist? Are we ethically responsible for resolving global problems? Is America a land of opportunity?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Describe the political, economic, and social changes in New Jersey and American society preceding the Civil War, including the early stages of industrialization, the growth of cities, and the political, legal, and social controversies surrounding the expansion of slavery.	Lecture Text Discussion PowerPoint Internet	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.469, p.478, p.483, Geography Activity: <i>The Siege of Vicksburg</i> Graphic Organizer: <i>Key Events in the Slavery Debate</i>
2. Discuss American cultural, religious,	Lecture	Discussion	America History of our Nation Beginning

and social reform movements in the antebellum period (e.g., abolitionists, the Second Great Awakening, and women's movements).	Text Chart/Venn diagram Discussion PowerPoint Internet	Quizzes Tests	to 1877 p.108, p.390, p.400, p.407, p.413 Biography Reading: <i>Harriet Tubman</i> Literature Reading: <i>A Response to the Fugitive Slave Act</i>
3. Explain the concept of the Manifest Destiny and its relationship to the westward movement of settlers and territorial expansion, including the purchase of Florida (1819), the annexation of Texas (1845), the acquisition of the Oregon Territory (1846), and territorial acquisition resulting from the Mexican War (1846-1848).	Lecture Text Chart/Venn diagram Discussion PowerPoint	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.325, p.329, p.422, p.437, Geography Activity: <i>Spanish Missions in California</i> Graphic Organizer: <i>Tracing Westward Expansion &amp; War</i> Literature Reading: <i>A Mexican Views the War</i>
4. Explain the characteristics of political and social reform movements in the antebellum period in New Jersey, including the 1844 State Constitution, the temperance movement, the abolition movement, and the women's rights movement.	Lecture Text Discussion PowerPoint	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.51, p.84, p.209, 170 Graphic Organizer: <i>Early Reform Movements, Inventors &amp; Cultural Change</i> Geography Activity: <i>Utopian Communities</i>
5. Explain the importance of internal improvements on the transformation of New Jersey's economy through New Jersey's two canals and the Camden and Amboy Railroad.	Lecture Text Discussion PowerPoint	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.362, p.385, Geography Activity: <i>The National Road</i> Graphic Organizer: <i>Inventors &amp; Cultural Change</i>
6. Discuss the economic history of New Jersey, including growth of major industries and businesses, the lives of factory workers, and occupations of	Lecture Text Discussion PowerPoint	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.84, Geography Activity: <i>Agriculture in the Colonies</i>

working people.			Graphic Organizer: <i>English Colonial Settlements</i> Outline Map: <i>Major Battles of the Revolution</i>
7. Compare political interests and views regarding the War of 1812 (e.g., US responses to shipping harassment, interests of Native Americans and white settlers in the Northwest Territory).	Lecture Text Discussion PowerPoint	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.308, p.311, p.314, p.316 Graphic Organizer: <i>The War 1812</i> Literature Reading: <i>A Shawnee Leader seeks Allies</i>
8. Discuss sectional compromises associated with westward expansion of slavery, such as the Missouri Compromise (1820) and the continued resistance to slavery by African Americans (e.g., Amistad Revolt).	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.332, p.381, p.410, p.454 Graphic Organizer: <i>Early Reform Movement, Contributions to the new nations</i> Literature Reading: <i>A Response to the Fugitive Slave Act</i>
9. Describe and map the continuing territorial expansion and settlement of the frontier, including the acquisition of new territories and conflicts with Native Americans, the Louisiana Purchase, the Lewis and Clark expedition, and the California gold rush.	Lecture Text Discussion PowerPoint Internet	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.180, p.189, p.304, p.325, p.333 Geography Activity: <i>French in North America</i> Outline Map: <i>The Louisiana Purchase</i> Biography Reading: <i>Sacagawea</i> Literature Reading: <i>A Shawnee Leader seeks Allies</i>
10. Explain how state and federal policies influenced various Native American tribes (e.g., homeland vs. resettlement, Black	Lecture Text Chart/Venn	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.65, p.126, p.131, p.283, p.310, p.316, p.344

Hawk War, Trail of Tears).	diagram Discussion PowerPoint Internet	Expository writing	Geography Activity: <i>Frontier Conflicts, The Seminole Wars</i> Biography Reading: <i>Squanto</i> Literature Reading: <i>Trail of Tears</i>
11. Understand the institution of slavery in the United States, resistance to it, and New Jersey's role in the Underground Railroad.	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.100, p.372, p.377 Geography Activity: <i>A Southern Plantation, The Slave Trade in The U.S.</i> Biography Reading: <i>Harriet Tubman, Frederick Douglass</i> Literature Reading: <i>Incidents in the Life of a Slave Girl</i> Graphic Organizer: <i>Cotton Boom</i>

### **G. Civil War and Reconstruction (1850-1877)**

**Essential Questions:** As a nation of immigrants, how should immigration best be regulated? Is it likely that the United States will remain world superior in the 21<sup>st</sup> century? Why or why not? How can a society as diverse as the US ever fairly balance majority rule with minority rights? Why does racial prejudice still exist? Are we ethically responsible for resolving global problems? Is America a land of opportunity?

<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Explain the major events, issues, and personalities of the American Civil War including:	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.450, p.457, p.467 Geography Activity: <i>The Siege of Vicksburg</i> Graphic Organizer: <i>Key Events in the Slavery Debate</i>
• The causes of the Civil War (e.g., slavery, states' rights)	Lecture Text Chart/Venn diagram Discussion	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.450, p.457, p.467 Graphic Organizer: <i>Key Events in the Slavery Debate</i> Literature Reading: <i>Narrative of the Life</i>

	PowerPoint Internet		<i>of Frederick Douglass</i>
• The course and conduct of the war (e.g., Antietam, Vicksburg, Gettysburg)	Lecture Text Discussion PowerPoint	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.483, p.488, p.498 Geography Activity: <i>The Siege of Vicksburg</i> Graphic Organizer: <i>Civil War Battles</i>
• Sectionalism	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.467, Graphic Organizer: <i>Key Events in the Slavery Debate</i>
• The Dred Scott and other Supreme Court decisions	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.450, p.464, Graphic Organizer: <i>Key Events in the Slavery Debate</i>
• The role of women	Lecture Text Chart/Venn diagram Discussion	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.497 Literature Reading: <i>A Confederate Girls Diary</i>
• The role of African Americans	Lecture Text Chart/Venn	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.492, p.493 Graphic Organizer: <i>Civil War Battles</i>

	diagram Discussion		Literature Reading: <i>A Response to the Fugitive Slave Act</i>
• The Gettysburg Address	Lecture Text Discussion PowerPoint	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.498, p.505
• The Emancipation Proclamation	Lecture Text Discussion PowerPoint	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.493, p.504 Graphic Organizer: <i>Slavery &amp; the Civil War</i> Literature Reading: <i>From Secession to Loyalty</i>
2. Analyze different points of view in regard to New Jersey's role in the Civil War, including abolitionist sentiment in New Jersey and New Jersey's vote in the elections of 1860 and 1864.	Lecture Text Discussion PowerPoint	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.469, p.478, p.483,

**STANDARD 6.5 (ECONOMICS) ALL STUDENTS WILL ACQUIRE AN UNDERSTANDING OF KEY ECONOMIC PRINCIPLES.**

<b>A. Economic Literacy</b>			
<b>Essential Questions:</b> How is price determined?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Discuss how needs and wants change as one ages and the impact of planning,	Lecture Text	Discussion Quizzes	America History of our Nation Beginning to 1877 p.100, p.276, p.379



spending and saving.	Discussion PowerPoint	Tests Expository writing	
2. Explain the law of supply and demand.	Lecture Text Discussion PowerPoint	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.100, p.276, p.379
3. Compare ways to save money, including checking and savings accounts, stocks and bonds, and the relationship between risk and return in investments.	Lecture Text Chart/Venn diagram Discussion PowerPoint	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.100, p.276, p.379 Graphic Organizer: <i>Hamilton v Jefferson</i>
4. Describe the role credit plays in the economy and explain the difference in cost between cash and credit purchases.	Lecture Text Discussion PowerPoint	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.135, p.272, p.276, Graphic Organizer: <i>Hamilton v Jefferson</i>
5. Discuss the economic growth of a nation in terms of increasing productivity, investment in physical capital, and investment in human capital.	Lecture Text Chart/Venn diagram Discussion PowerPoint	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.135, p.362, p.379 Graphic Organizer: <i>Hamilton v Jefferson</i>
6. Describe how private industry acquires material and energy resources, provides jobs, raises financial capital, manages production processes, and markets goods	Lecture Text Discussion PowerPoint	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.100, p.105, p.106, p.122, Graphic Organizer: <i>Hamilton v Jefferson</i> Internet: <i>Becoming A Spice Trader</i>

and services that create wealth in order to meet consumer and industrial requirements.	Internet		
7. Discuss how innovation, entrepreneurship, competition, customer satisfaction, and continuous improvement in productivity are responsible for the rise in the standard of living in the United States and other countries with market economies.	Lecture Text Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.135, p.362, p.379 Graphic Organizer: <i>Hamilton v Jefferson</i>
8. Compare and contrast the characteristics of the three basic economic systems: market capitalism, and command (e.g., communism).	Lecture Text Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.100, p.135, p.362, p.379
9. Explain what taxes are, how they are collected, and how tax dollars are used by local, state, and national governments to provide goods and services.	Lecture Text Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.135, p.139 Biography Reading: <i>Samuel Adams</i>
<b>B. Economics and Society</b>			
<b>Essential Questions:</b> How much can business be regulated in a democratic government? Why is the United States economically prosperous? Are there limits to government activity in the economy? How “free” should national international trade be?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Discuss how meeting the needs and wants of a growing world population impacts the environment and economic growth.	Lecture Text Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.98, p.103, p.362, 364,
2. Describe the many ways federal, state, and local governments raise funds to meet	Lecture Text	Discussion Quizzes	America History of our Nation Beginning to 1877 p.98, p.103, p.362, p.366, p.368

the need for public facilities and government services.	Chart/Venn diagram Discussion PowerPoint Internet	Tests Expository writing	Geography Activity: <i>The National Road</i> Graphic Organizer: <i>Early Reform Movements</i>
3. Discuss how societies have been affected by industrialization and by different political and economic philosophies.	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.362, p.366 Geography Activity: <i>The National Road</i> Graphic Organizer: <i>Inventors &amp; Cultural Change, Early Reform Movements</i>
4. Describe how inventions and innovations have improved standards of living over the course of history.	Lecture Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.105, p.115 Biography Reading: <i>Benjamin Banneker</i> Graphic Organizer: <i>Inventors &amp; Cultural Change</i>
5. Compare and contrast various careers, examining educational requirements and costs, salary and benefits, longevity, impact on society and the economy, and demand.	Lecture Text Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.105, p.115 Biography Reading: <i>Benjamin Banneker</i>
6. Analyze and give examples of how business and industry influence the buying decisions of consumers through advertising.	Lecture Text Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.99, p.195, p.374 Pamphlet: Jamestown
7. Discuss the need for ethical behavior in economic decisions and financial transactions.	Lecture Text Chart/Venn diagram	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.139, p.272, p.374 Geography Activity: <i>The Slave Trade in the United States</i>

	Discussion PowerPoint Internet		Graphic Organizer: <i>Hamilton v Jefferson</i> Literature Reading: <i>A Response to the Fugitive Slave Act</i>
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**STANDARD 6.6 (GEOGRAPHY) ALL STUDENTS WILL APPLY KNOWLEDGE OF SPATIAL RELATIONSHIPS AND OTHER GEOGRAPHIC SKILLS TO UNDERSTAND HUMAN BEHAVIOR IN RELATION TO THE PHYSICAL AND CULTURAL ENVIRONMENT.**

<b>A. The World in Spatial Terms all unless noted</b>			
<b>Essential Questions:</b> How do geographic tools and technologies pose and answer questions about spatial distributions and patterns on Earth?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Distinguish among the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and the utility of each in solving problems.	Lecture Text PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.40, p.44, p.55, p.67, p.78 Geography Activity: <i>Agriculture in The Colonies, Settlements in the Backcountry</i> , Graphic Organizer: <i>Early America Societies</i> Outline Map: <i>Native American, Cultural Areas</i> ,
2. Translate maps into appropriate spatial graphics to display geographical information.	Lecture Text Discussion PowerPoint Internet	Discussion Quizzes Tests	America History of our Nation Beginning to 1877: p.84, p.120, p.121, p.129 Geography Activity: <i>Boston at The Start of the Revolution</i> Outline Map: <i>The 13 Colonies</i> ,
3. Explain the spatial concepts of relative and absolute location and distance.	Lecture Text	Discussion Quizzes	America History of our Nation Beginning to 1877: p.132, p.189, p.214

	Discussion PowerPoint Internet	Tests	Geography Activity: <i>Frontier Conflicts</i> Outline Map: <i>The 13 Colonies</i> ,
4. Estimate distances between two places on a map using a scale of miles, and use cardinal and intermediate directions when referring to a relative location.	Lecture Text Discussion PowerPoint Internet	Discussion Quizzes Tests	America History of our Nation Beginning to 1877: p.315, p.321, p.325, p.333 Geography Activity: <i>The French in North America</i> Outline Map: <i>The 13 Colonies</i> ,
5. Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.	Lecture Text Discussion PowerPoint Internet	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.345, p.386, p.387 Geography Activity: <i>A Southern Plantation</i> Outline Map: <i>Major Battles of the American Revolution</i>
6. Distinguish among the major map types, including physical, political, topographic, and demographic.	Lecture Text Discussion PowerPoint Internet	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.384, p.411, Geography Activity: <i>The Seminole Wars</i> Outline Map: <i>Major Battles of the American Revolution</i>
7. Explain the distribution of major human and physical features at country and global scales.	Lecture Text Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.128, p.167, p.283, p.344 Geography Activity: <i>The Slave Trade in the United States</i> Outline Map: <i>Native American, Cultural Areas, The 13 Colonies</i> ,
8. Use thematic maps to describe places (e.g., patterns of population, diseases, rainfall).	Lecture Text Discussion	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.345, p.386, p.387 Geography Activity: <i>The Slave trade in</i>

	PowerPoint Internet		<i>the United States</i>
9. Describe and distinguish among the various map projections, including size, shape, distance, and direction.	Lecture Text Discussion PowerPoint Internet	Discussion	America History of our Nation Beginning to 1877 A1- A11 S 16 S17 Geographer's Tool kit
10. Describe location technologies, such as Geographic Information Systems (GIS) and Global Positioning Systems (GPS).	Lecture Discussion PowerPoint Internet	Discussion	<i>CNN Presents</i> video
11. Describe the significance of the major cities of New Jersey, the United States, and the world.	Lecture Text Discussion PowerPoint	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.155, p.173 Geography Activity: <i>Boston at the Start of the Revolution</i> Outline Map: <i>The 13 Colonies, Major Battles of the American Revolution</i>
<b>B. Places and Regions</b>			
<b>Essential Questions:</b> How does human migration affect a region?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Compare and contrast the physical and human characteristics of places in regions in New Jersey and the United States.	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.67, p.78 Geography Activity: <i>Agriculture in the Colonies</i> Outline Map: <i>The 13 Colonies, Major Battles of the American Revolution</i>
2. Describe how regions change over time.	Lecture	Discussion	America History of our Nation Beginning

	Text Discussion PowerPoint Internet	Quizzes Tests Expository writing	to 1877 p.129, p.180 Geography Activity: <i>The French in North America</i>
3. Compare the natural characteristics used to define a region.	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.11 Geography Activity: <i>Settlements in the Backcountry</i> Outline Map: <i>Native American Cultural Areas</i>
4. Explain how regional systems are interconnected (e.g., watersheds, trade, transportation systems).	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877: p.315, p.321, p.325, p.333 Geography Activity: <i>The Slave Trade in the United States</i> , Outline Map: <i>Major Battles of the American Revolution</i>
5. Discuss how the geography of New Jersey impacts transportation, industry, and community development.	Lecture Text Discussion PowerPoint Internet	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 Outline Map: <i>The 13 Colonies</i>
6. Discuss the similarities and differences among rural, suburban, and urban communities.	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.395 Geography Activity: <i>Settlements in the Backcountry, Agriculture in the Colonies</i>
7. Describe the types of regions and the	Lecture	Discussion	America History of our Nation Beginning

influence and effects of region labels including: current events only	Text Chart/Venn diagram Discussion PowerPoint Internet	Quizzes Tests Expository writing	to 1877 p.386, p.387
• Formal regions: school districts, states	Lecture Discussion PowerPoint Internet	Discussion Quizzes	America History of our Nation Beginning to 1877 p.113, p.114, p.402
• Functional regions: marketing area of a newspaper, fan base of a sport team	Discussion PowerPoint Internet	Discussion	America History of our Nation Beginning to 1877
<b>C. Physical Systems current events and science</b>			
<b>Essential Questions:</b> Is geography destiny? How do natural resources affect the course of history?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
5. Describe how the physical environment affects life in different regions (e.g., population density, architecture, transportation systems, industry, building materials, land use, recreation).	Lecture Text Discussion PowerPoint	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.315, p.321, p.325, p.333
<b>D. Human Systems</b>			
<b>Essential Questions:</b> What are the potential limits of technology?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Discuss how technology affects the ways in which people perceive and use places and regions.	Lecture Text Discussion PowerPoint	Discussion Quizzes	America History of our Nation Beginning to 1877 p.362, p.366, p.372 Geography Activity: <i>The Slave</i>



	Internet		<i>Trade in the United States</i>
2. Analyze demographic characteristics to explain reasons for variations between populations.	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.128, p.167, p.283, p.344 Geography Activity: <i>The French in North America, Frontier Conflicts</i> Graphic Organizer: <i>Early Conflicts in North America</i> Biography Reading: <i>Squanto</i>
3. Compare and contrast the primary geographic causes for world trade.	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.99, p.101 Geography Activity: <i>Agriculture in the Colonies</i>
4. Analyze the patterns of settlement in different urban regions of the world.	Lecture Text Discussion PowerPoint	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.395
5. Discuss how and why people cooperate, but also engage in conflict, to control the Earth's surface.	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.126, p.131, p.152, p.158, p.284, p.311, p.314, Graphic Organizer: <i>Early Conflicts in North America</i> Outline Map: <i>Major Battles of the Revolution</i> Biography Reading: <i>Patrick Henry</i> Literature Reading: <i>A Shawnee</i>

			<i>Leader Seeks Allies</i>
6. Compare the patterns and processes of past and present human migration.5-8	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.123, Geography Activity: <i>Colonial Settlements in the Backcountry</i> Graphic Organizer: <i>Early Conflicts in North America</i>
7. Explain and identify examples of global interdependence.5-8	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.54, p.55, p.56, p.57 Geography Activity: <i>Agriculture in the Colonies, Conflicts with France,</i>
8. Describe how physical and human characteristics of regions change over time. 5-8	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.315, p.321, p.325, p.333 Geography Activity: <i>The French in North America, The Settling of the English Colonies</i> Literature Reading: <i>Trail of Tears</i>
<b>E. Environment and Society</b>			
<b>Essential Questions:</b> How do human activity and environment affect each other? How big a threat is global warming?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
1. Discuss the environmental impacts or intended and unintended consequences of major technological	Lecture Text Chart/Venn diagram	Discussion Quizzes Tests	America History of our Nation Beginning to 1877 p.54, p.55, p.56, p.57

changes (e.g., autos and fossil fuels, nuclear power and nuclear waste). (Curr.events)	Discussion PowerPoint Internet	Expository writing	Geography Activity: <i>Cortes Conquers Mexico</i>
2. Analyze the impact of various human activities and social policies on the natural environment and describe how humans have attempted to solve environmental problems through adaptation and modification.	Lecture Text Chart/Venn diagram Discussion PowerPoint Internet	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.101, p.123 Geography Activity: <i>A Southern Plantation</i> Biography Reading: <i>Harriet Tubman</i> Literature Reading: <i>Reaction to the Fugitive Slave Act</i>
3. Compare and contrast conservation practices and alternatives for energy resources (Curr.events).	Discussion PowerPoint Internet	Discussion	America History of our Nation Beginning to 1877
4. Compare and contrast various ecosystems and describe their interrelationship and interdependence.	Lecture Text Chart/Venn diagram Discussion PowerPoint	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.54, p.55, p.56, p.57, p.122 Outline Map: <i>Native American Cultural Areas</i>
5. Describe world, national, and local patterns of resource distribution and utilization, and discuss the political and social impact.	Lecture Text Discussion PowerPoint	Discussion Quizzes Tests Expository writing	America History of our Nation Beginning to 1877 p.99, p.101 Geography Activity: <i>The Slave Trade in the United States</i> Graphic Organizer: <i>Problems in the New Nation</i>
6. Analyze the importance of natural and manufactured resources in New Jersey.	Discussion PowerPoint	Discussion Quizzes Expository writing	

7. Delineate and evaluate the issues involved with sprawl, open space, and smart growth in New Jersey	Discussion PowerPoint	Discussion	

**Grade 7**

September	October	November	December	January
Chapters 11 & 12  Overland Trade Sea & River Trade  (trade empires, routes, goods, geography)	Chapters 13 & 14  Renaissance Reformation European Exploration	Chapter 14 cont'd.  Columbian Exchange Triangle Trade Slave trade/middle passage  Chapter 15  Changes in Asia (China, India, Japan, & empires)	Chapter 16  Enlightenment American Revolution  <u>Democratic ideas &amp; World History National 2012</u> <u>Survey</u> book – not the war itself  French Revolution	Chapter 16 – continued  American government and democracy  Geography Bee  Revolutions in Latin America  Industrial Revolution
February	March	April	May	June
Chapter 17  Industrial Revolution  Capitalism, classes Supply and demand Nationalism and Imperialism	Chapters 19 & 20 -----  World War I  Russian Revolution	-----  Great Depression  Stock market crash Dust Bowl  World War II	-----  Cold War  Berlin Blockade/Airlift  Korean War  World War II	-----  Cold War  Vietnam War

		Holocaust	Holocaust	
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Research Papers – Two 2-3 page, double spaced, in-line documentation, bibliography using MLA format

**6.1: ALL STUDENTS WILL UTILIZE HISTORICAL THINKING, PROBLEM SOLVING, AND RESEARCH SKILLS TO MAXIMIZE THEIR UNDERSTANDING OF CIVICS, HISTORY, GEOGRAPHY, AND ECONOMICS.**

<b>A. Social Studies Skills</b>			
<b>Essential Questions:</b> Whose point of view matters? How do you locate legitimate sources? How are present events related to past events?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
1. Analyze how events are related over time.	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Cause and effect</li> <li>- Timelines</li> <li>- Current events</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> <li>- Homework</li> </ul>	Textbook Activity Book <u>Junior Scholastic</u>
2. Use critical thinking skills to interpret events, recognize bias, point of view, and context.	<ul style="list-style-type: none"> <li>- Propaganda</li> <li>- Slave Trade</li> <li>- Define &amp; explain the different meanings of racism, prejudice, &amp; discrimination</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> <li>- Homework</li> </ul>	Activity Book Posters Primary & Secondary sources
3. Assess the credibility of primary and secondary sources.	<ul style="list-style-type: none"> <li>- Read excerpt from Otto Von Bismarck’s speech</li> <li>- Read coal miner’s testimony</li> <li>- Examining historical documents</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> <li>- Homework</li> </ul>	Pgs. 512-513 in Textbook Pg. 124 in Activity Book Worksheet
4. Analyze data in order to see persons and events in context.	<ul style="list-style-type: none"> <li>- Charts</li> <li>- Graphs</li> <li>- Stats</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media</li> </ul>	Industrial Developments wkst. Activity Book

		<ul style="list-style-type: none"> <li>presentation</li> <li>- Homework</li> </ul>	
5. Examine current issues, events, or themes and relate them to past events.	<ul style="list-style-type: none"> <li>- In class reading</li> <li>- Discussion</li> <li>- Current events</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> </ul>	<u>Junior Scholastic</u> magazine Newspaper
6. Formulate questions based on information needs.	<ul style="list-style-type: none"> <li>- In class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Homework</li> </ul>	Textbook Charts/graphs
7. Use effective strategies for locating information.	<ul style="list-style-type: none"> <li>- Research</li> <li>- Table of contents</li> <li>- Index</li> <li>- Searching websites</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> <li>- Homework</li> </ul>	Encyclopedias Textbook Almanacs Internet Atlas

<b>A. Social Studies Skills (con't)</b>			
<b>Essential Questions:</b> Whose point of view matters? How do you locate legitimate sources? How are present events related to past events?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
8. Compare and contrast competing interpretations of current and historical events.	<ul style="list-style-type: none"> <li>- Compare and contrast the conquest of Mexico by 2 opposing viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> </ul> Homework	Textbook Activity Book pgs. 99-100
9. Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.	<ul style="list-style-type: none"> <li>- Discussion &amp; reading about countries' revolutions, changes in gov't, war, "almost history"</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> </ul> Homework	Textbook
10. Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and	<ul style="list-style-type: none"> <li>- Read fictitious letters and diary entries with factual information from real historical</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> </ul>	Textbook Handouts Literature

events.	events		
11. Summarize information in written, graphic, and oral formats.	<ul style="list-style-type: none"> <li>- Oral presentations by students of written research papers and/or PowerPoint presentations</li> </ul>	To be graded	<ul style="list-style-type: none"> <li>- MLA or APA style packet</li> <li>- Internet/websites</li> <li>- Books, encyclopedia, etc...</li> </ul>

**STANDARD 6.2 (CIVICS) ALL STUDENTS WILL KNOW, UNDERSTAND AND APPRECIATE THE VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY AND THE RIGHTS, RESPONSIBILITIES, AND ROLES OF A CITIZEN IN THE NATION AND THE WORLD.**

<b>A. Civic Life, Politics, and Government</b>			
<b>Essential Questions:</b> What is government and what can it do? Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
1. Discuss the sources, purposes, and functions of law and the importance of the rule of law for the preservation of individual rights and the common good.	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- In class reading</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> </ul>	<u>World History National 2012 Survey book</u>
2. Describe the underlying values and principles of democracy and distinguish these from authoritarian forms of government.	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- In class reading</li> <li>- Compare and contrast different countries' governments</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Homework</li> </ul>	<u>World History National 2012 Survey book</u> Textbook
3. Discuss the major characteristics of democratic governments. (Expand)	<ul style="list-style-type: none"> <li>- The Growth of Democracy</li> <li>- Democratic Revolutions</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> <li>- Homework</li> </ul>	<u>World History National 2012 Survey book</u> Textbook School House Rock video DVD/video
5. Discuss examples of domestic policies	<ul style="list-style-type: none"> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> </ul>	- Great Depression video

and agencies that impact American lives, including the Environmental Protection Agency (e.g., clean air and water), the Department of Labor (e.g., minimum wage) and the Internal Revenue Service (e.g., Social Security, income tax). (Introduce)	<ul style="list-style-type: none"> <li>- In class reading</li> <li>- FDR’s New Deal and the creation of the “alphabet soup” agencies</li> <li>- Industrial Revolution</li> <li>- Worksheet on minimum wage</li> </ul>	<ul style="list-style-type: none"> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> <li>- Homework</li> </ul>	<ul style="list-style-type: none"> <li>- pg. 551 in textbook</li> <li>- Worksheet on minimum wage</li> <li>- <u>Junior Scholastic</u></li> <li>- Newspaper</li> </ul>
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<b>A. Civic Life, Politics, and Government (con’t)</b>			
<b>Essential Questions:</b> What is government and what can it do? Why do rules, laws, and government not always preserve individual rights and the common good? What can be done about it?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
6. Explain how non-governmental organizations influence legislation and policies at the federal, state, and local levels. (Introduce)	<ul style="list-style-type: none"> <li>- Current events</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> </ul>	<ul style="list-style-type: none"> <li>- Textbook</li> <li>- <u>World History National 2012 Survey</u> book</li> <li>- Newspaper</li> <li>- <u>Junior Scholastic</u></li> <li>- Video</li> </ul>

<b>B. American Values and Principles</b>			
<b>Essential Questions:</b> How have the basic values and principle of American democracy changed and in what ways have they been preserved?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
1. Analyze how certain values including individual rights, the common good, self-government; justice, equality and free inquiry are fundamental to American public life.	<ul style="list-style-type: none"> <li>- American Democracy</li> <li>- Discussion</li> <li>- Reading</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> </ul>	<ul style="list-style-type: none"> <li>- Chapter 16, Lesson 1 of textbook</li> <li>- <u>World History National 2012 Survey</u> book</li> </ul>
2. Describe representative government and explain how it works to protect the majority and the minority. (Introduce)	<ul style="list-style-type: none"> <li>- In class reading</li> <li>- Discussion</li> <li>- Notes</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> </ul>	<ul style="list-style-type: none"> <li>- Textbook</li> <li>- <u>World History National 2012 Survey</u> book</li> </ul>



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<b>C. The Constitution and American Democracy</b>			
<b>Essential Questions:</b> How does the government established by the Constitution embody the purposes, values, and principles of the American Dream? How can a government decision be based on a Constitution that does not explicitly state the answer? Why have roles and responsibilities of U.S. citizens changed?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
1. Discuss the major principles of the Constitution, including shared powers, checks and balances, separation of church and state, and federalism. (Expand)	<ul style="list-style-type: none"> <li>- Look at Constitution and Bill of Rights</li> <li>- Diagram of checks and balances including worksheet</li> </ul>	<ul style="list-style-type: none"> <li>- Test</li> <li>- Oral questions</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">World History National 2012 Survey</a> book</li> <li>- <a href="#">Schoolhouse Rock</a> video</li> <li>- worksheets</li> </ul>
2. Compare and contrast the purposes, organization, functions, and interactions of the legislative, executive, and judicial branches of national governments.	<ul style="list-style-type: none"> <li>- In class reading</li> <li>- Discussion</li> <li>- Notes</li> </ul>	<ul style="list-style-type: none"> <li>- Quiz</li> <li>- Worksheets</li> <li>- Oral Questions</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">World History National 2012 Survey</a> book</li> <li>- <a href="#">Schoolhouse Rock</a> video</li> </ul>
3. Discuss the role of political parties in the American democratic system including candidates, campaigns, financing, primary elections, and voting systems. (Reinforce)	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- In class reading</li> <li>- Plays</li> <li>- Research platform of candidates</li> <li>- Speech writing</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Oral presentation</li> </ul>	<ul style="list-style-type: none"> <li>- Newspaper</li> <li>- Junior Scholastic</li> <li>- Internet</li> </ul>
4. Discuss major historical and	<ul style="list-style-type: none"> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">World History National</a></li> </ul>

contemporary conflicts over United States constitutional principles, including judicial review in separate but equal in Plessy v. Ferguson	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Examine Supreme Court cases such as <u>Marbury vs. Madison</u> and <u>Brown vs. Board of Education</u></li> </ul>	<ul style="list-style-type: none"> <li>- Test/quiz</li> </ul>	<u>2012 Survey book</u> - Movie – <u>Separate But Equal</u> , starring Sidney Poitier
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<b>D. Citizenship</b>			
<b>Essential Questions:</b> How can citizens and groups participate effectively in the democratic process? Can the rights of Americans citizens ever cause conflict among them?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
1. Discuss the rights and responsibilities of American citizens, including obeying laws, paying taxes, serving on juries, and voting in local, state, and national elections. (Expand)	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Reading</li> <li>- Videos</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> </ul> Homework	<ul style="list-style-type: none"> <li>- <u>World History National 2012 Survey book</u> pgs. 122-129</li> <li>- <u>Patriotism and Citizenship</u> video</li> </ul>
2. Discuss how the rights of American citizens may be in conflict with each other (e.g., right to privacy vs. free press). (Expand)	Discuss libel and slander	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> </ul> Homework	<u>Junior Scholastic</u>
3. Describe major conflicts that have arisen from diversity (e.g., land and suffrage for Native Americans, civil rights, women's rights) and discuss how the conflicts have	Read the <u>Lowell Mill Girls</u> and <u>Women Will Vote</u> plays and discuss Examine 15 <sup>th</sup> and 19 <sup>th</sup>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> </ul>	<ul style="list-style-type: none"> <li>- packets</li> <li>- <u>Junior Scholastic</u></li> <li>- magazines</li> </ul>

been addressed.	Amendments and discuss		
4. Explain the benefits, costs, and conflicts of a diverse nation.	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Reading</li> <li>- Videos</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> </ul>	<ul style="list-style-type: none"> <li>- Textbook</li> <li>- Video</li> </ul>
5. Discuss basic contemporary issues involving the personal, political, and economic rights of American citizens (e.g., fair trial, free press, minimum wage).	<ul style="list-style-type: none"> <li>- Read</li> <li>- Examine</li> <li>- Discuss and give examples from the Bill of Rights</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> </ul>	

<b>E. International Education: Global Challenges, Cultures, and Connections</b>			
<b>Essential Questions:</b> What is the formal and informal relationship of the United States to other nations? What social, political, and economic opportunities and problems arise when cultures interact? How do we affirm individual and group identities and at the same time learn respect and appreciate the identities of others?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
1. Analyze ways in which nation-states interact with one another through trade, diplomacy, cultural exchanges, treaties or agreements, humanitarian aid, economic incentives and sanctions, and the use or threat of military force. (Expand)	<ul style="list-style-type: none"> <li>- Define nation-state</li> <li>- Reading/Discussion</li> <li>- UN, Red Cross</li> <li>- Current events</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> </ul>	Textbook Video
2. Discuss factors that lead to a breakdown of order among nation-states (e.g., conflicts about national interests, ethnicity, and religion; competition for territory or resources; absence of effective means to enforce international law) and describe the consequences of the breakdown of order.	<ul style="list-style-type: none"> <li>- Great Depression</li> <li>- Rise of Nationalism</li> <li>- Wars</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> <li>- Homework</li> </ul>	Textbook
3. Compare and contrast the powers the Constitution gives to Congress, and the President (Introduce).	<ul style="list-style-type: none"> <li>- Examine, read, and discuss Articles I and II of the Constitution</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media</li> </ul>	<u>World History National 2012 Survey book</u> Textbook

		<ul style="list-style-type: none"> <li>- presentation</li> <li>- Homework</li> </ul>	
4. Evaluate current United States foreign policy issues and strategies and their impact on the nation and the rest of the world.	Read & discuss Cold War Define: <ul style="list-style-type: none"> <li>- Appeasement</li> <li>- Containment</li> <li>- Detente</li> </ul> Current Events	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> </ul> Homework	Textbook <u>Junior Scholastic</u> Newspaper

<b>E. International Education: Global Challenges, Cultures, and Connections (con't)</b>			
<b>Essential Questions:</b> What is the formal and informal relationship of the United States to other nations? What social, political, and economic opportunities and problems arise when cultures interact? How do we affirm individual and group identities and at the same time learn respect and appreciate the identities of others?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
5. Discuss the purposes and functions of major international organizations (e.g., United Nations, International Red Cross,) and the role of the United States within each.	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Reading</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> </ul>	Textbook Organizational chart of UN on pg. 563
6. Describe how one's heritage includes personal history and experiences, culture, customs, and family background.	<ul style="list-style-type: none"> <li>- Discussion throughout course</li> <li>- Encouraging students to bring things in</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> <li>- Homework</li> </ul>	
7. Analyze how the life, culture, economics, politics, and the media of the United States impact the rest of the world.	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Reading</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> </ul> Homework	
8. Discuss how global challenges are	<ul style="list-style-type: none"> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> </ul>	<u>Junior Scholastic</u>

interrelated, complex, and changing and that even local issues may have a global dimension (e.g., environmental issues, transportation).	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Current events</li> </ul>	<ul style="list-style-type: none"> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> </ul> Homework	Newspaper
9. Discuss how cultures may change and that individuals may identify with more than one culture.	Discuss of Hyphenated-Americans	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> </ul> Homework	Textbook <u>Junior Scholastic</u> Newspaper
<b>E. International Education: Global Challenges, Cultures, and Connections (con't)</b>			
<b>Essential Questions:</b> What is the formal and informal relationship of the United States to other nations? What social, political, and economic opportunities and problems arise when cultures interact? How do we affirm individual and group identities and at the same time learn respect and appreciate the identities of others?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
10. Engage in activities that foster understanding of various cultures (e.g., clubs, dance groups, sports, travel, and community celebrations).	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Students bring in cultural</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> </ul>	Textbook <u>Junior Scholastic</u> Newspaper
11. Discuss the impact of the Internet and technology on global communication.	<ul style="list-style-type: none"> <li>- Discussion</li> </ul> Students bring in cultural	<ul style="list-style-type: none"> <li>- Test/quiz</li> </ul>	Textbook <u>Junior Scholastic</u> Newspaper
12. Discuss the impact of stereotyping on relationships, achievement, and life goals.	<ul style="list-style-type: none"> <li>- Discussion</li> </ul> Students bring in cultural	<ul style="list-style-type: none"> <li>- Research paper</li> </ul>	Textbook <u>Junior Scholastic</u> Newspaper
13. Analyze how prejudice and discrimination may lead to genocide as well as other acts of hatred and violence for the purposes of subjugation and	Holocaust Unit <ul style="list-style-type: none"> <li>- read</li> <li>- watch</li> <li>- discuss</li> </ul>	<ul style="list-style-type: none"> <li>- Multi-media presentation</li> </ul>	<u>Rescue</u> by Milton Meltzer “Anti-Semitism” video <u>Paper Clips</u> movie Anne Frank House-virtual tour

exploitation.	<ul style="list-style-type: none"> <li>- lecture</li> <li>- notes</li> </ul>		Ebensee Concentration Camp CD ROM videos Genocide poster Holocaust video
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**STANDARD 6.3 (WORLD HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND THE FUTURE.**

<b>C. Expanding Zones of Exchange and Interaction to 1400 CE</b>			
<b>Essential Questions:</b> Are there general lessons to be learned from history? What causes societies to change over time? How have technology and changing demographics impacted 21 <sup>st</sup> century societies? Why is there political and social conflict? How much influence do individuals have in changing history? How have individuals and groups worked to combat instances of prejudice, cruelty, and discrimination?			
<b>OBJECTIVES</b>			
3. Discuss the significance of the developing cultures of Asia, including the Golden Age in China and spread of Chinese civilization to Japan, Korea, and Southeast Asia and the rise of the Mongol Empire and its impact on the Kievan Rus (Introduce).	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Reading</li> </ul>	- Test/quiz	Textbook
4. Analyze the rise of the West African Empires of Ghana, Mali, and Songhay and compare with changes in Asia, Europe, and the Americas.	- Discuss, read, & take notes about the Trading Empires of West Africa	- Research paper	Chapter 11 – pgs. 340-347
6. Explain the medieval origins of constitutional government in England (e.g., Magna Carta).	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Note taking</li> <li>- Reading</li> </ul>	- Test/quiz	<u>World History National 2012</u> <u>Survey</u> book Textbook

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<b>C. Expanding Zones of Exchange and Interaction to 1400 CE (con't)</b>			
<b>Essential Questions:</b> Are there general lessons to be learned from history? What causes societies to change over time? How have technology and changing demographics impacted 21 <sup>st</sup> century societies? Why is there political and social conflict? How much influence do individuals have in changing history? How have individuals and groups worked to combat instances of prejudice, cruelty, and discrimination?			
<b>OBJECTIVES</b>			
7. Discuss the evolution of significant political, economic, social and cultural institutions and events that shaped European medieval society, including Catholic and Byzantine churches, feudalism and manorialism, the Crusades, the rise of cities, and changing technology (Reinforce).	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Note taking</li> <li>- Reading</li> </ul>	<ul style="list-style-type: none"> <li>- Test/quiz</li> </ul>	<u>World History National 2012 Survey book</u>

<b>D. The Age of Global Encounters (1400-1750)</b>			
<b>Essential Questions:</b> Are there general lessons to be learned from history? What causes societies to change over time? How have technology and changing demographics impacted 21 <sup>st</sup> century societies? Why is there political and social conflict? How much influence do individuals have in changing history? How have individuals and groups worked to combat instances of prejudice, cruelty, and discrimination?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
1. Discuss factors that contributed to oceanic travel and exploration in the 15th and 16 <sup>th</sup> centuries, including technological innovations in ship building navigation, naval warfare, navigational inventions such as the compass, and the impact of wind currents on the major trade routes.	Age of Exploration -In class reading	Test/quiz	Pgs. 383-387

<b>D. The Age of Global Encounters (1400-1750) (con't)</b>
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<b>Essential Questions:</b> Are there general lessons to be learned from history? What causes societies to change over time? How have technology and changing demographics impacted 21 <sup>st</sup> century societies? Why is there political and social conflict? How much influence do individuals have in changing history? How have individuals and groups worked to combat instances of prejudice, cruelty, and discrimination?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
2. Describe the significant contributions of the Renaissance and Reformation to European society, including major achievements in literature, music, painting, sculpture, and architecture.	Read, discuss and examine the work of artists, scientists, inventors, etc..., such as DaVinci, Michelangelo, Galileo, Newton, and Martin Luther	<ul style="list-style-type: none"> <li>- Questions</li> <li>- Quiz</li> <li>- Test</li> <li>- Essay</li> <li>- Research papers</li> </ul>	pgs. 403-413
3. Compare the social and political elements of Incan and Aztec societies, including the major aspects of government, the role of religion, daily life, economy, and social organization. (Reinforce)	A Time of Encounter - reading - discussion		Pgs. 429-431

**STANDARD 6.4 (UNITED STATES AND NEW JERSEY HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF UNITED STATES AND NEW JERSEY HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND FUTURE.**

<b>A. Family and Community Life</b>			
Reinforce indicators from previous grade levels.			

<b>B. State and Nation</b>			
Reinforce indicators from previous grade levels.			

<b>C. Many Worlds Meet (to 1620)</b>			
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<b>Essential Questions:</b> As a nation of immigrants, how should immigration best be regulated? Is it likely that the United States will remain world superior in the 21 <sup>st</sup> century? Why or why not? How can a society as diverse as the US ever fairly balance majority rule with minority rights? Why does racial prejudice still exist? Are we ethically responsible for resolving global problems? Is America a land of opportunity?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
1. Discuss factors that stimulated European overseas explorations between the 15th and 17th centuries and the impact of that exploration on the modern world. (Expand)	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Read</li> <li>- Cause and effect</li> </ul>	Research paper on explorer	Chapter 14 in textbook
2. Trace the major land and water routes of the explorers. (Expand)	Maps	Hand in maps Teacher observation	Textbook Maps Pg 417 in textbook

<b>C. Many Worlds Meet (to 1620) (con't)</b>			
<b>Essential Questions:</b> As a nation of immigrants, how should immigration best be regulated? Is it likely that the United States will remain world superior in the 21 <sup>st</sup> century? Why or why not? How can a society as diverse as the US ever fairly balance majority rule with minority rights? Why does racial prejudice still exist? Are we ethically responsible for resolving global problems? Is America a land of opportunity?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
3. Compare the political, social, economic, and religious systems of Africans, Europeans, and Native Americans (5,8) who converged in the western hemisphere after 1492 (e.g., civic values, population levels, family structure, communication, use of natural resources).	Read & discuss Colombian Exchange and Triangle Trade route	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> </ul>	Textbook
7. Analyze the cultures and interactions of peoples in the Americas, Western Europe, and Africa after 1450 including the transatlantic slave trade.	Look at Colombian Exchange and Triangle Trade route and map		pgs. 425-428
8. Discuss how millions of Africans,	<ul style="list-style-type: none"> <li>- Middle Passage</li> </ul>		pgs. 425-428

brought against their will from Central Africa to the Americas, including Brazil, Caribbean nations, North America and other destinations, retained their humanity, their families, and their cultures during enslavement. (Introduce)	- Look at map		
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<b>D. Colonization and Settlement (1585-1763)</b>			
<b>Essential Questions:</b> As a nation of immigrants, how should immigration best be regulated? Is it likely that the United States will remain world superior in the 21 <sup>st</sup> century? Why or why not? How can a society as diverse as the US ever fairly balance majority rule with minority rights? Why does racial prejudice still exist? Are we ethically responsible for resolving global problems? Is America a land of opportunity?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
6. Identify factors that account for the establishment of African slavery in the Americas.	<ul style="list-style-type: none"> <li>- Plantations and mines</li> <li>- Prejudice/racism</li> <li>- Slave auctions/trade</li> <li>- Geography</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> </ul>	Textbook Internet websites Worksheet
<b>E. Revolution and the New Nation (1754-1820)</b>			

<b>F. Expansion and Reform (1801-1861)</b>			
<b>Essential Questions:</b> As a nation of immigrants, how should immigration best be regulated? Is it likely that the United States will remain world superior in the 21 <sup>st</sup> century? Why or why not? How can a society as diverse as the US ever fairly balance majority rule with minority rights? Why does racial prejudice still exist? Are we ethically responsible for resolving global problems? Is America a land of opportunity?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>

2. Discuss American cultural, religious, and social reform movements in the antebellum period (e.g., abolitionists, the origins of the labor, and women's movements).	Discussion and Reading	Class participation	Textbook Junior Scholastic
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**STANDARD 6.5 (ECONOMICS) ALL STUDENTS WILL ACQUIRE AN UNDERSTANDING OF KEY ECONOMIC PRINCIPLES.**

<b>A. Economic Literacy</b>			
<b>Essential Questions:</b> How is price determined?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
1. Discuss how needs and wants change as one ages.	Discussion	Class participation Question and discussion Teacher observation Test/Quiz	Junior Scholastic
2. Explain the law of supply and demand.	-Reading - Discussion, examples, & anecdotes		- pg. 499 - Poster of Law of Supply and Demand
3. Compare ways to save money, including checking and savings accounts, stocks and bonds, and the relationship between risk and return in investments (Introduce).	- Reading - Discussion, examples, & anecdotes -Great Depression/Stock Market Crash -Current Events		Junior Scholastic Poster Supplemental materials and video
5. Discuss the economic growth of a nation in terms of increasing productivity, investment in physical capital, and investment in human capital.	Reading - Discussion, examples, & anecdotes		Textbook
7. Discuss how innovation, entrepreneurship, competition, customer satisfaction, and continuous improvement in productivity are responsible for the rise in the standard of	- Reading - Discussion, examples, & anecdotes -Industrial Revolution; moguls		Chapter 17 – Industrial Revolution, pgs. 487-503

living in the United States and other countries with market economies.	of industry		
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<b>A. Economic Literacy</b>			
<b>Essential Questions:</b> How is price determined?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
8. Compare and contrast the characteristics of the three basic economic systems: traditional or barter and trade, market capitalism, and command (e.g., Communism).	Reading - Discussion, examples, & anecdotes	Test/Quiz	-Textbook Chapter 17

<b>B. Economics and Society</b>			
<b>Essential Questions:</b> How much can business be regulated in a democratic government? Why is the United States economically prosperous? Are there limits to government activity in the economy? How “free” should national international trade be?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
1. Discuss how meeting the needs and wants of a growing world population impacts the environment and economic growth.	Reading Class Discussion Current Events	Class participation	Junior Scholastic Newspaper
2. Describe the many ways federal, state, and local governments raise funds to meet the need for public facilities and government services.			
3. Discuss how societies have been affected by industrialization and by different political and economic philosophies. (Expand)	- Industrial Revolution - Adam Smith - Karl Marx	Test/Quiz	Pgs. 499-500

<b>B. Economic and Society (cont)</b>			
<b>Essential Questions:</b> How much can business be regulated in a democratic government? Why is the United States economically prosperous? Are there limits to government activity in the economy? How “free” should national international trade be?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
4. Describe how inventions and innovations have improved standards of living over the course of history.			Chapter 17
5. Compare and contrast various careers, examining educational requirements and costs, salary and benefits, longevity, impact on society and the economy, and demand.	Average Hourly Earnings Bar Graph wkst. (by occupation)	Completion of worksheet	worksheet
6. Analyze and give examples of how business and industry influence the buying decisions of consumers through advertising	“		“
7. Discuss the need for ethical behavior in economic decisions and financial transactions.	“		“

**STANDARD 6.6 (GEOGRAPHY) ALL STUDENTS WILL APPLY KNOWLEDGE OF SPATIAL RELATIONSHIPS AND OTHER GEOGRAPHIC SKILLS TO UNDERSTAND HUMAN BEHAVIOR IN RELATION TO THE PHYSICAL AND CULTURAL ENVIRONMENT.**


<b>A. The World in Spatial Terms</b>			
<b>Essential Questions:</b> How do geographic tools and technologies pose and answer questions about spatial distributions and patterns on Earth?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
1. Distinguish among the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical	<u>Map Skills</u> - Compare Maps w/ Different Projections	- Grade, check, question, hand in	<u>Textbook</u> <u>Activity Book</u> - pgs. 348-350 - pgs. 434-435    - pgs. 101-102

representations, and the utility of each in solving problems.	<ul style="list-style-type: none"> <li>- Compare Info. On Maps</li> <li>- Compare Info. On Double Line Graph</li> <li>- Read a Population Pyramid</li> <li>- Read a Cartogram</li> <li>- Use a Time Zone Map</li> </ul> <div style="text-align: center; margin-top: 20px;">↓</div>		- pgs. 440-441	- pgs. 104-105
2. Translate maps into appropriate spatial graphics to display geographical information.			- pg. 453	- pg. 110
3. Explain the spatial concepts of relative and absolute location and distance.			- pgs. 598-599	- pgs. 142-143

<b>A. The World in Spatial Terms (con't)</b>			
<b>Essential Questions:</b> How do geographic tools and technologies pose and answer questions about spatial distributions and patterns on Earth?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
4. Estimate distances between two places on a map using a scale of miles, and use cardinal and intermediate directions when referring to a relative location.	<u>Map Skills</u> <ul style="list-style-type: none"> <li>- Compare Maps w/ Different Projections</li> <li>- Compare Info. On Maps</li> </ul>	Grade, check, question, hand in	<u>Textbook</u> <u>Activity Book</u> - pgs. 348-350 - pgs. 434-435      - pgs. 101-102 - pgs. 440-441      - pgs. 104-105 - pg. 453      - pg. 110 - pgs. 598-599      - pgs. 142-143 - pgs. 542-543      - pgs. 129-130
5. Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.	<ul style="list-style-type: none"> <li>- Compare Info. On Double Line Graph</li> <li>- Read a Population Pyramid</li> </ul>		
6. Distinguish among the major map types, including physical, political, topographic, and demographic.	<ul style="list-style-type: none"> <li>- Read a Cartogram</li> <li>- Use a Time Zone Map</li> </ul>		

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<b>A. The World in Spatial Terms (con't)</b>			
<b>Essential Questions:</b> How do geographic tools and technologies pose and answer questions about spatial distributions and patterns on Earth?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
7. Explain the distribution of major human and physical features at country and global scales.	<u>Map Skills</u> - Compare Maps w/ Different Projections - Compare Info. On Maps - Compare Info. On Double Line Graph - Read a Population Pyramid - Read a Cartogram - Use a Time Zone Map	Grade, check, question, hand in	<u>Textbook</u> - pgs. 348-350 - pgs. 434-435 - pgs. 440-441 - pg. 453 - pgs. 598-599 - pgs. 542-543
8. Use thematic maps to describe places (e.g., patterns of population, diseases, rainfall).			<u>Activity Book</u> - pgs. 101-102 - pgs. 104-105 - pg. 110 - pgs. 142-143 - pgs. 129-130
9. Describe and distinguish among the various map projections, including size, shape, distance, and direction.			


			
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<b>A. The World in Spatial Terms (con't)</b>			
<b>Essential Questions:</b> How do geographic tools and technologies pose and answer questions about spatial distributions and patterns on Earth?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
11. Describe the significance of the major cities of the world.	<u>Map Skills</u> - Compare Maps w/ Different Projections - Compare Info. On Maps - Compare Info. On Double Line Graph - Read a Population Pyramid - Read a Cartogram - Use a Time Zone Map	Grade, check, question, hand in	<u>Textbook</u> - pgs. 348-350 - pgs. 434-435 - pgs. 440-441 - pg. 453 - pgs. 598-599 - pgs. 542-543  <u>Activity Book</u> - pgs. 101-102 - pgs. 104-105 - pg. 110 - pgs. 142-143 - pgs. 129-130



<b>B. Places and Regions</b>			
<b>Essential Questions:</b> How does human migration affect a region?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
1. Compare and contrast the physical and human characteristics of places in regions in the world.	<u>Map Skills</u> <ul style="list-style-type: none"> <li>- Compare Maps w/ Different Projections</li> <li>- Compare Info. On Maps</li> <li>- Compare Info. On Double Line Graph</li> <li>- Read a Population Pyramid</li> <li>- Read a Cartogram</li> <li>- Use a Time Zone Map</li> </ul>	Grade, check, question, hand in	<u>Textbook</u> <u>Activity Book</u> <ul style="list-style-type: none"> <li>- pgs. 348-350</li> <li>- pgs. 434-435</li> <li>- pgs. 440-441</li> <li>- pg. 453</li> <li>- pgs. 598-599</li> <li>- pgs. 542-543</li> </ul> <ul style="list-style-type: none"> <li>- pgs. 101-102</li> <li>- pgs. 104-105</li> <li>- pg. 110</li> <li>- pgs. 142-143</li> <li>- pgs. 129-130</li> </ul>

<b>B. Places and Regions</b>			
<b>Essential Questions:</b> How does human migration affect a region?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
2. Describe how regions change over time.	<u>Map Skills</u> <ul style="list-style-type: none"> <li>- Compare Maps w/ Different Projections</li> <li>- Compare Info. On Maps</li> <li>- Compare Info. On Double Line Graph</li> <li>- Read a Population Pyramid</li> <li>- Read a Cartogram</li> <li>- Use a Time Zone Map</li> </ul>	Grade, check, question, hand in	<u>Textbook</u> <u>Activity Book</u> <ul style="list-style-type: none"> <li>- pgs. 348-350</li> <li>- pgs. 434-435</li> <li>- pgs. 440-441</li> <li>- pg. 453</li> <li>- pgs. 598-599</li> <li>- pgs. 542-543</li> </ul> <ul style="list-style-type: none"> <li>- pgs. 101-102</li> <li>- pgs. 104-105</li> <li>- pg. 110</li> <li>- pgs. 142-143</li> <li>- pgs. 129-130</li> </ul>
3. Compare the natural characteristics used to define a region.			
4. Explain how regional systems are interconnected (e.g. trade, transportation systems).			

			
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<b>B. Places and Regions</b> How does human migration affect a region?			
<b>Essential Questions:</b> How does human migration affect a region?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
6. Discuss the similarities and differences among rural, suburban, and urban communities.	<u>Map Skills</u> <ul style="list-style-type: none"> <li>- Compare Maps w/ Different Projections</li> <li>- Compare Info. On Maps</li> <li>- Compare Info. On Double Line Graph</li> <li>- Read a Population Pyramid</li> <li>- Read a Cartogram</li> <li>- Use a Time Zone Map</li> </ul>	Test/quiz	“

7. Describe the types of regions and the influence and effects of region labels including: current events only	↓		
• Formal regions: school districts, states	↓		

<b>B. Places and Regions</b>			
<b>Essential Questions:</b> How does human migration affect a region?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
• Functional regions: marketing area of a newspaper, fan base of a sport team	<u>Map Skills</u> - Compare Maps w/ Different Projections - Compare Info. On Maps - Compare Info. On Double Line Graph - Read a Population Pyramid - Read a Cartogram - Use a Time Zone Map		
• Perceptual regions: the Bible Belt, the	↓		

Riviera in southern France			
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<b>C. Physical Systems current events and science</b>			
<b>Essential Questions:</b> Is geography destiny? How do natural resources affect the course of history?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
2. Discuss how ecosystems function locally and globally. (Current events)	<ul style="list-style-type: none"> <li>- Current events</li> <li>- Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- oral questions</li> <li>- teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>- Newspapers</li> <li>- <u>Junior Scholastic</u></li> <li>- Textbook</li> </ul>
5. Describe how the physical environment affects life in different regions (e.g., population density, architecture, transportation systems, industry, building materials, land use, recreation).	<ul style="list-style-type: none"> <li>- Current events</li> <li>- Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- oral questions</li> <li>- teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>- Newspapers</li> <li>- <u>Junior Scholastic</u></li> <li>- Textbook</li> </ul>

<b>D. Human Systems</b>			
<b>Essential Questions:</b> What are the potential limits of technology?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
1. Discuss how technology affects the ways in which people perceive and use places and regions.	<ul style="list-style-type: none"> <li>- Current events</li> <li>- Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- oral questions</li> <li>- teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>- Newspapers</li> <li>- <u>Junior Scholastic</u></li> <li>- Textbook</li> </ul>
2. Analyze demographic characteristics to explain reasons for variations between populations.	<ul style="list-style-type: none"> <li>- Current events</li> <li>- Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- oral questions</li> <li>- teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>- Newspapers</li> <li>- <u>Junior Scholastic</u></li> <li>- Textbook</li> </ul>
3. Compare and contrast the primary geographic causes for world trade.	<ul style="list-style-type: none"> <li>- Current events</li> <li>- Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- oral questions</li> <li>- teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>- Newspapers</li> <li>- <u>Junior Scholastic</u></li> <li>- Textbook</li> </ul>
4. Analyze the patterns of settlement in			

different urban regions of the world.			
5. Discuss how and why people cooperate, but also engage in conflict, to control the Earth's surface.	<ul style="list-style-type: none"> <li>- Exploration</li> <li>- Colonization</li> <li>- War</li> </ul>		
6. Compare the patterns and processes of past and present human migration.	<ul style="list-style-type: none"> <li>- Current events</li> <li>- Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- oral questions</li> <li>- teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>- Newspapers</li> <li>- <u>Junior Scholastic</u></li> <li>- Textbook</li> </ul>
7. Explain and identify examples of global interdependence.	<ul style="list-style-type: none"> <li>- Current events</li> <li>- Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- oral questions</li> <li>- teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>- Newspapers</li> <li>- <u>Junior Scholastic</u></li> <li>- Textbook</li> </ul>
8. Describe how physical and human characteristics of regions change over time.	<ul style="list-style-type: none"> <li>- Current events</li> <li>- Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- oral questions</li> <li>- teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>- Newspapers</li> <li>- <u>Junior Scholastic</u></li> <li>- Textbook</li> </ul>

### **E. Environment and Society**

**Essential Questions:** How do human activity and environment affect each other? How big a threat is global warming?

<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
1. Discuss the environmental impacts or intended and unintended consequences of major technological changes (e.g., autos and fossil fuels, nuclear power and nuclear waste).	<ul style="list-style-type: none"> <li>- Current events</li> <li>- Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- oral questions</li> <li>- teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>- Newspapers</li> <li>- <u>Junior Scholastic</u></li> <li>- Textbook</li> </ul>
3. Compare and contrast conservation practices and alternatives for energy resources.	<ul style="list-style-type: none"> <li>- Current events</li> <li>- worksheet on Bio-fuels</li> <li>- Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- worksheet</li> <li>- oral questions</li> </ul>	<ul style="list-style-type: none"> <li>- Newspapers</li> <li>- <u>Junior Scholastic</u></li> </ul>
4. Compare and contrast various ecosystems and describe their interrelationship and interdependence.	<ul style="list-style-type: none"> <li>- Current events</li> <li>- Geography</li> </ul>	<ul style="list-style-type: none"> <li>- Maps</li> </ul>	<ul style="list-style-type: none"> <li>- Newspapers</li> <li>- <u>Junior Scholastic</u></li> </ul>
5. Describe world, national, and local patterns	<ul style="list-style-type: none"> <li>- Class discussion &amp;</li> </ul>	<ul style="list-style-type: none"> <li>- Questions about resources &amp;</li> </ul>	<ul style="list-style-type: none"> <li>- Textbook</li> </ul>

of resource distribution and utilization, and discuss the political and social impact.	<ul style="list-style-type: none"> <li>reading</li> <li>- Land reform &amp; redistribution</li> </ul>	industries from maps	<ul style="list-style-type: none"> <li>- Newspapers</li> <li>- <u>Junior Scholastic</u></li> </ul>
7. Delineate and evaluate the issues involved with sprawl, open space, and smart growth in New Jersey.	<ul style="list-style-type: none"> <li>- Current events</li> <li>- Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- oral questions</li> <li>- teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>- Newspapers</li> <li>- <u>Junior Scholastic</u></li> </ul>

### Grade 8

September	October	November	December	January
The Earliest Americans Culture Areas in North America Early Voyages of Exploration Europe looks to the Americas	The Spanish in America The Race for Empires The Virginia Colony The Pilgrims Experience The New England Colonies The Southern Colonies	Forms of Government The Growth of Trade The Colonial Economy The Great Awakening American Culture	Trouble on the Frontier The French and Indian War Trouble over Colonists' Rights New Taxes and Tensions	The Revolution Begins Declaring Independence Dark Hours for the Revolution Patriots Gain New Hope Independence The Articles of Confederation
February	March	April	May	June
Problems in the New Nation The Constitution Ratification of the Constitution Understanding the Constitution The Bill of Rights	Citizenship Foundations of Government Hamilton and National Finances Troubles Abroad John Adam's Presidency Jefferson as President	The Louisiana Purchase The War of 1812 The Era of Good feelings The Age of Jackson Indian Removal	Revolutions in Industry The South & King Cotton The Slave System The Abolition Movement Women's Rights Movement	The Debate over Slavery Trouble in Kansas Secession The Civil War

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Research Paper – Five pages, double spaced, in-line documentation, bibliography using MLA format

**6.1: ALL STUDENTS WILL UTILIZE HISTORICAL THINKING, PROBLEM SOLVING, AND RESEARCH SKILLS TO MAXIMIZE THEIR UNDERSTANDING OF CIVICS, HISTORY, GEOGRAPHY, AND ECONOMICS.**

<b>A. Social Studies Skills</b>			
<b>Essential Questions:</b> Whose point of view matters? How do you locate legitimate sources? How are present events related to past events?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
1. Analyze how events are related over time.	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Cause and effect</li> <li>- Timelines</li> <li>- Current events</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> <li>- Homework</li> </ul>	Textbook Activity Book <u>Junior Scholastic</u>
2. Use critical thinking skills to interpret events, recognize bias, point of view, and context.	<ul style="list-style-type: none"> <li>- Propaganda</li> <li>- Slave Trade</li> <li>- Define &amp; explain the different meanings of racism, prejudice, &amp; discrimination</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> <li>- Homework</li> </ul>	Activity Book Posters Primary & Secondary sources
3. Assess the credibility of primary and secondary sources.	<ul style="list-style-type: none"> <li>- Read excerpt from Otto Von Bismarck’s speech</li> <li>- Read coal miner’s testimony</li> <li>- Examining historical documents</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> <li>- Homework</li> </ul>	Pgs. 512-513 in Textbook Pg. 124 in Activity Book Worksheet
4. Analyze data in order to see persons and events in context.	<ul style="list-style-type: none"> <li>- Charts</li> <li>- Graphs</li> <li>- Stats</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media</li> </ul>	Industrial Developments wkst. Activity Book

		<ul style="list-style-type: none"> <li>presentation</li> <li>- Homework</li> </ul>	
5. Examine current issues, events, or themes and relate them to past events.	<ul style="list-style-type: none"> <li>- In class reading</li> <li>- Discussion</li> <li>- Current events</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> </ul>	<u>Junior Scholastic</u> magazine Newspaper
6. Formulate questions based on information needs.	<ul style="list-style-type: none"> <li>- In class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Homework</li> </ul>	Textbook Charts/graphs
7. Use effective strategies for locating information.	<ul style="list-style-type: none"> <li>- Research</li> <li>- Table of contents</li> <li>- Index</li> <li>- Searching websites</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> <li>- Homework</li> </ul>	Encyclopedias Textbook Almanacs Internet Atlas

<b>A. Social Studies Skills (con't)</b>			
<b>Essential Questions:</b> Whose point of view matters? How do you locate legitimate sources? How are present events related to past events?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
8. Compare and contrast competing interpretations of current and historical events.	<ul style="list-style-type: none"> <li>- Compare and contrast the conquest of Mexico by 2 opposing viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> </ul> Homework	Textbook Activity Book pgs. 99-100
9. Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by	<ul style="list-style-type: none"> <li>- Discussion &amp; reading about countries' revolutions, changes in gov't, war, "almost history"</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> </ul>	Textbook



historians.		- Multi-media presentation Homework	
10. Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.	- Read fictitious letters and diary entries with factual information from real historical events	- Oral questions	Textbook Handouts Literature
11. Summarize information in written, graphic, and oral formats.	- Oral presentations by students of written research papers and/or PowerPoint presentations	To be graded	- MLA or APA style packet - Internet/websites - Books, encyclopedia, etc...

**STANDARD 6.2 (CIVICS) ALL STUDENTS WILL KNOW, UNDERSTAND AND APPRECIATE THE VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY AND THE RIGHTS, RESPONSIBILITIES, AND ROLES OF A CITIZEN IN THE NATION AND THE WORLD.**

<b>A. Civic Life, Politics, and Government</b>			
<b>Essential Questions:</b> What is government and what can it do? Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>

1. Discuss the sources, purposes, and functions of law and the importance of the rule of law for the preservation of individual rights and the common good.	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- In class reading</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> </ul>	<u>World History National 2012</u> <u>Survey book</u>
2. Describe the underlying values and principles of democracy and distinguish these from authoritarian forms of government.	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- In class reading</li> <li>- Compare and contrast different countries' governments</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Homework</li> </ul>	<u>World History National 2012</u> <u>Survey book</u> Textbook
3. Discuss the major characteristics of democratic governments. (Expand)	<ul style="list-style-type: none"> <li>- The Growth of Democracy</li> <li>- Democratic Revolutions</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> <li>- Homework</li> </ul>	<u>World History National 2012</u> <u>Survey book</u> Textbook School House Rock video DVD/video
5. Discuss examples of domestic policies and agencies that impact American lives, including the Environmental Protection Agency (e.g., clean air and water), the Department of Labor (e.g., minimum wage) and the Internal Revenue Service (e.g., Social Security, income tax). (Introduce)	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- In class reading</li> <li>- FDR's New Deal and the creation of the "alphabet soup" agencies</li> <li>- Industrial Revolution</li> <li>- Worksheet on minimum wage</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> <li>- Homework</li> </ul>	<ul style="list-style-type: none"> <li>- Great Depression video</li> <li>- pg. 551 in textbook</li> <li>- Worksheet on minimum wage</li> <li>- <u>Junior Scholastic</u></li> <li>- Newspaper</li> </ul>

<b>A. Civic Life, Politics, and Government (con't)</b>			
<b>Essential Questions:</b> What is government and what can it do? Why do rules, laws, and government not always preserve individual rights and the common good? What can be done about it?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
6. Explain how non-governmental organizations influence legislation and	<ul style="list-style-type: none"> <li>- Current events</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> </ul>	<ul style="list-style-type: none"> <li>- Textbook</li> <li>- <u>World History National</u></li> </ul>

<p>policies at the federal, state, and local levels. (Introduce)</p>			<p><u>2012 Survey</u> book</p> <ul style="list-style-type: none"> <li>- Newspaper</li> <li>- <u>Junior Scholastic</u></li> <li>- Video</li> </ul>
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<b>B. American Values and Principles</b>			
<b>Essential Questions:</b> How have the basic values and principle of American democracy changed and in what ways have they been preserved?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
<p>1. Analyze how certain values including individual rights, the common good, self-government; justice, equality and free inquiry are fundamental to American public life.</p>	<ul style="list-style-type: none"> <li>- American Democracy</li> <li>- Discussion</li> <li>- Reading</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> </ul>	<ul style="list-style-type: none"> <li>- Chapter 16, Lesson 1 of textbook</li> <li>- <u>World History National 2012 Survey</u> book</li> </ul>
<p>2. Describe representative government and explain how it works to protect the majority and the minority. (Introduce)</p>	<ul style="list-style-type: none"> <li>- In class reading</li> <li>- Discussion</li> <li>- Notes</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> </ul>	<ul style="list-style-type: none"> <li>- Textbook</li> <li>- <u>World History National 2012 Survey</u> book</li> </ul>

<b>C. The Constitution and American Democracy</b>			
<b>Essential Questions:</b> How does the government established by the Constitution embody the purposes, values, and principles of the American Dream? How can a government decision be based on a Constitution that does not explicitly state the answer? Why have roles and responsibilities of U.S. citizens changed?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>

<p>1. Discuss the major principles of the Constitution, including shared powers, checks and balances, separation of church and state, and federalism. (Expand)</p>	<ul style="list-style-type: none"> <li>- Look at Constitution and Bill of Rights</li> <li>- Diagram of checks and balances including worksheet</li> </ul>	<ul style="list-style-type: none"> <li>- Test</li> <li>- Oral questions</li> </ul>	<ul style="list-style-type: none"> <li>- <u>World History National 2012 Survey</u> book</li> <li>- <u>Schoolhouse Rock</u> video</li> <li>- worksheets</li> </ul>
<p>2. Compare and contrast the purposes, organization, functions, and interactions of the legislative, executive, and judicial branches of national governments.</p>	<ul style="list-style-type: none"> <li>- In class reading</li> <li>- Discussion</li> <li>- Notes</li> </ul>	<ul style="list-style-type: none"> <li>- Quiz</li> <li>- Worksheets</li> <li>- Oral Questions</li> </ul>	<ul style="list-style-type: none"> <li>- <u>World History National 2012 Survey</u> book</li> <li>- <u>Schoolhouse Rock</u> video</li> </ul>
<p>3. Discuss the role of political parties in the American democratic system including candidates, campaigns, financing, primary elections, and voting systems. (Reinforce)</p>	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- In class reading</li> <li>- Plays</li> <li>- Research platform of candidates</li> <li>- Speech writing</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Oral presentation</li> </ul>	<ul style="list-style-type: none"> <li>- Newspaper</li> <li>- Junior Scholastic</li> <li>- Internet</li> </ul>
<p>4. Discuss major historical and contemporary conflicts over United States constitutional principles, including judicial review in separate but equal in Plessy v. Ferguson</p>	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Reading</li> <li>- Examine Supreme Court cases such as <u>Marbury vs. Madison</u> and <u>Brown vs. Board of Education</u></li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> </ul>	<ul style="list-style-type: none"> <li>- <u>World History National 2012 Survey</u> book</li> <li>- Movie – <u>Separate But Equal</u>, starring Sidney Poitier</li> </ul>

<p><b>D. Citizenship</b></p>
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<b>Essential Questions:</b> How can citizens and groups participate effectively in the democratic process? Can the rights of Americans citizens ever cause conflict among them?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
1. Discuss the rights and responsibilities of American citizens, including obeying laws, paying taxes, serving on juries, and voting in local, state, and national elections. (Expand)	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Reading</li> <li>- Videos</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> </ul> Homework	<ul style="list-style-type: none"> <li>- <u>World History National 2012 Survey</u> book pgs. 122-129</li> <li>- <u>Patriotism and Citizenship</u> video</li> </ul>
2. Discuss how the rights of American citizens may be in conflict with each other (e.g., right to privacy vs. free press). (Expand)	Discuss libel and slander	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> </ul> Homework	<u>Junior Scholastic</u>
3. Describe major conflicts that have arisen from diversity (e.g., land and suffrage for Native Americans, civil rights, women's rights) and discuss how the conflicts have been addressed.	Read the <u>Lowell Mill Girls</u> and <u>Women Will Vote</u> plays and discuss Examine 15 <sup>th</sup> and 19 <sup>th</sup> Amendments and discuss	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> </ul>	<ul style="list-style-type: none"> <li>- packets</li> <li>- <u>Junior Scholastic</u></li> <li>- magazines</li> </ul>
4. Explain the benefits, costs, and conflicts of a diverse nation.	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Reading</li> <li>- Videos</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> </ul>	<ul style="list-style-type: none"> <li>- Textbook</li> <li>- Video</li> </ul>
5. Discuss basic contemporary issues involving the personal, political, and economic rights of American citizens (e.g., fair trial, free press, minimum wage).	<ul style="list-style-type: none"> <li>- Read</li> <li>- Examine</li> <li>- Discuss and give examples from the Bill of Rights</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> </ul>	

<b>E. International Education: Global Challenges, Cultures, and Connections</b>
<b>Essential Questions:</b> What is the formal and informal relationship of the United States to other nations? What social, political, and economic opportunities and problems arise when cultures interact? How do we affirm individual and group identities and at the same time learn respect and

appreciate the identities of others?			
OBJECTIVES	ACTIVITIES	ASSESSMENTS	RESOURCES
1. Analyze ways in which nation-states interact with one another through trade, diplomacy, cultural exchanges, treaties or agreements, humanitarian aid, economic incentives and sanctions, and the use or threat of military force. (Expand)	<ul style="list-style-type: none"> <li>- Define nation-state</li> <li>- Reading/Discussion</li> <li>- UN, Red Cross</li> <li>- Current events</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> </ul>	Textbook Video
2. Discuss factors that lead to a breakdown of order among nation-states (e.g., conflicts about national interests, ethnicity, and religion; competition for territory or resources; absence of effective means to enforce international law) and describe the consequences of the breakdown of order.	<ul style="list-style-type: none"> <li>- Great Depression</li> <li>- Rise of Nationalism</li> <li>- Wars</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> <li>- Homework</li> </ul>	Textbook
3. Compare and contrast the powers the Constitution gives to Congress, and the President (Introduce).	<ul style="list-style-type: none"> <li>- Examine, read, and discuss Articles I and II of the Constitution</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> <li>- Homework</li> </ul>	<u>World History National 2012 Survey book</u> Textbook
4. Evaluate current United States foreign policy issues and strategies and their impact on the nation and the rest of the world.	Read & discuss Cold War Define: <ul style="list-style-type: none"> <li>- Appeasement</li> <li>- Containment</li> <li>- Detente</li> </ul> Current Events	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> </ul> Homework	Textbook <u>Junior Scholastic</u> Newspaper

<b>E. International Education: Global Challenges, Cultures, and Connections (con't)</b>
<b>Essential Questions:</b> What is the formal and informal relationship of the United States to other nations? What social, political, and economic opportunities and problems arise when cultures interact? How do we affirm individual and group identities and at the same time learn respect and

appreciate the identities of others?			
OBJECTIVES	ACTIVITIES	ASSESSMENTS	RESOURCES
5. Discuss the purposes and functions of major international organizations (e.g., United Nations, International Red Cross,) and the role of the United States within each.	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Reading</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> </ul>	Textbook Organizational chart of UN on pg. 563
6. Describe how one's heritage includes personal history and experiences, culture, customs, and family background.	<ul style="list-style-type: none"> <li>- Discussion throughout course</li> <li>- Encouraging students to bring things in</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> <li>- Homework</li> </ul>	
7. Analyze how the life, culture, economics, politics, and the media of the United States impact the rest of the world.	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Reading</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> </ul> Homework	
8. Discuss how global challenges are interrelated, complex, and changing and that even local issues may have a global dimension (e.g., environmental issues, transportation).	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Reading</li> <li>- Current events</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> </ul> Homework	<u>Junior Scholastic</u> Newspaper
9. Discuss how cultures may change and that individuals may identify with more than one culture.	Discuss of Hyphenated-Americans	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> <li>- Research paper</li> <li>- Multi-media presentation</li> </ul> Homework	Textbook <u>Junior Scholastic</u> Newspaper
<b>E. International Education: Global Challenges, Cultures, and Connections (con't)</b>			
<b>Essential Questions:</b> What is the formal and informal relationship of the United States to other nations? What social, political, and economic			

opportunities and problems arise when cultures interact? How do we affirm individual and group identities and at the same time learn respect and appreciate the identities of others?			
OBJECTIVES	ACTIVITIES	ASSESSMENTS	RESOURCES
10. Engage in activities that foster understanding of various cultures (e.g., clubs, dance groups, sports, travel, and community celebrations).	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Students bring in cultural</li> </ul>		
11. Discuss the impact of the Internet and technology on global communication.			
12. Discuss the impact of stereotyping on relationships, achievement, and life goals.			
13. Analyze how prejudice and discrimination may lead to genocide as well as other acts of hatred and violence for the purposes of subjugation and exploitation.	Holocaust Unit <ul style="list-style-type: none"> <li>- read</li> <li>- watch</li> <li>- discuss</li> <li>- lecture</li> <li>- notes</li> </ul>		<u>Rescue</u> by Milton Meltzer “Anti-Semitism” video <u>Paper Clips</u> movie Anne Frank House-virtual tour Ebensee Concentration Camp CD ROM videos Genocide poster Holocaust video

**STANDARD 6.3 (WORLD HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND THE FUTURE.**

<b>C. Expanding Zones of Exchange and Interaction to 1400 CE</b>
<b>Essential Questions:</b> Are there general lessons to be learned from history? What causes societies to change over time? How have technology and changing demographics impacted 21 <sup>st</sup> century societies? Why is there political and social conflict? How much influence do individuals have in



changing history? How have individuals and groups worked to combat instances of prejudice, cruelty, and discrimination?			
<b>OBJECTIVES</b>			
3. Discuss the significance of the developing cultures of Asia, including the Golden Age in China and spread of Chinese civilization to Japan, Korea, and Southeast Asia and the rise of the Mongol Empire and its impact on the Kievan Rus (Introduce).	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Reading</li> </ul>		Textbook
4. Analyze the rise of the West African Empires of Ghana, Mali, and Songhay and compare with changes in Asia, Europe, and the Americas.	- Discuss, read, & take notes about the Trading Empires of West Africa		Chapter 11 – pgs. 340-347
6. Explain the medieval origins of constitutional government in England (e.g., Magna Carta).	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Note taking</li> <li>- Reading</li> </ul>		<u>World History National 2012 Survey book</u> Textbook

<b>C. Expanding Zones of Exchange and Interaction to 1400 CE (con't)</b>			
<b>Essential Questions:</b> Are there general lessons to be learned from history? What causes societies to change over time? How have technology and changing demographics impacted 21 <sup>st</sup> century societies? Why is there political and social conflict? How much influence do individuals have in changing history? How have individuals and groups worked to combat instances of prejudice, cruelty, and discrimination?			
<b>OBJECTIVES</b>			
7. Discuss the evolution of significant political, economic, social and cultural institutions and events that shaped			Textbook

European medieval society, including Catholic and Byzantine churches, feudalism and manorialism, the Crusades, the rise of cities, and changing technology (Reinforce).			
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<b>D. The Age of Global Encounters (1400-1750)</b>			
<b>Essential Questions:</b> Are there general lessons to be learned from history? What causes societies to change over time? How have technology and changing demographics impacted 21 <sup>st</sup> century societies? Why is there political and social conflict? How much influence do individuals have in changing history? How have individuals and groups worked to combat instances of prejudice, cruelty, and discrimination?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
1. Discuss factors that contributed to oceanic travel and exploration in the 15 <sup>th</sup> and 16 <sup>th</sup> centuries, including technological innovations in ship building navigation, naval warfare, navigational inventions such as the compass, and the impact of wind currents on the major trade routes.	Age of Exploration -In class reading		Pgs. 383-387

<b>D. The Age of Global Encounters (1400-1750) (con't)</b>			
<b>Essential Questions:</b> Are there general lessons to be learned from history? What causes societies to change over time? How have technology and changing demographics impacted 21 <sup>st</sup> century societies? Why is there political and social conflict? How much influence do individuals have in changing history? How have individuals and groups worked to combat instances of prejudice, cruelty, and discrimination?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
2. Describe the significant contributions of the Renaissance and Reformation to	Read, discuss and examine the work of artists, scientists,	- Questions - Quiz	pgs. 403-413

European society, including major achievements in literature, music, painting, sculpture, and architecture.	inventors, etc..., such as DaVinci, Michelangelo, Galileo, Newton, and Martin Luther	- Test - Essay - Research papers	
3. Compare the social and political elements of Incan and Aztec societies, including the major aspects of government, the role of religion, daily life, economy, and social organization. (Reinforce)	A Time of Encounter - reading - discussion		Pgs. 429-431

**STANDARD 6.4 (UNITED STATES AND NEW JERSEY HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF UNITED STATES AND NEW JERSEY HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND FUTURE.**

<b>A. Family and Community Life</b>			
Reinforce indicators from previous grade levels.			

<b>B. State and Nation</b>			
Reinforce indicators from previous grade levels.			

<b>C. Many Worlds Meet (to 1620)</b>			
<b>Essential Questions:</b> As a nation of immigrants, how should immigration best be regulated? Is it likely that the United States will remain world superior in the 21 <sup>st</sup> century? Why or why not? How can a society as diverse as the US ever fairly balance majority rule with minority rights? Why does racial prejudice still exist? Are we ethically responsible for resolving global problems? Is America a land of opportunity?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
1. Discuss factors that stimulated European overseas explorations between the 15th and 17th centuries and the impact of that exploration on the modern world. (Expand)	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Read</li> <li>- Cause and effect</li> </ul>	Research paper on explorer	Chapter 14 in textbook
2. Trace the major land and water routes of the explorers. (Expand)	Maps	Hand in maps Teacher observation	Textbook Maps Pg 417 in textbook

<b>C. Many Worlds Meet (to 1620) (con't)</b>			
<b>Essential Questions:</b> As a nation of immigrants, how should immigration best be regulated? Is it likely that the United States will remain world superior in the 21 <sup>st</sup> century? Why or why not? How can a society as diverse as the US ever fairly balance majority rule with minority rights? Why does racial prejudice still exist? Are we ethically responsible for resolving global problems? Is America a land of opportunity?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
3. Compare the political, social, economic, and religious systems of Africans, Europeans, and Native Americans (5,8) who converged in the western hemisphere after 1492 (e.g., civic values, population levels, family structure, communication, use of natural resources).	Read & discuss Colombian Exchange and Triangle Trade route	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> </ul>	Textbook
7. Analyze the cultures and interactions of peoples in the Americas, Western Europe, and Africa after 1450 including the transatlantic slave trade.	Look at Colombian Exchange and Triangle Trade route and map		pgs. 425-428

8. Discuss how millions of Africans, brought against their will from Central Africa to the Americas, including Brazil, Caribbean nations, North America and other destinations, retained their humanity, their families, and their cultures during enslavement. (Introduce)	<ul style="list-style-type: none"> <li>- Middle Passage</li> <li>- Look at map</li> </ul>		pgs. 425-428
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<b>D. Colonization and Settlement (1585-1763)</b>			
<b>Essential Questions:</b> As a nation of immigrants, how should immigration best be regulated? Is it likely that the United States will remain world superior in the 21 <sup>st</sup> century? Why or why not? How can a society as diverse as the US ever fairly balance majority rule with minority rights? Why does racial prejudice still exist? Are we ethically responsible for resolving global problems? Is America a land of opportunity?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
6. Identify factors that account for the establishment of African slavery in the Americas.	<ul style="list-style-type: none"> <li>- Plantations and mines</li> <li>- Prejudice/racism</li> <li>- Slave auctions/trade</li> <li>- Geography</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Test/quiz</li> </ul>	Textbook Internet websites Worksheet
<b>E. Revolution and the New Nation (1754-1820)</b>			

<b>F. Expansion and Reform (1801-1861)</b>
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<b>Essential Questions:</b> As a nation of immigrants, how should immigration best be regulated? Is it likely that the United States will remain world superior in the 21 <sup>st</sup> century? Why or why not? How can a society as diverse as the US ever fairly balance majority rule with minority rights? Why does racial prejudice still exist? Are we ethically responsible for resolving global problems? Is America a land of opportunity?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
2. Discuss American cultural, religious, and social reform movements in the antebellum period (e.g., abolitionists, the origins of the labor, and women's movements).	Discussion and Reading	Class participation	Textbook Junior Scholastic

**STANDARD 6.5 (ECONOMICS) ALL STUDENTS WILL ACQUIRE AN UNDERSTANDING OF KEY ECONOMIC PRINCIPLES.**

<b>A. Economic Literacy</b>			
<b>Essential Questions:</b> How is price determined?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
1. Discuss how needs and wants change as one ages.	Discussion	Class participation Question and discussion Teacher observation Test/Quiz	Junior Scholastic
2. Explain the law of supply and demand.	-Reading - Discussion, examples, & anecdotes		- pg. 499 - Poster of Law of Supply and Demand
3. Compare ways to save money, including checking and savings accounts, stocks and bonds, and the relationship between risk and return in investments (Introduce).	- Reading - Discussion, examples, & anecdotes -Great Depression/Stock Market Crash -Current Events		Junior Scholastic Poster Supplemental materials and video
5. Discuss the economic growth of a nation in terms of increasing productivity, investment in physical capital, and investment in human capital.	Reading - Discussion, examples, & anecdotes		Textbook

7. Discuss how innovation, entrepreneurship, competition, customer satisfaction, and continuous improvement in productivity are responsible for the rise in the standard of living in the United States and other countries with market economies.	- Reading - Discussion, examples, & anecdotes -Industrial Revolution; moguls of industry		Chapter 17 – Industrial Revolution, pgs. 487-503
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<b>A. Economic Literacy</b>			
<b>Essential Questions:</b> How is price determined?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
8. Compare and contrast the characteristics of the three basic economic systems: traditional or barter and trade, market capitalism, and command (e.g., Communism).	Reading - Discussion, examples, & anecdotes	Test/Quiz	-Textbook Chapter 17

<b>B. Economics and Society</b>			
<b>Essential Questions:</b> How much can business be regulated in a democratic government? Why is the United States economically prosperous? Are there limits to government activity in the economy? How “free” should national international trade be?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
1. Discuss how meeting the needs and wants of a growing world population impacts the environment and economic growth.	Reading Class Discussion Current Events	Class participation	Junior Scholastic Newspaper
2. Describe the many ways federal, state, and local governments raise funds to meet the need for public facilities and government services.			
3. Discuss how societies have been affected	- Industrial Revolution	Test/Quiz	Pgs. 499-500


by industrialization and by different political and economic philosophies. (Expand)	- Adam Smith - Karl Marx		
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<b>B. Economic and Society (cont)</b>			
<b>Essential Questions:</b> How much can business be regulated in a democratic government? Why is the United States economically prosperous? Are there limits to government activity in the economy? How “free” should national international trade be?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
4. Describe how inventions and innovations have improved standards of living over the course of history.			Chapter 17
5. Compare and contrast various careers, examining educational requirements and costs, salary and benefits, longevity, impact on society and the economy, and demand.	Average Hourly Earnings Bar Graph wkst. (by occupation)	Completion of worksheet	worksheet
6. Analyze and give examples of how business and industry influence the buying decisions of consumers through advertising			
7. Discuss the need for ethical behavior in economic decisions and financial transactions.			



**STANDARD 6.6 (GEOGRAPHY) ALL STUDENTS WILL APPLY KNOWLEDGE OF SPATIAL RELATIONSHIPS AND OTHER GEOGRAPHIC SKILLS TO UNDERSTAND HUMAN BEHAVIOR IN RELATION TO THE PHYSICAL AND CULTURAL ENVIRONMENT.**

<b>A. The World in Spatial Terms</b>			
<b>Essential Questions:</b> How do geographic tools and technologies pose and answer questions about spatial distributions and patterns on Earth?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
1. Distinguish among the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and the utility of each in solving problems.	<p style="text-align: center;"><u>Map Skills</u></p> <ul style="list-style-type: none"> <li>- Compare Maps w/ Different Projections</li> <li>- Compare Info. On Maps</li> <li>- Compare Info. On Double Line Graph</li> <li>- Read a Population Pyramid</li> <li>- Read a Cartogram</li> <li>- Use a Time Zone Map</li> </ul> <p style="text-align: center;">↓</p>	- Grade, check, question, hand in	<p><u>Textbook</u></p> <ul style="list-style-type: none"> <li>- pgs. 348-350</li> <li>- pgs. 434-435</li> <li>- pgs. 440-441</li> <li>- pg. 453</li> <li>- pgs. 598-599</li> <li>- pgs. 542-543</li> </ul>
2. Translate maps into appropriate spatial graphics to display geographical information.			<p><u>Activity Book</u></p> <ul style="list-style-type: none"> <li>- pgs. 101-102</li> <li>- pgs. 104-105</li> <li>- pg. 110</li> <li>- pgs. 142-143</li> <li>- pgs. 129-130</li> </ul>
3. Explain the spatial concepts of relative and absolute location and distance.			

<b>A. The World in Spatial Terms (con't)</b>			
<b>Essential Questions:</b> How do geographic tools and technologies pose and answer questions about spatial distributions and patterns on Earth?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
4. Estimate distances between two places on a map using a scale of miles, and use cardinal and intermediate directions when referring to a relative location.	<p style="text-align: center;"><u>Map Skills</u></p> <ul style="list-style-type: none"> <li>- Compare Maps w/ Different Projections</li> <li>- Compare Info. On Maps</li> <li>- Compare Info. On Double Line Graph</li> <li>- Read a Population Pyramid</li> <li>- Read a Cartogram</li> <li>- Use a Time Zone Map</li> </ul> <div style="text-align: center;">  </div>	Grade, check, question, hand in	<p><u>Textbook</u></p> <ul style="list-style-type: none"> <li>- pgs. 348-350</li> <li>- pgs. 434-435</li> <li>- pgs. 440-441</li> <li>- pg. 453</li> <li>- pgs. 598-599</li> <li>- pgs. 542-543</li> </ul>
5. Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.			<p><u>Activity Book</u></p> <ul style="list-style-type: none"> <li>- pgs. 101-102</li> <li>- pgs. 104-105</li> <li>- pg. 110</li> <li>- pgs. 142-143</li> <li>- pgs. 129-130</li> </ul>
6. Distinguish among the major map types, including physical, political, topographic, and demographic.			

<b>A. The World in Spatial Terms (con't)</b>			
<b>Essential Questions:</b> How do geographic tools and technologies pose and answer questions about spatial distributions and patterns on Earth?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
7. Explain the distribution of major human and physical features at country and global scales.	<p style="text-align: center;"><u>Map Skills</u></p> <ul style="list-style-type: none"> <li>- Compare Maps w/ Different Projections</li> <li>- Compare Info. On Maps</li> <li>- Compare Info. On Double Line Graph</li> <li>- Read a Population Pyramid</li> <li>- Read a Cartogram</li> <li>- Use a Time Zone Map</li> </ul> <div style="text-align: center;">  </div>	Grade, check, question, hand in	<p><u>Textbook</u></p> <ul style="list-style-type: none"> <li>- pgs. 348-350</li> <li>- pgs. 434-435</li> <li>- pgs. 440-441</li> <li>- pg. 453</li> <li>- pgs. 598-599</li> <li>- pgs. 542-543</li> </ul>
8. Use thematic maps to describe places (e.g., patterns of population, diseases, rainfall).			<p><u>Activity Book</u></p> <ul style="list-style-type: none"> <li>- pgs. 101-102</li> <li>- pgs. 104-105</li> <li>- pg. 110</li> <li>- pgs. 142-143</li> <li>- pgs. 129-130</li> </ul>
9. Describe and distinguish among the various map projections, including size, shape, distance, and direction.			

<b>A. The World in Spatial Terms (con't)</b>			
<b>Essential Questions:</b> How do geographic tools and technologies pose and answer questions about spatial distributions and patterns on Earth?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
11. Describe the significance of the major cities of the world.	<u>Map Skills</u> - Compare Maps w/ Different Projections - Compare Info. On Maps - Compare Info. On Double Line Graph - Read a Population Pyramid - Read a Cartogram - Use a Time Zone Map	Grade, check, question, hand in	<u>Textbook</u> - pgs. 348-350 - pgs. 434-435 - pgs. 440-441 - pg. 453 - pgs. 598-599 - pgs. 542-543  <u>Activity Book</u> - pgs. 101-102 - pgs. 104-105 - pg. 110 - pgs. 142-143 - pgs. 129-130

<b>B. Places and Regions</b>			
<b>Essential Questions:</b> How does human migration affect a region?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
1. Compare and contrast the physical and human characteristics of places in regions in the world.	<u>Map Skills</u> - Compare Maps w/ Different Projections - Compare Info. On Maps - Compare Info. On Double Line Graph - Read a Population Pyramid - Read a Cartogram - Use a Time Zone Map	Grade, check, question, hand in	<u>Textbook</u> - pgs. 348-350 - pgs. 434-435 - pgs. 440-441 - pg. 453 - pgs. 598-599 - pgs. 542-543  <u>Activity Book</u> - pgs. 101-102 - pgs. 104-105 - pg. 110 - pgs. 142-143 - pgs. 129-130

<b>B. Places and Regions</b>			
<b>Essential Questions:</b> How does human migration affect a region?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
2. Describe how regions change over time.	<u>Map Skills</u> - Compare Maps w/ Different Projections - Compare Info. On Maps - Compare Info. On Double Line Graph - Read a Population Pyramid - Read a Cartogram - Use a Time Zone Map  ↓  ↓	Grade, check, question, hand in	<u>Textbook</u> - pgs. 348-350 - pgs. 434-435 - pgs. 440-441 - pg. 453 - pgs. 598-599 - pgs. 542-543
3. Compare the natural characteristics used to define a region.			<u>Activity Book</u> - pgs. 101-102 - pgs. 104-105 - pg. 110 - pgs. 142-143 - pgs. 129-130
4. Explain how regional systems are interconnected (e.g. trade, transportation systems).			

<b>B. Places and Regions</b> How does human migration affect a region?			
<b>Essential Questions:</b> How does human migration affect a region?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
6. Discuss the similarities and differences among rural, suburban, and urban communities.	<u>Map Skills</u> <ul style="list-style-type: none"> <li>- Compare Maps w/ Different Projections</li> <li>- Compare Info. On Maps</li> <li>- Compare Info. On Double Line Graph</li> <li>- Read a Population Pyramid</li> <li>- Read a Cartogram</li> <li>- Use a Time Zone Map</li> </ul>		
7. Describe the types of regions and the influence and effects of region labels including: current events only	↓		
• Formal regions: school districts, states	↓		

<b>B. Places and Regions</b>			
<b>Essential Questions:</b> How does human migration affect a region?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
• Functional regions: marketing area of a newspaper, fan base of a sport team	<u>Map Skills</u> - Compare Maps w/ Different Projections - Compare Info. On Maps - Compare Info. On Double Line Graph - Read a Population Pyramid - Read a Cartogram - Use a Time Zone Map		
• Perceptual regions: the Bible Belt, the Riviera in southern France	↓		

<b>C. Physical Systems current events and science</b>			
<b>Essential Questions:</b> Is geography destiny? How do natural resources affect the course of history?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
2. Discuss how ecosystems function locally and globally. (Current events)			
5. Describe how the physical environment affects life in different regions (e.g., population density, architecture, transportation systems,			

industry, building materials, land use, recreation).			
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<b>D. Human Systems</b>			
<b>Essential Questions:</b> What are the potential limits of technology?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
1. Discuss how technology affects the ways in which people perceive and use places and regions.			
2. Analyze demographic characteristics to explain reasons for variations between populations.			
3. Compare and contrast the primary geographic causes for world trade.			
4. Analyze the patterns of settlement in different urban regions of the world.			
5. Discuss how and why people cooperate, but also engage in conflict, to control the Earth's surface.	<ul style="list-style-type: none"> <li>- Exploration</li> <li>- Colonization</li> <li>- War</li> </ul>		
6. Compare the patterns and processes of past and present human migration.			
7. Explain and identify examples of global interdependence.			
8. Describe how physical and human characteristics of regions change over time.			



<b>E. Environment and Society</b>			
<b>Essential Questions:</b> How do human activity and environment affect each other? How big a threat is global warming?			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
1. Discuss the environmental impacts or intended and unintended consequences of major technological changes (e.g., autos and fossil fuels, nuclear power and nuclear waste).	<ul style="list-style-type: none"> <li>- Current events</li> <li>- Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- oral questions</li> <li>- teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>- Newspapers</li> <li>- <u>Junior Scholastic</u></li> <li>- Textbook</li> </ul>
3. Compare and contrast conservation practices and alternatives for energy resources.	<ul style="list-style-type: none"> <li>- Current events</li> <li>- worksheet on Bio-fuels</li> <li>- Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- worksheet</li> <li>- oral questions</li> </ul>	<ul style="list-style-type: none"> <li>- Newspapers</li> <li>- <u>Junior Scholastic</u></li> </ul>
4. Compare and contrast various ecosystems and describe their interrelationship and interdependence.	<ul style="list-style-type: none"> <li>- Current events</li> <li>- Geography</li> </ul>	<ul style="list-style-type: none"> <li>- Maps</li> </ul>	<ul style="list-style-type: none"> <li>- Newspapers</li> <li>- <u>Junior Scholastic</u></li> </ul>
5. Describe world, national, and local patterns of resource distribution and utilization, and discuss the political and social impact.	<ul style="list-style-type: none"> <li>- Class discussion &amp; reading</li> <li>- Land reform &amp; redistribution</li> </ul>	<ul style="list-style-type: none"> <li>- Questions about resources &amp; industries from maps</li> </ul>	<ul style="list-style-type: none"> <li>- Textbook</li> <li>- Newspapers</li> <li>- <u>Junior Scholastic</u></li> </ul>
7. Delineate and evaluate the issues involved with sprawl, open space, and smart growth in New Jersey.	<ul style="list-style-type: none"> <li>- Current events</li> <li>- Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- oral questions</li> <li>- teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>- Newspapers</li> <li>- <u>Junior Scholastic</u></li> </ul>