

Oldmans Township School District

Social Studies Curriculum

Grades K-8

Oldmans Township School



2008

KINDERGARTEN OVERVIEW

The Kindergarten Social Studies Curriculum is one that fosters, for all pupils, the ability to understand, through a high degree of literacy, their family, school, community, economics, geography and civics. Students will develop critical thinking skills, attitudes, and knowledge that will enable them to function as lifelong learners, and apply these skills to their lives as citizens and contributing members of their communities.

We are preparing students to be able to take advantage of the opportunities of their future. This will be accomplished by extending our other curricula into Social Studies through reading instruction and reading strategies, technological strategies and instruction, math, writing, literature, science, music/drama, and art.

Kindergarteners do not learn isolated facts with much success, and they are not passive learners. They need interactive, child-centered experiences. These experiences will develop critical thinkers and learners for a lifetime.

Topic: Families and School

Timeframe: 6 weeks

Objectives: The students will be able to:

- Understand that a family can be large or small, and that the number of adults and/or children may vary. CCCS 6.5
- Understand and describe various homes and compare and contrast ways people live in the city, in the country, and in the suburbs. CCCS6.5
- Understand and explore how family members “get along” with each other by acting in responsible ways, by caring for each other, by helping out, and by sharing. CCCS 6.5
- Understand and explore “maps” to learn that they are drawings of real places. They will describe the location of things using positional words. CCCS 6.1, 6.6
- Understand and explore the need for “school rules”. They will recognize that rules are important in keeping order and in keeping people safe. CCCS 6.2
- Explore “solving problems” as a means of working together to help each other learn in school. CCCS 6.1
- Understand the meaning of “school helpers”, and explore the kinds of jobs performed by adults in their school. CCCS 6.2

Social Studies
Kindergarten

Activities:

- songs
- poems
- finger-plays
- big books
- vocabulary preview
- reading and writing activities
- workbook pages
- projects

Resources:

- Scott Foresman Social Studies, 2008
- library books
- song and music cd
- posters
- workbooks
- Every Student Learns Guide
- Websites
- Trade books
- Family activities
- SS Plus!
- Daily Activity Bank
- Read alouds and Primary Sources
- Big Book Atlas
- Student atlas
- Outline maps
- Desk maps

Assessment examples:

- Tests
- Observable behavior
- Portfolio assessment
- Hands-on projects
- Family projects

Accommodations:

Social Studies
Kindergarten

- ESL support
- Leveled practice
- Choral and echo reading of big books
- Audio tapes

Technology:

- Video field trips
- Songs and music
- Exam view test bank CD Rom
- Map resources
- SF Success Net
- Internet link

Topic: Communities

Timeframe: 6 weeks

Objectives: The students will be able to:

- Describe people and places in school and community. Describe simple differences and similarities between ways people live in cities and on farms. Determine the meaning of words. CCCS 6.2
- Classify and categorize pictures. Read print from top to bottom and left to right. Say rhyming words in response to an oral prompt. Match consonant and vowel sounds to appropriate letters. Discuss ideas to include in a story. Read and explain own writing and drawing. CCCS 6.1
- Describe people and places in the community. Identify maps as different representations of Earth. Develop an awareness that a map is a drawing of a place to show where things are located. Identify common signs, logos, and symbols. CCCS 6.6
- Demonstrate that being a good citizen involves taking turns, following rules, understanding the consequences of breaking rules, recognize the need for rules and laws. CCCS 6.2

Social Studies
Kindergarten

- Describe people and places in the community; match simple descriptions of work that people do with the names of those jobs; recognize examples of community service; summarize job performed by community workers; identify relationships between community needs and community services.
CCCS 6.2
- Describe simple differences and similarities between ways people live in cities and on farms. Identify the human characteristics of places such as types of houses. Identify and compare similarities and differences in families in other places and cultures. Identify celebrations and holidays as a way of remembering and honoring events and persons in the past. Identify symbols associated with famous people, holidays, and special days. CCCS 6.4, 6.5

Activities:

- songs
- poems
- finger-plays
- big books
- vocabulary preview
- reading and writing activities
- workbook pages
- projects

Resources:

- Scott Foresman Social Studies, 2008
- library books
- song and music cd
- posters
- workbooks

Social Studies
Kindergarten

- Every Student Learns Guide
- Websites
- Trade books
- Family activities
- SS Plus!
- Daily Activity Bank
- Read alouds and Primary Sources
- Big Book Atlas
- Student atlas
- Outline maps
- Desk maps

Assessment examples:

- Tests
- Observable behavior
- Portfolio assessment
- Hands-on projects
- Family projects

Accommodations:

- ESL support
- Leveled practice
- Choral and echo reading of big books
- Audio tapes

Technology:

- Video field trips
- Songs and music
- Exam view test bank CD Rom
- Map resources
- SF Success Net
- Internet links

Topic: Work

Timeframe: 6 weeks

Objectives: The students will be able to:

- Identify different kinds of jobs, give examples of work activities that people do at home, match simple descriptions of work that people do with the names of these jobs. CCCS 6.5
- Explain why different people hold different jobs, match simple descriptions of work that people do with the names of those jobs.
- Describe life in the present and in the past and begin to recognize that things change over time. Through historical stories, compare people, objects, and events of today and long ago. CCCS 6.5
- Explain that people work to earn money to buy things they need or want. Recognize that people use money to purchase goods. CCCS 6.4

Social Studies
Kindergarten

- Identify the difference between basic needs and wants. Identify some uses of money by individuals and families. Identify that food, clothing, shelter are necessary for survival. CCCS 6.5
- Identify the order of events that take place in a sequence. CCCS 6.1
- Determine the meaning of words. CCCS 6.1
- Compare and contrast pictures and objects, distinguish letters from words, identify beginning sounds. CCCS 6.1
- Discuss ideas to include in a story. CCCS 6.1
- Distinguish letters from words. CCCS 6.1
- Write using pictures, letters, and words. CCCS 6.1

Activities:

- songs
- poems
- finger-plays
- big books
- vocabulary preview
- reading and writing activities
- workbook pages
- projects

Resources:

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- library books
- song and music cd
- posters
- workbooks
- Every Student Learns Guide
- Websites
- Trade books
- Family activities
- SS Plus!

Social Studies
Kindergarten

- Daily Activity Bank
- Read alouds and Primary Sources
- Big Book Atlas
- Student atlas
- Outline maps
- Desk maps

Assessment examples:

- Tests
- Observable behavior
- Portfolio assessment
- Hands-on projects
- Family projects

Accommodations:

- ESL support
- Leveled practice
- Choral and echo reading of big books
- Audio tapes

Technology:

- Video field trips
- Songs and music
- Exam view test bank CD Rom
- Map resources
- SF Success Net
- Internet links

Topic: The Earth

Timeframe: 6 weeks

Objectives: The students will be able to:

- Give examples of seasonal weather changes, and describe how seasonal changes affect people and the environment. Identify things in the natural environment that are important to one's self. CCCS 6.6
- Describe common characteristics of forests, plains, mountains, and oceans. CCCS 6.6
- Use simple maps to show where things are located ,describe places, and locate land and water features. CCCS 6.1,6.6

Social Studies
Kindergarten

- Identify map symbols for land, and water. Identify the state one lives in.
Identify the American flag. CCCS 6.4
- Develop an awareness that globes and maps show a view from above,
show things in smaller spaces, and show the position of objects. CCCS 6.6
- Identify maps and globes as different representations of the Earth. CCCS
6.6
- Give examples of ways that people can help keep their environment clean.
6.1, 6.5

Activities:

- songs
- poems
- finger-plays
- big books
- vocabulary preview
- reading and writing activities
- workbook pages
- projects

Resources:

- Scott Foresman Social Studies, 2008
- library books
- song and music cd
- posters
- workbooks
- Every Student Learns Guide
- Websites
- Trade books
- Family activities
- SS Plus!
- Daily Activity Bank
- Read alouds and Primary Sources
- Big Book Atlas
- Student atlas
- Outline maps
- Desk maps

Assessment examples:

- Tests
- Observable behavior
- Portfolio assessment
- Hands-on projects
- Family projects

Accommodations:

- ESL support
- Leveled practice
- Choral and echo reading of big books
- Audio tapes

Technology:

- Video field trips
- Songs and music
- Exam view test bank CD Rom
- Map resources
- SF Success Net
- Internet links

Topic: The United States

Timeframe: 6 weeks

Objectives: The students will be able to:

- Recognize the American flag, the Pledge of Allegiance, and that the President is the leader of the United States. CCCS 6.1, 6.4
- Listen to and retell stories about persons in the past who showed honesty, courage, and responsibility. CCCS 6.1, 6.3, 6.4

Social Studies
Kindergarten

- Recognize that history describes events and people of other times and places by identifying examples of past events in legends, stories, historical accounts. CCCS 6.4
- Listen to, views, and discusses stories, poems, and other media about peopled and events prior to 188- honored in commemorative holidays. CCCS 6.4
- Identify celebrations and holidays as a way of remembering and honoring events and persons in the past. CCCS 6.4
- Through historical studies, compare people, objects, and events of today and long ago. CCCS 6.4
- Through historical studies, understand the accomplishments of major scientists and inventors. CCCS 6.4

Activities:

- songs
- poems
- finger-plays
- big books
- vocabulary preview
- reading and writing activities
- workbook pages
- projects

Resources:

- Scott Foresman Social Studies, 2008
- library books

Social Studies
Kindergarten

- song and music cd
- posters
- workbooks
- Every Student Learns Guide
- Websites
- Trade books
- Family activities
- SS Plus!
- Daily Activity Bank
- Read alouds and Primary Sources
- Big Book Atlas
- Student atlas
- Outline maps
- Desk maps

Assessment examples:

- Tests
- Observable behavior
- Portfolio assessment
- Hands-on projects
- Family projects

Accommodations:

- ESL support
- Leveled practice
- Choral and echo reading of big books
- Audio tapes

Technology:

- Video field trips
- Songs and music
- Exam view test bank CD Rom
- Map resources
- SF Success Net
- Internet links

Topic: Family Stories

Timeframe: 6 weeks

Objectives: The students will be able to:

- Identify ways in which people are alike and different. Distinguish likenesses and differences among families and individuals. CCCS 6.2

Social Studies
Kindergarten

- Identify individuals who are important in children's lives and give examples of how families cooperate and work together. CCCS 6.2
- Identify and compare similarities and differences in families in other places. Identify and compare family customs and traditions and explain their importance. CCCS 6.2
- Through historical stories, compare people, objects, and events of today and long ago. CCCS 6.2, 6.3
- Describe everyday life in the present and in the past and begin to recognize that things change over time. CCCS 6.1, 6.2, 6.3
- Describe aspects of families. CCCS 6.1, 6.2, 6.3

Activities:

- songs
- poems
- finger-plays
- big books
- vocabulary preview
- reading and writing activities
- workbook pages
- projects

Resources:

- Scott Foresman Social Studies, 2008
- library books
- song and music cd
- posters
- workbooks
- Every Student Learns Guide
- Websites

Social Studies
Kindergarten

- Trade books
- Family activities
- SS Plus!
- Daily Activity Bank
- Read alouds and Primary Sources
- Big Book Atlas
- Student atlas
- Outline maps
- Desk maps

Assessment examples:

- Tests
- Observable behavior
- Portfolio assessment
- Hands-on projects
- Family projects

Accommodations:

- ESL support
- Leveled practice
- Choral and echo reading of big books
- Audio tapes

Technology:

- Video field trips
- Songs and music
- Exam view test bank CD Rom
- Map resources

FIRST GRADE OVERVIEW

The First grade Social Studies curriculum is one that fosters the ability for all students to understand their family, school, community, country and world. Students will develop thinking and problem solving skills to maximize their understandings of all areas of social studies: history, geography, civics, and economics. It is through this knowledge that students will become lifelong good citizens who watch out for each other, lend a hand when possible, and contribute to society.

We are preparing students to be able to take advantage of the opportunities of their future. This will be accomplished by incorporating technology, primary sources, interviews, maps, pictures and graphs, and projects whenever possible into the activities. First graders are just beginning to realize how big their world is and are very interested in exploring it. It is this interest and sense of wonder that will help them understand the interconnectedness of their school, family, community and country. They will soon see how reading, math and writing are fully integrated with what they are learning in social studies.

Topic: School and Family

Timeframe: 6 weeks

Objectives: The students will be able to:

- Understand why children attend school CCCS 6.1
- Understand that people belong to many different groups CCCS 6.1
- Explain the need for rules in the home, school and community
CCCS 6.2.2
- Compare and contrast schools of the present and the past CCCS 6.1
- Compare and contrast families of the present and the past CCCS 6.1
- Identify main idea and obtain information from oral, visual and print resources, including reading of calendars CCCS 6.4
- Identify the contributions of figures who have influenced the community.
CCCS 6.4
- Identify the characteristics of good citizenship such as a belief in equality
CCCS 6.2.2

Activities:

- shared reading of big book
- development of vocabulary using vocabulary cards
- student workbook
- written responses
- songs
- projects
- dramatization
- group work and discussion
- webquests

Social Studies

Grade 1

- video clips
- timelines
- graphs

Resources:

Primary Source

Scott Foresman Social Studies, All Together, 2008

Secondary Sources

teacher made and created materials
relevant internet resources
classroom globes, maps and atlases
Salem County AVA
transparencies
primary sources

Assessment examples:

Content Objectives:

Determine the meanings of words

Identify the contributions of historical figures who have influenced the nation

Obtain information about a topic from visual sources such as pictures

Skills Objectives:

Use cardinal directions on a map

Obtain information from visual sources such as diagrams

Rubrics

Projects

Informal Assessment

-teacher ongoing observations

-lesson review

-unit review

- workbook activities

Technology:

- Scott Foresman online texts
- audio texts
- songs and music cd
- AVA video clips, webquests and resources
- Transparencies

- Power-point presentations

Topic: Community

Timeframe: 5 weeks

Objectives: The students will be able to:

- Recognize that communities include people who have diverse ethnic origins, customs, and traditions and who make contributions to their communities. CCCS 6.4, 6.3
- Explain similarities and differences between life in the city, town, suburban, and farm communities. CCCS 6.6
- Locate places using 4 cardinal directions and locate places of significance CCCS 6.6
- Describe various customs and traditions and explain their importance CCCS 6.3,6.4
- Explain the need for laws in a community CCCS 6.2
- Identify contributions of historical figures CCCS 6.3, 6.4

Activities:

- shared reading of big book
- development of vocabulary using vocabulary cards
- student workbook
- written responses
- songs
- projects
- dramatization
- group work and discussion
- webquests
- video clips
- timelines
- graphs

Resources:

Primary Source

Scott Foresman Social Studies, All Together, 2008

Secondary Sources

teacher made and created materials
relevant internet resources
classroom globes, maps and atlases
Salem County AVA
transparencies
primary sources

Assessment examples:

Content Objectives:

Determine the meanings of words
Identify the contributions of historical figures who have influenced the nation
Obtain information about a topic from visual sources such as pictures

Skills Objectives:

Use cardinal directions on a map
Obtain information from visual sources such as diagrams

Rubrics

Projects

Informal Assessment

-teacher ongoing observations
-lesson review
-unit review
- workbook activities

Technology:

- Scott Foresman online texts
- audio texts
- songs and music cd
- AVA video clips, webquests and resources
- Transparencies
- Power-point presentations

Topic: People At Work

Timeframe: 5-6 weeks

Objectives: The students will be able to:

- Describe the requirements of various jobs and characteristics of a job well performed CCCS 6.5
- Obtain information on a topic using visual sources such as graphs and pictures CCCS 6.1
- Describe ways families meet basic human needs CCCS 6.5
- Distinguish between needs and wants CCCS 6.5
- Compare and contrast toys from the past and the present CCCS 6.1
- Identify examples of choices families make when buying goods and services CCCS 6.5
- Use a simple map to identify the location of places CCCS 6.6
- Identify examples of goods and services in the home, school and community and how jobs contribute to the production of goods and services 6.5

Activities:

- shared reading of big book
- development of vocabulary using vocabulary cards
- student workbook
- written responses
- songs
- projects
- dramatization

Social Studies

Grade 1

- group work and discussion
- webquests
- video clips
- timelines
- graphs

Resources:

Primary Source

Scott Foresman Social Studies, All Together, 2008

Secondary Sources

teacher made and created materials
relevant internet resources
classroom globes, maps and atlases
Salem County AVA
transparencies
primary sources

Assessment examples:

Content Objectives:

Determine the meanings of words

Identify the contributions of historical figures who have influenced the nation

Obtain information about a topic from visual sources such as pictures

Skills Objectives:

Use cardinal directions on a map

Obtain information from visual sources such as diagrams

Rubrics

Projects

Informal Assessment

-teacher ongoing observations

-lesson review

-unit review

- workbook activities

Technology:

- Scott Foresman online texts
- audio texts
- songs and music cd
- AVA video clips, webquests and resources
- Transparencies
- Power-point presentations

Topic: Our Earth, Our Resources

Timeframe: 5-6 weeks

Objectives: The students will be able to:

- identify and describe the physical characteristics of a place such as weather and climate CCCS 6.6
- Describe how climate affects how people live, including their clothing and recreation CCCS 6.6
- Learn the seasons and how they affect everyday life and work long ago 6.1
- Identify landforms and bodies of water CCCS 6.6
- Identify a globe as a model of the earth CCCS 6.6
- Identify natural resources, and how they can be used and reused CCCS 6.6
- Distinguish among past, present and future CCCS 6.1
- Identify ways that protecting natural resources helps people and animals CCCS 6.6

Activities:

- Shared reading and discussion of big books
- Development of vocabulary using vocabulary cards

Social Studies

Grade 1

- Student workbook
- Written responses
- Songs
- Projects
- Dramatizations
- Groups work and discussions
- Webquests
- Video clips
- timelines

Resources:

Primary Source

Scott Foresman Social Studies, All Together, 2008

Secondary Sources

teacher made and created materials
relevant internet resources
classroom globes, maps and atlases
Salem County AVA
transparencies
primary sources

Assessment examples:

Formal Assessment

Content Objectives:

Determine the meaning of words
Identify the ways that natural resources can be used and reused

Skills Objectives

Identify main ideas from print sources
Distinguish among past, present and future
Create a timeline
Identify physical features such as landforms and bodies of water
Distinguish between land and water on globes and maps

Rubrics

Projects

Informal Assessment

-teacher ongoing observations

Social Studies
Grade 1

- lesson review
- unit review
- workbook activities

Accommodations:

- use differentiated activities for leveled practice
- accept oral responses
- audio tapes
- visual representations
- use word banks
- choral and echo reading of big books
- limit written requirements
- modified tests

Technology:

- Scott Foresman online texts
- audio texts
- songs and music cd
- AVA video clips, webquests and resources
- transparencies
- power point presentations

Topic: This Is Our Country

Timeframe: 5-6 weeks

Objectives: The students will be able to:

- To describe the origins of selected holidays and celebrations. CCCS6.4
- Describe the events associated with Independence Day. CCCS6.4
- Identify contributions of historical figures who have influenced the nation, such as George Washington and Abraham Lincoln. CCCS6.4
- Identify the motto and anthem of the United States CCCS6.2
- Recognize the symbols that honor and foster patriotism in the United States such as the bald eagle, Washington Monument, Liberty Bell and Statue of Liberty. CCCS6.4
- Describe the origins of selected holidays and celebrations of the nation, possibly including, both not limited to: Constitution Day, Thanksgiving, Christmas, Martin Luther King Day, Veterans Day, President's Day, Memorial Day and Flag Day. CCCS6.4

Activities

Social Studies

Grade 1

- Shared reading and discussion of big books
- Student workbook
- Written responses
- Songs
- Projects
- Dramatizations
- Groups work and discussions
- Webquests
- Video clips
- Development of vocabulary using vocabulary cards
- timelines

Resources:

Primary Source

- Scott Foresman Social Studies, All Together, 2008

Secondary Sources

- teacher made and created materials
- relevant internet resources
- classroom globes, maps and atlases
- Salem County AVA
- transparencies
- primary sources

Assessment examples:

Content Objectives:

- Determine the meanings of words
- Identify the contributions of historical figures who have influenced the nation
- Obtain information about a topic from visual sources such as pictures

Skills Objectives:

- Use cardinal directions on a map
- Obtain information from visual sources such as diagrams

Rubrics

Projects

Informal Assessment

- teacher ongoing observations
- lesson review
- unit review
- workbook activities

Technology:

- Scott Foresman online texts
- audio texts
- songs and music cd
- AVA video clips, webquests and resources
- Transparencies
- Powerpoint presentations

Topic: Our Country, Our World

Timeframe: 5-6 weeks

Objectives: The students will be able to:

- Identify the role of markets in exchange of goods and services CCCS 6.5
- Describe how household tools and applications have changed CCCS 6.1
- Describe how technology has changed communication CCCS 6.1
- Describe how technology has changed transportation CCCS 6.1
- Obtain information about a topic from visual sources such as pictures

CCCS 6.1

Activities:

- shared reading of big book
- development of vocabulary using vocabulary cards
- student workbook
- written responses
- songs
- projects
- dramatization
- group work and discussion
- webquests
- video clips
- timelines

Social Studies
Grade 1

- graphs

Resources:

Primary Source

Scott Foresman Social Studies, All Together, 2008

Secondary Sources

teacher made and created materials
relevant internet resources
classroom globes, maps and atlases
Salem County AVA
transparencies
primary sources

Assessment examples:

Content Objectives:

Determine the meanings of words
Identify the contributions of historical figures who have influenced the nation
Obtain information about a topic from visual sources such as pictures

Skills Objectives:

Use cardinal directions on a map
Obtain information from visual sources such as diagrams

Rubrics

Projects

Informal Assessment

-teacher ongoing observations
-lesson review
-unit review
- workbook activities

Technology:

- Scott Foresman online texts
- audio texts
- songs and music cd
- AVA video clips, webquests and resources
- Transparencies
- Power-point presentations

SECOND GRADE OVERVIEW

The Second grade Social Studies curriculum is one that fosters the ability for all students to understand their family, school, community, country, and world. It embraces the task of educating our students to be the backbone of our great country. Students will develop thinking and problem solving skills to maximize their understandings of all areas of social studies: history, geography, civics, and economics. This acquired knowledge will enable them to function as lifelong learners and to examine and evaluate issues of importance to all Americans.

We are preparing our students to be able to take advantage of the opportunities of their future. As educators, we must expose our students to various factors and aspects of their world. We must provide adequate resources to all classrooms to afford every student to acquire a basic understanding and appreciation of American traditions and values. This will be accomplished by incorporating technology, primary sources, projects, and real life experiences whenever possible into lessons. The purpose of social studies education is to provide students with the knowledge, skills, and attitudes they need to be active, informed, responsible citizens and contributing members of their communities. Students will realize how reading, math, technology and writing are interwoven and integrated with what they are learning in social studies.

Topic: Communities

Timeframe: 6 weeks

Objectives: The students will be able to:

- Obtain information from visual sources-photographs and maps. CCCS 6.1
- Identify ways people can work together in the classroom and community by obeying rules and laws. CCCS 6.2
- Explain how rules can be made and changed by voting. CCCS 6.2
- Identify people who model good citizenship. CCCS 6.2
- Use a problem-solving process. CCCS 6.1
- Recognize diversity in communities. CCCS 6.2
- Use, draw, and read map and globe skills. CCCS 6.6
- Identify contributions of contemporary figures. CCCS 6.3,6.4
- Use vocabulary related to chronology, including past, present, and future. CCCS 6.6
- Compare rural, urban, and suburban communities. CCCS 6.2

Activities:

- Shared reading and discussion of big books
- Development of vocabulary using vocabulary cards
- Student workbook
- Writing responses
- Songs
- Projects
- Dramatizations
- Group work and discussion
- Web quests
- Video clips

Social Studies

Grade 2

- Timelines

Resources

- Primary Source: Scott Foreman Social Studies, People and Places
- Secondary Sources:
Teacher-made materials, internet resources such as www.abcteach.com,
www.enchantedlearning.com, classroom globe, maps and atlases, Salem
County AVA, transparencies

Assessment examples:

- Formal assessments: Content & skills tests & quizzes, rubrics
- Informal assessments: Teacher ongoing observation, lesson review, unit review, workbook activities, cooperative group work

Accommodations

- ESL In-class provision and support
- Use differentiated activities for leveled practice
- Accept oral responses
- Audio tapes
- Visual representations
- Use word banks
- Choral and echo reading of big book
- Limit written requirement
- Modified tests

Technology:

- Scott Foresman online texts
- Audio-visual aids
- Songs and music
- AVA video clips
- Web quests
- Internet
- Power point
- Smart Board

Topic: Geography

Timeframe: 6 weeks

Objectives: The students will be able to:

- Identify landforms and bodies of water on a map. CCCS 6.6
- Obtain information through various sources such as interviews, photographs, and pictures. CCCS 6.1
- Compare similarities and differences among families in different communities. CCCS 6.4
- Understand how physical characteristics of places and regions affect people's activities and settlement patterns. CCCS 6.3, 6.4
- Distinguish between producing and consuming. CCCS 6.5
- Trace the development of a product from natural resource to a finished product. CCCS 6.5
- Identify ways to conserve and replenish natural resources. CCCS 6.5

Activities:

- Shared reading and discussion of big books
- Development of vocabulary using vocabulary cards
- Student workbook
- Writing responses
- Songs
- Projects
- Dramatizations
- Group work and discussion
- Web quests
- Video clips
- Timelines

Resources

- Primary Source: Scott Foreman Social Studies, People and Places
- Secondary Sources:
Teacher-made materials, internet resources such as www.abcteach.com, www.enchantedlearning.com, classroom globe, maps and atlases, Salem County AVA, transparencies

Assessment examples:

- Formal assessments: Content & skills tests & quizzes, rubrics
- Informal assessments: Teacher ongoing observation, lesson review, unit review, workbook activities, cooperative group work

Accommodations

- ESL In-class provision and support
- Use differentiated activities for leveled practice
- Accept oral responses
- Audio tapes
- Visual representations
- Use word banks
- Choral and echo reading of big book
- Limit written requirement
- Modified tests

Technology:

- Scott Foresman online texts
- Audio-visual aids
- Songs and music
- AVA video clips
- Web quests
- Internet
- Power point
- Smart Board

Topic: Economics/Civics/Citizenship

Timeframe: 6 weeks

Objectives: The students will be able to:

- Explain how work provides income to purchase goods and services. CCCS 6.5
- Explain scarcity, and the choices people make about earnings, spending, and savings money. CCCS 6.1, 6.5
- Use decision-making process. CCCS 6.1
- Identify ordinary and historical people who exemplify good citizenship. CCCS 6.2, 6.4
- Identify people who provide services to our community CCCS 6.5
- Identify the ways people are both producers and consumers. CCCS 6.5
- Trace the development of a product from natural resources to finished product. CCCS 6.5
- Use a map to follow a route. CCCS 6.6
- Explain how countries are linked by trade and transportation. CCCS 6.5
- Distinguish between the use of barter and money in exchange of goods and services. CCCS 6.5

Activities:

Social Studies

Grade 2

- Shared reading and discussion of big books
- Development of vocabulary using vocabulary cards
- Student workbook
- Writing responses
- Songs
- Projects
- Dramatizations
- Group work and discussion
- Web quests
- Video clips
- Timelines

Resources

- Primary Source: Scott Foreman Social Studies, People and Places
- Secondary Sources:
Teacher-made materials, internet resources such as www.abcteach.com,
www.enchantedlearning.com, classroom globe, maps and atlases, Salem
County AVA, transparencies

Assessment examples:

- Formal assessments: Content & skills tests & quizzes, rubrics
- Informal assessments: Teacher ongoing observation, lesson review, unit review, workbook activities, cooperative group work

Accommodations

- ESL In-class provision and support
- Use differentiated activities for leveled practice
- Accept oral responses
- Audio tapes
- Visual representations
- Use word banks
- Choral and echo reading of big book
- Limit written requirement
- Modified tests

Technology:

- Scott Foresman online texts
- Audio-visual aids
- Songs and music
- AVA video clips

- Web quests
- Internet
- Power point
- Smart Board

Topic: Government

Timeframe: 6 weeks

Objectives: The students will be able to:

- Identify the functions of government, Identify Congress as a present-day representative body. CCCS 6.2
- Compare the roles of public officials; Identify ways that public officials are selected, including election and appointment to office. CCCS 6.2
- Describe how governments establish order, provide security, and manage conflict. CCCS 6.2
- Identify patriotic songs, symbols, and mottoes. CCCS 6.4
- Identify selected symbols such as state birds and flowers. CCCS 6.4
- Identify characteristics of good citizenship. CCCS 6.2
- Describe the United States as a country that votes for its leaders and lawmakers. CCCS 6.2
- Identify Jamestown, Virginia, as the place where English-speaking people in North America first used a representative form of government. CCCS 6.2, 6.4
- Identify contributions of historical figures who have influenced the community, state, and nation. CCCS 6.4

Activities:

- Shared reading and discussion of big books

Social Studies

Grade 2

- Development of vocabulary using vocabulary cards
- Student workbook
- Writing responses
- Songs
- Projects
- Dramatizations
- Group work and discussion
- Web quests
- Video clips
- Timelines

Resources

- Primary Source: Scott Foreman Social Studies, People and Places
- Secondary Sources:
Teacher-made materials, internet resources such as www.abcteach.com, www.enchantedlearning.com, classroom globe, maps and atlases, Salem County AVA, transparencies

Assessment examples:

- Formal assessments: Content & skills tests & quizzes, rubrics
- Informal assessments: Teacher ongoing observation, lesson review, unit review, workbook activities, cooperative group work

Accommodations

- ESL In-class provision and support
- Use differentiated activities for leveled practice
- Accept oral responses
- Audio tapes
- Visual representations
- Use word banks
- Choral and echo reading of big book
- Limit written requirement
- Modified tests

Technology:

- Scott Foresman online texts
- Audio-visual aids
- Songs and music
- AVA video clips

- Web quests
- Internet
- Power point
- Smart Board

Topic: United States and New Jersey History

Timeframe: 6 weeks

Objectives: The students will be able to:

- Compare Native American cultures from different regions and times.
CCCS 6.3, 6.4
- Identify significant aspects of the lives and accomplishments of selected historical figures who have exemplified good citizenship and influenced the nation. CCCS 6.4
- Explain that English colonists and Native American populations traded goods. CCCS 6.4, 6.5
- Identify the types of goods that were traded and describe how trade changed the way Native Americans lived. CCCS 6.5
- Explain the significance of events honored in commemorative holidays such as Thanksgiving CCCS 6.4
- Explain the significance of national celebrations, such as Independence Day CCCS 6.4

Social Studies
Grade 2

- Name several sources of information about a given period or event.

CCCS 6.1

- Create and interpret a timeline. CCCS 6.1
- Describe how science and technology have changed transportation. CCCS 6.3, 6.4

Activities:

- Shared reading and discussion of big books
- Development of vocabulary using vocabulary cards
- Student workbook
- Writing responses
- Songs
- Projects
- Dramatizations
- Group work and discussion
- Web quests
- Video clips
- Timelines

Resources

- Primary Source: Scott Foreman Social Studies, People and Places
- Secondary Sources:
Teacher-made materials, internet resources such as www.abcteach.com,
www.enchantedlearning.com, classroom globe, maps and atlases, Salem County AVA, transparencies

Assessment examples:

- Formal assessments: Content & skills tests & quizzes, rubrics
- Informal assessments: Teacher ongoing observation, lesson review, unit review, workbook activities, cooperative group work

Accommodations

- ESL In-class provision and support
- Use differentiated activities for leveled practice
- Accept oral responses
- Audio tapes

- Visual representations
- Use word banks
- Choral and echo reading of big book
- Limit written requirement
- Modified tests

Technology:

- Scott Foresman online texts
- Audio-visual aids
- Songs and music
- AVA video clips
- Web quests
- Internet
- Power point
- Smart Board

Topic: Culture/National Symbols

Timeframe: 6 weeks

Objectives: The students will be able to:

- Explain that the United States is a land of people who have diverse ethnic origins CCCS 6.4
- Explain how selected customs and celebrations reflect an American love of individualism, inventiveness, and freedom. CCCS 6.4
- Identify and explain the significance of various community, state, and national landmarks. CCCS 6.4
- Use designations of time periods such as ancient times and modern times. CCCS 6.1, 6.5
- Explain how the contributions of China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language. CCCS 6.3, 6.4

Social Studies
Grade 2

- Describe how science and technology have changed communication and transportation. CCCS 6.3
- Explain the significance of selected stories of the local heritage. CCCS 6.4

Activities:

- Shared reading and discussion of big books
- Development of vocabulary using vocabulary cards
- Student workbook
- Writing responses
- Songs
- Projects
- Dramatizations
- Group work and discussion
- Web quests
- Video clips
- Timelines

Resources

- Primary Source: Scott Foreman Social Studies, People and Places
- Secondary Sources:
Teacher-made materials, internet resources such as www.abcteach.com, www.enchantedlearning.com, classroom globe, maps and atlases, Salem County AVA, transparencies

Assessment examples:

- Formal assessments: Content & skills tests & quizzes, rubrics
- Informal assessments: Teacher ongoing observation, lesson review, unit review, workbook activities, cooperative group work

Accommodations

- ESL In-class provision and support
- Use differentiated activities for leveled practice
- Accept oral responses
- Audio tapes
- Visual representations
- Use word banks
- Choral and echo reading of big book
- Limit written requirement

Social Studies
Grade 2

- Modified tests

Technology:

- Scott Foresman online texts
- Audio-visual aids
- Songs and music
- AVA video clips
- Web quests
- Internet
- Power point
- Smart Board

THIRD GRADE OVERVIEW

The Third Grade Social Studies curriculum is one that fosters, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in history, economics, geography and civics.

In third grade, students study all aspects of life in a community. They learn about interaction within different environments. Dichotomies such as conflict and cooperation, individualism and interdependence, continuity and change, and commonality and diversity are explained and experienced in the text, visuals, activities and simulations.

We are preparing students to be able to take advantage of the opportunities of their future by studying the successes and failures of the past. Technology, Reading, Math, Science and Writing are fully integrated with what they are learning in Social Studies. Students vicariously experience the hardships of life in the New World as they make decisions and face consequences just as the Pilgrims did 400 years ago. By the end of the simulation, students have a deeper, richer understanding of why the Pilgrims gave thanks and why we honor them today. Students also study Salem County. Understanding that the Lenni Lenape Indians lived and played where the students currently live and play helps them connect the past with the present.

Topic: Pilgrims – A Simulation of the First Year at Plymouth Colony

Timeframe: 9 weeks

Objectives: The students will be able to:

- Explain why the Pilgrims came to the New World CCCS 6.3
- Compare and contrast Separatists and Pilgrims CCCS 6.1
- Experience and understand the hardships aboard the Mayflower CCCS 6.1
- Experience and understand the difficulties of surviving in the New World CCCS 6.2
- Experience and understand the first Thanksgiving and what happened afterward
CCCS 6.1
- Practice working cooperatively in groups CCCS 6.2
- Practice decision making CCCS 6.2

Activities:

- Forming teams
- Crossing the ocean
- Writing Mayflower Compacts
- Building settlements
- Finding food
- Making peace with the Indians
- Spring planting
- Trading expeditions
- Thanksgiving feast

Resources:

- Pilgrims – A simulation of the first year at Plymouth Colony. Interact Learning Through Involvement
- Teacher made activities
- Salem County AVA
- Websites related to topic
- Library books

Assessment examples:

- Simulations
- Teacher made tests
- Cooperative group work
- Oral quizzes
- Unit assessment
- Home work
- Mapping

Accommodations:

- Accept oral responses
- Use word banks
- Limit written requirements
- Modified tests
- Use differentiated activities

Technology:

- Transparencies
- AVA resources
- Power point
- Related websites

Topic: Our Community

Timeframe: 9 weeks

Objectives: The students will be able to:

- Define the concept of community CCCS 6.1
- Describe the geography and history of a community CCCS 6.2
- Identify and describe an ordinary person who exemplifies good citizenship CCCS 6.2
- Compare and contrast communities across the United States CCCS 6.4
- Relate the geographic location of a community to the local area, the state, and the country CCCS 6.6
- Describe how a decision by an individual and the actions that followed changed and improved a community CCCS 6.2
- Define the concept of culture as it relates to world communities CCCS 6.3
- Use a map scale to determine distance between places CCCS 6.6
- Explain what is meant by the term rural community CCCS 6.4
- Describe the geography of a rural community CCCS 6.6
- Interpret print material by identifying the main idea and details CCCS 6.1
- Explain what is meant by the term suburban community CCCS 6.4
- Describe how rural communities can change to suburban communities CCCS 6.4
- Explain what is meant by the term urban community CCCS 6.4

Social Studies

Grade 3

- Compare and contrast urban and suburban communities CCCS 6.4
- Compare the ways people in communities meet their needs CCCS 6.5
- Describe the important roles community workers play in your town

CCCS 6.2

Activities:

- Reading textbook
- Drawing and reading maps
- Projects
- Workbook pages

Resources:

- Textbook
- Workbook
- Transparencies
- Supplemental library books
- Wall maps

Assessment examples:

- Content test
- Skills test
- Standardized test – formal
- Performance assessment
- Unit project
- Portfolio assessment
- Workbook

Accommodations:

- Verbal learning
- Logical learning
- Leveled practice: easy, on-level, challenge
- ESL support: beginning, intermediate, advanced
- Extended time
- Oral testing as needed

Technology:

- Overhead
- Textbook website
- Additional internet links for each chapter
- Power point

Topic: People in Communities

Timeframe: 9 weeks

Objectives: The students will be able to:

- Explain the significance of and compare different ethnic or cultural celebrations in the United States CCCS 6.4
- Interpret print material by comparing and contrasting CCCS 6.1
- Compare ways in which people in the local community meet their needs for education in the present CCCS 6.1
- Identify characteristics of good citizenship CCCS 6.2
- Identify reasons people form communities CCCS 6.1
- Identify the importance of voting, a civic responsibility CCCS 6.2
- Identify ways people in the United States share in the cultures and customs of various ethnic groups CCCS 6.4
- Use cardinal and intermediate directions to locate places on maps CCCS 6.6
- Interpret visuals including maps CCCS 6.6
- Compare ethnic and/or cultural celebrations CCCS 6.3

Social Studies

Grade 3

- Use primary and secondary sources to obtain information from print and visual sources CCCS 6.1
- Identify factors that make the local community unique CCCS 6.4
- Identify the contributions of Dr. Martin Luther King, Jr. CCCS 6.4
- Recognize that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms. CCCS 6.4
- Examine documents from other cultures to determine their significance CCCS 6.3
- Describe a community celebration CCCS 6.4

Activities:

- Reading textbook
- Drawing and reading maps
- Projects
- Workbook pages

Resources:

- Textbook
- Workbook
- Transparencies
- Library books
- Wall maps

Assessment examples:

- Content test
- Skills test
- Standardized test – formal
- Performance assessment
- Unit project
- Portfolio assessment
- Workbook

Accommodations:

- Verbal learning
- Logical learning
- Leveled practice: easy, on-level, challenge
- ESL support: beginning, intermediate, advanced
- Extended time
- Oral testing as needed

Technology:

- Overhead
- Textbook website
- Additional internet links for each chapter
- Power point

Topic: History of Salem County

Timeframe: 9 weeks

Objectives: The students will be able to:

- Describe how the Lenni Lenape Indians met the problems of shelter CCCS 6.1
- Explain why the Lenni Lenape Indians had to be practical about clothing CCCS 6.1
- Describe how the Lenni Lenape Indians secured their food and traveled CCCS 6.1
- Explain why a strong family life was needed to survive CCCS 6.4
- Identify and explain the customs and traditions of a Lenni Lenape village CCCS 6.4
- Compare and contrast the above objectives to life today CCCS 6.1
- Discuss reasons why John Fenwick and a group of Quakers left England to come to West Jersey CCCS 6.3
- Identify the significance of the peace treaty under the Salem Oak Tree CCCS 6.2
- Explain why the Lenni Lenape Indians are no longer in Salem County CCCS 6.1
- Discuss why colonists stayed in Salem County CCCS 6.5

Social Studies

Grade 3

- Explain the significance of patterned brick-end homes, Seven Stars Tavern, Star Corner and Wistarburg Glass CCCS 6.4
- Explain why the colonists became involved in the Revolutionary War CCCS 6.3
- Explain the significance of “the first taste of war” for Salem County colonists CCCS 6.4
- Explain the contributions of Salem County farmers in assisting G. Washington at Valley Forge CCCS 6.5
- Draw conclusions about how the Battle at Quinton’s Bridge and the Massacre at the Hancock House affected Salem County CCCS 6.4

Activities:

- Constructing items found in a Lenni Lenape village
- Playing games in the tradition of the Lenni Lenape Indians
- Making a Salem County booklet
- Field trip to Salem County site
- Projects

Resources:

- Fenwick’s Colony
- Salem County: A story of People
- Salem Sojourn: a Journey Through Salem County
- John Fenwick and Salem County in the Province of West Jersey
- Salem County
- Teacher made activities
- Websites related to topic
- Library books
- Charts

Assessment examples:

- Teacher made tests
- Completion of Salem County booklet
- Cooperative group work
- Oral quizzes

Social Studies
Grade 3

- Homework
- Projects

Accommodations:

- Accept oral responses
- Use word banks
- Limit written requirements
- Modified tests
- Use differentiated activities

Technology:

- Transparencies
- AVA resources
- Power point

FOURTH GRADE OVERVIEW

The Fourth Grade Social Studies Curriculum is one that fosters, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics, and geography.

The purpose of social studies education is to provide students with the knowledge, skills, and attitudes they need to be active, informed, responsible citizens and contributing members of their communities. Students will identify important sites and events in American, and New Jersey history. They will identify important documents, places and people in American history. They will learn the history and meaning of some national symbols. Interdisciplinary studies which incorporate critical thinking will help to explain the impact of technological progress on the growth of industry, and how natural forces can be used to create energy.

We are preparing students to be able to take advantage of the opportunities of their future. Fourth Grade students are eager to explore the world beyond their immediate community. Our focus on geography will explain how a place's geography affects its weather, economy, and eventually, history. They should recognize the diversity of cultures and traditions within the United States. Activities such as feasts celebrating regions of the United States, and state projects develop an understanding of economies based on natural resources and physical features. Cross curriculum projects such as mini-society offer real world application of Social Studies skills.

Topic: Living in the US

Timeframe: 6weeks

Objectives: The students will be able to:

- Describe the major landforms of each region in the US CCCS 6.6
- Identify five major regions of the United States CCCS 6.6
- Describe the three main factors that affect the climate of an area CCCS 6.1
- Explain how each region's resources shaped the industries that grew there.
CCCS 6.5
- Identify landforms, climates, and resources in the US and North America
CCCS 6.6
- Describe what is known about the people who were living in America
when Columbus arrived CCCS 6.4
- Explain why explorers and settlers came to North America CCCS 6.4
- Explain how the land belonging to US grew from the Atlantic to Pacific
CCCS 6.4
- Explain what the Constitution is and why it is important CCCS 6.2
- Identify three levels of government CCCS 6.2
- Describe the responsibilities of each of the three branches of government
CCCS 6.2
- Describe the geography of NJ
- Identify at least three responsibilities of US citizens CCCS 6.2

Social Studies
Grade 4

- Explain what it means for regions to be economically interdependent.

CCCS 6.5

Activities:

- textbook reading
- drawing maps
- answering Daily Geography questions

Resources:

- atlases
- wall maps
- Scott Foresman Social Studies book, 2008
- Daily Geography books

Assessment examples:

- Daily geography quizzes
- Workbook pages
- Chapter tests

Accommodations:

- Modified tests
- Extended time
- Oral testing as needed
- ESL support

Technology:

- Power point
- Textbook website
- Overhead

Topic: The Northeast

Timeframe: 6 weeks

Objectives: The students will be able to:

- Use primary sources to acquire information CCCS 6.1
- Analyze information by sequencing events CCCS 6.1
- Locate and identify the states of the Northeast CCCS 6.6
- Identify key resources of the Northeast CCCS 6.6
- Locate and identify physical features of the Northeast CCCS 6.6
- Explain why immigrants came to the United States CCCS 6.4
- Explain why northeastern cities developed where they did CCCS 6.1
- Identify events leading from colonization up to the founding of the U.S.
CCCS 6.4
- Identify the importance of respecting cultural traditions CCCS 6.1
- Describe the relationship between the people and economies of
northeastern cities. CCCS 6.5
- Understand the experiences of Native Americans or early settlers in NJ,
and in America. CCCS 6.4

Activities:

- textbook reading

Social Studies
Grade 4

- drawing maps
- answering Daily Geography questions

Resources:

- atlases
- wall maps
- Scott Foresman Social Studies book, 2008
- Daily Geography books

Assessment examples:

- Daily geography quizzes
- Workbook pages
- Chapter tests

Accommodations:

- Modified tests
- Extended time
- Oral testing as needed
- ESL support

Technology:

- Power point
- Textbook website
- Overhead

Topic: The Southeast

Timeframe: 6 weeks

Objectives: The students will be able to:

- Identify and describe major landforms in the Southeast CCCS 6.6
- Explain how to use an elevation map CCCS 6.6
- Describe the climate of the Southeast CCCS 6.6
- Identify renewable, nonrenewable resources in the Southeast CCCS 6.6
- Describe the sequence of events during key NJ battles CCCS 6.4
- Describe reasons Revolutionary leaders fought for independence from England CCCS 6.4
- Evaluate the impact of agriculture in the Southeast CCCS 6.4
- Identify the causes of growth in Southeastern cities. CCCS 6.4
- Distinguish between fact and opinion CCCS 6.1
- Identify early leaders from the Southeast and describe their contributions to the United States CCCS 6.4
- Identify important explorers of the Southeast and the areas they explored CCCS 6.4
- Identify two causes of the Civil War CCCS 6.4

Social Studies
Grade 4

Activities:

- textbook reading
- drawing maps
- answering Daily Geography questions

Resources:

- atlases
- wall maps
- Scott Foresman Social Studies book, 2008
- Daily Geography books

Assessment examples:

- Daily geography quizzes
- Workbook pages
- Chapter tests

Accommodations:

- Modified tests
- Extended time
- Oral testing as needed
- ESL support

Technology:

- Power point
- Textbook website
- Overhead

Topic: The Midwest

Timeframe: 6 weeks

Objectives: The students will be able to:

- Identify the states of the Midwest CCCS 6.6
- Describe the landforms, climate and resources of the Midwest CCCS 6.6
- Describe how Great Lakes are connected to the Atlantic Ocean CCCS 6.6
- Explain why the Midwest is an important agricultural region CCCS 6.6
- Identify industries related to agriculture CCCS 6.1
- Explain the advantages of shipping by water CCCS 6.1
- Draw conclusions about the effects that inventions and technology had on social and economic activities CCCS 6.5
- Identify basic American values and beliefs, such as equality of opportunity, fairness, and respect for others. CCCS 6.2
- Explain the difficulties settlers faced in farming the land and their ultimate success CCCS 6.4
- Explain the impact of trade in early America CCCS 6.4

Social Studies
Grade 4

Activities:

- textbook reading
- drawing maps
- answering Daily Geography questions

Resources:

- atlases
- wall maps
- Scott Foresman Social Studies book, 2008
- Daily Geography books

Assessment examples:

- Daily geography quizzes
- Workbook pages
- Chapter tests

Accommodations:

- Modified tests
- Extended time
- Oral testing as needed
- ESL support

Technology:

- Power point
- Textbook website
- Overhead

Topic: The Southwest

Timeframe: 6 weeks

Objectives: The students will be able to:

- Identify the states of the Southwest CCCS 6.6
- Describe the different climates of the Southwest CCCS 6.6
- Describe the elevations and landforms of the Southwest CCCS 6.6
- Identify the resources of the Southwest CCCS 6.6
- Describe the early culture of the Navajo people CCCS 6.4
- Compare and contrast the social and economic effects of major inventions CCCS 6.5
- Explain the role of oil and oil products in everyday life. CCCS 6.1
- Use comparison and contrast to analyze information CCCS 6.1
- Understand that the US interacts with other nations sometimes through wars CCCS 6.4

Social Studies
Grade 4

- Analyze the relationship between water and growth in the desert

Southwest CCCS 6.1

Activities:

- textbook reading
- drawing maps
- answering Daily Geography questions

Resources:

- atlases
- wall maps
- Scott Foresman Social Studies book, 2008
- Daily Geography books

Assessment examples:

- Daily geography quizzes
- Workbook pages
- Chapter tests

Accommodations:

- Modified tests
- Extended time
- Oral testing as needed
- ESL support

Technology:

- Power point
- Textbook website
- Overhead

Topic: The West

Timeframe: 6 weeks

Objectives: The students will be able to:

- Analyze how mountains are formed CCCS 6.6
- Review the major differences between major eastern and western mountain chains in the US CCCS 6.6
- Explain why the Western mountains stood as barriers to travel and how the transcontinental railroad helped to change that. CCCS 6.4
- Examine the resources and products of the Pacific Northwest CCCS 6.6
- Compare and contrast features of the states along the Pacific coastline CCCS 6.6
- Summarize the three functions of money in the economy CCCS 6.5

Social Studies
Grade 4

- Understand the role of goods and services in the economy CCCS 6.5
- Summarize how needs wants, supply and demand, and scarcity of resources require choices which generate opportunity costs. CCCS 6.5
- Identify and describe the four factors of production: land, labor, capital, and entrepreneurship. CCCS 6.5

Activities:

- textbook reading
- drawing maps
- answering Daily Geography questions

Resources:

- atlases
- wall maps
- Scott Foresman Social Studies book, 2008
- Daily Geography books

Assessment examples:

- Daily geography quizzes
- Workbook pages
- Chapter tests

Accommodations:

- Modified tests
- Extended time
- Oral testing as needed
- ESL support

Technology:

- Power point
- Textbook website
- Overhead

FIFTH GRADE OVERVIEW

The Fifth Grade Social Studies Curriculum is one that fosters, for all students, the ability to understand the heritage of America with a high degree of literacy in history, economics, science and technology, geography, culture, citizenship, government, and national symbols. The purpose of this curriculum is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible citizens and contributing members of their communities and to make interdisciplinary connections among these areas.

Students will develop historical thinking, problem solving, and research skills to extend their understanding of the United States of America and to apply and integrate this knowledge across all strands of social studies. Students will gain an understanding of the underlying American values and principles of our democratic system of government. Our students will learn about important issues and personalities that have influenced the history of our nation (from life in the Western Hemisphere through the Civil War).

We are preparing students to be able to take advantage of the opportunities of their future. Students will see themselves as future defenders of America's freedoms. Also, students will learn to be responsible and caring citizens through the exploration of how everyday citizens and famous Americans show good citizenship through making informed decisions as voters, jurors, workers, consumers, and community residents.

Topic: Early Life in the Eastern and Western Hemispheres

Timeframe: Five to Six Weeks

Objectives: The students will be able to:

- identify the early cultures developed in different parts of North America, South America, and Central America. CCCS 6.3
- identify how the way of life of the first Americans changed as the climate became warmer. CCCS 6.3
- describe how the Aztec and Inca Empires grew. CCCS 6.3
- compare and contrast artifacts of early American civilizations. CCCS 6.4
- relate how some Iroquois customs are kept alive today. CCCS 6.4
- analyze the effect of the horse on the lives of Native Americans. CCCS 6.4
- describe the environment of the Southwest Desert cultural region. CCCS 6.4
- relate West African wealth to its natural resources and to trade. 6.3
- summarize the efforts of Europeans to explore lands far from Europe. CCCS 6.1
- analyze parallel time lines to see how major events in different places occurred during the same period of time. CCC 6.1
- interpret maps depicting the routes of early Americans. CCCS 6.6

Activities:

Social Studies
Grade 5

- reading of textbook chapter
- examine textbook graphics and transparencies to draw conclusions
- answer workbook questions
- use timelines
- interpret primary sources
- vocabulary words on flashcards
- daily geography questions
- Native American projects

Resources:

- The United States, Scott Foresman c2008
- Workbook
- Transparencies
- Supplemental library books
- Related websites
- Wall maps
- Atlases
- Daily Geography Grade 5
- Study Guides

Assessment examples:

- Quizzes
- Tests: Content & Skills
- Projects
- Cooperative group work
- Vocabulary Checks
- Daily Geography Questions
- Daily Geography Quizzes
- Current Events

Accommodations:

- Modified Tests with limited answer choices
- Extended Time
- Study Guides
- Oral Testing as needed
- Translators (if necessary)
- Visual text

Technology:

- Online student textbook
- Overhead Projector
- AVA Video Clips and resources

Social Studies
Grade 5

- Webquests
- Related Websites
- Transparencies
- Powerpoint Presentations
- Audio CD's

Topic: Connections Across Continents

Timeframe: Five to Six Weeks

Objectives: The students will be able to:

- use primary resources to acquire information. CCCS 6.1
- identify the contributions of significant individuals during the period of early European exploration and the colonization of the Americas.

CCCS 6.3

- analyze information by identifying the sequence of events. CCCS 6.1
- explain the impact of Columbus' voyage on the Americas. CCCS 6.4
- use latitude and longitude to locate points on a map. CCCS 6.6
- describe the factors that enabled Cortes to defeat the Aztecs. CCCS 6.3
- describe the structure of society in New Spain. CCCS 6.3

Activities:

- reading of textbook
- examine textbook graphics and transparencies to draw conclusions
- answer workbook questions
- use timelines
- interpret primary sources
- vocabulary words on flashcards
- daily geography questions
- exploration project

Social Studies

Grade 5

Resources:

- The United States, Scott Foresman c2008
- Workbook
- Transparencies
- Supplemental library books
- Related websites
- Wall maps
- Atlases
- Daily Geography Grade 5
- Study Guides

Assessment examples:

- Quizzes
- Tests: Content & Skills
- Projects
- Cooperative group work
- Vocabulary checks
- Daily Geography Questions
- Daily Geography Quizzes
- Current Events

Accommodations:

- Modified Tests with limited answer choices
- Extended time
- Study Guides
- Oral Testing as needed
- Translators (if necessary)
- Visual Text

Technology:

- Online student textbook
- Overhead Projector
- AVA Video Clips and resources
- Web-quests
- Related Websites
- Transparencies
- Power-point Presentations
- Audio CD's

Topic: Colonial Life in North America

Timeframe: Five to six weeks

Objectives: The students will be able to:

- analyze the advantages and disadvantages of working as an apprentice.
CCCS 6.4
- compare the different types of jobs available to colonists. CCCS 6.4
- describe some of Benjamin Franklin’s important contributions to the colonists. CCCS 6.4
- identify the contributions of significant individuals (Benjamin Franklin, Peter Zenger) during the colonial period. CCCS 6.4
- compare slavery in different regions of the colonies. CCCS 6.4
- analyze ways in which people resisted slavery. CCCS 6.1
- explain Spain’s reasons for wanting a colony in Florida. CCCS 6.4
- use primary and secondary sources to acquire information. CCCS 6.1
- identify ways in which French settlers learned from Native Americans.
CCCS 6.4
- analyze reasons the French explored the Mississippi River. CCCS 6.4
- compare and use scales to measure distance on maps. CCCS 6.6

Social Studies
Grade 5

- identify the cause of conflicts over land among the British, French, and Native Americans. CCCS 6.4
- describe and analyze the causes and outcome of the French and Indian War CCCS 6.4
- describe everyday life in the 13 colonies. CCCS 6.4
- compare and contrast life in the colonies to life today.CCCS 6.4
- identify a colonial occupation and explain its benefit to the community. CCCS 6.1

Activities:

- reading of textbook chapter
- examine textbook graphics and transparencies to draw conclusions
- answer workbook questions
- use timelines
- interpret primary sources
- vocabulary words on flashcards
- daily geography questions
- projects

Resources:

- The United States, Scott Foresman c2008
- Workbook
- Transparencies
- Supplemental library books
- Related websites
- Wall maps
- Atlases
- Daily Geography Grade 5
- Study Guides

Social Studies
Grade 5

Assessment examples:

- Quizzes
- Tests: Content & Skills
- Projects
- Cooperative group work
- Vocabulary Checks
- Daily Geography Questions
- Daily Geography Quizzes
- Current Events

Accommodations:

- Modified Tests with limited answer choices
- Extended Time
- Study Guides
- Oral Testing as needed
- Translators (if necessary)
- Visual text

Technology:

- Online student textbook
- Overhead Projector
- AVA Video Clips and resources
- Webquests
- Related Websites
- Transparencies
- Powerpoint Presentations
- Audio CD's

Topic: The American Revolution

Timeframe: Five to Six Weeks

Objectives: The students will be able to:

- use primary resources to acquire information. CCCS 6.1
- identify the contributions of significant individuals during the period of the American Revolution. CCCS 6.1
- identify the causes and effects of the Stamp Act and the Townshend Acts. CCCS 6.4
- explain how British taxes led to greater cooperation among the colonies. CCCS 6.4
- evaluate the effects of colonists' protests. CCCS 6.1
- interpret patriotic slogans and excerpts from notable speeches and documents. CCCS 6.1
- analyze the causes and effects of events prior to the American Revolution, such as Boston Tea Party. CCCS 6.1

Social Studies
Grade 5

- differentiate between the political ideas of Patriots and Loyalists. CCCS 6.4
- identify the effects of the first battles of the American Revolution. CCCS 6.4
- analyze and interpret maps to explain historical events. CCCS 6.1
- explain why signing the Declaration of Independence was a dangerous act. CCCS 6.4
- analyze the causes and effects of American victories at Trenton and Saratoga. CCCS 6.4
- describe the ways women helped support the American Revolution. CCCS 6.4
- summarize the contributions of African American patriots. CCCS 6.4
- explain ways that people have sought freedom at other times and places in history. CCCS 6.3
- explain how other nations helped the Continental Army. CCCS 6.4

Activities:

- reading of textbook chapter
- examine textbook graphics and transparencies to draw conclusions
- answer workbook questions
- use timelines
- interpret primary sources
- vocabulary words on flashcards
- daily geography questions
- projects

Social Studies

Grade 5

Resources:

- The United States, Scott Foresman c2008
- Workbook
- Transparencies
- Supplemental library books
- Related websites
- Wall maps
- Atlases
- Daily Geography Grade 5
- Study Guides

Assessment examples:

- Quizzes
- Tests: Content & Skills
- Projects
- Cooperative group work
- Vocabulary Checks
- Daily Geography Questions
- Daily Geography Quizzes
- Current Events

Accommodations:

- Modified Tests with limited answer choices
- Extended Time
- Study Guides
- Oral Testing as needed
- Translators (if necessary)
- Visual Text

Technology:

- Online student textbook
- Overhead Projector
- AVA Video Clips and resources
- Web-quests
- Related Websites
- Transparencies
- Power-point Presentations
- Audio CD's

Topic: Life in a New Nation

Timeframe: Five to Six Weeks

Objectives: The students will be able to:

- list the main goals of the Articles of Confederation. CCCS 6.2, 6.4
- identify the purpose of the Constitutional Convention. CCCS 6.4
- describe the Great Compromise. CCCS 6.4
- list the goals of the Constitution. CCCS 6.2, 6.4
- identify the contributions of individuals who helped create the U. S. Constitution. CCCS 6.4
- describe the Bill of Rights. CCCS 6.2, 6.4
- use a research process to gather and report factual information. CCCS 6.1
- describe how President Washington organized the Executive Branch around the Cabinet. CCCS 6.4

Social Studies
Grade 5

- describe how the location and design of the nation's capital was decided upon. CCCS 6.4
- identify the reasons why and how the United States expanded westward. CCCS 6.4
- describe the Louisiana Purchase and tell what effect it had on the nation. CCCS 6.4, 6.6
- use primary and secondary sources, such as visual information, to acquire information. CCCS 6.1
- identify reasons for and findings of the Lewis and Clark Expedition. CCCS 6.4, 6.6
- interpret visuals including maps CCCS 6.6
- describe the reasons, main battles, and outcomes of the War of 1812. CCCS 6.4

Activities:

- reading of textbook chapter
- examine textbook graphics and transparencies to draw conclusions
- answer workbook questions
- use timelines
- interpret primary sources
- vocabulary words on flashcards
- daily geography questions
- era projects

Resources:

- The United States, Scott Foresman c2008
- Workbook
- Transparencies
- Supplemental library books
- Related websites

Social Studies
Grade 5

- Wall maps
- Atlases
- Daily Geography Grade 5
- Study Guides

Assessment examples:

- Quizzes
- Tests: Content & Skills
- Projects
- Cooperative group work
- Vocabulary Checks
- Daily Geography Questions
- Daily Geography Quizzes
- Current Events

Accommodations:

- Modified Tests with limited answer choices
- Extended Time
- Study Guides
- Oral Testing as needed
- Translators (if necessary)
- Visual text

Technology:

- Online student textbook
- Overhead Projector
- AVA Video Clips and resources
- Web-quests
- Related Websites
- Transparencies
- Power-point Presentations
- Audio CD's

Topic: A Growing Nation

Timeframe: Five to Six Weeks

Objectives: The students will be able to:

- describe the goal of the Monroe Doctrine. CCCS 6.4
- explain how the United States changed politically in the 1820's. CCCS 6.4
- name major historical figures and describe their involvement of the United States. CCCS 6.4
- explain and describe how the Industrial Revolution changed the way goods were manufactured. CCCS 6.4
- interpret and explain information from a cross-section diagram. CCCS 6.1

Social Studies
Grade 5

- explain how unions and political parties have influenced the development of the United States. CCCS 6.4
- name major historical figures and describe their involvement with the development of the United States. CCCS 6.4
- analyze the diverse cultures that have contributed to the heritage of the United States. CCCS 6.4
- use primary sources to learn from the past. CCCS 6.1
- evaluate the reasons why United States settlers in Texas wanted independence from Mexico. CCCS 6.4

Activities:

- reading of textbook chapter
- examine textbook graphics and transparencies to draw conclusions
- answer workbook questions
- use timelines
- interpret primary sources
- vocabulary words on flashcards
- daily geography questions

Resources:

- The United States, Scott Foresman c2008
- Workbook
- Transparencies
- Supplemental library books
- Related websites
- Wall maps
- Atlases
- Daily Geography Grade 5
- Study Guides

Assessment examples:

- Quizzes

Social Studies
Grade 5

- Tests: Content & Skills
- Projects
- Cooperative group work
- Vocabulary Checks
- Daily Geography Questions
- Daily Geography Quizzes
- Current Events

Accommodations:

- Modified Tests with limited answer choices
- Extended Time
- Study Guides
- Oral Testing as needed
- Translators (if necessary)
- Visual Text

Technology:

- Online student textbook
- Overhead Projector
- AVA Video Clips and resources
- Web-quests
- Related Websites
- Transparencies
- Power-point Presentations
- Audio CD's

SIXTH GRADE OVERVIEW

The Sixth Grade Social Studies Curriculum is one that fosters the ability for all students to understand how people and events in history can affect nations. Students will develop the ability to identify the differences between a communist and a free-enterprise economic system. It will also explain the relationship between government and economics. Through the study of geography students will explain how geographic features affect climate and the relationship between climate and rain forests. The use of symbols to identify the goals or purpose of a group or organization will be explored.

In sixth grade we will explore the early civilizations of Asia, Africa and the Americas. The ability for science and technology to change peoples' lives by bringing opportunities and challenges will be studied. Technology, Reading, Math, Science, and Writing are fully integrated with what they are learning in Social Studies. Using technology in scientific research and how technology is used in different environments will also be explored. The belief that culture is the arts, beliefs, customs, and ideas of a society or group of people will be developed. Citizenship, which includes the rights, privileges, and responsibilities that a member nation has, will explain how people in various countries of the world demonstrate good will, and how nations honor citizens who have fought for freedom. Government is explored as a system for ruling or running a city, state, or country. We are preparing students to be able to take advantage of the opportunities of their future.

Topic: Early Civilizations and Cultures

Timeframe: Five to Six Weeks

Objectives: The students will be able to:

- explain who the Clovis people were and how we know about them. CCCS 6.3
- list the characteristics of the Stone Age. CCCS 6.3
- explain what encouraged the development of culture in the Americas. CCCS 6.3
- explain how Mesopotamian civilization began and grew . CCCS 6.3
- list and explain the significant achievements in technology and invention in early Mesopotamia. CCCS 6.3
- list the similarities and differences between Assyrian and Babylonian cultures. CCCS 6.3
- describe the origin and significance of Judaism as one of the first monotheistic religions. CCCS 6.3
- interpret information in timelines. CCCS 6.1
- describe how objects provide clues about a culture. CCCS 6.1

Activities:

- reading of textbook chapter
- examine textbook graphics and transparencies to draw conclusions
- answer workbook questions
- use timelines
- interpret primary sources
- vocabulary words on flashcards
- daily geography questions

Resources:

- TheWorld, Scott Foresman c2008
- Workbook
- Transparencies
- Supplemental library books
- Related websites
- Wall maps
- Atlases
- Daily Geography Grade 6
- Study Guides

Assessment examples:

- Quizzes
- Tests: Content & Skills
- Projects
- Cooperative group work
- Vocabulary Checks
- Daily Geography Questions
- Daily Geography Quizzes
- Current Events

Accommodations:

- Modified Tests with limited answer choices
- Extended Time
- Study Guides
- Oral Testing as needed
- Translators (if necessary)
- Visual Text

Technology:

- Online student textbook
- Overhead Projector
- AVA Video Clips and resources
- Webquests
- Related Websites
- Transparencies
- Powerpoint Presentations
- Audio CD's

Topic: Early Civilizations in Africa and Asia

Timeframe: Five to Six Weeks

Objectives: The students will be able to:

- explain how understanding the flooding of the Nile helped the Egyptian civilization thrive and last for thousands of years. CCCS 6.3
- define hieroglyphics and explain how we decoded them. CCCS 6.3
- list and explain the similarities and differences between Egyptian and Sumerian culture. CCCS 6.3
- explain how the relationship between the Egyptians and Nubians changed over time. CCCS 6.3
- describe how the geography in China makes it a diverse country. CCCS 6.3
- explain how Chinese culture became unified during the Han dynasty. CCCS 6.3
- explain how Confucianism, Daoism, and other ways of thought have influenced Chinese history and culture. CCCS 6.3
- explain how the geography of South Asia is diverse. CCCS 6.3
- list and describe some ways the Persian culture influenced Indian culture and civilization. CCCS 6.3
- list and explain the main beliefs of Hinduism and Buddhism. CCCS 6.3

Social Studies
Grade 6

- analyze information by summarizing. CCCS 6.1

Activities:

- reading of textbook chapter
- examine textbook graphics and transparencies to draw conclusions
- answer workbook questions
- use timelines
- interpret primary sources
- vocabulary words on flashcards
- daily geography questions

Resources:

- The World, Scott Foresman c2008
- Workbook
- Transparencies
- Supplemental library books
- Related websites
- Wall maps
- Atlases
- Daily Geography Grade 6
- Study Guides

Assessment examples:

- Quizzes
- Tests: Content & Skills
- Projects
- Cooperative group work
- Vocabulary Checks
- Daily Geography Questions
- Daily Geography Quizzes
- Current Events

Accommodations:

- Modified Tests with limited answer choices
- Extended Time
- Study Guides

Social Studies
Grade 6

- Oral Testing as needed
- Translators (if necessary)
- Visual Text

Technology:

- Online student textbook
- Overhead Projector
- AVA Video Clips and resources
- Webquests
- Related Websites
- Transparencies
- Powerpoint Presentations
- Audio CD's

Topic: Early Civilizations in the Americas

Timeline: Five to Six Weeks

Objectives: The students will be able to:

- explain how the early people of Mesoamerica used the natural resources of their environment. CCCS 6.3
- compare and contrast the Olmec and Mayan civilizations. CCCS 6.3
- explain how the Aztec Empire developed over time. CCCS 6.3
- describe the diverse landscapes and landforms in South America. CCCS 6.3
- compare and contrast the Chavin and Mochica cultures and civilizations. CCCS 6.3
- list and describe major achievements of the Inca people. CCCS 6.3
- explain what archaeologists have come to believe about Machu Picchu. CCCS 6.3
- compare and contrast two major mountain chains in North America. CCCS 6.6
- compare and contrast the Hohokam and Anasazi peoples. CCCS 6.3
- explain why the Adena and Mississippi peoples built mounds. CCCS 6.3, 6.4

Social Studies

Grade 6

- explain how the Inuit, Iroquois, and Algonquin peoples used natural resources. CCCS 6.4
- acquire information from primary sources. CCCS 6.1

Activities:

- reading of textbook chapter
- examine textbook graphics and transparencies to draw conclusions
- answer workbook questions
- use timelines
- interpret primary sources
- vocabulary words on flashcards
- daily geography questions

Resources:

- TheWorld, Scott Foresman c2008
- Workbook
- Transparencies
- Supplemental library books
- Related websites
- Wall maps
- Atlases
- Daily Geography Grade 6
- Study Guides

Assessment examples:

- Quizzes
- Tests: Content & Skills
- Projects
- Cooperative group work
- Vocabulary Checks
- Daily Geography Questions
- Daily Geography Quizzes
- Current Events

Accommodations:

- Modified Tests with limited answer choices
- Extended Time
- Study Guides
- Oral Testing as needed

- Translators (if necessary)
- Visual Text

Technology:

- Online student textbook
- Overhead Projector
- AVA Video Clips and resources
- Webquests
- Related Websites
- Transparencies
- Powerpoint Presentations
- Audio CD's

Topic: Mediterranean Empires

Timeframe: Five to Six Weeks

Objectives: The students will be able to:

- explain how Greece's physical geography affected the lives of its people.
CCCS 6.6
- describe the similarities and differences between civilizations in Sparta and Athens. CCCS 6.3
- identify the contributions of significant individuals in ancient Greece, including Pericles. CCCS 6.3
- identify the accomplishments of significant individuals in ancient Greece, such as Socrates. CCCS 6.3
- explain how Alexander expanded the empire and spread Greek Culture.
CCCS 6.3
- describe the importance of the Tiber River to the development of the Roman civilization. CCCS 6.3

Social Studies

Grade 6

- describe the system of government in the Roman Republic. CCCS 6.3
- describe the major achievements of the Romans. CCCS 6.3
- list examples of Rome's advanced civilization. CCCS 6.3
- Explain connections between Judaism and Christianity CCCS 6.3
- explain why the eastern half of the Roman Empire survived after the fall of the western half. CCCS 6.3
- describe details of Greek Mythology. CCCS 6.3
- interpret data on maps of different scales. CCCS 6.1
- acquire information from primary and secondary sources. CCCS 6.1

Activities:

- reading of textbook chapter
- examine textbook graphics and transparencies to draw conclusions
- answer workbook questions
- use timelines
- interpret primary sources
- vocabulary words on flashcards
- daily geography questions

Resources:

- The World, Scott Foresman c2008
- Workbook
- Transparencies
- Supplemental library books
- Related websites
- Wall maps
- Atlases
- Daily Geography Grade 6
- Study Guides

Assessment examples:

- Quizzes
- Tests: Content & Skills

Social Studies

Grade 6

- Projects
- Cooperative group work
- Vocabulary Checks
- Daily Geography Questions
- Daily Geography Quizzes
- Current Events

Accommodations:

- Modified Tests with limited answer choices
- Extended Time
- Study Guides
- Oral Testing as needed
- Translators (if necessary)
- Visual Text

Technology:

- Online student textbook
- Overhead Projector
- AVA Video Clips and resources
- Webquests
- Related Websites
- Transparencies
- Powerpoint Presentations
- Audio CD's

Topic: The Medieval World

Timeframe: Five to Six Weeks

Objectives: The students will be able to:

- use primary sources to acquire information. CCCS 6.1
- identify the contributions of significant individuals during the Middle Ages.
CCCS 6.3
- analyze information by determining sequence of events. CCCS 6.1
- explain the significance of Constantinople to the Byzantine Empire. CCCS
6.3
- explain how Constantinople became a center of trade. CCCS 6.3
- List the major beliefs and roots of Islam. CCCS 6.3
- Explain the relationship between Islam and Muhammad. CCCS 6.3
- trace the spread of Islam. CCCS 6.3

Social Studies

Grade 6

- describe the variety of cultures in Asia. CCCS 6.6
- list major contributions of the Mongol dynasty in China. CCCS 6.3
- explain how civil service exams changed the way government positions were filled in China. CCCS 6.2
- explain how the Khmer kingdom was ruled and thrived. CCCS 6.3
- describe the role of agriculture. CCCS 6.3
- differentiate between a shogun and samurai. CCCS 6.3
- describe how the physical geography of Africa is diverse with many physical features. CCCS 6.6
- explain how gold trade made the kingdoms of West Africa wealthy. CCCS 6.5
- identify how to use the Internet to research a topic. CCCS 6.1
- explain how different regions of Europe affect how people live and work. CCCS 6.6
- explain what title Charlemagne was given by Pope Leo III and why. CCCS 6.3
- explain the role of serfs in feudalism. CCCS 6.3
- explain how the manor system led to the growth of towns and cities. CCCS 6.3, 6.5
- locate time zones on a map. CCCS 6.1

Activities:

- reading of textbook chapter
- examine textbook graphics and transparencies to draw conclusions

Social Studies

Grade 6

- answer workbook questions
- use timelines
- interpret primary sources
- vocabulary words on flashcards
- daily geography questions

Resources:

- The World, Scott Foresman c2008
- Workbook
- Transparencies
- Supplemental library books
- Related websites
- Wall maps
- Atlases
- Daily Geography Grade 6
- Study Guides

Assessment examples:

- Quizzes
- Tests: Content & Skills
- Projects
- Cooperative group work
- Vocabulary Checks
- Daily Geography Questions
- Daily Geography Quizzes
- Current Events

Accommodations:

- Modified Tests with limited answer choices
- Extended Time
- Study Guides
- Oral Testing as needed
- Translators (if necessary)
- Visual Text

Technology:

- Online student textbook
- Overhead Projector
- AVA Video Clips and resources
- Webquests
- Related Websites
- Transparencies
- Powerpoint Presentations
- Audio CD's

Topic: Discovery, Expansion, and Revolutions

Timeframe: Five to Six Weeks

Objectives: The students will be able to:

- acquire information from primary sources. CCCS 6.1
- describe three of the great changes that occurred in Europe during the Renaissance. CCCS 6.3
- identify the practices within the Roman Catholic Church that led to the Reformation. CCCS 6.3
- explain the effects that the Renaissance continues to have on us today. CCCS 6.3
- explain why Europeans began to make voyages of exploration. CCCS 6.3

Social Studies

Grade 6

- identify some of the reasons that Europeans started founding colonies. CCCS 6.3
- explain how the economic system of mercantilism works. CCCS 6.5
- interpret the message of a political cartoon. CCCS 6.1
- compare and contrast the revolutions in North America and South America
CCCS 6.3
- explain why North American colonists wanted independence from British rule. CCCS 6.3, 6.4
- analyze images and artifacts to better understand American history. CCCS 6.1, 6.4
- identify the main causes of the French Revolution. CCCS 6.3
- describe how goods were produced differently as a result of the Industrial Revolution. CCCS 6.5
- list some machines we use today that were invented during the Second Industrial Revolution. CCCS 6.3, 6.5
- explain who Karl Marx was and describe his ideas about socialism and capitalism. CCCS 6.3, 6.5
- list ways in which nationalism and imperialism led European nations to form empires in the 1800's. CCCS 6.3
- describe relationships that China and Japan had with Western countries before the 1800's. CCCS 6.3
- identify Prussia's most important contribution to Germany. CCCS 6.3

Activities:

- reading of textbook chapter
- examine textbook graphics and transparencies to draw conclusions
- answer workbook questions
- use timelines
- interpret primary sources
- vocabulary words on flashcards
- daily geography questions

Resources:

- The World, Scott Foresman c2008
- Workbook
- Transparencies
- Supplemental library books
- Related websites
- Wall maps
- Atlases
- Daily Geography Grade 6
- Study Guides

Assessment examples:

- Quizzes
- Tests: Content & Skills
- Projects
- Cooperative group work
- Vocabulary Checks
- Daily Geography Questions
- Daily Geography Quizzes
- Current Events

Accommodations:

- Modified Tests with limited answer choices
- Extended Time
- Study Guides
- Oral Testing as needed
- Translators (if necessary)
- Visual Text

Social Studies
Grade 6

Technology:

- Online student textbook
- Overhead Projector
- AVA Video Clips and resources
- Webquests
- Related Websites
- Transparencies
- Powerpoint Presentations
- Audio CD's

SEVENTH GRADE OVERVIEW

The Seventh grade Social Studies curriculum is one that fosters the ability for all students to understand the chronological history of the American experience from the earliest times to the post Revolutionary War era. The students will use a variety of techniques including using primary and secondary historical sources, geography skills, and writing skills in numerous interdisciplinary projects. The students will develop a working knowledge of how the United States became a nation, how our government was established and how that government continues to operate today. We are preparing students to be able to take advantage of the opportunities of their future.

Students will develop critical thinking and problem solving skills to maximize their understandings of all areas of Social Studies: history, geography, civics and economics. The study of maps, pictures, and graphs brings American history to life and makes connections between the past and the present. Maps are often a key to understanding what happened and why. The United States is a culturally diverse nation. Americans can trace their roots back to nearly every country on every continent on earth, but we also share a distinctly American culture.

Topic: Unit 1: Beginnings of American History

Timeframe: 9 weeks

Objectives: The students will be able to:

- Understand how people may have first reached the Americas. CCCS 6.1
- Find out how people learned to farm. CCCS 6.4
- Explore the civilizations of the Mayas, Incas and Aztecs CCCS 6.4
- Learn about the earliest peoples of North America. CCCS 6.4
- Explore the impact of geography on Native American cultures. CCCS 6.4
- Discover what different groups of Native Americans had in common.
CCCS 6.4
- Discover how trading states rose in East and West Africa. CCCS 6.3
- Learn about the role played by Muslims in world trade. CCCS 6.3
- Understand the importance of Judeo-Christian tradition. CCCS 6.3
- Learn how Greece and Rome shaped ideas about government and law.
CCCS 6.3
- Discover the impact of the Crusades and the Renaissance on Europe.
CCCS 6.3
- Find out why Europeans began to look beyond their borders. CCCS 6.3

Activities:

- Reading and discussion of textbook
- Development of vocabulary words using note cards and word wall

Social Studies

Grade 7

- Interactive Note-taking Study Guides
- Daily Geography questions
- Writing responses
- Group work and discussions
- Projects
- Timelines
- Video presentations/documentaries
- Center activities

Resources:

Primary Source:

-Prentice Hall/Pearson Social Studies, America: History of Our Nation-2007

Secondary Sources:

-teacher made materials
-relevant internet resources
-classroom globe, maps and atlases
-Salem County AVA
-transparencies
-documentaries/movies
-Daily Geography book-Grade 7

Assessment examples:

- Formal assessments:
 - Published tests from Prentice Hall
 - Teacher made tests
 - Projects
 - Presentations
 - Daily Geography
 - Current Events
 - Rubrics
- Informal assessments:
 - Teacher ongoing observation
 - Lesson review
 - Unit review
 - Workbook activities

Accommodations:

-Use differentiated activities for leveled practice
-accept oral responses

Social Studies

Grade 7

- audio tapes
- visual representations
- use word banks
- choral and echo reading of lessons
- limit written requirements
- modified tests and quizzes

Technology:

- Prentice Hall on-line texts
- Audio texts
- Songs and music cd's
- Primary source cd's
- AVA video clips, webquests and resources
- Transparencies

Topic: Unit 2: Forming a New Nation

Timeframe: 9 weeks

Objectives: The students will be able to:

- Identify the reasons why fighting broke out between France and Britain in North America. CCCS 6.3
- Explain how the British gained victory, and explain the results of the French and Indian War. CCCS 6.3
- Explain the conflict between the Native Americans and the British settlers in 1763. CCCS 6.4
- Describe how the colonists responded to the British tax laws. CCCS 6.4
- Identify the significant events leading up to Revolutionary War. CCCS 6.4
- Describe the events of April 19, 1775, at Lexington and Concord. CCCS 6.4
- Identify the issues facing the Second Continental Congress. CCCS 6.4
- Explain the significance of the Battle of Bunker Hill. CCCS 6.4
- Find out how Thomas Paine stirred support for independence. CCCS 6.4
- Understand the meaning and the structure of the Declaration of Independence. CCCS 6.4

Social Studies
Grade 7

- Learn how Congress finally agreed to separate from England. CCCS 6.4
- Understand why the Battle of Saratoga was a turning point in the American Revolution. CCCS 6.4
- Learn how foreign nations and volunteers helped the Americans. CCCS 6.4
- Discover the role that African Americans played in the American Revolution. CCCS 6.4
- Find out how the war affected women and other civilians. CCCS 6.4
- Find out how the Americans won the final battle of the Revolution. CCCS 6.4
- Learn the terms of the peace treaty with England. CCCS 6.4
- Examine the effects of the American Revolution. CCCS 6.4
- Describe the government under the Articles of Confederation. CCCS 6.4
- Explain the Ordinances of 1785 and 1787 and their importance to westward expansion. CCCS 6.4
- Identify the problems created by a weak central government. CCCS
- Describe the proceedings of the Constitutional Convention. CCCS 6.4
- Discuss the drafting of the new Constitution. CCCS 6.4
- Compare the positions of the Federalists and Anti-federalists. CCCS 6.4
- Discuss the debate over ratification. CCCS 6.4
- Describe the Bill of Rights and how it protects people. CCCS 6.4

Activities: Activities:

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- Development of vocabulary words using note cards and word wall
- Interactive Note-taking Study Guides
- Daily Geography questions
- Writing responses
- Group work and discussions
- Projects
- Timelines
- Video presentations/documentaries
- Center activities

Resources:

Primary Source:

-Prentice Hall/Pearson Social Studies, America: History of Our Nation-2007

Secondary Sources:

-teacher made materials
-relevant internet resources
-classroom globe, maps and atlases
-Salem County AVA
-transparencies
-documentaries/movies
-Daily Geography book-Grade 7

Assessment examples:

- Formal assessments:
 - Published tests from Prentice Hall
 - Teacher made tests
 - Projects
 - Presentations
 - Daily Geography
 - Current Events
 - Rubrics
- Informal assessments:
 - Teacher ongoing observation
 - Lesson review
 - Unit review

Social Studies
Grade 7

-Workbook activities

Accommodations:

- Use differentiated activities for leveled practice
- accept oral responses
- audio tapes
- visual representations
- use word banks
- choral and echo reading of lessons
- limit written requirements
- modified tests and quizzes

Technology:

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- Audio texts
- Songs and music cd's
- Primary source cd's
- AVA video clips, webquests and resources
- Transparencies

Topic: Unit 3: The New Republic

Timeframe: 9 weeks

Objectives: The students will be able to:

- Discuss how the new government was organized during Washington's presidency. CCCS 6.4
- Explain why the new nation faced an economic crisis. CCCS 6.3
- Describe how Washington responded to the Whiskey Rebellion.
CCCS 6.4
- Explain how early political parties emerged. CCCS 6.4
- Compare the political views of the Republicans and the Federalists.
CCCS 6.4
- Discuss the conflicts with Native Americans in the Northwest Territory.
CCCS 6.4
- Identify the main points of Washington's farewell address. CCCS 6.4
- Summarize Washington's accomplishments as President. CCCS 6.4
- Discuss the reasons for tension between the United States and France.

Social Studies
Grade 7

CCCS 6.4

- Describe the main provisions of the Alien and Sedation acts. CCCS 6.4
- Explain Jefferson's policies as president. CCCS 6.4
- Discuss the importance of Marbury vs. Madison. CCCS 6.4
- Describe how the United States gained the Louisiana Purchase.

CCCS 6.4

- Discuss Louis and Clark's expedition. CCCS 6.4
- Explain how war in Europe hurt American trade. CCCS 6.4
- Discuss the causes and effects of the Embargo Act. CCCS 6.4
- Explain how Congress tried to strengthen the national economy.

CCCS 6.4

- Discuss how the Supreme Court rulings supported federal power and economic growth. CCCS 6.5
- Describe how Spanish territories in the Americas gained independence.

CCCS 6.4

- Explain why the Monroe Doctrine was issued. CCCS 6.4
- Explain how the right to vote expanded in the United States. CCCS 6.4
- Describe Andrew Jackson's victory in the election of 1828. CCCS 6.4
- Describe the culture of Native Americans in the Southeast. CCCS 6.4
- Discuss the forced removal of Native Americans. CCCS 6.4
- Describe the disagreement over the Bank of the United States. CCCS 6.4

Social Studies

Grade 7

- Discuss the differing viewpoints on the balance of federal and state powers. CCCS 6.4
- Describe the economic crisis that began in 1837. CCCS 6.4

Activities: Activities:

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- Projects
- Timelines
- Video presentations/documentaries
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Resources:

Primary Source:

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Assessment examples:

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 - Teacher made tests
 - Projects
 - Presentations
 - Daily Geography
 - Current Events

Social Studies
Grade 7

-Rubrics

- Informal assessments:
 - Teacher ongoing observation
 - Lesson review
 - Unit review
 - Workbook activities

Accommodations:

- Use differentiated activities for leveled practice
- accept oral responses
- audio tapes
- visual representations
- use word banks
- choral and echo reading of lessons
- limit written requirements
- modified tests and quizzes

Technology:

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- Audio texts
- Songs and music cd's
- Primary source cd's
- AVA video clips, webquests and resources
- Transparencies

Topic: Unit 4: The Nation Expands and Changes

Timeframe: 9 weeks

Objectives: The students will be able to:

- Explain the changes that the Industrial Revolution brought to American life. CCCS 6.4
- Describe the growth of industry in the United States after 1812. CCCS 6.4
- Identify the social problems that reformers tried to solve. CCCS 6.4
- Summarize the improvements in public education in the 1800's.
CCCS 6.4
- Describe efforts in the North to end slavery. CCCS 6.4
- Describe the purpose and risks of the Underground Railroad. CCCS 6.4
- Describe the goals of the Seneca Falls Convention in 1848. CCCS 6.4

Social Studies
Grade 7

- Identify the new opportunities that women gained in the mid 1800's.
CCCS 6.4
- Identify the common themes in American Literature and Art in the mid 1800's. CCCS 6.4
- Identify the destinations of settlers heading west in the early 1800's.
CCCS 6.4
- Explain the meaning of Manifest Destiny. CCCS 6.4
- List the reasons pioneers traveled along the Oregon Trail and describe the hardships they faced. CCCS 6.4
- Discuss the issues for women, Native Americans, and new settlers in the west. CCCS 6.4
- Explain how Texas became independent from Mexico. CCCS 6.4
- Discuss the issues involved in annexing Texas and Oregon. CCCS 6.4
- Explain how the United States achieved Manifest Destiny. CCCS 6.4
- Explain why the Mormons settled in Utah and the issues that divided Mormons and the Federal Government. CCCS 6.4
- Discuss the effects of the 1849 California gold rush. CCCS 6.4

Activities:

- Reading and discussion of textbook
- Development of vocabulary words using note cards and word wall
- Interactive Note-taking Study Guides
- Daily Geography questions
- Writing responses
- Group work and discussions

Social Studies

Grade 7

- Projects
- Timelines
- Video presentations/documentaries
- Center activities

Resources:

Primary Source:

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-relevant internet resources
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-documentaries/movies
-Daily Geography book-Grade 7

Assessment examples:

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 - Teacher made tests
 - Projects
 - Presentations
 - Daily Geography
 - Current Events
 - Rubrics
- Informal assessments:
 - Teacher ongoing observation
 - Lesson review
 - Unit review
 - Workbook activities

Accommodations:

-Use differentiated activities for leveled practice
-accept oral responses
-audio tapes
-visual representations
-use word banks

Social Studies

Grade 7

- choral and echo reading of lessons
- limit written requirements
- modified tests and quizzes

Technology:

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- Audio texts
- Songs and music cd's
- Primary source cd's
- AVA video clips, web-quests and resources
- Transparencies

EIGHTH GRADE OVERVIEW

The Eighth grade Social Studies curriculum is one that fosters the ability for all students to understand the chronological history of the American experience from Pre-Civil War to present day.. The students will use a variety of techniques including using primary and secondary historical sources, geography skills, and writing skills in numerous interdisciplinary projects. The students will develop a working knowledge of how the United States became a nation, how our government was established and how that government continues to operate today. We are preparing students to be able to take advantage of the opportunities of their future.

Students will develop critical thinking and problem solving skills to maximize their understandings of all areas of Social Studies: history, geography, civics and economics. The study of maps, pictures, and graphs brings American history to life and makes connections between the past and the present. Maps are often a key to understanding what happened and why. The United States is a culturally diverse nation. Americans can trace their roots back to nearly every country on every continent on earth, but we also share a distinctly American culture.

Topic: Civil War and Reunion

Timeframe: 9 weeks

Objectives: The students will be able to:

- Identify the states that supported the Union, the states that seceded, and the states whose loyalties were divided CCCS 6.4
- Describe the advantages each side had in the war CCCS 6.4
- Compare the different strategies used by the North and the South CCCS 6.4
- Summarize the results of the First Battle Of Bull Run CCCS 6.4
- Explain the course of the War in the East, West and at Sea CCCS 6.4
- Explain why Lincoln issued the Emancipation Proclamation and its effects CCCS 6.4
- Describe the contributions of African Americans and women to the Union CCCS 6.4
- Identify the reasons both sides passed the draft laws CCCS 6.4
- Describe the significance of the battles of Vicksburg and Gettysburg CCCS 6.4
- Explain how the war ended CCCS 6.4
- Compare and contrast Lincoln's Reconstruction Plan with the one proposed by Congress and conflicts that developed CCCS 6.4
- Describe the immediate impact of Lincoln's assassination CCCS 6.4
- Explain why conflicts developed over plans for Reconstruction CCCS 6.4

Social Studies

Grade 8

- Explain how Congress tried to remove President Johnson from office CCCS 6.4
- Describe how the Ku Klux Klan and other secret societies tried to prevent African Americans from exercising their rights CCCS 6.4
- Explain why support for Reconstruction declined CCCS 6.4
- Describe how African Americans in the South lost many newly gained rights CCCS 6.4

Activities:

- Reading and discussion of textbook
- Development of vocabulary words using note cards and word wall
- Interactive Note taking Study Guides
- Daily Geography questions
- Writing responses
- Group work and discussions
- Projects
- Timelines
- Video presentations/documentaries
- Center activities

Resources:

Primary Source:

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Secondary Sources:

-teacher made materials
-relevant internet resources
-classroom globe, maps and atlases
-Salem County AVA
-transparencies
-documentaries/movies
-Daily Geography book-Grade 7

Assessment examples:

- Formal assessments:
 - Published tests from Prentice Hall
 - Teacher made tests
 - Projects
 - Presentations
 - Daily Geography
 - Current Events
 - Rubrics

- Informal assessments:
 - Teacher ongoing observation
 - Lesson review
 - Unit review
 - Workbook activities

Accommodations:

- Use differentiated activities for leveled practice
- accept oral responses
- audio tapes
- visual representations
- use word banks
- choral and echo reading of lessons
- limit written requirements
- modified tests and quizzes

Technology:

- Prentice Hall on-line texts
- Audio texts
- Songs and music cd's
- Primary source cd's
- AVA video clips, web-quests and resources
- Transparencies

Topic: An Age of Industry

Timeframe: 9 weeks

Objectives: The students will be able to:

- Explain how the discovery of gold and silver affected the West CCCS 6.4
- Summarize how railroads spread and helped the West to develop .CCCS6.4
- Explain how Native American and settlers came into conflict. CCCS6.4
- Explain how the cattle industry began CCCS6.4
- Describe how people adapted to life on the plains CCCS6.4
- Explain how economic issues led farmers to organize to seek reform CCCS 6.4
- List reasons industry grew rapidly after the Civil War CCCS 6.4
- Identify inventions that changed the way Americans lived CCCS 6.4
- Describe how new business methods helped American industry grow CCCS 6.4
- Describe workers' efforts to organize during the late 1800's CCCS 6.4
- Explain why cities grew in the late 1800's CCCS 6.4
- Identify the reasons immigration to the US increased in the late 1800's CCCS 6.4
- Explain how public education changed after 1870. CCCS 6.4
- Identify the problems in American politics during the Gilded Age CCCS 6.4
- Summarize the main points of Roosevelt's Square Deal CCCS 6.4

Social Studies

Grade 8

- Identify the reforms promoted by Presidents Taft and Wilson CCCS 6.4
- Describe how women won the right to vote CCCS 6.4
- Describe the efforts of African American, Mexican American, leaders to fight discrimination CCCS 6.1

Activities:

- Reading and discussion of textbook
- Development of vocabulary words using note cards and word wall
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- Projects
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Resources:

Primary Source:

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-documentaries/movies
-Daily Geography book-Grade 7

Assessment examples:

- Formal assessments:

Social Studies

Grade 8

- Published tests from Prentice Hall
- Teacher made tests
- Projects
- Presentations
- Daily Geography
- Current Events
- Rubrics

- Informal assessments:
 - Teacher ongoing observation
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 - Unit review
 - Workbook activities

Accommodations:

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Technology:

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Topic: A New Role in the World

Timeframe: 9 weeks

Objectives: Students will be able to:

- List the reasons many Americans came to favor expansion in the Pacific.
- CCCS 6.3
- Identify the reasons the US declared War on Spain CCCS 6.3
- Explain how the Spanish American War led to the creation of an American overseas empire. CCCS 6.3
- Explain why and how the U S built the Panama Canal CCCS 6.4
- Discuss how Presidents expanded the Monroe Doctrine to intervene in the affairs of Caribbean nations. CCCS 6.4
- Discover the factors that led to the outbreak of war in Europe. CCCS 6.3
- Find out how the US quickly prepared for entry into World War I CCCS 6.3
- Discover how American forces contributed to the Allied victory CCCS 6.3
- Explain the agreement that ended World War I CCCS 6.3

Social Studies

Grade 8

- Understand how the Treaty of Versailles punished Germany CCCS 6.3
- Compare and contrast the administrations of Harding and Coolidge CCCS 6.4
- Describe the US policy of Isolationism CCCS 6.3
- Explain how the threat of Communism abroad raised concerns in the US CCCS 6.4
- Identify the causes and effects of the eighteenth and nineteenth amendments CCCS 6.2
- Identify the origins, importance and spread of jazz CCCS 6.4
- Describe how changes in American culture influenced literature and entertainment. CCCS 6.4
- Explain the rise and fall of the stock market in the 1920's CCCS 6.5
- Describe the election of 1928 and Herbert Hoover's victory CCCS 6.4

Activities:

- Reading and discussion of textbook
- Development of vocabulary words using note cards and word wall
- Interactive Note taking Study Guides
- Daily Geography questions
- Writing responses
- Group work and discussions
- Projects
- Timelines
- Video presentations/documentaries
- Center activities

Resources:

Primary Source:

Social Studies

Grade 8

-Prentice Hall/Pearson Social Studies, America: History of Our Nation-2007

Secondary Sources:

- teacher made materials
- relevant internet resources
- classroom globe, maps and atlases
- Salem County AVA
- transparencies
- documentaries/movies
- Daily Geography book-Grade 7

Assessment examples:

- Formal assessments:
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Accommodations:

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Technology:

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- Audio texts
- Songs and music cd's
- Primary source cd's

- AVA video clips, web-quests and resources
- Transparencies

Topic: Depression and War

Timeframe: 9 weeks

Objectives: Students will be able to:

- Read how the great depression started and affected Americans CCCS 6.3,6.4, 6.5
- Learn how FDR won the 1932 Presidential election CCCS 6.4
- Identify obstacles faced by the New Deal CCCS 6.5
- Discover how the Depression and New Deal affected citizens CCCS 6.5
- Discover how the New Deal reformed labor relations and how Social Security began CCCS 6.5
- Find out how Germany, Italy and Japan embarked on a path of military conquest CCCS 6.3
- Understand how World War II began CCCS 6.3

Social Studies

Grade 8

- Understand how the US prepared for war and finally entered World War II CCCS 6.3
- Describe the effects of the battles in North Africa and the Pacific CCCS 6.3
- Find out US built military and converted its economy to meet wartime needs CCCS 6.5
- Discover how WWII affected the home front and Japanese Americans CCCS 6.1
- Learn how the Allies were able to defeat Germany CCCS 6.3
- Explore the horrors of the Holocaust CCCS 6.1
- Discover how the US tried to limit the spread of Communism CCCS 6.1
- Identify the problems of the postwar economy CCCS 6.5
- Explain the causes and effects of the Korean War CCCS 6.3
- Explain how the Cold War led to a Red Scare in the US CCCS 6.4
- Describe how the Cold War developed and led to an increase in Communism and how Cuba became a crisis spot CCCS 6.3

Activities:

- Reading and discussion of textbook
- Development of vocabulary words using note cards and word wall
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- Daily Geography questions
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- Video presentations/documentaries

Social Studies
Grade 8

- Center activities

Resources:

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Secondary Sources:

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Accommodations:

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- accept oral responses
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Social Studies

Grade 8

- visual representations
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Technology:

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- Transparencies

Topic: Moving Toward the Future

Timeframe: 9 weeks

Objectives: Students will be able to:

- Describe the Civil Rights movement CCCS 6.1, 6.4
- Discover the goals of John F. Kennedy CCCS 6.1, 6.4
- Find out how Johnson's Great Society increased the social role of Federal government CCCS 6.2
- Explain Martin Luther King's nonviolent protest to gain equal rights CCCS 6.1
- Explain how other Americans sought equal rights: women, immigrants, disabled, etc CCCS 6.2

Social Studies

Grade 8

- Explain the events leading up to America's involvement in Vietnam CCCS 6.3
- Explain how the war in Vietnam was different from any previous war in US history CCCS 6.3,6.4
- Describe the long-term impact of the Vietnam War on Southeast Asia and the US CCCS 6.3
- Describe the impact of the Watergate and the challenges faced by President Ford CCCS 6.3
- Learn how a growing conservative movement reshaped politics CCCS 6.2
- Analyze why the Soviet Union dissolved and the Cold War ended CCCS 6.3
- See how US foreign policy developed after the Cold War CCCS 6.4
- Explore US involvement in a series of crises in the Middle East CCCS 6.4
- Learn about the roots of terrorism and how US responded to the attacks of September 11, 2001. CCCS 6.1
- Explore the role of the US in the new global economy and the goals of the environmental movement CCCS 6.5
- Explore ways in which science and technology have transformed American life CCCS 6.1
- Learn how immigration and population patterns have changed CCCS 6.1

Activities:

- Reading and discussion of textbook
- Development of vocabulary words using note cards and word wall
- Interactive Note taking Study Guides
- Daily Geography questions

Social Studies

Grade 8

- Writing responses
- Group work and discussions
- Projects
- Timelines
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