

# **SOCIAL STUDIES CURRICULUM K-8**

**Revised  
2008-2009**

NORTH WARREN CLUSTER:  
BLAIRSTOWN, FRELINGHUYSEN, AND KNOWLTON  
ELEMENTARY SCHOOLS  
NORTH WARREN REGIONAL MIDDLE SCHOOL

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# SOCIAL STUDIES

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**2009**  
**New Jersey Core Curriculum Content Standards**  
**for**  
**Social Studies**

Mission: Social studies education provides learners with the knowledge, skills and perspectives they need to be active, informed citizens and contributing members of global, state and local communities in a digital age.

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

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

Authentic experiences that enable students to apply content knowledge, develop citizenship skills and collaborate with students from other world regions prepare New Jersey students for the 21<sup>st</sup> century workplace. The natural integration of technology allows students to overcome geographic borders, relate scientific and mathematical analysis to historical questions and contemporary issues, and appreciate cultural diversity through examination of primary sources

From: NJ Department of Education 2009 Standards Revision Project

Note: Although the 2004 NJ Core Curriculum Content Standards were used to write this document, modifications and updates were made to it by integrating 2009 revised standards where it was deemed necessary.

<b>Content</b>	<u>Geography (6.6)</u> Maps and globes Neighborhoods Transportation City vs. country
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. Why are maps important?</li> <li>2. How are neighborhoods different?</li> <li>3. Why do we need different methods of transportation?</li> <li>4. How are the city and country alike and different?</li> </ol>
<b>NJCCCS</b>	6.6, 1.2, 3.1, 3.4, 3.5
<b>Skills/ Proficiencies</b>	Understand the purpose of maps and globes. Locate the United States and New Jersey on a map. Identify different kinds of neighborhoods. Identify different kinds of transportation. Understand how the city and the country are alike and different.
<b>Suggested Activities</b>	<u>Maps and globes</u> Read and discuss <i>Me on a Map</i> . Allow children to use maps and globes to explore the earth's characteristics including bodies of water and land masses. ( <i>LAL 3.1, 3.4</i> ) Create a word web for things a map can show. ( <i>LAL 3.1, 3.4</i> ) Locate the US on a world map. Give students a US map and have them trace the shape of the US. Show students where NJ is; have them make a red dot on their maps to show NJ's location. Make a map of the classroom. Use the map to find items hidden in the room (stickers...). Have students work in groups. By using a map of the school, they find things throughout the school Make a raised map of an island by using clay. Paint water around it.  <u>Neighborhoods</u> Take a walk throughout the town and discuss what is in the neighborhood. Students draw their neighborhood at night by using colored chalk or crayons on black construction paper. Use foil stars for the sky. Attach all the pieces of black paper together on a bulletin board and it will look like a real neighborhood at night. ( <i>Vis. and Perf. Arts 1.2</i> ) Song: "Maps Maps" ( <i>Vis. and Perf. Arts 1.2</i> )

<p><b>Suggested Activities</b></p>	<p><u>Transportation</u>  Read and discuss a book about different types of transportation. Make a list of different types of transportation. Working in small groups, have students make two large posters (land and sky/water and sky) and then glue teacher-provided modes of transportation to the appropriate poster.  (LAL 3.1, 3.4, Vis. and Perf. Arts 1.2)</p> <p><u>City vs. country</u>  Read and discuss <i>Town Mouse, Country Mouse</i>; compare and contrast city and country living. Working in small groups, have the students cut out magazine pictures of things that might be found in the city or the country; glue them on the appropriately labeled paper. (LAL 3.1, 3.4)</p> <p>Read content-related books. (LAL 3.1, 3.4)  View content-related videos/DVD's. (LAL 3.5)</p>	
<p><b>Assessments/ Performance Indicators</b></p>	<p>Teacher observation  Class discussion  Question/answer activities  Black line masters  Provide students with a world map; color land green and water blue.  Students draw a land scene including two types of transportation found on land. Label the transportation. The same could be done with the sky and water.  Students draw something unique to a country/city setting.</p>	
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to locate the US on a world map and trace it with their fingers.</p>	
<p><b>Resources/ Materials</b></p>	<p>Textbook  World and US maps  Globe</p> <p><a href="http://www.pbskids.org/rogers">www.pbskids.org/rogers</a>  “Build a Neighborhood”  <a href="http://www.kindergarten-lessons.com">www.kindergarten-lessons.com</a>  <a href="http://www.kinderplans.com">www.kinderplans.com</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p><i>Weekly Reader</i></p> <p>Videos/DVD's  <i>Country Mouse, City Mouse</i>  <i>Learning About Our World</i>  <i>The World Around Us</i></p>	<p><i>Me on the Map</i> – Joan Sweeney  <i>Town Mouse, Country Mouse</i> – Jan Brett  <i>Rosie's Walk</i> – Pat Hutchins  <i>From Here to There</i> – Margery Cuyler  <i>Harry's Home</i> – Catherine Anholt  <i>Red, White, and Blue</i> – Susan Canizares  <i>My Country 'Tis of Thee</i> – Scholastic</p> <p>Social Studies Lap Book – <i>On the Way to School</i>, p. 4</p> <p>Song: “<i>Maps Maps</i>”  from <i>Christopher Columbus</i>,  a children's musical, Shawnee Press</p> <p>USA puzzles</p>

<p><b>Content</b></p>	<p><u>Civics (6.2)</u>                  Rules                  Citizenship                  Voting                  American flag</p>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. What is a good citizen?</li> <li>2. Why do we need rules?</li> <li>3. Why do people vote?</li> <li>4. Why is the American flag important?</li> </ol>
<p><b>NJCCCS</b></p>	<p>6.2, 1.2, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5</p>
<p><b>Skills/ Proficiencies</b></p>	<p>Explain the need for rules.                  Identify examples of responsible citizenship.                  Describe how Americans can participate in political life by voting.                  Identify the flag as a symbol of the United States.</p>
<p><b>Suggested Activities</b></p>	<p><u>Rules</u>                  Remind students that rules tell what to do and not do. Brainstorm rules that keep people safe at school and at home. (<i>Health 2.1</i>)                  Read and discuss <i>A Day with Police Officers</i>. Have students summarize the story by listing ways police officers keep people safe. Students write and illustrate, “I am safe when I...” (<i>LAL 3.1, 3.2, 3.4</i>)                  Make a “Kindergarten Constitution.” Have the class illustrate the rules and make it into a big book that can be referred to throughout the year.</p> <p><u>Citizenship</u>                  Brainstorm a list of ways to show good citizenship. Have small groups role play situations that demonstrate good citizenship. (<i>Vis. and Perf. Arts 1.2</i>)</p> <p><u>Voting</u>                  Explain that citizens have rights and freedoms such as the right to vote. Have students vote for the daily read-aloud by providing three books from which to choose.                  Take a vote on two food items that the students could make in the classroom. Make the voting situation as realistic as possible. Take photos of all the steps and make a class booklet of the project.</p>

<p><b>Suggested Activities</b></p>	<p><u>American flag</u>  Read and discuss the <i>Pledge of Allegiance</i>. Discuss key words (allegiance, republic, indivisible, liberty, justice). Have students recite the <i>Pledge</i>. (LAL 3.1, 3.3, 3.4)  Create a word web with the word “flag” in the center. (LAL 3.1)  Create a flag. (Vis. and Perf. Arts 1.2)  Sing “<i>It’s a Grand Old Flag</i>.” (Vis. and Perf. Arts 1.2)</p> <p>Children’s musical: “<i>What’s New?</i>” (for K-2) (Vis. and Perf. Arts 1.2)</p> <p>Read content-related books. (LAL 3.1, 3.4)  View content-related videos/DVD’s. (LAL 3.5)</p>	
<p><b>Assessments/ Performance Indicators</b></p>	<p>Teacher observation  Class discussion  Question/answer activities  Black line masters  Students list good rules for school and home.  Students illustrate and write an example of responsible citizenship.  Explain why voting is important. List things for which a family or class could vote.  Provide a worksheet containing the US flag and those of two other countries. Students color only the US flag.</p>	
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to find a picture showing good citizenship in a magazine or a newspaper.</p>	
<p><b>Resources/ Material</b></p>	<p>Textbook  <i>Weekly Reader</i>  Social Studies Lap Book –  <i>Rules Keep Us Safe</i>, p. 36  Patriotic Symbols (cut-outs) - Trend  Song: “<i>It’s a Grand Old Flag</i>”  Children’s musical: “<i>What’s New?</i>” (appropriate for K-2)</p>	<p><i>Good Citizen Sarah</i> – Virginia Kroll  <i>My Teacher for President</i> – Kay Winters  <i>The Statue of Liberty</i> – Betsy Maestro  <i>Betsy Ross</i> – Alexandra Wallner  <i>A Day with Police Officers</i> – Jan Kottke  <i>Count Down to Clean Up</i> - Nancy Wallace  <i>Dear Daisy, Get Well Soon</i> -Maggie Smith  <i>Duck for President</i> – Doreen Cronin  <i>The Pledge of Allegiance Big Book</i>  <i>Statue of Liberty</i> – Penner (Step 2 Book)  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p>

<b>Content</b>	<p><u>Economics (6.5)</u> Jobs Wants and needs Money</p>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. What are some jobs that people do?</li> <li>2. Why do people have jobs?</li> </ol>
<b>NJCCCS</b>	6.1, 6.5, 1.2, 3.1, 3.2, 3.4, 3.5, 4.1, 9.2
<b>Skills/ Proficiencies</b>	<p>Explain why people have jobs. Identify jobs in the community. Understand the difference between wants and needs. Understand that people exchange money for goods. Understand that people save money.</p> <p><i>Integrated Social Studies Skills (6.1)</i> Explain the concepts of long ago and far away. Apply terms related to time including past, present, and future.</p>
<b>Suggested Activities</b>	<p><u>Jobs</u> Read and discuss <i>Career Day</i>. Make a word web of jobs; list the duties of each job. (<i>LAL 3.1, 3.2, 3.4, Consumer, Family, and Life Skills 9.2</i>) Have parents sign up to read a children’s book about the job that they do. If the parents wear special clothing (uniforms...) they arrive dressed in it. (<i>LAL 3.4</i>)</p> <p><u>Wants and Needs</u> Bring in items from home that can be classified as wants or needs. Students appropriately sort items. Have children name one household item that is a want and one that is a need.</p> <p><u>Money</u> Discuss that people have jobs to make money so they can buy things. Help children relate to the concept by asking, “How do people make money? What do people do with the money they make?” Record responses. (<i>Consumer, Family, and Life Skills 9.2</i>) Set up a class store where children can buy small items. (<i>Math 4.1, Consumer, Family, and Life Skills 9.2</i>) Set up a store (using pennies, nickels, and dimes) where students can buy art materials for a picture they are making. Have parents run the store for this activity.</p>

<p><b>Suggested Activities</b></p>	<p>Provide students with a tray of coins. Have them sort the coins by value. (<i>Math 4.1</i>)          Students earn coins for doing classroom jobs and showing good citizenship. (<i>Math 4.1, Consumer, Family, and Life Skills 9.2</i>)          Act out the book <i>Bennies' Pennies</i>. (<i>Vis. and Perf. Arts 1.2</i>)          Sing "Coins, Coins." (describes each coin denomination )</p> <p>Read content-related books. (<i>LAL 3.1, 3.4</i>)          View content-related videos/DVD's. (<i>LAL 3.5</i>)</p>	
<p><b>Assessments/ Performance Indicators</b></p>	<p>Teacher observation          Class discussion          Question/answer activities          Black line masters          Provide an activity sheet with people at work at the top and their tools at the bottom.          Students cut out the tools and match them to the correct worker.          Students cut out pictures from magazines and newspapers of people at work. They label the jobs being done.</p>	
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to describe a job they would like to do when they grow up and tell why they would like it.</p>	
<p><b>Resources/ Materials</b></p>	<p>Textbook  <i>Weekly Reader</i>          Social Studies Lap Book  <i>Everyone Needs a Grocery Store</i>, p. 28          Videos/DVD's  <i>Living, Working, Getting Along</i>          Macmillan, McGraw Hill          Guest speakers          Song: "Coins, Coins"          from musical <i>What's Next?</i> (for K-2)          Coins  <i>Career Day</i> – Anne Rockwell  <i>The Night Worker</i> – Kate Banks  <i>Curious George Takes a Job</i> – H. A. Rey  <i>Bennies' Pennies</i> – Pat Brisson  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p>	<p><i>If You Were an Astronaut</i>- V. Schomp  <i>Chef Ki is Serving Dinner</i>- Jill Durall  <i>Bunny Money</i> - Rosemary Wells  <i>Jelly Beans for Sale</i> – Bruce McMillan  <i>Spending and Saving</i>- Mary Hill  <i>Dollars</i> – Mary Hill  <i>Quarters</i>- Mary Hill  <i>Here Comes Mr. Eventoff with the Mail!</i>          Alice Flanagan  <i>Officer Brown Keeps the Neighborhood Safe!</i> – Alice Flanagan  <i>Ask Nurse Pfaff, She'll Help You!</i>          Alice Flanagan  <i>Officer Buckle and Gloria</i>          Peggy Rathmann  <i>A Day in the Life of a Firefighter</i>          Linda Hayward  <i>We're Taking an Airplane Trip</i>          Dinah Moche  <i>Let's Find out About Money</i>          Kathy Barabas  <i>There are Real People</i> (photographs)</p>

<p><b>Content</b></p>	<p>Families (6.4) Friends</p>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. What is a family?</li> <li>2. What are the characteristics of a good friend?</li> </ol>
<p><b>NJCCCS</b></p>	<p>6.1, 6.4, 1.2, 3.1, 3.3, 3.4, 3.5, 5.5</p>
<p><b>Skills/ Proficiencies</b></p>	<p>Identify similarities and differences among people. Describe how families have similarities and differences. Compare family life today with long ago.</p> <p><i>Integrated Social Studies Skills (6.1)</i> Explain the concepts of long ago and far away. Apply terms related to time including past, present, and future. Identify sources of information on local, national, and international events. (Ex. books, newspapers, TV, radio, Internet..) Retell events or stories with accuracy and appropriate sequencing. (LAL 3.3) Develop simple timelines.</p>
<p><b>Suggested Activities</b></p>	<p>(<i>Vis. and Perf. Arts 1.2</i>) Students draw and label their family members. Students draw and write about things they do with their families (LAL 3.2) Students draw and label activities they do with friends. Dramatize ways to be a good friend. Sing “<i>It’s a Small World After All.</i>”</p> <p>Read content-related books. (LAL 3.1, 3.4) View content-related videos/DVD’s. (LAL 3.5)</p>
<p><b>Assessments/ Performance Indicators</b></p>	<p>Teacher observation Class discussion Question/answer activities Black line masters Have students draw and label their family members. They can compare and contrast their family with a partner’s family. Have students draw themselves with a friend. They can tell how they are alike and different compared to their friend.</p>

<p><b>Benchmark Assessment</b></p>	<p>Students will be able to describe what makes a good friend.</p>
<p><b>Resources/ Materials</b></p>	<p>Textbook</p> <p><a href="http://www.kindergarten.com">www.kindergarten.com</a> (“Friends” unit, “Me and My Family” unit)  <a href="http://www.kinderplans.com">www.kinderplans.com</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p><i>Weekly Reader</i></p> <p>Social Studies Lap Book – <i>People Just Like You and Me</i>, p. 20</p> <p><i>Friends</i> – Helme Heine  <i>Friends at School</i> – Rochelle Bunnett  <i>My Best Friend</i> – Pat Hutchins  <i>How to be a Friend</i> – Laurene Krasny Brown  <i>Samuel Eaton’s Day</i> – Kate Waters  <i>Sarah Norton’s Day</i> – Kate Waters  <i>Franklin’s New Friend</i> – Paulette Bourgeois  (Many other <i>Franklin</i> books are also appropriate.)  <i>Owen and Mzee</i> – Craig Hatkoff  <i>Families</i> – Susan Kuklin  <i>The Relatives Came</i> – Cynthia Rylant  <i>Families are Different</i> – Nina Pellegrini  <i>Me and My Family Tree</i> – Annette Cable  <i>All Kinds of Families</i> – Norma Simon</p> <p>Song: “<i>It’s a Small World After All</i>” - Disney</p>

<b>Subject:</b> <i>Social Studies</i>	<b>Grade:</b> <i>K</i>
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<b>Content</b>	Famous Americans (6.2, 6.4) National holidays
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. How have famous Americans helped our country?</li> <li>2. Why are national holidays important to Americans?</li> </ol>
<b>NJCCCS</b>	6.1, 6.2, 6.4, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5
<b>Skills/ Proficiencies</b>	<p>Recognize the names: George Washington, Abraham Lincoln, and Martin Luther King. Explain the significance of major national holidays and events.</p> <p><i>Integrated Social Studies Skills (6.1)</i> Explain the concepts of long ago and far away. Apply terms related to time including past, present, and future. Identify sources of information on local, national, and international events. (Ex. books, newspapers, TV, radio, Internet...) Retell events or stories with accuracy and appropriate sequencing. (LAL 3.3) Develop simple timelines.</p>
<b>Suggested Activities</b>	<p><u>President's Day</u> Read a picture book about George Washington. Make a class list of important details about his life. (LAL 3.1, 3.4) Read a picture book about Abraham Lincoln. Make a class list of important details about his life. (LAL 3.1, 3.4) Compare and contrast the lives of George Washington and Abraham Lincoln.</p> <p><u>Veteran's Day</u> Make flag handprints and give them to a veteran. Have parents who have served their country bring in their uniform and talk to the class. Have students color the American flag making sure to use appropriate colors.</p> <p><u>Thanksgiving</u> Sort pictures into two categories: lives of Pilgrim children and lives of today's children.</p> <p><u>Martin Luther King, Jr. Day</u> Read a picture book about Martin Luther King, Jr. Make a class list of important details about his life. (LAL 3.1, 3.4) Have students write and illustrate a way to live in peace. (Vis. and Perf. Arts 1.2, LAL 3.2)</p>

<p><b>Suggested Activities</b></p>	<p>Song: “<i>America</i>”  Chant: “<i>Martin Luther King</i>”</p> <p>Read content-related books. (<i>LAL 3.1, 3.4</i>)  View content-related videos/DVD’s. (<i>LAL 3.5</i>)</p>
<p><b>Assessments/ Performance Indicators</b></p>	<p>Teacher observation  Class discussion  Question/answer activities  Black line masters  Provide an activity sheet of George Washington, Abraham Lincoln, and Martin Luther King, Jr. Include a word bank of names at the top. Have students label each famous American.</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to tell why George Washington was important.</p>
<p><b>Resources/ Materials</b></p>	<p>Textbook</p> <p><a href="http://www.first-school.ws/theme">www.first-school.ws/theme</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p><i>Weekly Reader</i></p> <p><i>President Day</i> – Anne Rockwell  <i>Arthur Meets the President</i> – Arthur Adventure  <i>Mr. Lincoln’s Whiskers</i> – Karen Winnick  <i>Abe Lincoln: The Boy Who Loved Books</i> – Kay Wintas  <i>George Washing ton</i> – Kimberly Weinberger  <i>A Picture Book of George Washington</i> – David Adler  <i>Thanksgiving on Thursday</i> – Mary Pope Osbourne  <i>Thank You, Sarah (The Woman Who Saved Thanksgiving)</i> – Laurie Halsie Anderson  <i>Who Was Martin Luther King, Jr?</i> - Bonnie Bader  <i>Martin’s Big Words</i> – Doreen Rappaport  <i>My Brother Martin</i> – Christine King Fams  <i>In 1492</i> – Jean Marzallo</p> <p>Song: “<i>America</i>” – S. F. Smith  Chant: “<i>Martin Luther King</i>” – Macmillan/McGraw Music series, K, p.326</p> <p>Martin Luther King, Jr. puzzle  Guest speakers</p>



<p><b>Content</b></p>	<p><u>Geography (6.6)</u>                  Maps and globes                  Community/state/country/continent                  Natural resources                  Weather</p>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. Why are maps and globes important?</li> <li>2. How does my community relate to the larger world?</li> <li>3. Why are natural resources important?</li> <li>4. How does weather affect the earth?</li> </ol>
<p><b>NJCCCS</b></p>	<p>6.1, 6.6, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5, 5.5, 5.8</p>
<p><b>Skills/ Proficiencies</b></p>	<p>Demonstrate basic globe and map skills.                  Describe physical features of places.                  Recognize the locations of and differences between: community, state, country, and continent.                  Describe the role of resources (air, water, land, plants...) in everyday life.                  Describe the impact of weather on everyday life. (<i>Science 5.5</i>)                  Recognize that the relationship of the earth to the sun affects weather conditions. (<i>Science 5.8</i>)</p> <p><i>Integrated Social Studies Skills (6.1)</i>                  Explain the concepts of long ago and far away.                  Apply terms related to time including past, present, and future.                  Identify sources of information on local, national, and international events.                  (Ex. books, newspapers, TV, radio, Internet.....)                  Retell events or stories with accuracy and appropriate sequencing. (<i>LAL 3.3</i>)                  Develop simple timelines.</p>
<p><b>Suggested Activities</b></p>	<p><u>Maps and globes:</u>                  Do jigsaw puzzles of the US.                  Locate countries of the world on a wall map.                  Read <i>Me on the Map</i>, then students make a map of their bedrooms. (<i>LAL 3.1, 3.4</i>)                  Make a map of the classroom and label objects in it.                  Color-code a map of the school. Explain a compass rose.                  Play “Hide and Go Seek” in the classroom using direction words.                  Create a treasure map using symbols and names for landforms and bodies of water.                  Use GeoSafari’s velcro wall map to identify continents, landmarks, and oceans.                  Use blackline masters of the US and continents.                  Use Scholastic <i>Success with Maps</i> worksheets.                  Write to pen pals. (<i>LAL 3.2</i>)</p>

## Suggested Activities

### Maps and globes (cont'd.):

Read *The Gingerbread Man* stopping at the part where he jumps out of the oven and runs away. Contact parents ahead of time, and ask them to have relatives send postcards to the students telling them where they saw the Gingerbread Man. Use a US wall map to find the states where the postcards came from. (LAL 3.1,3.4)

### Community/state/country/continent

After reading *From Here to There*, make a five page book. (We go to school at \_\_\_\_\_, in the town of \_\_\_\_\_, in the state of \_\_\_\_\_, in the country of \_\_\_\_\_, on the continent of \_\_\_\_\_). (LAL 3.1, 3.2, 3.4)

Read *The New Hounds in the Great Balloon Race* (LAL 3.1, 3.4)

DVD – *Maps and Landmarks* – BFA

Brainstorm and write a story about how a fictional character travels. (Ex. Santa delivering presents throughout the neighborhood...) (LAL 3.2)

### Natural resources

Make a picture dictionary of our natural resources.

Make a resource tree – Label tree branches to show products we get from trees.

Science experiment - Cover one leaf of a houseplant, wait 10 days, then examine it. (Science 5.8)

Make leaf and bark rubbings. (Vis. and Perf. Arts. 1.2)

Plant seeds. (Science 5.5)

Explain the importance of sunlight. (Science 5.8)

Draw faces and add speech bubble, “I help the earth when I...” (LAL 3.2)

Design a recycling poster. (Vis. and Perf. Arts. 1.2)

Read *Compost is Growing Gardens from Your Garbage*. (LAL 3.1, 3.4)

Journal writing: (LAL 3.2)

Make up riddles to guess things that can be recycled.

“How are you a responsible citizen?”

“What would happen to the fish if we didn’t take care of water?”

### Weather

(Vis. and Perf. Arts. 1.2)

Sing a “weather song” to the tune of “Frere Jacques.”

Sing “What’s the Weather” to the tune of “Froggy Went a Courtin’.”

Sing “If All the Raindrops Were Lemondrops and Gumdrops.”

Sing “Mr. Sun, Mr. Sun, Mr. Golden Sun.”

Read *Cloudy with a Chance of Meatballs*. Write about what could come out of the clouds. (LAL 3.1, 3.2, 3.4)

Read content-related books. (LAL 3.1, 3.4)

View content-related videos/DVD’s. (LAL 3.5)

<p><b>Assessments/ Performance Indicators</b></p>	<p>Tests Teacher observation Class discussion Question/answer Oral assessment Think and write Black line masters</p>	
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to locate New Jersey, the US, and North America on a classroom map.</p>	
<p><b>Resources/ Materials</b></p>	<p>Textbook</p> <p>Maps and globes GeoSafari Velcro map</p> <p><a href="http://www.teacherscorner.net">www.teacherscorner.net</a> (penpals) <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a> <a href="http://www.scholastic.com">www.scholastic.com</a> <a href="http://www.weeklyreader.com">www.weeklyreader.com</a> <a href="http://www.mhschool.com">www.mhschool.com</a> <a href="http://www.kidport.com">www.kidport.com</a> <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p><i>Weekly Reader</i> <i>Scholastic Success with Maps</i></p> <p>Black line masters Jigsaw map puzzles</p> <p>DVD <i>Maps and Landmarks - BFA</i></p> <p>Songs: <i>“If All the Raindrops Were Lemondrops and Gumdrops”</i> <i>“Mr. Sun, Sun, Mr. Golden Sun”</i> <i>“What’s the Weather?”</i></p>	<p><i>Me on the Map</i> – Joan Sweeney <i>From Here to There</i> – Margery Cuyler <i>The Gingerbread Man</i> – Jan Brett <i>Alphabet City</i> – Stephen Johnson <i>What is a Community from A-Z</i> Bobbie Kalman <i>I Am Water</i> – Jean Marzello <i>River of Life</i> – Debbie Miller <i>How the Sea Began</i> – George Crespo <i>Water, Water, Everywhere! A Book About the Water Cycle</i> Melvin and Gilda Berger <i>Just a Dream</i> – Chris Van Allsburg <i>Clean Air</i> – Meredith Costain <i>The New Hounds in the Great Balloon Race</i> – Amy Allard <i>Compost is Growing Gardens from Your Garbage</i> – Linda Glaser <i>Trashy Town</i> – Andrea Zimmerman <i>Snow Globe Family</i> – Jane O’Connor <i>Cloudy with a Chance of Meatballs</i> – Judi Barrett</p>

<p><b>Content</b></p>	<p><u>Civics (6.2)</u>                  Rules                  Citizenship                  Voting                  American symbols                  The President</p>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. What makes a good citizen?</li> <li>2. Why do we need rules?</li> <li>3. Why do people vote?</li> <li>4. Why are American symbols important?</li> <li>5. Why do we need a president?</li> </ol>
<p><b>NJCCCS</b></p>	<p>6.1, 6.2, 1.2, 2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.4, 8.1</p>
<p><b>Skills/ Proficiencies</b></p>	<p>Explain the need for rules.                  Identify examples of responsible citizenship.                  Describe how Americans can participate in their communities.                  Describe how Americans can participate in political life.                  Identify some American symbols.                  Identify the president of the United States.</p> <p><u>Integrated Social Studies Skills (6.1)</u>                  Explain the concepts of long ago and far away.                  Apply terms related to time including past, present, and future.                  Identify sources of information on local, national, and international events.                  (Ex. books, newspapers, TV, radio, Internet..)                  Retell events or stories with accuracy and appropriate sequencing. <i>(LAL 3.3)</i>                  Develop simple timelines.</p>
<p><b>Suggested Activities</b></p>	<p><u>Rules</u>                  Create a chart of rules and/or laws; give reasons they were created.                  Create a poster illustrating a Health rule. <i>(Health 2.1, 2.3)</i>                  List classroom rules; have students sign it.                  Make a chart comparing rules at home and in school. Which are the same and which are different?</p> <p><u>Citizenship</u>                  Design a “Good Citizen” mural. <i>(Vis. and Perf. Arts 1.2)</i>                  Journal – “I am a citizen by...” <i>(LAL 3.2)</i>                  Guest speakers: police officer, Red Cross volunteer                  Listen to “Hail to the Chief;” discuss the meaning of the words. <i>(LAL 3.1, 3.4)</i>                  Visit the Town Hall or invite the mayor to the classroom. Have students make up questions ahead of time. Discuss why he/she is important to the community.                  Lead into a discussion about the governor and president.</p>

<p><b>Suggested Activities</b></p>	<p><u>Voting</u>          Create “Voting is Important” posters.          Create a graph for class voting (Ex. favorite sport, color...). (<i>Math 4.1, 4.4</i>)          Role-play voting. (<i>Vis. and Perf. Arts 1.2</i>)          Make a ballot for voting.</p> <p><u>American symbols</u>          Create word riddles (rebuses) using American symbols.          Use the Internet to find symbols for NJ. (<i>Technology 8.1</i>)          Draw or find pictures of American symbols. (<i>Vis. and Perf. Arts 1.2</i>)          Since the Statue of Liberty (an American symbol) is 151 feet high, measure that distance on the playground. Use a trundle wheel. (<i>Math 4.1, 4.2</i>)          Make a symbol booklet.          Design a tissue paper bald eagle. (<i>Vis. and Perf. Arts 1.2</i>)          Make a Statue of Liberty torch. (<i>Vis. and Perf. Arts 1.2</i>)          Read <i>The Statue of Liberty</i>.</p> <p><u>The President</u>          Compare and contrast nonfiction/fiction books by using a book about George Washington and <i>Arthur Meets the President</i>. (<i>LAL 3.3, 3.4</i>)          Journal –“If I were president...” (<i>LAL 3.2</i>)          Write a letter to the president and talk about how the class could help the country (being good citizens, recycling, being tolerant of people’s differences....). (<i>LAL 3.2</i>)</p> <p>Read content-related books. (<i>LAL 3.1, 3.4</i>)          View content-related videos/DVD’s. (<i>LAL 3.5</i>)</p>	
<p><b>Assessments/ Performance Indicators</b></p>	<p>Tests          Teacher observation          Class discussion          Question/answer</p>	<p>Oral assessment          Think and write          Black line masters</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to draw three American symbols and label them.</p>	
<p><b>Resources/ Materials</b></p>	<p>Textbook  <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a>  <a href="http://www.scholastic.com">www.scholastic.com</a>  <a href="http://www.weeklyreader.com">www.weeklyreader.com</a>  <a href="http://www.mhschool.com">www.mhschool.com</a>  <a href="http://www.kidport.com">www.kidport.com</a>  <a href="http://www.education-world.com">www.education-world.com</a>  <a href="http://www.bensguide.gpo.gov/k-2">www.bensguide.gpo.gov/k-2</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a>  <i>Weekly Reader</i>          Videos – American History for Children  <i>The US Flag</i>  <i>USA Songs and Poems</i>          Guest speakers</p>	<p><i>Stars and Stripes: The Story of the American Flag</i> – Sara Thomson  <i>Uncle Sam and Old Glory</i> - Delano West  <i>The Statue of Liberty</i> – Lucille Penner  <i>At 1600 Pennsylvania Avenue</i> – C. Wirth  <i>If I Were President</i> – Catherine Stier  <i>The Flag We Love</i> – Pam Munoz Ryan  <i>I Read Symbols</i> – Tana Hoban  <i>The Statue of Liberty</i> – Lucille Penner  <i>Arthur Meets the President</i> – Marc Brown</p> <p>Song “<i>Hail to the Chief</i>”          Class trip</p>

<p><b>Content</b></p>	<p><u>Economics (6.5)</u> Jobs Currency Goods and services Wants and needs</p>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. Why do people work?</li> <li>2. How do people exchange goods and services?</li> <li>3. How are wants and needs different?</li> </ol>
<p><b>NJCCCS</b></p>	<p>6.1, 6.5, 1.2, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 9.1</p>
<p><b>Skills/ Proficiencies</b></p>	<p>Identify various jobs. Identify various forms of currency. Identify the basic goods and services a family needs. Explain the difference between needs and wants. Explain how the products an individual eats, wears, uses...impact the individual's health and safety. (<i>Health 2.1</i>)</p> <p><i>Integrated Social Studies Skills (6.1)</i> Explain the concepts of long ago and far away. Apply terms related to time including past, present, and future. Identify sources of information on local, national, and international events. (Ex. books, newspapers, TV, radio, Internet...) Retell events or stories with accuracy and appropriate sequencing. (<i>LAL 3.3</i>) Develop simple timelines.</p>
<p><b>Suggested Activities</b></p>	<p><u>Jobs</u> Create a bulletin board or mobile showing different jobs. (<i>Vis. and Perf. Arts 1.2, Career Ed. 9.1</i>) Use riddles to identify various jobs. (<i>Career Ed. 9.1</i>) Compare and contrast a job today with its counterpart from long ago. (<i>Career Ed. 9.1</i>) Read the fable <i>The Ant and the Grasshopper</i>. Discuss the value of work to meet needs. (<i>LAL 3.1, 3.4</i>) Read <i>Next Stop!</i> Have parents come in and talk about their jobs. (<i>Career Ed. 9.1</i>) Journal – “When I get older I will be....” (<i>LAL 3.2</i>) Song: “<i>What I Want to Be</i>”</p>

<p><b>Suggested Activities</b></p>	<p><u>Currency</u>          Create a chart showing the values of our coins. (<i>Math 4.1</i>)          Practice counting the value of coins. (<i>Math 4.1</i>)          Make piggy banks out of household objects. (<i>Vis. and Perf. Arts 1.2</i>)          Journal – “If I had a \$100...”          Read <i>Pigs Will be Pigs – Fun with Math and Money</i>. (<i>LAL 3.1, 3.4</i>)</p> <p><u>Goods and Services</u>          Set up a store to buy and sell goods. Use a cash register. (<i>Math 4.1</i>)          Draw pictures of goods that are used or eaten.          Write a story about a family’s busy day buying goods and using services in the neighborhood. Illustrate it to make a book. (<i>LAL 3.2, Vis. and Perf. Arts 1.2</i>)</p> <p><u>Wants and Needs</u>          Bring in items from home to sort into needs and wants.          Play a game “Need or Want?” Name random items and discuss whether it is a need or want.</p> <p>Read content-related books. (<i>LAL 3.1, 3.4</i>)          View content-related videos/DVD’s. (<i>LAL 3.5</i>)</p>	
<p><b>Assessments/ Performance Indicators</b></p>	<p>Tests          Teacher observation          Class discussion          Question/answer</p>	<p>Oral assessment          Think and write          Black line masters</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to research a job and give a sentence or two presentation to the class.</p>	
<p><b>Resources/ Materials</b></p>	<p>Textbook  <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a>  <a href="http://www.scholastic.com">www.scholastic.com</a>  <a href="http://www.weeklyreader.com">www.weeklyreader.com</a>  <a href="http://www.mhschool.com">www.mhschool.com</a>  <a href="http://www.beaconlearningcenter.com/weblessons/businessbuddies">www.beaconlearningcenter.com/weblessons/businessbuddies</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a>  <i>Weekly Reader</i>  <i>The Coin Counting Book</i> – Rozanne Williams  <i>The Paperboy</i> – Dave Pilkey  <i>Where Once There was Wood</i> – Denise Fleming  <i>Market</i> – Ted Lewin  <i>The Ant and the Grasshopper</i> - Aesop  <i>The Night Worker</i> – Kate Banks  <i>Market Day</i> – Lois Ehlert  <i>Madlenka</i> – Peter Sis  <i>Next Stop</i> – Sarah Ellis  <i>Pigs Will be Pigs – Fun with Math and Money</i> – Amy Axelrod          Song: “<i>What I Want to Be</i>”</p>	

<p><b>Content</b></p>	<p>Families (6.4)</p>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. What is a family?</li> <li>2. How can families be alike and different?</li> </ol>
<p><b>NJCCCS</b></p>	<p>6.1, 6.4, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5</p>
<p><b>Skills/ Proficiencies</b></p>	<p>Compare family life today with life long ago. Recognize change and continuity in family life. Describe family history.</p> <p><i>Integrated Social Studies Skills (6.1)</i> Explain the concepts of long ago and far away. Apply terms related to time including past, present, and future. Identify sources of information on local, national, and international events. (Ex. books, newspapers, TV, radio, Internet..) Retell events or stories with accuracy and appropriate sequencing. (LAL 3.3) Develop simple timelines.</p>
<p><b>Suggested Activities</b></p>	<p>After discussing families, create a family tree. Compare and contrast families today with families long ago; include food, shelter, and clothing. Play “Definition Bingo” with family words. Write a story about a family tradition. Make a booklet that shows family activities. (LAL 3.2) Journal – “I learned how to _____ from my _____ (mom, dad...). “My family is special because...” “Families can _____ together.” (LAL 3.2) Read the poem <i>Hooray for Saturday!</i> about what a family does on a Saturday. Have students draw a picture of what their families might do on Saturday. (LAL 3.1, 3.4, Vis. and Perf. Arts 1.2) Do a group art activity to promote the family and the roles of various members. (Vis. and Perf. Arts 1.2) Learn address and phone numbers. Discuss why they are important to know.  Read content-related books. (LAL 3.1, 3.4) View content-related videos/DVD’s. (LAL 3.5)</p>

<b>Assessments/ Performance Indicators</b>	<p>Tests Teacher observation Class discussion Question/answer Oral assessment Think and write Black line masters</p>
<b>Benchmark Assessment</b>	<p>Students will be able to draw a picture of their immediate family.</p>
<b>Resources/ Materials</b>	<p>Textbook</p> <p><a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a>  <a href="http://www.scholastic.com">www.scholastic.com</a>  <a href="http://www.weeklyreader.com">www.weeklyreader.com</a>  <a href="http://www.mhschool.com">www.mhschool.com</a>  <a href="http://www.atozteacherstuff.com">www.atozteacherstuff.com</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p><i>Weekly Reader</i></p> <p><i>Mama, Do You Love Me?</i> – Barbara Joose  <i>Family Photo</i> – Dana Meachen Rau  <i>Pumpkin Fever</i> – Charnan Simon  <i>Families</i> – Ann Morris  <i>Different Just Like Me</i> – Lori Mitchell  <i>Round is a Mooncake: A Book of Shapes</i> – Roseanne Thong  <i>Molly’s Pilgrim</i> – Barbara Cohen  <i>All Kinds of Children</i> – Norma Simon  <i>A House is a House for Me</i> – Mary Ann Hoberman  <i>Daddy Calls Me Man</i> - Angela Johnson</p> <p><i>Poem Hooray for Saturday!</i> – Becky Manfredini and Jenny Reznick</p>

<p><b>Content</b></p>	<p>Famous Americans (6.2, 6.4) National holidays</p>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. How have famous Americans helped our country become what it is today?</li> <li>2. Why are national holidays important to Americans?</li> </ol>
<p><b>NJCCCS</b></p>	<p>6.1, 6.2, 6.4, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5</p>
<p><b>Skills/ Proficiencies</b></p>	<p>Recognize the names of George Washington, Abraham Lincoln, Martin Luther King, Harriet Tubman, Susan B. Anthony, and Sacajawea. Explore the basic concepts of diversity, tolerance, fairness, and respect for others. Explain the contributions of important women (Sacajawea, Harriet Tubman, Susan B. Anthony). Explain the significance of major national holidays.</p> <p><i>Integrated Social Studies Skills (6.1)</i> Explain the concepts of long ago and far away. Apply terms related to time including past, present, and future. Identify sources of information on local, national, and international events. (Ex. books, newspapers, TV, radio, Internet...) Retell events or stories with accuracy and appropriate sequencing. (LAL 3.3) Develop simple timelines.</p>
<p><b>Suggested Activities</b></p>	<p>Discuss the significance of holidays as they occur throughout the year. Compare and contrast Lincoln and Washington (or any other two famous Americans). Have students discuss what it would have been like when George Washington or Abraham Lincoln went to school. Turn off the lights, open the shades, and use slate boards to do a lesson. Make Lincoln’s hat. (<i>Vis. and Perf. Arts 1.2</i>) Create a pretzel log cabin. (<i>Vis. and Perf. Arts 1.2</i>) Write a mini-biography book on a famous American. (LAL 3.2) Journal – Write riddles about American heroes; classmates guess who they are. “If I were a hero...”(LAL 3.2) Read holiday poems by Myra Cohn Livingston: <i>President’s Day, Fourth of July, Columbus Day.</i> Songs: “<i>There Are Many Flags in Many Lands</i>” “<i>Martin Luther King</i>” “<i>Let Us All Give Thanks in November</i>”</p> <p>Read content-related books. (LAL 3.1, 3.4) View content-related videos/DVD’s. (LAL 3.5)</p>

<b>Assessments/ Performance Indicators</b>	Tests Teacher observation Class discussion Question/answer	Oral assessment Think and write Black line masters
<b>Benchmark Assessment</b>	Students will be able to identify three famous Americans using teacher-provided pictures; they will tell one or two facts about each.	
<b>Resources/ Materials</b>	<p> <a href="http://www.scholastic.com">www.scholastic.com</a>  <a href="http://www.weeklyreader.com">www.weeklyreader.com</a>  <a href="http://www.atozteacherstuff.com">www.atozteacherstuff.com</a>  <a href="http://www.education-world.com">www.education-world.com</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a> </p> <p> <i>President’s Day</i> – D. Marx  <i>Abe Lincoln’s Hat</i> – Martha Brenner  <i>Mr. Lincoln’s Whiskers</i> – Karen Winnick  <i>Just Like Abraham Lincoln</i> – Bernard Waber  <i>Abe Lincoln: The Boy Who Loved Books</i> – Jeremy Brunaccioni  <i>Abe Lincoln Remembers</i> – Ann Warre Turner  <i>Honest Abe</i> – Edith Kunhardt  <i>George Washing ton</i> – Kimberly Weinberger  <i>A Picture Book of George Washington</i> – David Adler  <i>John, Paul, George, and Ben</i> – Lane Smith  <i>Martin Luther King, Jr.</i> – Lala Schaefer  <i>A Picture Book of Martin Luther King</i> – David Adler  <i>Martin’s Big Words</i> – Doreen Rappaport  <i>My Dream of Martin Luther King</i> – Faith Ringgold  <i>A Picture Book of Harriet Tubman</i> – David Adler  <i>Aunt Harriet’s Underground Railroad</i> – Faith Ringgold  <i>A Picture Book of Sacajawea</i> – David Adler  <i>Sacajawea</i> – Joyce Milton  <i>Independence Day</i> – David Marx            Poems by Myra Cohn Livingston:                <i>President’s Day</i>                <i>Fourth of July</i>                <i>Columbus Day.</i> </p> <p>           Songs: “<i>There Are Many Flags in Many Lands</i>”                  “<i>Martin Luther King</i>”                  “<i>Let Us All Give Thanks in November</i>”         </p> <p>           Videos                <i>President’s Day</i> – Educational Videos                <i>Harriet Tubman</i> – Nest Entertainment                <i>Abraham Lincoln</i> – Nest Entertainment                <i>National Observances</i> – American History for Children         </p>	

<b>Content</b>	World Cultures – SOUTH AMERICA (6.2, 6.6)	
<b>Essential Questions</b>	1. What are some traditions and celebrations found in South America? Why are they important?	
<b>NJCCCS</b>	6.1, 6.2, 6.6, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5, 7.1	
<b>Skills/ Proficiencies</b>	<p>Locate South America on a map. Identify traditions and celebrations of various South American countries.</p> <p><i>Integrated Social Studies Skills (6.1)</i>            Explain the concepts of long ago and far away.            Apply terms related to time including past, present, and future.            Identify sources of information on local, national, and international events.            (Ex. books, newspapers, TV, radio, Internet...)            Retell events or stories with accuracy and appropriate sequencing. (LAL 3.3)            Develop simple timelines.</p>	
<b>Suggested Activities</b>	<p>(<i>World Language 7.1</i>)            Discuss unique customs and traditions of a South American country.            Make a map of the country.            Make a flag of the country. (<i>Vis. and Perf. Arts 1.2</i>)            Make a booklet that includes native plants and animals. Use Spanish words when possible. (LAL 3.4, <i>World Language 7.1</i>)            Sample native foods.            Journal – “If I lived in _____.”                              “If I traveled in _____.”                              “If I went to _____ I would pack...” (LAL 3.2)            Perform dances, sing songs, and play games from various South American countries. (<i>Vis. and Perf. Arts 1.2</i>)            Read content-related books. (LAL 3.1, 3.4)            View content-related videos/DVD’s. (LAL 3.5)</p>	
<b>Assessments/ Performance Indicators</b>	Tests Teacher observation Class discussion Question/answer	Oral assessment Think and write Black line masters
<b>Benchmark Assessment</b>	Tell about one or two traditions found in South America.	
<b>Resources/ Materials</b>	Maps and globes <a href="http://www.teacherscorner.net">www.teacherscorner.net</a> (penpals) <a href="http://www.panwapa.com">www.panwapa.com</a> (global citizenship) <a href="http://www.mamalisa.com">www.mamalisa.com</a> <a href="http://www.atozteacherstuff.com">www.atozteacherstuff.com</a> <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a> <i>Weekly Reader</i>	<i>South America</i> – David Peterson <i>The Red-Eyed Tree Frog</i> – Joy Cowley <u>Argentina</u> <i>Tierra del Fuego</i> – Peter Lourie <i>The Magic Bean Tree</i> – Nancy Van Laan <i>A Ticket to Argentina</i> – S. Paul Dell’Oro

<p><b>Content</b></p>	<p><u>Geography (6.6)</u>                  Maps and globes                  Community/state/country/continent                  Physical features/human characteristics                  Natural resources                  Transportation                  Communication</p>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. How do maps and globes help us learn about the world?</li> <li>2. How does my community relate to the larger world?</li> <li>3. Why are natural resources important?</li> <li>4. How do transportation and communication connect us to the world?</li> </ol>
<p><b>NJCCCS</b></p>	<p>6.1, 6.2, 6.6, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5, 5.5, 5.8</p>
<p><b>Skills/ Proficiencies</b></p>	<p>Demonstrate basic globe and map skills.                  Understand that the globe is a model of the earth and maps are representations of real places.                  Understand the spatial concepts of location, distance, and direction.                  Understand the relative locations of the community and places within it.                  Understand the location of our community, our state, and our country.                  Understand that the US is one of many countries that make up the world.                  Understand how the organization of the world into many nations with their own governments, languages, customs, and laws lead to the development of unique cultures.                  Identify some major US cities.                  Explain the location of the continents and oceans.                  Describe the physical features of landforms.                  Describe the human characteristics of places (housing, population...).                  Describe the role of natural resources. (<i>Science 5.8</i>)                  List responsible actions to battle environmental issues. (<i>Science 5.8</i>)                  Understand there are different types of transportation used to move people and goods.                  Identify modes of communication. (<i>LAL 3.1, 3.2, 3.,5</i>)</p>
<p><b>Suggested Activities</b></p>	<p><u>Maps and globes</u>                  Song: “<i>Maps, Maps</i>”</p> <p><u>Community/state/country/contintents</u>                  Use large floor map rug for games of geographic locations.                  Put together a US map puzzle.                  Groups of students find states on a US map that begin with certain letters.                  Play “Vocabulary Bingo” using content words. (<i>LAL 3.1</i>)</p>

<p><b>Suggested Activities</b></p>	<p><u>Community/state/country/continents</u></p> <p>Play “Map Bingo.”          Play “Simon Says” using cardinal directions.          Use Velcro map to locate continents and oceans.          Create a compass rose showing the cardinal directions.          Create a map of the classroom, school, etc.          Write directions for following a route. (<i>LAL 3.2</i>)          Do “Flat Stanley” activities.          Use <i>Young Explorer’s Club</i> packet.</p> <p><u>Transportation and communication</u></p> <p>Illustrate and write a transportation and/or communication booklet.          (<i>LAL 3.2, Vis. and Perf. Arts 1.2</i>)          Create a timeline showing changes in transportation and/or communication.          Use a Venn diagram to compare and contrast transportation and/or communication from the past and the present.</p> <p><u>Natural resources</u></p> <p>Write about things that can be made using natural resources. (<i>LAL 3.2</i>)          Write a paragraph celebrating Arbor Day.          Write about how animals use natural resources. (<i>Science 5.5</i>)</p> <p>Read content-related books. (<i>LAL 3.1, 3.4</i>)          View content-related videos/DVD’s. (<i>LAL 3.5</i>)</p>	
<p><b>Assessments/ Performance Indicators</b></p>	<p>Test          Quiz          Group discussion          Teacher observation/white boards          Learning logs/journals</p>	<p>Read a map using a compass rose. Assess with a teacher-designed rubric.          Label a blank map with the seven continents and four oceans.          Teacher observation of map games</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to identify their community, state, country, and continent on a map.</p>	
<p><b>Resources/ Materials</b></p>	<p>Textbook          Maps and globes          Atlas</p> <p><a href="http://www.sfsocialstudies.com">www.sfsocialstudies.com</a>  <a href="http://www.cybersmartcurriculum.org">www.cybersmartcurriculum.org</a>  <a href="http://www.mhschool.com">www.mhschool.com</a>  <a href="http://www.pbs.org">www.pbs.org</a> (community life)  <a href="http://www.charactercounts.org">www.charactercounts.org</a>          (Character development)  <a href="http://www.flatstanley.com">www.flatstanley.com</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a>          Scott Foresman Video Field Trip- <i>Plants</i>  <i>Scholastic News</i>  <i>Weekly Reader</i></p>	<p><i>Map Making with Children</i> – David Sobel  <i>This is the Way We Eat our Lunch</i>-E. Baer  <i>This is the Way We Go to School</i>-E. Baer  <i>Berenstain Bears Don’t Pollute</i> – Stan and Jan Berenstain  <i>The Lorax</i> – Dr. Seuss  <i>Water, Water Everywhere: A Book About the Water Cycle</i> – Melvin and Gilda Berger  <i>The Way to Start a Day</i> – Byrd Balor  <i>Time of Wonder</i> – Robert McCloskey</p> <p><i>Young Explorer’s Club</i> packet          Song: “<i>Maps, Maps</i>”          Map jigsaw puzzle</p>

<p><b>Content</b></p>	<p><u>Civics (6.2)</u>                  Rules/authority                  Citizenship                  Justice/responsibility/respect...                  Community and government leaders</p>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. Why do we need rules?</li> <li>2. How does a good citizen contribute to a community?</li> <li>3. How does our government work?</li> </ol>
<p><b>NJCCCS</b></p>	<p>6.1, 6.2, 1.2, 2.2, 3.1, 3.2, 3.3, 3.4, 9.2</p>
<p><b>Skills/ Proficiencies</b></p>	<p>Explain the need for rules, laws, and government.                  Recognize effective authority.                  Identify characteristics of responsible leadership and good citizenship in real and fictional people. (<i>Health/PE 2.2, Consumer, Family, and Life Skills 9.2</i>)                  Explain that justice means fairness for all.                  Explain responsibility.                  Explore basic concepts of diversity, tolerance, fairness and respect for others. (<i>Career Ed .and Consumer, Family, and Life Skills 9.2</i>)                  Describe the participation of American citizens in community and political life.                  Describe how an individual can contribute to the common good of the community, nation, and world.                  Identify community and government leaders.</p> <p><i>Integrated Social Studies Skills (6.1)</i>                  Explain the concepts of long ago and far away.                  Apply terms related to time including past, present, and future.                  Identify sources of information on local, national, and international events. (Ex. books, newspapers, TV, radio, Internet...)                  Retell events or stories with accuracy and appropriate sequencing. (<i>LAL 3.3</i>)                  Develop simple timelines.</p>
<p><b>Suggested Activities</b></p>	<p>Illustrate important classroom rules.                  Play “Vocabulary Bingo.”                  Set up a mock election.                  Role-play a town council meeting. (<i>Vis. and Perf. Arts 1.2</i>)                  Write a paragraph entitled “If I Were President.” (<i>LAL 3.2</i>)                  Read <i>So You Want to Be President?</i> (<i>LAL 3.1</i>)                  Draw a symbol that represents the US, and write a caption for it.                  Listen to the <i>Preamble</i> song from <i>Schoolhouse Rock</i>. (<i>LAL 3.4</i>)                  Sing patriotic songs: “<i>O Great America</i>,” “<i>Our Country Today</i>,” “<i>My Country ‘Tis of Thee</i>,” and “<i>You’re a Grand Old Flag</i>.” (<i>Vis. and Perf. Arts 1.2</i>)                  Listen to “<i>Stars and Stripes Forever</i>.” (<i>Vis. and Perf. Arts 1.2</i>)                  Have a “Patriotic Parade.” Students dress as famous Americans and give a short biographic speech about themselves.</p>

<b>Suggested Activities</b>	Focus on the classroom being a “community of learners.” Hold a mock trial. (Kit is available to 2 <sup>nd</sup> grade classes from the NJ Bar Assoc.) Read content-related books. ( <i>LAL 3.1, 3.4</i> ) View content-related videos/DVD’s. ( <i>LAL 3.5</i> )	
<b>Assessments/ Performance Indicators</b>	Test Quiz Group discussion	Teacher observation/white boards Learning logs/journals
<b>Benchmark Assessment</b>	Students will be able to explain why we need laws in our country.	
<b>Resources/ Materials</b>	Textbook <a href="http://www.sfsocialstudies.com">www.sfsocialstudies.com</a> <a href="http://www.bensguide.gpo.gov">www.bensguide.gpo.gov</a> (our country’s government) <a href="http://www.whitehouse.gov">www.whitehouse.gov</a> <a href="http://www.cybersmartcurriculum.org">www.cybersmartcurriculum.org</a> <a href="http://www.mhschool.com">www.mhschool.com</a> <a href="http://www.pbs.org">www.pbs.org</a> (Participating in community life) <a href="http://www.charactercounts.org">www.charactercounts.org</a> (Character development) <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a> <i>Scholastic News</i> <i>Weekly Reader</i> <i>The Declaration of Independence</i> – Conrad Stein <i>N is for Our Nation’s Capital</i> – Marie and Roland Stein <i>My Teacher for President</i> - Kay Winters <i>So You Want to Be President?</i> – Judith St. George <i>The Ballot Box Battle</i> – Emily Arnold <i>Hooray for the Fourth of July</i> – Wendy Watson <i>Our Elections</i> – Richard Steins <i>It Happened in the White House: Extraordinary Tales from America’s Most Famous Home</i> – Kathleen Karr <i>Purple Mountain Majesties: The Story of Katharine Lee Bates and “America the Beautiful”</i> – Barbara Younger <i>Uncle Sam and Old Glory: Symbols of America</i> – Delino West <i>My America: A Poetry Atlas of the US</i> – Lee Bennett Videos <i>This is America, Charlie Brown: The Birth of the Constitution</i> Schlessinger Media <i>What is Government?</i> <i>Federal, State, and Local Government</i> <i>The History of American Government</i> <i>American Citizenship</i>  <i>Schoolhouse Rock: American Rock (The Preamble)</i> Patriotic songs: “O Great America,” “Our Country Today,” “My Country ‘Tis of Thee,” “You’re a Grand Old Flag” and “Stars and Stripes Forever” NJ Bar Association	

<p><b>Content</b></p>	<p><u>Economics (6.5)</u>                  Jobs                  Goods and services                  Wants and needs                  Budgets</p>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. Why is work important?</li> <li>2. How do people exchange goods and services?</li> <li>3. How do people work together?</li> <li>4. How do people make decisions to use their money?</li> </ol>
<p><b>NJCCCS</b></p>	<p>6.1, 6.4, 6.5, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.5, 9.1</p>
<p><b>Skills/ Proficiencies</b></p>	<p>Identify goods and services.                  Identify wants and needs.                  Identify various jobs and the incomes they generate.                  Explain the components of a budget, including savings.</p> <p><i>Integrated Social Studies Skills (6.1)</i>                  Apply terms related to time including past, present, and future.                  Identify sources of information on local, national, and international events.                  (Ex. books, newspapers, TV, radio, Internet.....)</p>
<p><b>Suggested Activities</b></p>	<p><u>Jobs</u>                  Write a booklet about various jobs. (<i>LAL 3.2, Career Ed. 9.1</i>)                  Use riddles to guess jobs.                  Draw a picture of a worker and describe his/her job.                  Make job coupons.                  Sing “<i>I’ll Work Hard.</i>” (<i>Vis. and Perf. Arts. 1.2</i>)                  Watch video <i>Technology at Work</i>.</p> <p><u>Goods and Services</u>                  Set up a trading post.</p> <p><u>Wants and Needs</u>                  Journal: List three basic needs and four wants. (<i>LAL 3.2</i>)</p> <p><u>Budgets</u>                  Show examples of American money. Identify the famous Americans on the bills or coins, and discuss their connection to US history.                  Organize a classroom economy: have a class store and bank, pay students a salary, and have them develop a budget. (<i>Math 4.1, 4.5</i>)                  Read and obtain information from a pie chart.                  Song: “<i>Coins, Coins</i>”</p>

<b>Suggested Activities</b>	Read content-related books. ( <i>LAL 3.1, 3.4</i> ) View content-related videos/DVD's. ( <i>LAL 3.5</i> )
<b>Assessments/ Performance Indicators</b>	Test Quiz Group discussion Teacher observation/white boards Learning logs/journals Create a poster to advertise goods or services. ( <i>Vis. and Perf. Arts 1.2</i> ) Diagram how money is used. Read a graph about budgeting.
<b>Benchmark Assessment</b>	Students will be able to tell the three basic needs and identify some wants.
<b>Resources/ Materials</b>	Textbook <a href="http://www.cybersmartcurriculum.org">www.cybersmartcurriculum.org</a> <a href="http://www.mhschool.com">www.mhschool.com</a> <a href="http://www.sfsocialstudies.com">www.sfsocialstudies.com</a> <a href="http://www.zillions.org">www.zillions.org</a> <a href="http://www.library.thinkquest.org">www.library.thinkquest.org</a> <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a>  <i>Scholastic News</i> <i>Weekly Reader</i> <i>The Trouble with Money</i> – Stan and Jan Berenstain <i>Next Stop</i> – Sarah Ellis <i>Mama and Papa Have a Store</i> – Amelia Carling <i>Granddaddy's Street Songs</i> – Monalisa Degross <i>What Do Illustrators Do?</i> – Eileen Christelow <i>Love as Strong as Ginger</i> – Lenore Look and Stephen Johnson Songs: <i>"I'll Work Hard"</i> - Jackson Ames <i>"Coins, Coins"</i> from musical <i>What's Next?</i> (for K-2) <i>"Maps Maps"</i> from <i>Christopher Columbus</i> , a children's musical, Shawnee Press  US currency  Videos: Scott Foresman Video Field Trips – Unit 3 "High Tech, Low Tech" Discovery Channel videos <i>Technology at Work</i> <i>Inventors and Inventions</i>

<b>Content</b>	<p><i>Communities (6.4)</i>  Rural, urban, suburban  International  Past and present</p>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. What makes up a community?</li> <li>2. How are rural, urban, and suburban communities alike and different?</li> </ol>
<b>NJCCCS</b>	6.1, 6.2, 6.5, 6.6, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5
<b>Skills/ Proficiencies</b>	<p>Describe the human characteristics (population, housing...) of rural, urban, and suburban communities.  Describe how people live and work in different communities.  Compare and contrast US communities with international communities.  Compare and contrast the ways societies and cultures address similar human needs and concerns such as food, shelter, and clothing.  Compare and contrast communities of the past and present.</p> <p><i>Integrated Social Studies Skills (6.1)</i>  Explain the concepts of long ago and far away.  Apply terms related to time including past, present, and future.  Identify sources of information on local, national, and international events.  (Ex. books, newspapers, TV, radio, Internet..)</p>
<b>Suggested Activities</b>	<p>Analyze maps to identify continents, countries, oceans, states, capital cities...  Create models or drawings of various kinds of communities. (<i>Vis. and Perf. Arts. 1.2</i>)  Cut out pictures of signs from magazines and discuss the type of communities in which they might be found.  Sing “<i>Places Where We Live</i>” and “<i>Big, Beautiful Planet</i>” (Raffi)  (<i>Vis. and Perf. Arts. 1.2</i>)  Compare and contrast the country mouse vs. the city mouse.  Use a Venn diagram to compare and contrast different kinds of communities.  Journal – What would a farmer’s life be like?  What would an urban dweller’s life be like? (<i>LAL 3.2</i>)  Write a poem to describe a city, suburb, farm...(<i>LAL 3.2</i>)  Write to pen pals in another country. (<i>LAL 3.2</i>)  Interview a neighbor about his/her community. The class decides upon the questions to be asked ahead of time.  Make a web of community words. (<i>LAL 3.1</i>)</p> <p>Read content-related books. (<i>LAL 3.1, 3.4</i>)  View content-related videos/DVD’s. (<i>LAL 3.5</i>)</p>

<b>Assessments/ Performance Indicators</b>	<p>Test Quiz Group discussion Teacher observation/white boards Learning logs/journal Do a project about communities. Booklet: “Where in the World Am I?”</p>
<b>Benchmark Assessment</b>	<p>Students will be able to explain characteristics of rural, suburban, and urban communities.</p>
<b>Resources/ Materials</b>	<p>Textbook Maps and globes Atlas</p> <p><a href="http://www.cybersmartcurriculum.org">www.cybersmartcurriculum.org</a> <a href="http://www.mhschool.com">www.mhschool.com</a> <a href="http://www.pbs.org">www.pbs.org</a> <a href="http://www.teacherscorner.net">www.teacherscorner.net</a> (pen pals) <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p><i>Scholastic News</i> <i>Weekly Reader</i></p> <p><i>Alphabet City</i> – Stephen Johnson <i>What is a Community? From A to Z</i> – Bobby Kalman <i>The Country Mouse and the City Mouse</i> – Jan Brett <i>Town and Country</i> – Alice and Martin Provensen <i>Franklin’s Neighborhood</i> – Paulette Bourgeois <i>Peppe the Lamplighter</i> – Elisa Bartone <i>Through the Eyes of Your Ancestors</i> – Maureen Taylor <i>Keepsakes: Using Family Stories in Elementary Classrooms</i> – Linda Winston <i>The Paperboy</i> – Dav Pilkey <i>I Live on a Farm</i> – Stasca Kehoe <i>Uncle Willie and the Soup Kitchen</i> – DyAnne DiSalvo-Ryan <i>My Backyard History Book</i> – David Weitzman</p> <p>Songs: CD - <i>Songs and Music</i> – “Places Where We Live” – Charlotte Munoz “<i>Big, Beautiful Planet</i>” - Raffi</p> <p>Videos <i>Two Children, Two Cultures</i> – Discovery Channel <i>Communities Around the World</i> – Educational Videos, Inc. Scott Foresman Video Field Trips – Unit 1 – “Helping Hands in a Soup Kitchen”</p> <p>Magazines</p>

<p><b>Content</b></p>	<p>Native Americans (6.4)</p>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. How have Native Americans affected our country?</li> <li>2. Why were natural resources important to the Native Americans?</li> <li>3. Why did Native American communities differ from one another?</li> </ol>
<p><b>NJCCCS</b></p>	<p>6.1, 6.4, 6.6, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5</p>
<p><b>Skills/ Proficiencies</b></p>	<p>Recognize famous Native Americans (Sacajawea, Squanto...).</p> <p>Compare and contrast Native American tribes. Include the natural resources they used.</p> <p>Compare and contrast Native American communities.</p> <p><i>Integrated Social Studies Skills (6.1)</i></p> <ul style="list-style-type: none"> <li>Explain the concepts of long ago and far away.</li> <li>Apply terms related to time including past, present, and future.</li> <li>Retell events or stories with accuracy and appropriate sequencing. (LAL 3.3)</li> <li>Develop simple timelines.</li> </ul>
<p><b>Suggested Activities</b></p>	<p>(<i>Vis. and Perf. Arts 1.2</i>)</p> <ul style="list-style-type: none"> <li>Build dwellings modeled after each tribe’s shelter.</li> <li>Make dugout canoes.</li> <li>Construct totem poles.</li> <li>Make kachina dolls</li> <li>Design dream catchers.</li> <li>Create Southwest Native American jewelry.</li> <li>Enact a rain dance.</li> <li>Song: “<i>Baby Nadja</i>” – Muscogee Creek lullaby (Oklahoma)</li> <li>Song: “<i>Nikosi</i>” – Hopi song about bluebirds (story also)</li> </ul> <p>Use pictograph writing.</p> <p>Use sign language to communicate.</p> <p>Play a matching game: Match the tribe to pictures of its resources, food, shelter...</p> <p>Play “Vocabulary Bingo.”</p> <p>Journal – Write two sentences about each tribe.</p> <ul style="list-style-type: none"> <li>Write an adventure story “How the Warrior Earned His Claw.” (LAL 3.2)</li> </ul> <p>Hold a Pow Wow and invite first grade students. (Make necklaces and trade them for goods...)</p> <p>Take a class trip to Fairview Lake Conference Center.</p> <p>Read content-related books. (LAL 3.1, 3.4)</p> <p>View content-related videos/DVD’s. (LAL 3.5)</p> <ul style="list-style-type: none"> <li><i>Pow Wow</i></li> <li><i>Native Americans</i></li> </ul>



<p><b>Content</b></p>	<p>Early US History (6.4)                  Famous Americans                  National monuments and buildings                  Early settlements                  Colonies/states                  Westward expansion</p>
<p><b>Essential Questions</b></p>	<p>1. How are national monuments and buildings important to the American people?                  2. Why was the US able to grow from small settlements into a large country?</p>
<p><b>NJCCCS</b></p>	<p>6.1, 6.4, 6.6, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5</p>
<p><b>Skills/ Proficiencies</b></p>	<p>Recognize the names and contributions of Columbus, G. Washington, A. Lincoln, and Lewis and Clark.                  Relate why important national buildings, statues, and monuments are connected to history.                  Explain the historical significance of early settlements (St. Augustine, Jamestown, and Plymouth).                  Describe the change from 13 early colonies to states.                  Discuss the US westward expansion with Lewis and Clark.</p> <p><i>Integrated Social Studies Skills (6.1)</i>                  Explain the concepts of long ago and far away.                  Apply terms related to time including past, present, and future.                  Retell events or stories with accuracy and appropriate sequencing. (LAL 3.3)                  Develop simple timelines.</p>
<p><b>Suggested Activities</b></p>	<p>(<i>Vis. and Perf. Arts 1.2</i>)                  Create Pilgrim houses.                  Design monuments/buildings out of various materials.                  Create content-related collages using magazine pictures.                  Design a mural showing Lewis and Clark’s expeditions.                  Song: “<i>Columbus Sailed with Three Ships</i>”                  Listen to “<i>Washington’s Birthday</i>” by American composer Charles Ives.</p> <p>Develop a simple timeline of early US history from Columbus through US independence.                  Read and report on biographies of the famous people listed above.                  (LAL 3.1, 3.2, 3.3, 3.4)                  Journal – Write about a day in the life of a Pilgrim child/child on the Oregon Trail....                  (LAL 3.2)                  Write a “Freedom Book.” (LAL 3.2)</p>

<p><b>Suggested Activities</b></p>	<p>Make a “suitcase” from a legal-sized envelope. Pack it with pictures of things needed for a trip. (Westward expansion)</p> <p>Read content-related books. (<i>LAL 3.1, 3.4</i>)</p> <p>View content-related videos/DVD’s. (<i>LAL 3.5</i>)</p>	
<p><b>Assessments/ Performance Indicators</b></p>	<p>Test Quiz Group discussion Teacher observation/white boards Learning logs/journals Order historical events on a timeline.</p>	<p>Holiday booklet project - Write two sentences about each of the following holidays: Columbus Day, Thanksgiving, President’s Day, and Independence Day. Draw a symbol representing each one.</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to read and explain a timeline showing events from Native Americans to Lewis and Clark.</p>	
<p><b>Resources/ Materials</b></p>	<p>Textbook Maps</p> <p><a href="http://www.cybersmartcurriculum.org">www.cybersmartcurriculum.org</a> <a href="http://www.mhschool.com">www.mhschool.com</a> <a href="http://www.pbs.org">www.pbs.org</a> (Lewis and Clark) <a href="http://www.history.org">www.history.org</a> (colonial life) <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a> <i>Scholastic News</i> <i>Weekly Reader</i></p> <p><i>Columbus Day</i> - Dennis Fradin <i>On the Day the Tall Ships Sailed By</i> – Betty Paras Revas <i>I Have Heard of a Land</i> – Joyce Thomas <i>The First Thanksgiving</i> – Linda Hayward <i>Thanksgiving on Thursday</i> – Mary Pope Osbourne <i>Thank You, Sarah (The Woman Who Saved Thanksgiving)</i> – Laurie Halsie Anderson <i>Independence Day</i> – David Marx <i>Colonial People</i> – Sarah Howarth <i>The Thirteen Colonies</i> – A New True Book <i>Lewis and Clark, A Prairie Dog for the President</i> – Shirley Redmond <i>Seaman: The Dog Who Explored the West with Lewis and Clark</i> – Gail Langer <i>Thunder from the Clear Sky</i> – Marcia Sewell <i>Kids’ America</i> – Steven Caney</p> <p>Music: Song: “<i>Columbus Sailed with Three Ships</i>”- Margaret Campbelle-Holman “<i>Washington’s Birthday</i>” by American composer Charles Ives</p> <p>Videos <i>Colonial America</i> – National Geographic <i>Plymouth Plantation</i> – Schlessinger Media <i>William Bradford: The First Thanksgiving</i> – Animated Hero Classics</p> <p>Magazines</p>	

<p><b>Content</b></p>	<p><u>Important National Holidays</u> (6.4)                  Columbus Day                  Thanksgiving                  Martin Luther King, Jr. Day                  Veterans’ Day                  Black History Month</p>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. Why do Americans celebrate certain national holidays?</li> <li>2. How do Americans celebrate certain national holidays?</li> </ol>
<p><b>NJCCCS</b></p>	<p>6.1, 6.4, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5</p>
<p><b>Skills/ Proficiencies</b></p>	<p>Understand the historical significance of Columbus Day, Veterans’ Day, Thanksgiving Day, Martin Luther King, Jr. Day, and Independence Day.                  Recognize the names and contributions of famous black Americans (ex. Martin Luther King, Jr., Rosa Parks, Ruby Bridges, and Harriet Tubman).</p>
<p><b>Suggested Activities</b></p>	<p>Create a national holiday timeline.                  Perform plays about historical figures. (<i>Vis. and Perf. Arts 1.2</i>)                  Read biographies of famous historical figures and report on them. (<i>LAL 3.1, 3.2, 3.3, 3.4</i>)                  Journal - “If I were...” paragraph in which students pretend to be a famous person and tell about themselves. (<i>LAL 3.2</i>)                  Create a timeline of Christopher Columbus’ voyages.                  Create Veteran’s Day cards and mail them to veterans. (<i>LAL 3.2</i>)                  Write a persuasive paragraph from the turkey’s point of view. (Thanksgiving) (<i>LAL 3.2</i>)                  Write a story about what the first Thanksgiving was like. (<i>LAL 3.2</i>)                  Sing “<i>Columbus Sailed with Three Ships</i>” and “<i>Martin Luther King.</i>”                  Read content-related books <i>and</i> view content-related videos/DVD’s. (<i>LAL 3.1, 3.4, 3.5</i>)</p>
<p><b>Assessments/ Performance Indicators</b></p>	<p>Test                  Quiz                  Group discussion                  Teacher observation/white boards                  Learning logs/journals                  Timeline of national holidays</p>

<p><b>Benchmark Assessment</b></p>	<p>Students will be able to explain the contributions of Martin Luther King, Jr.</p>
<p><b>Resources/ Materials</b></p>	<p>Textbook</p> <p><a href="http://www.cybersmartcurriculum.org">www.cybersmartcurriculum.org</a>  <a href="http://www.mhschool.com">www.mhschool.com</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p><i>Scholastic News Weekly Reader</i></p> <p><i>Minty: A Story of Young Harriet Tubman</i> - Alan Schroeder  <i>A Picture Book of Christopher Columbus</i> - David A. Adler  <i>If You Sailed on the Mayflower in 1620</i> - Ann McGoven  <i>The First Thanksgiving</i> – Linda Hayward  <i>N. C. Wyeth’s Pilgrims</i> – Robert San Souci  <i>Thanksgiving on Thursday</i> - Mary Pope Osbourne  <i>Happy Birthday, Martin Luther King</i> - Jean Marzollo  <i>Martin Luther King Day</i> – Linda Lowery  <i>Martin Luther King, Jr.</i> – David Adler  <i>Grandfather’s Journey</i> – Allen Say  <i>Dreaming of America: An Ellis Island Story</i> – Eve Bunting  <i>The Real McCoy: The Life of an African American Inventor</i> – Wendy Towle  <i>Freedom’s Gifts: A Juneteenth Story</i> – Valerie Wesley</p> <p>Songs:  “Columbus Sailed with Three Ships” - M. Campbelle Holman  “Martin Luther King”- M. Donnelly</p> <p>Video: Scott Foresman Video Field Trip – Unit 4 – “Martin Luther King, Jr.”</p>

<p><b>Content</b></p>	<p>World Cultures – EUROPE (6.2, 6.6)</p>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. How have European countries contributed to the US?</li> <li>2. How are the communities of Europe similar and different to those in America?</li> </ol>
<p><b>NJCCCS</b></p>	<p>6.1, 6.2, 6.6, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5</p>
<p><b>Skills/ Proficiencies</b></p>	<p>Understand that the US is a diverse nation.          Describe ways in which language, stories, folktales, religion, music, sports, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.          Discuss how changes in culture occur through the spread of people, languages, ideas, and goods.          Explain how individual beliefs, values and traditions can be reflective of more than one culture.          Justify the need to acquire knowledge about the perspectives of other cultures in an interconnected world.          Focus on a country/countries in Europe:              Locate them on a map and/or globe.              Identify some traditions.              Compare and contrast family life, communities, currency, and government of European country to that of the US.              Trace Christmas customs that traveled from those countries to the US.              Participate in songs, dances, and games.</p>
<p><b>Suggested Activities</b></p>	<p>Survey the cultural backgrounds of students. Discuss traditions and customs familiar to them.          Locate countries on various maps and globes.          Sample ethnic foods.          Compare and contrast two countries’ customs, foods...          Play a matching game of countries and their customs, foods...          Write and illustrate a Christmas custom booklet. (<i>LAL 3.2, Vis. and Perf. Arts 1.2</i>)          Create crafts that relate to specific countries. (<i>Vis. and Perf. Arts 1.2</i>)              Germany – nutcrackers              Sweden - Swedish baskets          Perform dances, sing songs, and play games from various European cultures. (<i>Vis. and Perf. Arts 1.2</i>)            Read content-related books. (<i>LAL 3.1, 3.4</i>)          View content-related videos/DVD’s. (<i>LAL 3.5</i>)</p>

<b>Assessments/ Performance Indicators</b>	<p>Test Quiz Group discussion Teacher observation/white boards Learning logs/journals Map identification Project</p>
<b>Benchmark Assessment</b>	<p>Students will be able to identify Europe on a map and name two of its countries.</p>
<b>Resources/ Materials</b>	<p>Textbook Maps and globes Atlas</p> <p><a href="http://www.cybersmartcurriculum.org">www.cybersmartcurriculum.org</a> <a href="http://www.mhschool.com">www.mhschool.com</a> <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p><i>Scholastic News</i> <i>Weekly Reader</i></p> <p><i>Horrible Harry and the Holiday</i> – Suzy Kline <i>The Story of the Nutcracker Ballet</i> – Deborah Hautzig <i>The Gift of a Traveler</i> – Wendy Matthews <i>Christmas Around the World</i> series – Bridgestone Books <i>Through the Eyes of Your Ancestors</i> – Maureen Taylor <i>Keepsakes: Using Family Stories</i> – Linda Winston</p> <p>Video <i>Holidays for Children</i> – Schlessinger Video Productions</p> <p>Music teachers will have songs/music from various countries.</p>

<b>Content</b>	<p><u>Map Skills (6.6)</u>          Cardinal, intermediate directions, compass rose, map key, symbols          Scale of miles          Hemispheres          Landforms, bodies of water</p>
<b>Essential Questions</b>	<p>1. How do reading map symbols help understand and locate places?</p>
<b>NJCCCS</b>	<p>6.1, 6.4, 6.6, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2</p>
<b>Skills/ Proficiencies</b>	<p>Understand cardinal and intermediate directions.          Understand and read a grid map.          Define a symbol and map key.          Demonstrate different ways to measure distances. (<i>Math 4.2</i>)          Estimate distances between two places on a map using a scale of miles.          Understand the earth is divided into four hemispheres; locate them.          Identify the major countries, continents, bodies of water, and mountain ranges of the world.          Understand how the organization of the world into many nations with their own governments, languages, customs and laws lead to the development of unique cultures.          Locate major cities in the United States and around the world.          Understand the factors involved in the development of cities (ex. transportation, food, marketplace, religion, military protection...).</p> <p><i>Integrated Social Studies Skills (6.1)</i>          Locate sources for the same information (ex. weather forecast on TV, the Internet or in a newspaper).</p>
<b>Suggested Activities</b>	<p>Teach and sing “<i>The Continent Song</i>;” add more lyrics. (<i>LAL 3.2, Vis. &amp; Perf. Arts 1.2</i>)          Create place maps of the world; include a compass rose.          Create an imaginary country using appropriate map labels.          Use balloons to make a globe; label the hemispheres.          Write a set of directions using cardinal and intermediate directions. (<i>LAL 3.2</i>)          Create a giant-sized US map with paint (on the blacktop/ hallway wall) and use it for state recognition activities, practicing directions... (<i>Vis. and Perf. Arts 1.2</i>)          Draw a treasure map with symbols and a map key. Write directions to a treasure. (<i>LAL 3.2</i>)          Label points in the room and have students give directions to items in the room.          Create Venn diagrams comparing and contrasting US cities with cities around the world.          Read content-related books. (<i>LAL 3.1, 3.4</i>)          Write content-related journal entries. (<i>LAL 3.2</i>)          View content-related videos/DVD’s. (<i>LAL 3.5</i>)</p>

<p><b>Assessments/ Performance Indicators</b></p>	<p>Test Quiz Group discussion Teacher observation Oral assessments Learning logs/journals Project ( create an imaginary country) Model (globe made out of balloons)</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to locate cardinal and intermediate directions on a map.</p>
<p><b>Resources/ Materials</b></p>	<p>Textbook Maps and globes Atlas</p> <p><i>There's a Map on My Lap</i> – Tish Rabe</p> <p>Video - <i>Maps: Types, Symbols, and Terms</i> – Educational Video, Inc.</p> <p>Song: <i>The Continent Song</i></p> <p><i>Beginning Map Skills</i> – Teacher Created materials <i>The Geography Tutor</i> – Clearvue</p> <p><a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p>

<p><b>Content</b></p>	<p>Economics (6.5)</p>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. How do people decide where to spend their money?</li> <li>2. How do supply and demand affect the prices of goods and services?</li> </ol>
<p><b>NJCCCS</b></p>	<p>6.1, 6.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.5, 8.1, 9.2</p>
<p><b>Skills/ Proficiencies</b></p>	<p>Define consumers as buyers. (<i>Math 4.5</i>)          Explain the three functions of money in the economy: as a medium of exchange (buying), measure of value (price comparison), and store of value (saving). (<i>Math 4.1, Consumer, Family, and Life Skills 9.2</i>)          Describe how to earn and save money. (<i>Math 4.1, Consumer, Family, and Life Skills 9.2, LAL 3.1</i>)          Understand that prices are the money value of goods and services and that prices change as a result of supply and demand. (<i>Math 4.1, Consumer, Family, and Life Skills 9.2</i>)          Explain how production, distribution and consumptions of good and services are interrelated and are affected by the global market and events in the world community.   <i>Integrated Social Studies Skills (6.1)</i>          Apply terms related to time including years, decades, centuries, and generations.          Locate sources for the same information (ex. weather forecast on TV, the Internet or in a newspaper).</p>
<p><b>Suggested Activities</b></p>	<p>Discuss local businesses that provide goods and services.          Choose a company and follow its stock on one of the stock markets. (<i>Math 4.1, 4.5, Technology 8.1</i>)          Create math word problems involving buying/spending money. (<i>Math 4.1, 4.5</i>)          Set up a class store to purchase goods such as pencils, pencil toppers, erasers...          Currency is earned through good behavior. (<i>Math 4.1, 4.</i>)          Shop-Rite field trip project. (<i>Math 4.1, 4.5</i>)          Oregon Trail computer game. (<i>Math 4.5, Technology 8.1</i>)  <i>If I Made a Million</i> (saving money, interest, services, how a bank works...)          (<i>Math 4.1, 4.5, LAL 3.4</i>)          Discuss Ben Franklin’s inventions. (Necessity is the mother of invention.)          Listen to “<i>Mother Necessity</i>” (inventions) from Schoolhouse Rock.           Read content-related books. (<i>LAL 3.1, 3.4</i>)          Write content-related journal entries. (<i>LAL 3.2</i>)          View content-related videos/DVD’s. (<i>LAL 3.5</i>)</p>

<p><b>Assessments/ Performance Indicators</b></p>	<p>Test Quiz Group discussion Teacher observation Oral assessments Learning logs/journals Project (Stock market)</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to compare prices using more than one source of information.</p>
<p><b>Resources/ Materials</b></p>	<p>Textbook</p> <p><a href="http://www.yahoofinance.com">www.yahoofinance.com</a>  <a href="http://www.consumerkids.com">www.consumerkids.com</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p><i>Show me the Money</i> – Alvin Hall  <i>If I Made a Million</i> – David Schwartz</p> <p>Song: “<i>Mother Necessity</i>” (inventions) from Schoolhouse Rock</p> <p><i>Oregon Trail</i> computer game</p> <p>Class trip – Shop-Rite</p> <p>Stock market pages of newspapers</p>

<b>Content</b>	<p><u>Communities (6.4)</u>                  Rural, suburban, and urban                  Wants and needs                  Goods and services                  Transportation and communication                  Earth’s physical systems</p>
<b>Essential Questions</b>	<p>1. How are rural, suburban, and urban communities alike and different?</p>
<b>NJCCCS</b>	<p>6.1, 6.2, 6.4, 6.5, 6.6, 1.2, 2.2, 3.1, 3.2, 3.4, 3.5, 4.5, 5.8, 8.1</p>
<b>Skills/ Proficiencies</b>	<p><u>Rural, suburban, urban</u>                  Share ways that communities are similar and different.                  Identify places found in most communities.                  Discuss factors involved in development of cities. (Ex. transportation, food, religion...)                  Describe the population shift from the farm to the city.                  Identify the distribution and characteristics of populations.</p> <p><u>Wants and Needs</u>                  Identify basic needs (food, shelter, clothing).                  Distinguish between wants and needs.</p> <p><u>Goods and Services</u>                  Distinguish between goods and services.                  Explain that some goods and services are provided by the government.                  Define producers as workers and sellers.                  Recognize the contributions of voluntary associations. (Health 2.2)</p> <p><u>Transportation and Communication</u>                  Describe the development of transportation and communication networks.</p> <p><u>Physical systems</u>                  Identify the physical and human characteristics of places and regions.                  Describe the basic components of the earth’s physical systems (Ex. landforms, water, erosion, weather, climate...). (<i>Science 5.8</i>)                  Explain the changes in places and regions over time. (<i>Science 5.8</i>)                  Identify current issues that may have global impact and discuss ways to address them. (<i>Science 5.8</i>)</p> <p><u>Integrated Social Studies Skills (6.1)</u>                  Explain how present events are connected to the past.                  Apply terms related to time including years, decades, centuries, and generations.                  Locate sources for the same information (ex. weather forecast on TV, the Internet or in a newspaper).                  Organize events in a timeline.</p>

<p><b>Suggested Activities</b></p>	<p><u>Rural, suburban, urban communities</u>  Discuss the local community.  Create a map showing rural, suburban, and urban areas.  Draw a scene showing the three different types of communities.  <i>(Vis. and Perf. Arts 1.2)</i>  Design a travel brochure for a specific type of community.  Create a Venn Diagram of different communities.  When taking a class trip to an urban area (Philadelphia, NYC...) describe it as such.</p> <p><u>Wants and needs/good and services</u>  Design a plan for a response to a town disaster: create a list of needs and services.  Create a flow chart showing how goods are produced.</p> <p><u>Transportation and communication</u>  Make a collage of magazine pictures showing different kinds of transportation and/or communication.  Devise a rapid transit system for our community.  Sing American folksongs about transportation: <i>“The Erie Canal, “Haul Away, Joe”</i> (tall sailing ships), <i>“Sweet Betsy from Pike”</i> (covered wagons), <i>“Pat Works on the Railroad,”</i> and <i>“John Henry.”</i></p> <p><u>Earth’s physical systems</u>  Make clay models of different landforms.  Research and graph weather for a specific community. <i>(Technology 8.1, Math 4.5)</i></p> <p>Read content-related books. <i>(LAL 3.1, 3.4)</i>  Write content-related journal entries. <i>(LAL 3.2)</i>  View content-related videos/DVD’s. <i>(LAL 3.5)</i></p>
<p><b>Assessments/ Performance Indicators</b></p>	<p>Test  Quiz  Group discussion  Teacher observation  Oral assessments  Learning logs/journals</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to identify the major differences between rural, urban, and suburban communities.</p>
<p><b>Resources/ Materials</b></p>	<p>Textbook  Maps and globes  Atlas  <a href="http://www.factfinder.census.gov">www.factfinder.census.gov</a>  <i>Historic Communities – Colonial Homes</i> – Bobbie Kalman and John Crossingham  <i>Historic Communities – Colonial Life</i> – Bobbie Kalman  American folksongs: <i>“The Erie Canal, “Haul Away, Joe,” “Sweet Betsy from Pike,” “Pat Works on the Railroad,”</i> and <i>“John Henry”</i>  Class trip</p>

<b>Content</b>	<p><u>The First Americans</u> (6.4)          Native Americans (ex. Anasazi, Plains Indians...)          Early colonies (ex. St. Augustine, Jamestown, Plymouth, Philadelphia...)</p>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. How did the Native American's lifestyle change after the colonists arrived?</li> <li>2. How did the colonists survive after moving to the New World?</li> </ol>
<b>NJCCCS</b>	6.1, 6.2, 6.4, 6.6, 1.2, 1.5, 3.1, 3.2, 3.4, 3.5, 4.5
<b>Skills/ Proficiencies</b>	<p>Identify cultural differences between Native American tribes.          Compare and contrast two Native American tribes.          Discuss how families long ago expressed their beliefs.          Locate early colonies on a map.          Understand the basic history of the early colonies.          Compare family life in communities of the past through today.          Recognize how families long ago expressed their values and beliefs through literature, songs, and celebrations. (<i>LAL 3.1, 3.4, Vis. and Perf. Arts, 1.2, 1.5</i>)          Explain that Americans have come from different parts of the world and have a common American heritage in addition to the heritage of their countries of origin.</p> <p><i>Integrated Social Studies Skills (6.1)</i>          Explain how present events are connected to the past.          Apply terms related to time including years, decades, centuries, and generations.          Locate sources for the same information (ex. weather forecast on TV, the Internet or in a newspaper).          Organize events in a timeline.          Distinguish between an eyewitness account and a secondary account of an event.          Distinguish fact from fiction.</p>
<b>Suggested Activities</b>	<p>Make a Venn diagram comparing and contrasting two Native American tribes.          Make a Venn diagram comparing and contrasting Native American life and culture to that of the early colonies.          Discuss reasons for conflict between Native Americans and early colonists.          Create a Native American sand art picture. (<i>Vis. and Perf. Arts, 1.2, 1.5</i>)          Draw an Anasazi cliff dwelling and a modern apartment building; compare them. (<i>Vis. and Perf. Arts, 1.2, 1.5</i>)          Organize the events that occurred in one of the early colonies into a timeline.          Write a speech that might have been given by a Pilgrim or a Native American at the first Thanksgiving feast. (<i>LAL 3.2</i>)          Discuss Ben Franklin's inventions.          Visit the Franklin Institute.          Do Magic Squares. (<i>Math 4.5</i>)          Listen to Native American songs. (<i>Vis. and Perf. Arts, 1.2</i>)          Have a Native American guest speaker.</p>

<p><b>Suggested Activities</b></p>	<p>Read content-related books. (<i>LAL 3.1, 3.4</i>)  Write content-related journal entries and/or maintain “Literature Logs.” (<i>LAL 3.2</i>)  View content-related videos/DVD’s. (<i>LAL 3.5</i>)</p>
<p><b>Assessments/ Performance Indicators</b></p>	<p>Test  Quiz  Group discussion  Teacher observation  Oral assessments (presentation)  Learning logs/journals (write a speech)</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to locate the early colonies on a map.</p>
<p><b>Resources/ Materials</b></p>	<p>Textbook  Maps and globes</p> <p><a href="http://www.animatedtales.com">www.animatedtales.com</a> (growth of the US)  <a href="http://www.dmarie.com">www.dmarie.com</a> (“time capsule” of specific dates)  <a href="http://www.digitalhistory.com">www.digitalhistory.com</a>  <a href="http://www.plimoth.org">www.plimoth.org</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p><i>If You Sailed on the Mayflower</i> – Ann McGovern  <i>Circle of Thanks</i> – Native American Poems – Joseph Bruchac  <i>The Thirteen Colonies</i> – Marc Tyler Nobleman  <i>My Fellow Americans: A Family Album</i> – Alice Provensen</p> <p>Native American songs:  “<i>Wahancanka</i>” – Lakota Pipe and Ceremonial Songs - Canyon Records Pub. 1998  “<i>Cherokee Children’s Songs</i>” – George T. Vann – Various Indian Peoples Pub. Co.  “<i>Songs About Native Americans</i>” – Lois Skiera Zucek – Kimbo Educational 1993  “<i>Under the Green Corn Moon</i>” - Native American Lullabies – Silver Wave Records</p> <p>Class trip – Franklin Institute  Guest speaker</p>

<p><b>Content</b></p>	<p><u>History of town and county (6.4)</u> Blairstown , Knowlton, or Frelinghuysen Warren County</p>
<p><b>Essential Questions</b></p>	<p>1. How did the contributions of various citizens help form our township?</p>
<p><b>NJCCCS</b></p>	<p>6.1, 6.4, 1.2, 3.2, 3.5</p>
<p><b>Skills/ Proficiencies</b></p>	<p><u>Blairstown</u> Identify and locate Blairstown and surrounding towns on maps. Understand John I. Blair’s role in history of Blairstown. Recognize the Leni-Lenapes’ part in Blairstown’s history.</p> <p>Recognize that government exists at the community, county, state, and federal levels. Explain that some goods and services are provided by the government, such as roads, schools, and police. Describe the contributions of voluntary associations and organizations in helping government provide for its citizens.</p> <p><u>Frelinghuysen</u> Identify and locate Frelinghuysen Twp. and surrounding towns on maps. Understand the history of Johnsonburg. View a Power Point presentation about Frelinghuysen Twp.</p> <p>Recognize that government exists at the community, county, state, and federal levels. Explain that some goods and services are provided by the government, such as roads, schools, and police. Describe the contributions of voluntary associations and organizations in helping government provide for its citizens.</p> <p><u>Knowlton</u> Identify and locate Knowlton Township and surrounding towns on maps. Understand the evolution of Warren County. Explain the history of Knowlton Township. Recognize landmarks in Knowlton Township.</p> <p>Recognize that government exists at the community, county, state, and federal levels. Explain that some goods and services are provided by the government, such as roads, schools, and police. Describe the contributions of voluntary associations and organizations in helping government provide for its citizens.</p>

	<p><i>Integrated Social Studies Skills (6.1)</i></p> <p>Explain how present events are connected to the past.  Apply terms related to time including years, decades, centuries, and generations.  Locate sources for the same information (ex. weather forecast on TV, the Internet or in a newspaper).  Organize events in a timeline.  Distinguish between an eyewitness account and a secondary account of an event.</p>	
<p><b>Suggested Activities</b></p>	<p><u>Blairstown</u></p> <p>Take a walking tour of Main Street Blairstown identifying buildings.  Create a timeline of major events in the town’s history.  View a CD containing old postcards and photos of Blairstown.  View a Power Point focusing on facts and pictures of Blairstown.  Write a letter to a friend describing our community.</p> <p><u>Frelinghuysen</u></p> <p>History of Johnsonburg project: Make a model town, book, and map.  (LAL 3.2, Vis. and Perf. Arts 1.2)  Create a timeline of major events in the town’s history.  Write a letter to a friend describing our community.</p> <p><u>Knowlton</u></p> <p>Take a walking tour of the town of Delaware.  Take a bus tour of the township.  View a Power Point presentation about Knowlton Township. (LAL 3.5)  Design a travel brochure for Knowlton Township. (LAL 3.2, Vis. and Perf. Arts 1.2)  Create a timeline of major events in the town’s history.  Write a letter to a friend describing our community.</p>	
<p><b>Assessments/ Performance Indicators</b></p>	<p>Test  Quiz  Group discussion</p>	<p>Teacher observation  Oral assessments  Learning logs/journals  Timeline</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to identify their town and surrounding towns on a map.</p>	
<p><b>Resources/ Materials</b></p>	<p>Maps</p> <p><u>Blairstown</u></p> <p>Blairstown Historical Society  Power Point about Blairstown  CD of Blairstown information  <i>History of Blairstown</i> – Ken Berthoff</p> <p><u>Frelinghuysen</u></p> <p>Teacher-made booklet about Johnsonburg  Power Point about Frelinghuysen Twp.</p> <p><u>Knowlton</u></p> <p>Power Point about Knowlton  Teacher-made booklets about Knowlton Township</p>	

<p><b>Content</b></p>	<p><u>Washington, DC (6.2, 6.4)</u>                  History                  Landmarks                  Important documents, symbols...                  Government                  Citizenship</p>
<p><b>Essential Questions</b></p>	<p>1. How do the major monuments in Washington, DC, connect to our past?</p>
<p><b>NJCCCS</b></p>	<p>6.1, 6.2, 6.4, 6.6, 1.2, 1.5, 3.1, 3.2, 3.4, 3.5, 8.1</p>
<p><b>Skills/ Proficiencies</b></p>	<p><u>History</u>                  Explain how Washington, DC, became our nation’s capital.</p> <p><u>Landmarks</u>                  Identify some famous monuments and buildings in the city.</p> <p><u>Important documents, symbols.....</u>                  Identify American values expressed in the <i>Pledge of Allegiance</i>, <i>The Declaration of Independence</i>, the <i>US Constitution</i>, and the <i>Bill of Rights</i>.                  Explain the significance of the Statue of Liberty and the American flag.                  Understand the importance of preserving historical documents, buildings, and artifacts.                  Recognize the history and values celebrated in American songs, symbols, slogans, and major holidays. (<i>Vis. and Perf. Arts. 1.5</i>)</p> <p><u>Government</u>                  Recognize that government exists at the community, county, state, and federal levels.                  Explain the three branches of the US government.                  Describe characteristics of an effective rule or law.                  Explain how rules and laws are created by local, state, and federal governments to protect the rights of people and promote the common good.</p> <p><u>Citizenship</u>                  Describe characteristics of an effective citizen.                  Understand that a citizen is a legal member of the US with rights and responsibilities.                  Identify the rights and responsibilities of citizens in the US at the local, state, national, and global levels.</p> <p><i>Integrated Social Studies Skills (6.1)</i>                  Explain how present events are connected to the past.                  Apply terms related to time including years, decades, centuries, and generations.                  Organize events in a timeline.</p>

<p><b>Suggested Activities</b></p>	<p><i>(Vis. and Perf. Arts. 1.2)</i>          Create modern-day monuments.          Sing patriotic songs: “<i>Grand Old Flag</i>,” “<i>America</i>,” “<i>America the Beautiful</i>,” “<i>There are Many Flags in Many Lands</i>,” “<i>This Land is Your Land</i>” ...          Listen to Schoolhouse Rock songs: “<i>Fireworks</i>” (Declaration of Independence), “<i>The Preamble</i>” ...          Use the Internet to take a tour of the White House. <i>(Technology 8.1)</i>          Write a Constitution for the classroom. <i>(LAL 3.2)</i>          Read <i>Grace for President</i> and discuss the democratic process. <i>(LAL 3.4)</i>          Do research and create a Power Point presentation about the major monuments in Washington, DC. <i>(LAL 3.1, 3.2, Vis. and Perf. Arts. 1.2, Technology 8.1)</i>          Interview and write a report about a person showing citizenship in our local area. <i>(LAL 3.2)</i>          Create a timeline of important people associated with Washington, DC (George Washington, John Adams, Benjamin Banneker...).</p> <p>Read content-related books. <i>(LAL 3.1, 3.4)</i>          Write content-related journal entries. <i>(LAL 3.2)</i>          View content-related videos/DVD’s. <i>(LAL 3.5)</i></p>	
<p><b>Assessments/ Performance Indicators</b></p>	<p>Test          Quiz          Group discussion</p>	<p>Teacher observation          Oral assessments          Learning logs/journals</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to recognize major landmarks in Washington, DC. (White House, Lincoln Memorial, Washington Monument, Capitol...).</p>	
<p><b>Resources/ Materials</b></p>	<p>Textbook          Maps</p> <p><a href="http://www.animatedtales.com">www.animatedtales.com</a> (growth of the US)  <a href="http://www.dmarie.com">www.dmarie.com</a> (“time capsule” of specific dates)  <a href="http://www.digitalhistory.com">www.digitalhistory.com</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p><i>Our White House</i> – National Children’s Book and Literacy Alliance  <i>A Kid’s Guide to Washington, DC</i> – Gulliver Book  <i>George Washington’s Breakfast</i> – Jean Fritz  <i>What’s the Big Idea Ben Franklin?</i> – Jean Fritz  <i>Grace for President</i> – Kelly DiPucchio</p> <p>Patriotic songs: “<i>Grand Old Flag</i>,” “<i>America</i>,” “<i>America the Beautiful</i>,” “<i>There are Many Flags in Many Lands</i>,” “<i>This Land is Your Land</i>” ...          Schoolhouse Rock songs: “<i>Fireworks</i>,” “<i>The Preamble</i>” ...          Video – <i>Washington, DC – American History for Children</i>          Fandex of American presidents</p>	

<b>Content</b>	<p><u>Mexico</u> (6.2, 6.6)</p> <p>Geography Culture History</p>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. How does Mexico's geography affect its people?</li> <li>2. How are the people of Mexico similar and different from US citizens?</li> </ol>
<b>NJCCCS</b>	6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 1.2, 1.5, 2.2, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 7.2, 8.1, 9.2
<b>Skills/ Proficiencies</b>	<p>Justify the need to acquire knowledge about the perspectives of other cultures in an interconnected world.</p> <p>Understand that the world is divided into many nations consisting of territories and people, with their own governments, languages, customs, and laws.</p> <p>Understand the importance of learning about diverse people and cultures.</p> <p>Locate Mexico, its capital, and adjoining bodies of water on a map.</p> <p>Describe Mexico's geography, climate, and some natural resources.</p> <p>Understand some of the history of Mexico, <u>including</u> the Aztecs and Mayas.</p> <p>Compare Mexico today with Mexico of the past.</p> <p>Recognize how the US interacts with Mexico.</p> <p>Compare and contrast the ways Mexicans and Americans address similar human needs and concerns such as food, clothing, and shelter.</p> <p>Identify current issues in Mexico that may have a global impact.</p> <p>Explain how and why it is important that people from diverse cultures collaborate to find solutions to local, national and global challenges.</p> <p>Identify aspects of Mexican culture and heritage presented in literature, art, music, sports, or the media. (<i>LAL 3.1, Vis. and Perf. Arts 1.5, Phys. Ed. 2.5</i>)</p> <p><i>Integrated Social Studies Skills (6.1)</i></p> <p>Explain how present events are connected to the past.</p> <p>Apply terms related to time including years, decades, centuries, and generations.</p> <p>Locate sources for the same information (ex. weather forecast on TV, the Internet or in a newspaper).</p> <p>Organize events in a timeline.</p> <p>Distinguish between an eyewitness account and a secondary account of an event.</p>
<b>Suggested Activities</b>	<p>(<i>World Languages 7.1</i>)</p> <p>Color and label a map of Mexico.</p> <p>Color and label the flag of Mexico.</p> <p>Identify and share foods from Mexico.</p> <p>Make arroz con leche (rice pudding) in the classroom using a microwave.</p> <p>Celebrate Cinco de Mayo with Mexican foods, a piñata.....</p> <p>Hold a Mexican fiesta as a culminating activity. Share food, traditions, arts and crafts....including a pinata.</p> <p>Celebrate Dios de los Muertos (Day of the Dead). Make skeleton crafts, papel picado.....This celebration coincides with the arrival of the Monarch butterflies in Mexico.</p> <p>Sing "<i>Los Pollitos.</i>" ("The Little Chicks")</p> <p>During <i>Las Posadas</i>: Read <i>The Nine Days of Christmas</i>, <i>The Legend of the Pointsettia</i>, and <i>The Night of Las Posadas.</i> (<i>LAL 3.1, 3.4</i>) Sing "<i>Dale,Dale,Dale!</i>"</p>

<p><b>Suggested Activities</b></p>	<p>Create Mexican arts and crafts: yarn painting, Mexican designs, ojos de Dios, a fiesta banner..... (<i>Vis. and Perf. Arts 1.2</i>)          Design a “Postcard from Mexico.” (<i>LAL 3.2, Vis. and Perf. Arts 1.2</i>)          Use the Internet to learn about students/families, money... in Mexico. (<i>Technology 8.1</i>)          Create a booklet about Mexico. (<i>LAL 3.2, Vis. and Perf. Arts 1.2</i>)          Use animal riddle cards – who am I?          Assign “A Mayan Mystery” worksheet.          Play “Loteria.”          Cooperative activity for Cinco de Mayo: The entire class forms a circle. A ball of yarn is passed across the circle many times to create a web. Once the web is complete, have students stand up and sit down without ruining the web. Then have a few students drop the yarn. Is the web as strong without everyone’s help? Ask students to make the connection to the Battle of Puebla where the Mexicans were greatly outnumbered, but because they worked together, they were able to defeat their enemy. (<i>Consumer, Family, and Life Skills 9.2, Health/PE 2.2</i>)</p> <p>Read content-related books. (<i>LAL 3.1, 3.4</i>)          Write content-related journal entries. (<i>LAL 3.2</i>)          View content-related videos/DVD’s. (<i>LAL 3.5</i>)</p>	
<p><b>Assessments/ Performance Indicators</b></p>	<p>Test          Quiz          Group discussion          Research projects</p>	<p>Teacher observation          Oral assessment          Written assessment          Learning logs/journals</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to locate the six geographical regions of Mexico.</p>	
<p><b>Resources/ Materials</b></p>	<p>Textbook    Maps and globes    Culture kit: <i>Mexico</i> – Scholastic    <i>Loteria</i> game  <a href="http://www.menc.org">www.menc.org</a> (resources for songs and mariachi music)  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p><i>Everything for Cinco de Mayo</i> – Marianna Green  <i>The Legend of the Pointsettia</i> – Tomi de Paola  <i>The Night of Las Posadas</i> – Tomi de Paola  <i>The Nine Days of Christmas</i> – George Ancona  <i>The Pinata Maker</i> - George Ancona  <i>A Story of Mexico</i> - Marie Hall and Aurora Labastida</p> <p>Videos/DVD’s</p> <p><i>Mexican-American Heritage</i> – American Cultures for Children  <i>Mexican Popular Customs</i> – Educational Video Network  <i>Mexico – Yesterday and Today</i> – Knowledge Unlimited  <i>People and Places of Mexico</i> – Kultur Video  <i>The Culture of Mexico</i> – Schlessinger Video  <i>The Geography of Mexico</i> – Schlessinger DVD  <i>The Ancient Aztec Empire</i> – Schlessinger DVD  <i>Ancient Aztecs – The Fall of the Empire</i> – Schlessinger DVD  <i>Ancient Mayans – Fall of the Empire</i> – Schlessinger DVD  <i>Dia de los Muertos</i> – Teachers’ Discovery DVD</p>	

<b>Content</b>	Canada (6.2, 6.6) Geography Culture History
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. How does Canada's geography affect its people?</li> <li>2. How are the people of Canada similar and different from US citizens?</li> </ol>
<b>NJCCCS</b>	6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 1.2, 1.5, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 8.1
<b>Skills/ Proficiencies</b>	<p>Justify the need to acquire knowledge about the perspectives of other cultures in an interconnected world.</p> <p>Understand that the world is divided into many nations consisting of territories and people, with their own governments, languages, customs, and laws.</p> <p>Understand the importance of learning about diverse people and cultures.</p> <p>Locate Canada and its capital, provinces, territories, and adjoining bodies of water on a map.</p> <p>Describe Canada's geography, climate, and some natural resources.</p> <p>Understand the basic history of Canada.</p> <p>Understand how Inuits adapted to their environment.</p> <p>Compare Canada today with Canada of the past.</p> <p>Recognize how the US interacts with Canada.</p> <p>Compare and contrast the ways Mexicans and Americans address similar human needs and concerns such as food, clothing, and shelter.</p> <p>Identify current issues in Canada that may have a global impact.</p> <p>Explain how and why it is important that people from diverse cultures collaborate to find solutions to local, national and global challenges.</p> <p>Identify aspects of Canadian culture and heritage presented in literature, art, music, sports, or the media. (<i>LAL 3.1, Vis. and Perf. Arts 1.5, Phys. Ed. 2.5</i>)</p> <p><i>Integrated Social Studies Skills (6.1)</i></p> <p>Explain how present events are connected to the past.</p> <p>Apply terms related to time including years, decades, centuries, and generations.</p> <p>Locate sources for the same information (ex. weather forecast on TV, the Internet or in a newspaper).</p> <p>Organize events in a timeline.</p> <p>Distinguish between an eyewitness account and a secondary account of an event.</p>
<b>Suggested Activities</b>	<p>Color and label a map of Canada.</p> <p>Color and label the flag of Canada.</p> <p>Create a grid map of Canada and use it to locate an imaginary treasure.</p> <p>Use the Internet to learn about students/families, money... in Canada. (<i>Technology 8.1</i>)</p> <p>Write to pen pals in Canada. (<i>LAL 3.2</i>)</p>

<p><b>Suggested Activities</b></p>	<p><i>(Vis. and Perf. Arts 1.2)</i>          Create totem poles showing Inuit life.          Design travel brochures for the provinces and territories.          Sing songs:              “<i>Lukey’s Boat</i>” (Newfoundland, a sea chantey)              “<i>I’s the B’y</i>” (“I am the Boy” – includes lots of funny-sounding syllables)              “<i>J’entends le Moulin</i>” (“I Hear the Windmill” – Quebec)              “<i>The Huron Carol</i>” (a Canadian/Native American explanation of the Nativity)</p> <p>Read content-related books. (<i>LAL 3.1, 3.4</i>)          Write content-related journal entries. (<i>LAL 3.2</i>)          View content-related videos/DVD’s. (<i>LAL 3.5</i>)</p>
<p><b>Assessments/ Performance Indicators</b></p>	<p>Test          Quiz          Group discussion          Teacher observation          Oral assessment          Written assessment          Learning logs/journals          Research project</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to locate the ten provinces and three territories of Canada.</p>
<p><b>Resources/ Materials</b></p>	<p>Textbook          Maps and globes</p> <p><a href="http://www.canada.com">www.canada.com</a>  <a href="http://www.canadatravel.com">www.canadatravel.com</a>  <a href="http://www.imagescanada.ca">www.imagescanada.ca</a>  <a href="http://www.canadianjeopardy.ppt">www.canadianjeopardy.ppt</a>  <a href="http://www.abcofcanada.com">www.abcofcanada.com</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p><i>Canada in the 21<sup>st</sup> Century</i> series – Suzanne Levert (one book for each province and territory)  <i>Canada in Pictures – Visual Geography Series</i> – Lerner Publications  <i>O Canada</i> – Ted Harrison  <i>M is for Maple</i> – Mike Ulmer          Songs: “<i>Lukey’s Boat</i>”              “<i>I’s the B’y</i>”              “<i>J’entends le Moulin</i>”              “<i>The Huron Carol</i>”</p> <p>Workbooks              <i>Canada: A Cultural Resource Guide</i> – Milliken Publishing              <i>Canada</i> – Jane McCoe</p>

<b>Content</b>	<p><u>Map Skills (6.6)</u>  Types of maps  Map scales &amp; symbols  Globes and hemispheres  Latitude and longitude</p>	
<b>Essential Questions</b>	1. Why are maps useful tools?	
<b>NJCCCS</b>	6.1, 6.6, 1.2, 4.2	
<b>Skills/ Proficiencies</b>	<p>Review cardinal directions, map keys and symbols.  Use physical and political maps to identify locations.  Measure distances between two places using a map scale.  Identify major cities, countries, continents, bodies of water, and mountain ranges of the world.  Locate time zones, latitude, longitude, and the global grid.  Explain (using physical and political maps) how the location and spatial relationship of places in New Jersey, the US and the world have contributed to world trade and economic interdependence.  Explain how the organization of the world into many nations with their own governments, languages, customs, and laws lead to the development of unique cultures.  <i>Integrated Social Studies Skills (6.1)</i>  Locate sources for the same information (ex. weather forecast on TV, the Internet or in a newspaper).</p>	
<b>Suggested Activities</b>	<p>Create a map of an imaginary place and include compass rose, map keys, and symbols.  Play <i>Battleship</i> to practice using map grids.  Use rulers, maps, and scale to practice finding distances. (<i>Math 4.2</i>)  Use a large or projected map showing latitude and longitude lines to play <i>Tic-Tac-Toe</i>.  Students call out the latitude and longitude lines where they want to place an X or O.  Three or four in a row wins.  Use Leapster Electronic Globe to locate latitude and longitude, continents, oceans.....  Use a large New Jersey map to locate distances from one New Jersey town or city to another using scale of miles and rulers.  Redesign the American flag (<i>Vis. and Perf. Arts 1.2</i>)</p>	
<b>Assessments/ Performance Indicators</b>	Quiz Test Projects	Oral assessment (group discussions, reading aloud, presentations) Create an imaginary country using appropriate map symbols and key.
<b>Benchmark Assessment</b>	Students will be able to measure distances on a map using a map scale.	
<b>Resources/ Materials</b>	Textbook Maps and globes Atlases Leapster Electronic Globe  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a>	<a href="http://www.topozone.com">www.topozone.com</a> <a href="http://www.graphicmaps.com">www.graphicmaps.com</a> <a href="http://www.state.nj.us/transportation/gis/map.shtm">www.state.nj.us/transportation/gis/map.shtm</a> <a href="http://www.CIA.gov">www.CIA.gov</a> <a href="http://www.state.nj/dep/gis">www.state.nj/dep/gis</a> <a href="http://www.animatedatlas.com">www.animatedatlas.com</a> <a href="http://www.brainpop.com">www.brainpop.com</a>

<b>Content</b>	<p><u>Geography of New Jersey (6.6)</u>          Four regions          Landforms</p>	
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. How does geography influence people in New Jersey?</li> <li>2. How do people affect the geography of New Jersey?</li> </ol>	
<b>NJCCCS</b>	6.1, 6.6, 1.2, 3.1, 3.2, 3.4, 3.5	
<b>Skills/ Proficiencies</b>	<p>Describe the geography of New Jersey.          Differentiate between New Jersey’s population and characteristics of the regions.          Explain renewable and nonrenewable resources, as well as living and nonliving natural resources.</p> <p><i>Integrated Social Studies Skills (6.1)</i>          Locate sources for the same information (ex. weather forecast on TV, the Internet or in a newspaper).</p>	
<b>Suggested Activities</b>	<p>Create a physical map of New Jersey using modeling or salt clay. Students will label the four regions. (<i>Vis. and Perf. Arts 1.2</i>)          Cut apart state maps with counties outlined for student- created jigsaw puzzles.          Create a brochure highlighting one of New Jersey’s regions. (<i>LAL 3.2, Vis. and Perf. Arts 1.2</i>)</p> <p>Read content-related books. (<i>LAL 3.1, 3.4</i>)          Write content-related journal entries and/or maintain “Literature Logs.” (<i>LAL 3.2</i>)          View content-related videos/DVD’s. (<i>LAL 3.5</i>)</p>	
<b>Assessments/ Performance Indicators</b>	Quiz Test Written assessment	Oral assessment (group discussions, reading aloud, presentations) Projects
<b>Benchmark Assessment</b>	Students will be able to identify the four regions of New Jersey.	
<b>Resources/ Materials</b>	Textbook Maps and globes Atlas  <a href="http://www.state.nj.us/travel">www.state.nj.us/travel</a> <a href="http://www.state.nj.us/transportation/gis/map/shtm">www.state.nj.us/transportation/gis/map/shtm</a> <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a>	<i>A Devil in the Pines</i> – Jacqueline Seewald <i>Geography from A to Z</i> – Jack Knowlton <i>Uniquely New Jersey</i> - Mark Stewart <i>People of New Jersey</i> – Mark Stewart <i>It’s My State, New Jersey</i> - David C. King

<b>Content</b>	<p><u>The First New Jerseyans</u> (6.4)  Migration  Lenni Lenape culture</p>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. What was the Lenni Lenape culture like?</li> <li>2. How has the Lenni Lenape culture influenced present day New Jersey?</li> </ol>
<b>NJCCCS</b>	6.1, 6.3, 6.4, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5
<b>Skills/ Proficiencies</b>	<p>Compare Lenni Lenape family life and culture of the past to present New Jersey communities.  Describe the early Lenape culture (prior to European settlement) in New Jersey.  Recognize the diverse folklore and cultural contributions of New Jersey.  (LAL 3.1, 3.4)</p> <p><i>Integrated Social Studies Skills (6.1)</i>  Explain how present events are connected to the past.  Apply terms related to time including years, decades, centuries, and generations.  Locate sources for the same information (ex. weather forecast on TV, the Internet or in a newspaper).  Organize events in a timeline.  Distinguish fact from fiction.</p>
<b>Suggested Activities</b>	<p>Create a diorama of a Lenape village or longhouse. (<i>Vis. and Perf. Arts 1.2</i>)  Create a paper bag buckskin with pictographs (student-created story explaining how the Lenape found their Manitou [spirit]). (<i>LAL 3.2, Vis. and Perf. Arts 1.2</i>)  Create a whole class alphabet book highlighting the Lenape.  (Ex. “A” is for Algonquin. Then the student writes a sentence about the word.)  This activity was created after reading <i>G is for Garden State</i>.  Read Lenape legends and stories. (<i>LAL 3.1, 3.4</i>)  <i>Create Native American designs using symmetry (Art 1.2)</i></p> <p>Read content-related books. (<i>LAL 3.1, 3.4</i>)  Write content-related journal entries. (<i>LAL 3.2</i>)  View content-related videos/DVD’s. (<i>LAL 3.5</i>)</p>

<b>Assessments/ Performance Indicators</b>	<p>Quiz Test Written assessment Report Oral assessment (group discussions, reading aloud, presentations) Projects</p>
<b>Benchmark Assessment</b>	<p>Students will be able to identify the first inhabitants of New Jersey as the Lenni Lenape.</p>
<b>Resources/ Materials</b>	<p>Textbook Maps and globes</p> <p><a href="http://www.state.nj.us">www.state.nj.us</a> <a href="http://www.lenapelifeways.org">www.lenapelifeways.org</a> <a href="http://www.njhistorykids.org">www.njhistorykids.org</a> <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p><i>Sign of the Beaver</i> – Elizabeth G. Speare <i>The Delaware</i> – Michelle Levine <i>The Legend of the Cape May Diamond</i> – Trinka Hakes Noble <i>G is for Garden State</i> – Eileen Cameron <i>The Lenapes</i> – Robert S. Grumet <i>New Jersey Native People</i> – Mark Stewart <i>Native American</i> – Anne D’Alleva <i>Symbols of Native America</i> – Heike Owusu</p> <p>Videos <i>Lenape Shelter</i> By Lenny Lee Rue <i>Lenape Musical Instruments</i> <i>Lenape Indians of North America</i></p>

<b>Content</b>	<p><u>European Colonization of New Jersey (6.4)</u>          Explorers          Relationship between Native Americans and early settlers          Progression of New Jersey as a colony</p>
<b>Essential Questions</b>	<p>1. Why did European settlers come to New Jersey?</p>
<b>NJCCCS</b>	<p>6.1, 6.2, 6.4, 6.6, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5, 8.1</p>
<b>Skills/ Proficiencies</b>	<p>Recognize the reasons (race, religion, class, and diversity of culture....) Europeans fled to colonize New Jersey.          Explain how early settlers and Native Americans communicated to resolve disagreements through peaceful means.          Sequence the exploration of New Jersey.          Explain changes in New Jersey over time and the consequences of those changes.          Describe situations in which people from diverse backgrounds work together to solve common problems.</p> <p><i>Integrated Social Studies Skills (6.1)</i>          Explain how present events are connected to the past.          Apply terms related to time including years, decades, centuries, and generations.          Locate sources for the same information (ex. weather forecast on TV, the Internet or in a newspaper).          Organize events in a timeline.          Distinguish fact from fiction.</p>
<b>Suggested Activities</b>	<p>Mark explorers' routes on a wall map using Post-it flags and string. Label places named for early explorers.          Mark and label early Dutch and Swedish settlements on a map of New Jersey.          Create and display the three flags that flew over New Jersey in 1670.  <i>(Vis. and Perf. Arts 1.2)</i>          Create trading cards or posters depicting the colonial trades. <i>(Vis. and Perf. Arts 1.2)</i>          Dramatize the Native American reaction to the arrival of Europeans.  <i>(LAL 3,3, Vis. and Perf. Arts 1.2)</i>          Compare the boundaries of east and west New Jersey with those of today.          Write a report on a New Jersey explorer. <i>(Technology 8.1)</i></p>

<p><b>Suggested Activities</b></p>	<p>Read content-related books. (<i>LAL 3.1, 3.4</i>)  Write content-related journal entries. (<i>LAL 3.2</i>)  View content-related videos/DVD's. (<i>LAL 3.5</i>)</p>
<p><b>Assessments/ Performance Indicators</b></p>	<p>Quiz  Test  Written assessment, report, newspaper  Oral assessment (group discussions, reading aloud, presentations)  Projects  Performance</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to name a reason for the exploration and colonization of New Jersey.</p>
<p><b>Resources/ Materials</b></p>	<p>Texbook  Maps and globes</p> <p><a href="http://www.njhistorykids.org">www.njhistorykids.org</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p><i>Historic Communities</i> series - Bobbie Kalman  <i>Early Settler Life</i> series – Bobbie Kalman  <i>Beyond the Sea of Ice</i> – Joan Elizabeth Goodman  <i>The Look-It-Up Book of Explorers</i> – Elizabeth Cody Kimmel  <i>Mapping the World</i> – Sylvia A. Johnson  <i>Voices from Colonial America New Jersey</i> – Robin Doak  <i>Life in the Thirteen Colonies: New Jersey</i> – Jon Sterngass and Matthew Kachur  <i>New Jersey History</i> – Mark Stewart  <i>Thirteen Colonies: New Jersey</i> – Robert Wiener and James R. Arnold  <i>Book of the American Colonies</i> - Howard Egger-Bovet and Marlene Smith-Baranzini  <i>Sarah Morton's Day</i> – Kate Waters  <i>Samuel Eaton's Day</i> – Kate Waters</p>

<b>Content</b>	<p><u>American Revolution in New Jersey</u> (6.4)          New Jersey battles          Famous people</p>
<b>Essential Questions</b>	<p>1. How did New Jersey prove to be an important location during the American Revolution?</p>
<b>NJCCCS</b>	<p>6.1, 6.4, 6.6, 3.1, 3.2, 3.3, 3.4, 3.5, 8.1</p>
<b>Skills/ Proficiencies</b>	<p>Organize specific Revolutionary War events and battles in a time line.          Discuss the reasons why Revolutionary leaders, including George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston fought for independence from England.          Define New Jersey’s role during the American Revolution.</p> <p><i>Integrated Social Studies Skills (6.1)</i>          Explain how present events are connected to the past.          Apply terms related to time including years, decades, centuries, and generations.          Locate sources for the same information (ex. weather forecast on TV, the Internet or in a newspaper).          Organize events in a timeline.          Distinguish between an eyewitness account and a secondary account of an event.          Distinguish fact from fiction.</p>
<b>Suggested Activities</b>	<p>Identify the 13 colonies on a map emphasizing NJ’s key position.          Map the battle sites and events of the Revolution.          Make a timeline from 1770-1785.          Play <i>Liberty’s Kids</i>, a computer game.          Research and create a class gazette, <i>The Revolution’s Crossroads</i>. (LAL 3.1, 3.2, Technology 8.1)          Read a biography of an important NJ Revolutionary hero (ex. Mary Ludwig Hayes, Peggy Warne, Joshua Huddy, Jack Kudjo, Daniel Bray, John Honeyman...).          Create a presentation (ex. report, Power Point, oral presentation...) (LAL 3.1, 3.2, 3.3, 3.4, Technology 8.1)          Class trips to significant places in NJ- See “Resources and Materials.”          Learn the history of the <i>Star Spangled Banner</i>, our national anthem. (Music class)</p> <p>Read content-related books. (LAL 3.1, 3.4)          Write content-related journal entries and/or maintain “Literature Logs.” (LAL 3.2)          View content-related videos/DVD’s. (LAL 3.5)</p>

<p><b>Assessments/ Performance Indicators</b></p>	<p>Quiz Test Written assessment, report, newspaper Project Oral assessment (group discussions, reading aloud, presentations) Performance</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to name a Revolutionary leader or battle site in New Jersey.</p>
<p><b>Resources/ Materials</b></p>	<p>Textbook Maps and globes</p> <p><a href="http://www.barracks.org">www.barracks.org</a>  <a href="http://www.state.nj.us/dep/forestry/parknj">www.state.nj.us/dep/forestry/parknj</a>  <a href="http://www.earlyamerica.com/series">www.earlyamerica.com/series</a>  <a href="http://www.dmarie.com/timecap">www.dmarie.com/timecap</a>  <a href="http://www.digitalhistory.uh.edu">www.digitalhistory.uh.edu</a>  <a href="http://www.kidport.com/Grade4/SocialStudies">www.kidport.com/Grade4/SocialStudies</a>  <a href="http://www.gamequarium.com">www.gamequarium.com</a>  <a href="http://www.funbrain.com">www.funbrain.com</a>  <a href="http://www.njhistorykids.org">www.njhistorykids.org</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p><i>When Washington Crossed the Delaware</i> – Lynne Cheney  <i>George Washington’s Socks</i> – Elvira Woodruff  <i>Colonial Voices, Hear Them Speak</i> – Kay Winters  <i>Shhh! We’re Writing the Constitution</i> – Jean Fritz  <i>What’s the Big Idea Ben Franklin?</i> – Jean Fritz  <i>The Scarlet Stockings Spy</i> – Trinka Hakes Nobel  <i>George Washington’s Teeth</i> – Deborah Chandra  <i>The Historical Atlas of the American Revolution</i> – Martha Kneib  <i>Book of the American Revolution</i> - Howard Egger-Bovet and Marlene Smith-Baranzini  <i>American Revolution</i> –Joy Masoff  <i>Crossing the Delaware</i> – Louise Peacock  <i>The Adventures of George Washington</i> – Margret Davidson  <i>Give Me Liberty</i> – Russell Freedman  <i>The Revolutionary War</i> – Bart McDowell  <i>George vs. George</i> – Rosalyn Schanzer  <i>American Revolution Battles and Leaders</i> – Aaron R. Murray  <i>Yankee Doodle America</i> – Wendell Minor  <i>The Winter of Valley Forge</i> – James E. Knight  <i>Liberty or Death</i> – Betsy Maestro  <i>Magic Tree House Research Guide: American Revolution-</i> Mary Pope Osborne and Natalie Pop Boyce</p>

**Resources/  
Materials**

Videos/DVD's

*Liberty's Kids* - CD Rom

*Johnny Tremain* – Disney

*Where America Began* – National Heritage Series

*George Washington*

*What's the Big Idea Ben Franklin?* – Scholastic

*Shhh! We're Writing the Constitution* - Scholastic

*Six Revolutionary War Figures* – Scholastic

*American Revolution for Students* series – Schlessinger Media

*Birth of a Constitution*

*Bill of Rights*

*Fighting for Freedom*

Class trips

Washington Crossing State Park

Old Barracks Museum

Monmouth Battlefield State Park

Red Bank Battlefield

Fort Lee Historic Park

Dey Mansion

Wallace House

Morristown National Historic Park

Hancock House

*The Star Spangled Banner:*

*The Story of the Star Spangled Banner* – Natalie Miller

*Musical Mysteries* activity book – Kathleen Fergusson – Good Apple

*Save Our History: The Star Spangled Banner Project* – The History Channel

Video/DVD: *The Star Spangled Banner*

(Our Heritage of American Patriotic Songs – SVE)

<b>Content</b>	<p><u>New Republic</u> (6.4)          The first government          The U.S. <i>Constitution</i></p>
<b>Essential Questions</b>	<p>1. Why is government necessary?</p>
<b>NJCCCS</b>	<p>6.1, 6.2, 6.4, 1.2, 3.1, 3.2, 3.4, 3.5</p>
<b>Skills/ Proficiencies</b>	<p>Identify the basic principles of American democracy expressed in the <i>Pledge of Allegiance</i>, the <i>Declaration of Independence</i>, the <i>US Constitution</i>, and the first <i>New Jersey Constitution</i>.          Understand how the United States government is organized.          Understand how the <i>Constitution</i> defines and limits power.          Differentiate between power and authority.          Explain the three branches of the federal government.          Critique rules and laws for their effectiveness.          Compare and contrast how people in the past responded when civil rights guaranteed the the <i>US Constitution</i> and the <i>Bill of Rights</i> were violated and explain how people respond today.</p> <p><i>Integrated Social Studies Skills (6.1)</i>          Explain how present events are connected to the past.          Apply terms related to time including years, decades, centuries, and generations.          Organize events in a timeline.</p>
<b>Suggested Activities</b>	<p>Create a tree showing the three branches of government.          Perform <i>The Great Compromise</i>. (<i>Vis. and Perf. Arts 1.2</i>)          Memorize the <i>Preamble</i> to the <i>Constitution</i>. Recite it orally and be able to explain its meaning.          Listen to “Schoolhouse Rock” songs: “<i>Fireworks</i>” (Declaration of Independence), “<i>Three Ring Government</i>,” “<i>The Preamble</i>,” “<i>No More Kings</i>”...          Use a NJ map to plan a route from the school to the State House in Trenton.          Tour NJ’s Statehouse in Trenton.</p> <p>Read content-related books. (<i>LAL 3.1, 3.4</i>)          Write content-related journal entries and/or maintain “Literature Logs.”(<i>LAL 3.2</i>)          View content-related videos/DVD’s. (<i>LAL 3.5</i>)</p>

<b>Assessments/ Performance Indicators</b>	Quiz Test Written assessment Oral assessment Projects
<b>Benchmark Assessment</b>	Students will be able to identify the three main branches of government.
<b>Resources/ Materials</b>	<p>Textbook    Maps and globes</p> <p><a href="http://www.state.nj.us/legislativepub/visitingstatehouse.asp">www.state.nj.us/legislativepub/visitingstatehouse.asp</a>  <a href="http://www.ci.trenton.nj.us">www.ci.trenton.nj.us</a>  <a href="http://www.earlyamerica.com/series">www.earlyamerica.com/series</a>  <a href="http://www.clerkkids.house.gov">www.clerkkids.house.gov</a>  <a href="http://www.kidport.com/Grade4/SocialStudies">www.kidport.com/Grade4/SocialStudies</a>  <a href="http://www.gamequarium.com">www.gamequarium.com</a>  <a href="http://www.funbrain.com">www.funbrain.com</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p><i>We the People</i> – Lynne Cheney  <i>What is a Constitution</i> – William David Thomas  <i>Duel! Burr and Hamilton’s Deadly War of Words</i> – Dennis Brindell Fradin  <i>Shh! We’re Writing the Constitution</i> – Jean Fritz  <i>Toliver’s Secret</i> – Esther Wood Brady  <i>The Declaration of Independence</i> – Sam Fink  <i>We the Kids</i> – David Catrow</p> <p>“Schoolhouse Rock” songs        “Fireworks” (Declaration of Independence),        “Three Ring Government,”        “The Preamble,”        “No More Kings”</p> <p>Videos/DVD’s        <i>Shh! We’re Writing the Constitution</i>        <i>Declaration of Independence (Just the Facts)</i> – Learning Series        <i>Our American Heritage</i> Trilogy – Afton        <i>American History for Children</i> – Schlessinger        <i>US Constitution</i> - Schlessinger        <i>Time for Kids – American Sites and Symbols</i>        <i>American Government for Kids</i> – Schlessinger            <i>Federal, State, and Local</i>            <i>What is Government?</i>            <i>American Citizenship</i>            <i>History of American Government</i>            <i>Three Branches of Government</i>            <i>History of the Presidency</i></p> <p>Play: <i>The Great Compromise</i></p> <p>Class trips</p>

<b>Content</b>	Citizenship New Jersey immigration
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. How do we demonstrate good citizenship and why?</li> <li>2. Why did various groups of people leave their homelands and come to America?</li> <li>3. How have immigrant groups contributed to and changed New Jersey?</li> </ol>
<b>NJCCCS</b>	6.1, 6.2, 6.4, 1.2, 1.5, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 8.1
<b>Skills/ Proficiencies</b>	<p>Understand the legal rights and responsibilities of a United States citizen, including voting in elections and serving on juries.</p> <p>Describe the characteristics of an effective citizen and discuss ways to influence public policy (ex. serving in elected office, working on a campaign...).</p> <p>Summarize an issue of local, national, or global concern from multiple perspectives and explain how public policy is created to address issues.</p> <p>Explain how communicating a problem or issue to a local, state and national official(s) may assist in facilitating change.</p> <p>Define the reasons why various groups voluntarily and involuntarily immigrated to America and New Jersey.</p> <p>Understand the experiences of immigrants who came to the United States and New Jersey, including experiences at Ellis Island, and working and living conditions in America.</p> <p>Describe the process by which immigrants can become United States citizens.</p> <p>Recognize that Americans have come from different parts of the world and have a common American heritage, in addition to the heritage of the countries of origin.</p> <p>Evaluate the importance of traditions, values and beliefs which form a common American heritage in an increasingly diverse American society.</p> <p>Evaluate aspects of culture and heritage presented in literature, art, music, sports, or the media. (<i>LAL 3.1, 3.4, Vis. and Perf. Arts, 1.2, 1.5, Physical Education 2.5</i>)</p> <p>Explain how stereotyping and prejudice have led to conflict in the past, such as the Holocaust.</p> <p><i>Integrated Social Studies Skills (6.1)</i></p> <p>Explain how present events are connected to the past.</p> <p>Apply terms related to time including years, decades, centuries, and generations.</p> <p>Locate sources for the same information (ex. weather forecast on TV, the Internet or in a newspaper).</p> <p>Organize events in a timeline.</p>
<b>Suggested Activities</b>	<p>Research New York’s claim to Ellis Island and the Supreme Court’s 1998 decision that declared most of Ellis Island part of New Jersey. (<i>Technology 8.1</i>)</p> <p>Design posters that promote “The Statue of Liberty and Ellis Island are in New Jersey.” (<i>Vis. and Perf. Arts 1.2</i>)</p> <p>Visit Ellis Island and Liberty State Park.</p>

<p><b>Suggested Activities</b></p>	<p>After reading <i>Lily and Miss Liberty</i> make crowns and hold an international luncheon. (LAL 3.1, 3.4)  Research heritage and display information on a trifold presentation board. (LAL 3.1, 3.2, Technology 8.1)  Create a heritage Power Point. (LAL 3.1, 3.2, Technology 8.1)  Have a cultural luncheon with dishes representing the ethnic backgrounds of students.  Write an Immigration Diary entry, “My New Life in America.” (LAL 3.2)  Listen to “Schoolhouse Rock” song: “<i>The Great American Melting Pot.</i>” (Vis. and Perf. Arts 1.2)</p> <p>Read content-related books. (LAL 3.1, 3.4)  Write content-related journal entries and/or maintain “Literature Logs.”(LAL 3.2)  View content-related videos/DVD’s. (LAL 3.5)</p>
<p><b>Assessments/ Performance Indicators</b></p>	<p>Quiz  Test  Written assessment  Oral assessment  Projects</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to identify Ellis Island as the main east coast receiving station for immigrants.</p>
<p><b>Resources/ Materials</b></p>	<p>Textbook  Maps and globes  <a href="http://www.panwapa.com">www.panwapa.com</a> (global citizenship)  <a href="http://www.kidport.com/Grade4/SocialStudies">www.kidport.com/Grade4/SocialStudies</a>  <a href="http://www.gamequarium.com">www.gamequarium.com</a>  <a href="http://www.funbrain.com">www.funbrain.com</a>  <a href="http://www.njhistorykids.org">www.njhistorykids.org</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p><i>What Are Citizens’ Basic Rights?</i> – William David Thomas  <i>Lily and Miss Liberty</i> – Carla Stevens</p> <p>“Schoolhouse Rock” song: “<i>The Great American Melting Pot</i>”</p> <p>Videos and DVD’s  <i>American Citizenship</i> – Schlessinger  <i>Immigration to the US</i>  <i>The Story of Immigration</i>  <i>Lady Liberty</i></p> <p><i>Park in a Pack</i> traveling kit from the Statue of Liberty National Park Service:  212-363-3200  Class trip to Liberty State Park: 201-915-3400</p>

<b>Content</b>	<p><u>New Jersey in the 19<sup>th</sup> Century</u> (6.4)</p> <ul style="list-style-type: none"> <li>Inventions</li> <li>Agriculture</li> <li>Industrialization</li> <li>Economic growth</li> </ul>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. Why are research and invention New Jersey specialties?</li> <li>2. How are farmers important to New Jersey’s society?</li> <li>3. Why is industry important in New Jersey?</li> </ol>
<b>NJCCCS</b>	6.1, 6.4, 6.5, 6.6, 3.1, 3.2, 3.3, 3.4, 3.5, 8.1
<b>Skills/ Proficiencies</b>	<p>Identify major New Jersey scientific discoveries and inventions, the scientists and inventors who developed them and their impact on life today.</p> <p>Describe the products and services that are developed, manufactured, and grown in New Jersey.</p> <p>Discuss factors involved in the development of cities (ex., transportation, food, market place, religion, military protection...).</p> <p>Describe the population shift from the farm to the city in New Jersey and determine the role of science and technology in that shift.</p> <p>Trace the development of new methods of transportation and their influence on people’s past and current lives in New Jersey.</p> <p>Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the US and the world.</p> <p><i>Integrated Social Studies Skills (6.1)</i></p> <ul style="list-style-type: none"> <li>Explain how present events are connected to the past.</li> <li>Apply terms related to time including years, decades, centuries, and generations.</li> <li>Locate sources for the same information (ex. weather forecast on TV, the Internet or in a newspaper).</li> <li>Organize events in a timeline.</li> </ul>
<b>Suggested Activities</b>	<p>Research inventions created in NJ. (<i>LAL 3.1, 3.2, Technology 8.1</i>)</p> <p>Make “Bio Bottles” of famous NJ citizens from the 19<sup>th</sup>-20<sup>th</sup> centuries. Research the citizens, and then give an oral report using the “Bio Bottle” (a two liter bottle “dressed” to resemble the famous person). (<i>LAL 3.1, 3.2,3.3, 3.4, Technology 8.1</i>)</p> <p>After researching open-space in a community, cooperative groups design a community-planned park using symbols and a key. Each group shares their model with the rest of the class. (<i>LAL 3.1, 3.2,3.3, 3.4, Technology 8.1</i>)</p> <p>Visit Thomas Edison’s home.</p> <p>Listen to “Schoolhouse Rock” song: “<i>Mother Necessity.</i>” (inventions)</p>

<b>Suggested Activities</b>	Read content-related books. ( <i>LAL 3.1, 3.4</i> ) Write content-related journal entries and/or maintain “Literature Logs.” ( <i>LAL 3.2</i> ) View content-related videos/DVD’s. ( <i>LAL 3.5</i> )
<b>Assessments/ Performance Indicators</b>	Quiz Test Written assessment Oral assessment (group discussions, reading aloud, presentations) Projects
<b>Benchmark Assessment</b>	Students will be able to name one contribution of Thomas Edison to the world of inventions.
<b>Resources/ Materials</b>	Textbook Maps and globes  <a href="http://www.speedwell.org">www.speedwell.org</a> <a href="http://www.patersonhistory.com">www.patersonhistory.com</a> <a href="http://www.patersongreatfalls.com">www.patersongreatfalls.com</a> <a href="http://www.factfinder.census.gov">www.factfinder.census.gov</a> <a href="http://www.memory.loc.gov">www.memory.loc.gov</a> (Edison films) <a href="http://www.digitalhistory.uh.edu">www.digitalhistory.uh.edu</a> <a href="http://www.kidport.com/Grade4/SocialStudies">www.kidport.com/Grade4/SocialStudies</a> <a href="http://www.gamequarium.com">www.gamequarium.com</a> <a href="http://www.funbrain.com">www.funbrain.com</a> <a href="http://www.njhistorykids.org">www.njhistorykids.org</a> <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a>  <i>Young Thomas Edison</i> – Michael Dooling  “Schoolhouse Rock” song: “ <i>Mother Necessity</i> ” (inventions)  Videos <i>Thomas Edison</i> <i>The Industrial Revolution</i>  Free newsletter – <i>The Aftoneer</i> (1-888-AFTON-NJ or <a href="http://www.aftonpublishing.com">www.aftonpublishing.com</a> ) <i>New Jersey Travel Guide</i> (Published annually: 609-777-0885 or <a href="http://www.visitnj.org">www.visitnj.org</a> ) New Jersey State Library (609-292-6220 or <a href="http://www.njstatelib.org">www.njstatelib.org</a> ) Morris Museum outreach: School box program (Morse Code, Alfred Vail...)  Class trip – Thomas Edison’s home

<b>Content</b>	New Jersey's Economics (6.5)
<b>Essential Questions</b>	1. Why are supply and demand important elements of New Jersey's economy?
<b>NJCCCS</b>	6.1, 6.5, 4.1, 4.5, 3.1, 3.2, 3.5
<b>Skills/ Proficiencies</b>	<p>Distinguish between goods and services.          Explain the role of specialization in the production and exchange of goods and services.          Explain how production, distribution and consumption of goods and services are interrelated and are affected by the global market and events in the world community.          Distinguish between a want and a need and explain how to choose needed goods and services.          Discuss how natural, human, and capital resources are used to produce goods and to provide services.          Explain the functions of money in the economy. (<i>Math 4.1, 4.5</i>)          Recognize that prices are the money value of goods and services, and that prices change as a result of supply and demand.          Define consumers as buyers and producers as workers and sellers.          Explain that people can improve their ability to earn income by gaining new knowledge skills and experiences.          Identify common characteristics of entrepreneurs and explain how the global market may impact their decisions.          Describe how to earn and save money in order to purchase a needed or desired item.</p> <p><i>Integrated Social Studies Skills (6.1)</i>          Explain how present events are connected to the past.          Apply terms related to time including years, decades, centuries, and generations.          Locate sources for the same information (ex. weather forecast on TV, the Internet or in a newspaper).          Organize events in a timeline.          Distinguish between an eyewitness account and a secondary account of an event.</p>

<p><b>Suggested Activities</b></p>	<p>Research local historic food prices and compare to present advertising reflecting seasonal availability, popular demand, company promotions, and product surplus.</p> <p>Design menus from past/present research comparing supply, demand, and pricing.</p> <p>Participate in farm to school program with Genesis Farm in Frelinghuysen. Students tour various farms in their town to learn about the products that are grown or produced (cheese, garlic, milk, apples). During a visit to Genesis Farm students are able to help with the planting/harvesting.</p> <p>Interview people from local industry, business owners, and/or Rotary members to learn about entrepreneurs and starting a business.</p> <p>Play Doh Economics – Students use play dough to simulate supply and demand by designing products to trade with classmates.</p> <p>Read content-related books. (<i>LAL 3.1, 3.4</i>)</p> <p>Write content-related journal entries. (<i>LAL 3.2</i>)</p> <p>View content-related videos/DVD's. (<i>LAL 3.5</i>)</p>
<p><b>Assessments/ Performance Indicators</b></p>	<p>Quiz Test Written assessment Oral assessment (group discussions, reading aloud, presentations) Projects</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to distinguish between a want and a need.</p>
<p><b>Resources/ Materials</b></p>	<p>Textbook  <a href="http://www.consumerkids.govt.nz">www.consumerkids.govt.nz</a>  <a href="http://www.kidport.com/Grade4/SocialStudies">www.kidport.com/Grade4/SocialStudies</a>  <a href="http://www.gamequarium.com">www.gamequarium.com</a>  <a href="http://www.funbrain.com">www.funbrain.com</a>  <a href="http://www.foodtimeline.org">www.foodtimeline.org</a>  <a href="http://www.celebrateNJ.org">www.celebrateNJ.org</a>  <a href="http://www.yahoofinance.com">www.yahoofinance.com</a>  <a href="http://www.consumerkids.com">www.consumerkids.com</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p><i>If I Made a Million</i> – David Schwartz  <i>Stepping through History: Money</i> - Peggy Burns  <i>Money, Money, Money</i> – Eve Drobot  <i>Kid's Money Book</i> – Neale S. Godfrey</p> <p>Class trip – Genesis Farm</p>

<b>Content</b>	<p><u>Map Skills (6.6)</u>          Using map scales          Locating places on maps          Using latitude and longitude          Types of maps</p>	
<b>Essential Questions</b>	<p>1. How can we use map skills to understand the historic events that led to the development of the United States of America?</p>	
<b>NJCCCS</b>	6.1, 6.6, 3.2, 3.3	
<b>Skills/ Proficiencies</b>	<p>Use a map to estimate distances.          Use cardinal and intermediate directions to locate places on a map.          Use latitude and longitude to locate places on a map.          Distinguish types of maps: physical, political, topographical, and demographic.          Analyze when to use various geographical representations (maps, globes, graphs, charts, diagrams, GPS...).</p> <p><i>Integrated Social Studies Skills (6.1)</i>          Analyze how events are related over time.          Formulate questions based on information needs.          Use effective strategies for locating information.          Summarize information in written, graphic, and oral formats. (LAL 3.2, 3.3)</p>	
<b>Suggested Activities</b>	<p>Wrap yarn vertically and horizontally around a map with lines of latitude &amp; longitude to locate places on a map.          Create maps that include symbols, key, scale, lines of latitude and longitude...          Use atlases to locate and plot real locations/destinations.          Create a trip covering a certain number of US states, visiting historic locations along the way.          Use <i>Maps-Globes-Graphs</i> workbook pages.</p>	
<b>Assessments/ Performance Indicators</b>	<p>Quiz/test          Written assessment          Oral assessment (group discussions, reading aloud, presentations)</p>	<p>Make a model          Label map          Technology (Interactive whiteboard: SmartBoard, Mimio, etc.) – label map</p>
<b>Benchmark Assessment</b>	<p>Students will be able to use and write the absolute location on a world map to identify a particular place.</p>	
<b>Resources/ Materials</b>	<p>Textbook Maps, globes, atlases          United Streaming - Discovery Education          Google Earth  <i>Maps-Globes-Graphs</i> Workbook , Level E          Steck Vaughn  <i>The Usborne Complete Book of Art Ideas</i>          Fiona Watt  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p>	<p><a href="http://www.funbrain.com/where">www.funbrain.com/where</a>  <a href="http://www.wcrl.ars.usda.gov">www.wcrl.ars.usda.gov</a> -latitude,longitude  <a href="http://www.sheppardsoftware.com">www.sheppardsoftware.com</a>  <a href="http://www.pibmug.com/files/map">www.pibmug.com/files/map</a>  <a href="http://www.lizardpoint.com/fun/geoquiz">www.lizardpoint.com/fun/geoquiz</a>  <a href="http://www.kids.nationalgeographic.com">www.kids.nationalgeographic.com</a>  <a href="http://www.eduplace.com/geonet">www.eduplace.com/geonet</a>  <a href="http://www.pbs.org/wgbh/nova/longitude">www.pbs.org/wgbh/nova/longitude</a></p>

<b>Content</b>	<p><u>Regions of the United States (6.6)</u></p> <ul style="list-style-type: none"> <li>Southeast</li> <li>Northeast</li> <li>Mountain</li> <li>Pacific</li> <li>Middle West</li> <li>Southwest</li> </ul>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. How and why is the United States organized into regions?</li> </ol>
<b>NJCCCS</b>	6.1, 6.6, 1.2, 3.1, 3.2, 3.3, 3.3, 3.4, 3.5, 8.1
<b>Skills/ Proficiencies</b>	<p>Locate the states that comprise each region on a map.          Compare and contrast the physical (landforms, climate, vegetation...) and human (housing, culture, economy...) characteristics of the different regions of the US.          Explain how the physical environment affects life in different regions.          Explain how regional systems are interconnected (ex. watersheds, transportation systems, trade...).</p> <p><i>Integrated Social Studies Skills (6.1)</i></p> <ul style="list-style-type: none"> <li>Analyze how events are related over time.</li> <li>Examine current issues, events, or themes and relate them to past events.</li> <li>Formulate questions based on information needs.</li> <li>Use effective strategies for locating information.</li> <li>Distinguish fact from fiction in regard to historical figures and events.</li> <li>Summarize information in written, graphic, and oral formats. (LAL 3.2, 3.3)</li> </ul>
<b>Suggested Activities</b>	<p>Make flash cards of the states and their capitals.          Create a US folder in which to keep drawings/representations of the regions of the US and their characteristics, state and capital facts, etc.          Use blank maps to learn regions, states, and capitals.          Research and report on a chosen state. (LAL 3.1, 3.2, 3.3, 3.4, Technology 8.1)          Create a Power Point presentation about a state. (LAL 3.1, 3.2, 3.3, 3.4, Technology 8.1)          Use <i>Kids Discover</i> magazines.          Use <i>Map Skills</i> Workbook.          Songs: “<i>Fifty Nifty United States</i>,” “<i>Fifty States in Rhyme</i>,” and “<i>This Land is Your Land</i>” (includes biography) (Vis. and Perf. Arts 1.2)          Read content-related books. (LAL 3.1, 3.4)          Write content-related journal entries and/or maintain “Literature Logs.” (LAL 3.2)          View content-related videos/DVD’s. (LAL 3.5)</p>

<p><b>Assessments/ Performance Indicators</b></p>	<p>Quiz Test Written assessment Oral assessment (group discussions, reading aloud, presentations) Projects Technology (Power Point presentations, Interactive whiteboard: SmartBoard, Mimio...) Teacher Observations</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to name and identify the 50 states and capitals of the United States.</p>
<p><b>Resources/ Materials</b></p>	<p>Textbook Maps and globes Atlas</p> <p><a href="http://www.nvo.com/ecnewsletter/50statesforkids">www.nvo.com/ecnewsletter/50statesforkids</a> <a href="http://www.bensguide.gpo.gov/3-5/state/index.html">www.bensguide.gpo.gov/3-5/state/index.html</a> <a href="http://www.atozkidsstuff.cmo/states.html">www.atozkidsstuff.cmo/states.html</a> <a href="http://www.worldalmanacforkids.com">www.worldalmanacforkids.com</a> <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p>United Streaming - Discovery Education</p> <p><i>The Scrambled States of America</i> - Laurie Keller <i>Celebrate the 50 States</i> - Loreen Reedy <i>The United States of America: A State by State Guide</i> - Millie Miller <i>Our 50 States</i> - Mark H. Bockenhauer <i>The Usborne Complete Book of Art Ideas</i> - Fiona Watt</p> <p>Songs:     <i>"Fifty Nifty United States"</i> – Ray Charles     <i>"Fifty States in Rhyme"</i> – P. Jennings, Hal Leonard Pub.     <i>"This Land is Your Land"</i> (includes biography) Woody Guthrie</p> <p><i>Map Skills</i> workbook <i>Kids Discover</i> magazine <i>Our 50 States</i> Teacher Created Resources <i>Puzzle Maps USA</i> - Nancy Clouse</p> <p>Videos:     <i>Great American State Quiz</i> – Just the Facts Learning     <i>US Geography for Children: State Capitals</i> - Schlesinger Media     <i>States and Capitals Songs</i> - Educational Insight</p>

<b>Content</b>	<p><u>Colonization of the Americas (6.4)</u>          First colonies – Jamestown, Plymouth          Colonial Life          Founding of the 13 colonies          The French and Indian War</p>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. How did the European colonization of America affect its environment, culture, and history?</li> <li>2. How and why did the English assert their dominance over the North American continent?</li> </ol>
<b>NJCCCS</b>	6.1, 6.2, 6.4, 3.1, 3.2, 3.3, 3.4, 3.5
<b>Skills/ Proficiencies</b>	<p>Explain the reasons behind European exploration and their impact on the modern world.          Understand how the first colonies depended upon world trade for survival.          Investigate the interdependencies and interactions of people in the Americas, Western Europe (tobacco, indigo...) and Africa (slaves...), and explain how a cultural transformation began resulting in the development of American traditions and heritage.          Explain how millions of Africans retained their humanity, families, and cultures during enslavement in the Americas.          Understand the political, religious, social, and cultural characteristics of the English colonies.          Determine how geographical location and available resources impacted the location of colonial settlements.          Compare and contrast Dutch, English, French, and Spanish colonization.          Compare and contrast the migratory experiences of different groups of people and explain why their treatment differed.          Determine how cultural transmission from different ethnic groups has impacted the development of the American culture.          Compare and contrast the reasons individuals and groups of people came to the New World to those of present day immigrants.          Explain the interactions between Native Americans and European settlers.          Explain the relationship of the French and Indian War to the American Revolution.</p> <p><i>Integrated Social Studies Skills (6.1)</i>          Analyze how events are related over time.          Analyze data in order to see people and events in context.          Examine current issues, events, or themes and relate them to past events.          Formulate questions based on information needs.          Use effective strategies for locating information.          Compare and contrast competing interpretations of current and historical events.          Distinguish fact from fiction in regard to historical figures and events.          Summarize information in written, graphic, and oral formats. (LAL 3.2, 3.3)</p>

<p><b>Suggested Activities</b></p>	<p>Read first-hand accounts/journals of colonists. <i>(LAL 3.1)</i>  Role-play meetings between colonists and Native Americans. <i>(Vis. and Perf. Arts 1.2)</i>  Journal entry – Life as a colonist; write from the viewpoint of a colonist. <i>(LAL 3.2)</i>  Write a persuasive essay convincing your family to move to the New World. <i>(LAL 3.2)</i>  Research and write a biographical essay on North American explorers.  Research, plot, and calculate the course and distance traveled by the early explorers of North America  Hold a mock debate (ex. Jamestown colonists defend their settlement in North America.)  Sing “Yankee Doodle.” Include all 13 verses, discuss vocabulary, and read <i>Yankee Doodle</i> by Stephen Kellogg. <i>(Vis. and Perf. Arts 1.2, LAL 3.1)</i>  Read content-related books. <i>(LAL 3.1, 3.4)</i>  Write content-related journal entries and/or maintain “Literature Logs.” <i>(LAL 3.2)</i>  View content-related videos/DVD’s. <i>(LAL 3.5)</i></p>
<p><b>Assessments/ Performance Indicators</b></p>	<p>Quiz  Test  Written assessment  Oral assessment (group discussions, reading aloud, presentations)  Projects  Technology (Power Point presentations, Interactive whiteboard: SmartBoard, Mimio...)  Teacher Observations</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to explain how the European colonization of North America affected the Native Americans.</p>
<p><b>Resources/ Materials</b></p>	<p>Textbook                      Maps and globes                      Atlases</p> <p><a href="http://www.history.org">www.history.org</a>  <a href="http://www.amnh.org">www.amnh.org</a>  <a href="http://www.kids.nationalgeographic.com">www.kids.nationalgeographic.com</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p>United Streaming - Discovery Education</p> <p><i>Yankee Doodle</i> – Stephen Kellogg  <i>The Kidnapped Prince</i> – Ann Cameron  <i>I Am Regina</i> – Sally Keehn  <i>Blood on the River</i> - Elisa Lyn Carbone  <i>My Name is Not Angelica</i> - Scoot O’Dell  <i>Night Journey</i> – Avi  <i>The Usborne Complete Book of Art Ideas</i> - Fiona Watt  Song: “Yankee Doodle”  <i>Map Skills</i> workbook  <i>Kids Discover</i> magazine  <i>US Map Skills</i> – Instruction Fair  <i>Exploring Social Studies</i> – Education Center  <i>American History Simulations</i> – Teacher Created Resources</p>

<p><b>Content</b></p>	<p><u>The American Revolution</u> (6.4)          Causes          Battles          The New Republic</p>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. How and why did the American colonists separate from Great Britain to form their own country?</li> <li>2. How was the United States organized following its separation from Great Britain (social, political, economic)?</li> </ol>
<p><b>NJCCCS</b></p>	<p>6.1, 6.2, 6.4, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5</p>
<p><b>Skills/ Proficiencies</b></p>	<p>Investigate the causes and effects of the American Revolution.          Recognize the major events, battles, and personalities of the American Revolution.          Analyze how the contributions of other nations and prominent individuals affected the outcome of the American Revolution.          Determine the impact of women, African Americans and Native Americans in the Revolutionary War.          Analyze and map territorial expansions and the settlements of the frontier.          Identify the major principles of the <i>Constitution</i>, including shared powers, checks and balances, separation of church and state, and federalism.</p> <p><i>Integrated Social Studies Skills (6.1)</i>          Analyze how events are related over time.          Use critical thinking skills to interpret events and recognize bias, point of view, and context.          Analyze data in order to see people and events in context.          Examine current issues, events, or themes and relate them to past events.          Formulate questions based on information needs.          Use effective strategies for locating information.          Compare and contrast competing interpretations of current and historical events.          Distinguish fact from fiction in regard to historical figures and events.          Summarize information in written, graphic, and oral formats. (LAL 3.2, 3.3)</p>
<p><b>Suggested Activities</b></p>	<p>Compare republican, democratic, and monarchical forms of government using a Venn diagram.          Role play colonists, the King, and taxpayers to show the unfairness of the tax law in the colonies. (Vis. and Perf. Arts 1.2)          Write a persuasive essay convincing colonists to break away from English rule. (LAL 3.2)          Research people and battles of the Revolution; make a presentation to the class. (LAL 3.1, 3.2, 3.3, 3.4, 3.5, Technology 8.1)</p>

<p><b>Suggested Activities</b></p>	<p>Read content-related books. (<i>LAL 3.1, 3.4</i>)  Write content-related journal entries and/or maintain “Literature Logs.” (<i>LAL 3.2</i>)  View content-related videos/DVD’s. (<i>LAL 3.5</i>)</p>
<p><b>Assessments/ Performance Indicators</b></p>	<p>Quiz  Test  Written assessment  Oral assessment (group discussions, reading aloud, presentations)  Projects  Technology (Power Point presentations, Interactive whiteboard: SmartBoard, Mimio...)  Teacher Observations</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to explain why American colonists felt the need to break from British rule.</p>
<p><b>Resources/ Materials</b></p>	<p>Textbook  Maps and globes  <a href="http://www.earlyamerica.com">www.earlyamerica.com</a>  <a href="http://www.pbs.org">www.pbs.org</a>  <a href="http://www.mce.k1tn.net/revolutionary_war/american_revolution.htm">www.mce.k1tn.net/revolutionary_war/american_revolution.htm</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a>  United Streaming - Discovery Education</p> <p><i>George Washington’s Socks</i> – Elvira Woodruff  <i>The 18 Penny Goose</i> - Sally M. Walker  <i>The Battlefield Ghost</i> - Margery Cuyler  <i>Ben and Me</i> - Robert Lawson  <i>The Boston Coffee Party</i> - Doreen Rappaport  <i>The Usborne Complete Book of Art Ideas</i> - Fiona Watt</p> <p><i>American History Simulations</i> – Teacher Created Resources  <i>Thematic Unit: Revolutionary War</i> – Teacher Created Materials</p> <p><i>Kids Discover</i> magazine</p> <p>Videos/DVD’s  <i>Johnny Tremain</i> – Disney  <i>America Rock</i> – School House Rock, Scholastic Rock, Inc.  <i>The American Revolution for Students: The Revolutionary War</i> - Schlessinger  <i>Jean Fritz: Six Revolutionary War Figures</i> – Scholastic</p>

<b>Content</b>	<p>Early Nationalism and Expansion (6.4)          Westward Expansion          The War of 1812</p>
<b>Essential Questions</b>	<p>1. How and why did the United States expand its borders in the early 19<sup>th</sup> century?</p>
<b>NJCCCS</b>	<p>6.1, 6.4, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5</p>
<b>Skills/ Proficiencies</b>	<p>Explore and map the territorial expansion and settlement of the frontier <u>including</u> the acquisition of new territories, conflicts with Native Americans, the Louisiana Purchase, the Lewis and Clark Expedition, and the California gold rush.          Explain how westward expansion influenced American culture.          Discuss how and why people cooperate and conflict to control land.          Analyze the patterns and processes of past and present human migration.          Recognize the events and major issues of the War of 1812.          Compare and contrast political views and interests regarding the War of 1812.</p> <p><i>Integrated Social Studies Skills (6.1)</i>          Analyze how events are related over time.          Use critical thinking skills to interpret events and recognize bias, point of view, and context.          Analyze data in order to see people and events in context.          Examine current issues, events, or themes and relate them to past events.          Formulate questions based on information needs.          Use effective strategies for locating information.          Compare and contrast competing interpretations of current and historical events.          Distinguish fact from fiction in regard to historical figures and events.          Summarize information in written, graphic, and oral formats. (LAL 3.2, 3.3)</p>
<b>Suggested Activities</b>	<p>Play the <i>Oregon Trail</i> computer game.          Keep a daily journal as though you were a pioneer. (LAL 3.2)          Write a persuasive essay convincing your family to leave home and head west on the Oregon Trail. (LAL 3.2)          Create a map that shows Lewis and Clark’s journey.          Research people and battles of the War of 1812; make a presentation to the class. (LAL 3.1, 3.2, 3.3, 3.4, 3.5, Technology 8.1)</p>

<p><b>Suggested Activities</b></p>	<p><i>(Vis. and Perf. Arts 1.2)</i>  Role-play early settlers including decision-making steps.  Cowboy songs: “<i>Git Along, Little Dogies,</i>” “<i>Pecos Bill,</i>” (read legend as well), “<i>Good-bye, Old Paint</i>” ...  Westward expansion songs: “<i>Sweet Betsy from Pike,</i>” “<i>Erie Canal</i>” ...  Partner songs: “<i>My Home is in Montana</i>”/”<i>Home on the Range</i>”(Learn songs individually, then sing together to create harmony.)  Sea song: “<i>Away for Rio</i>” (sea chantey)  Railroad songs: “<i>Wabash Cannonball,</i>” “<i>Drill, Ye Tarriers, Drill,</i>” “<i>Pat Works on the Railroad</i>” ...</p> <p>Read content-related books. (<i>LAL 3.1, 3.4</i>)  Write content-related journal entries and/or maintain “Literature Logs.” (<i>LAL 3.2</i>)  View content-related videos/DVD’s. (<i>LAL 3.5</i>)</p>	
<p><b>Assessments/ Performance Indicators</b></p>	<p>Quiz  Test  Written assessment  Oral assessment (group discussions, reading aloud, presentations)</p>	<p>Projects  Technology (Power Point presentations, Interactive whiteboard: SmartBoard, Mimio...)  Teacher Observations</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to explain how, why, and where areas of the United States were annexed between 1800 – 1850 (ex. Louisiana Purchase, Mexican War).</p>	
<p><b>Resources/ Materials</b></p>	<p>Textbook  Maps and globes  <a href="http://www.lewis-clark.org">www.lewis-clark.org</a>  <a href="http://www.pbs.org">www.pbs.org</a>  <a href="http://www.historycentral.com">www.historycentral.com</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a>  United Streaming - Discovery Education  <i>Erie Canal</i> – Doubleday, illustrated by P. Spier  <i>From Sea to Shining Sea</i> – Amy L. Cohn ( treasury of American folklore and folksongs)  <i>The Star Spangled Banner The Star Spangled Banner</i> - Peter Spier  <i>Aurora Means Dawn</i> - Scott Russell Sanders  <i>Pioneers</i> - Francine Sabin  <i>American History Simulations</i> – Teacher Created Resources  <i>The Usborne Complete Book of Art Ideas</i> - Fiona Watt  <i>Kids Discover</i> magazine  Songs:  Cowboy songs: “<i>Git Along, Little Dogies,</i>” “<i>Pecos Bill,</i>” “<i>Good-bye, Old Paint</i>”  Westward expansion songs: “<i>Sweet Betsy from Pike,</i>” “<i>Erie Canal</i>”  Partner songs: “<i>My Home is in Montana</i>”/”<i>Home on the Range</i>”  Sea song: “<i>Away for Rio</i>” (sea chantey)  Railroad songs: “<i>Wabash Cannonball,</i>” “<i>Drill, Ye Tarriers, Drill,</i>” “<i>Pat Works on the Railroad</i>”  Videos/DVD’s  <i>Westward Expansion</i> – Schlessinger  <i>Journey of Lewis and Clark</i> – Discovery Channel  <i>American History for Children: United States Expansion</i> – Schlessinger  <i>Explorers of thw World: Lewis &amp; Clark</i> - Schlessinger  <i>The War of 1812</i> – The History Channel</p>	

<b>Content</b>	<p><u>The Civil War (6.4)</u>          Causes          Major Battles          Reconstruction          Struggle of Native Americans, African Americans, and women          Benefits, costs, and conflicts of a diverse nation</p>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. How and why did the United States divide and go to war in 1861?</li> <li>2. How did the northern victory affect the culture and economy of the United States?</li> </ol>
<b>NJCCCS</b>	6.1, 6.2, 3.1, 3.2, 3.3, 3.4, 3.5, 8.1
<b>Skills/ Proficiencies</b>	<p>Identify the causes and effects of the Civil War.          Analyze the political, social, and economic impact of slavery in the colonies.          Recognize major events, battles, and personalities associated with the Civil War.          Identify and explain the <i>Dred Scott Decision</i>, the <i>Gettysburg Address</i>, the <i>Emancipation Proclamation</i>, and Juneteenth Independence Day.          Explain how and why the <i>Gettysburg Address</i> and the <i>Emancipation Proclamation</i> continue to impact American life.          Analyze the role of African Americans and women during the Civil War.          Explain how and why people of diverse background collaborated to provide safe passage through the Underground Railroad.          Describe Reconstruction and its effects on post-war America, including the Jim Crow Laws, racial segregation, and the rise of organizations such as the KKK and the NAACP.</p> <p><i>Integrated Social Studies Skills (6.1)</i>          Analyze how events are related over time.          Use critical thinking skills to interpret events and recognize bias, point of view, and context.          Assess the credibility of primary and secondary sources.          Analyze data in order to see people and events in context.          Examine current issues, events, or themes and relate them to past events.          Formulate questions based on information needs.          Use effective strategies for locating information.          Compare and contrast competing interpretations of current and historical events.          Distinguish fact from fiction in regard to historical figures and events.          Summarize information in written, graphic, and oral formats. (LAL 3.2, 3.3)</p>

<p><b>Suggested Activities</b></p>	<p>Organize a Civil War “encampment” in the classroom. Have stations where students perform tasks such as making hardtack, sewing..., have a Civil War sing-along... Have a Civil War re-enactor make a presentation.</p> <p>Write a persuasive essay convincing the North to abolish slavery. (LAL 3.2)</p> <p>Create a “Civil War in a bag.” (Students include items that represent the Civil War.)</p> <p>Research people and battles of the Civil War; make a presentation to the class. (LAL 3.1, 3.2, 3.3, 3.4, 3.5, Technology 8.1)</p> <p>Sing Civil War songs:</p> <p>Slavery: <i>Go Down Moses, Follow the Drinking Gourd, Wade in the Water...</i></p> <p>Songs from the South: <i>Bonnie Blue Flag, Goober Peas, When Johnnie Comes Marching Home, Dixie...</i></p> <p>Songs from the North: <i>Battle Hymn of the Republic, Battle Cry of Freedom...</i></p> <p>Sad songs sung by both sides: <i>The Vacant Chair, Tenting Tonight on the Old Campground...</i></p> <p>Emancipation song: <i>Many Thousand Gone</i> (spiritual)</p> <p>Bugle calls: <i>Taps (1862)</i> Have a trumpet player play it.</p> <p>Read content-related books. (LAL 3.1, 3.4)</p> <p>Write content-related journal entries and/or maintain “Literature Logs.” (LAL 3.2)</p> <p>View content-related videos/DVD’s. (LAL 3.5)</p>
<p><b>Assessments/ Performance Indicator</b></p>	<p>Quiz</p> <p>Test</p> <p>Written assessment</p> <p>Oral assessment (group discussions, reading aloud, presentations)</p> <p>Projects</p> <p>Technology (Power Point presentations, Interactive whiteboard: SmartBoard, Mimio...)</p> <p>Teacher Observations</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to compare and contrast the Union and Confederate strengths and weaknesses during the Civil War.</p>
<p><b>Resources/ Materials</b></p>	<p>Textbook</p> <p>Maps and globes</p> <p><a href="http://www.civilwararchive.com">www.civilwararchive.com</a></p> <p><a href="http://www.civilwar.com">www.civilwar.com</a></p> <p><a href="http://civilwart.si.edu">http://civilwart.si.edu</a></p> <p><a href="http://www.historyplace.com/civilwar">www.historyplace.com/civilwar</a></p> <p><a href="http://www.brainpop.com/socialstudies.com">www.brainpop.com/socialstudies.com</a></p> <p><a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p>

**Resources/  
Materials**

United Streaming - Discovery Education

*Charlie Skeddadle* – Patricia Beatty

*Mr. Lincoln's Drummer* – G. Clifton Wisler

*Amelia's War* - Ann Rinaldi

*My Name is America: Journal of Rufus Rowe* - Sid Hite

*Johnny Reb* - Merritt Allen

*Ghost Cadet* - Elaine Alphin

*The Usborne Complete Book of Art Ideas* - Fiona Watt

*Kids Discover* magazine

*US Map Skills* – Instructional Fair

*American History Simulations* – Teacher Created Resources

*The Civil War* by Linda Armstrong – Teacher Created Resources

*The American Civil War The American Civil War* - Carson Dellosa

Videos:

*United States History: The Civil War* - Schlessinger

*United States history: Causes of the Civil War* – Schlessinger

*The American Civil War* - Globe Trekker

Civil War Songs:

Slavery: *Go Down Moses, Follow the Drinking Gourd, Wade in the Water...*

Songs from the South: *Bonnie Blue Flag, Goober Peas, When Johnnie Comes Marching Home, Dixie...*

Songs from the North: *Battle Hymn of the Republic, Battle Cry of Freedom...*

Sad songs sung by both sides: *The Vacant Chair, Tenting Tonight on the Old Campground...*

Emancipation song: *Many Thousand Gone* (spiritual)

Bugle calls: *Taps (1862)* Have a trumpet player play it.

Guest speaker

<b>Content</b>	<p><u>Elements of Maps</u> (6.6)</p> <ul style="list-style-type: none"> <li>Key and scale</li> <li>Time zones</li> <li>Cross sections</li> <li>Types of maps</li> <li>Map distortions</li> </ul>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. How do human activity and environment affect civilizations and their surrounding regions?</li> <li>2. Why are map skills important to understand the historic events that led to the development of the ancient civilizations?</li> </ol>
<b>NJCCCS</b>	6.1, 6.6, 3.2, 3.3, 4.5, 8.1
<b>Skills/ Proficiencies</b>	<p>Use map keys and scales to locate places on different types of maps, globes, and models.</p> <p>Compare, contrast, and interpret data from different types of maps and models.</p> <p>Understand that degrees of distortion may occur on different types of maps.</p> <p><i>Integrated Social Studies Skills (6.1)</i></p> <ul style="list-style-type: none"> <li>Examine current issues, events, or themes and relate them to past events.</li> <li>Formulate questions based on information needs.</li> <li>Use effective strategies for locating information.</li> <li>Summarize information in written, graphic, and oral formats. (<i>LAL 3.2, 3.3</i>)</li> </ul>
<b>Suggested Activities</b>	<p>Design and create different kinds of maps (population, political...) to represent an imaginary country. Include a map key and scale.</p> <p>Draw and label the continents on a pumpkin.</p> <p>Draw continents on a basketball and then use it to play a game locating specific areas.</p> <p>Make a clay map and use toothpick flags for labeling.</p> <p>Use a computer to find where in the world certain goods are produced. Turn the information into a graph. (<i>Math 4.5, Technology 8.1</i>)</p> <p>Compare and contrast countries around the world using a Venn diagram.</p> <p>Use blank desk maps of the US and the world for various activities.</p> <p>Use <i>Maps-Globes-Graphs</i> workbook.</p> <p>Use Activity Cards of the US and World.</p>

<p><b>Assessments/ Performance Indicators</b></p>	<p>Quiz Test Written assessment Oral assessment (group discussions, reading aloud, presentations) Projects Technology (Interactive whiteboard: SmartBoard, Mimio...) Teacher Observations Blank outline maps – Add labels</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to identify time zones and calculate differences in time when traveling from east and west.</p>
<p><b>Resources/ Materials</b></p>	<p>Textbook Maps and globes Atlases</p> <p><a href="http://www.wcrl.ars.usda.gov">www.wcrl.ars.usda.gov</a> (latitude, longitude) <a href="http://www.sheppardsoftware.com">www.sheppardsoftware.com</a> <a href="http://www.pibmug.com/files/map">www.pibmug.com/files/map</a> <a href="http://www.lizardpoint.com/fun/geoquiz">www.lizardpoint.com/fun/geoquiz</a> <a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a> <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p>United Streaming - Discovery Education Google Earth</p> <p><i>Maps-Globes-Graphs</i> workbook – Level F – Steck Vaughn <i>TFK</i> magazine</p> <p>Activity cards of the US and World – Evan Moore</p> <p>Study guides</p>

<b>Content</b>	Paleolithic Era (6.3)
<b>Essential Questions</b>	1. How did the major aspects of the Paleolithic culture (social, political, economic, and religious) contribute to the development of that civilization?
<b>NJCCCS</b>	6.1, 6.3, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5, 8.1
<b>Skills/ Proficiencies</b>	<p>Describe how clans and tribal groupings served as a form of government.</p> <p>Determine the impact of geography, climate and availability of wild plants, animals and water on the survival of nomadic societies.</p> <p>Understand how archaeological discoveries and scientific methods have been used to trace the migration of different groups of people from Africa to Eurasia, Australia and the Americas.</p> <p>Explain the significance of the creation of tools and use of fire on hunter-gatherer societies.</p> <p>Explain how cave paintings were used to express and communicate ideas during this time period.</p> <p>Relate the development of language and establishment of structure within communities.</p> <p><i>Integrated Social Studies Skills (6.1)</i></p> <p>Analyze how events are related over time.</p> <p>Assess the credibility of primary and secondary sources.</p> <p>Analyze data in order to see people and events in context.</p> <p>Examine current issues, events, or themes and relate them to past events.</p> <p>Formulate questions based on information needs.</p> <p>Use effective strategies for locating information.</p> <p>Compare and contrast competing interpretations of current and historical events.</p> <p>Distinguish fact from fiction in regard to historical figures and events.</p> <p>Summarize information in written, graphic, and oral formats. (LAL 3.2, 3.3)</p>
<b>Suggested Activities</b>	<p>Create cave paintings. (<i>Vis. and Perf. Arts 1.2</i>)</p> <p>Create Paleolithic tools – create models using only natural resources (not man-made).</p> <p>Research the Paleolithic Era and make a presentation to the class. (LAL 3.1, 3.2, 3.3, 3.4, 3.5, <i>Technology 8.1</i>)</p> <p>Maintain a “Literature Log.” (LAL 3.2)</p> <p>Read content-related books. (LAL 3.1, 3.4)</p> <p>View content-related videos/DVD’s. (LAL 3.5)</p> <p>Use content-related websites for research. (<i>Technology 8.1</i>)</p>

<p><b>Assessments/ Performance Indicators</b></p>	<p>Quiz Test Written assessment Oral assessment (group discussions, reading aloud, presentations) Projects Technology (Power Point presentations, Interactive whiteboard: SmartBoard, Mimio...) Teacher Observations</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to explain how and why the earliest civilizations were established along rivers.</p>
<p><b>Resources/ Materials</b></p>	<p>Textbook Maps and globes Atlases</p> <p><a href="http://www.kathimitchell.com/ancivil.html">www.kathimitchell.com/ancivil.html</a> (ancient civilizations) <a href="http://www.eawc.evansville.edu.inpage.html">www.eawc.evansville.edu.inpage.html</a> (world cultures) <a href="http://www.historyforkids">www.historyforkids</a> <a href="http://www.library.thinkquest.org">www.library.thinkquest.org</a> <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p><i>Kids Discover</i> magazine</p> <p><i>120 Great History Projects</i> (art) – Rachel Halstead and Struan Reid <i>The Usborne Complete Book of Art Ideas</i> - Fiona Watt <i>Art for Kids</i> – Kathryn Temple <i>Ancient Civilizations of the Near and Far East</i> - Queue, Inc. <i>Voices from World History –Level F</i> Steck-Vaughn</p> <p>Study guides</p> <p>Morris Museum exhibits</p> <p>Videos/DVD's: <i>Ancient Civilizations for Children Series</i> – Schlessinger United Streaming - Discovery Education</p>

<b>Content</b>	Neolithic Era (6.3)
<b>Essential Questions</b>	1. How did the major aspects of the Neolithic culture (social, political, economic, and religious) contribute to the development of that civilization?
<b>NJCCCS</b>	6.1, 6.3, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5, 8.1
<b>Skills/ Proficiencies</b>	<p>Describe how roles, rules and structure in an agrarian community changed as people adapted to survive.</p> <p>Explain why strong centralized governments began to form and identify their role in the communities.</p> <p>Compare and contrast how nomadic and agrarian societies used land and natural resources for survival.</p> <p>Assess how the rise in agrarian communities and technology advancements led to the division of labor, specialization of skills and improvements in weapons.</p> <p>Analyze cultural practices of large agricultural settlements using evidence gathered by archaeologists.</p> <p><i>Integrated Social Studies Skills (6.1)</i></p> <p>Analyze how events are related over time.</p> <p>Assess the credibility of primary and secondary sources.</p> <p>Analyze data in order to see people and events in context.</p> <p>Examine current issues, events, or themes and relate them to past events.</p> <p>Formulate questions based on information needs.</p> <p>Use effective strategies for locating information.</p> <p>Compare and contrast competing interpretations of current and historical events.</p> <p>Distinguish fact from fiction in regard to historical figures and events.</p> <p>Summarize information in written, graphic, and oral formats. (LAL 3.2, 3.3)</p>
<b>Suggested Activities</b>	<p><i>Ice Man</i> Webquest – Thinkquest.org</p> <p>Read <i>Time Warp Trio – Mother was a Neanderthal</i> (LAL 3.1, 3.4)</p> <p>Research the Neolithic Era and make a presentation to the class. (LAL 3.1, 3.2, 3.3, 3.4, 3.5, Technology 8.1)</p> <p>Maintain a “Literature Log.” (LAL 3.2)</p> <p>Read content-related books. (LAL 3.1, 3.4)</p> <p>View content-related videos/DVD’s. (LAL 3.5)</p> <p>Use content-related websites for research. (Technology 8.1)</p>

<p><b>Assessments/ Performance Indicators</b></p>	<p>Quiz Test Written assessment Oral assessment (group discussions, reading aloud, presentations) Projects Technology (Power Point presentations, Interactive whiteboard: SmartBoard, Mimio...) Teacher Observations</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to explain how and why the earliest civilizations were established along rivers.</p>
<p><b>Resources/ Materials</b></p>	<p>Textbook Maps and globes Atlases</p> <p><a href="http://www.kathimitchell.com/ancivil.html">www.kathimitchell.com/ancivil.html</a> (ancient civilizations) <a href="http://www.eawc.evansville.edu.inpage.html">www.eawc.evansville.edu.inpage.html</a> (world cultures) <a href="http://www.historyforkids">www.historyforkids</a> <a href="http://www.library.thinkquest.org">www.library.thinkquest.org</a> <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p><i>Kids Discover</i> magazine</p> <p><i>Time Warp Trio – Mother was a Neanderthal</i> – Jon Scieszka <i>120 Great History Projects</i> (art) – Rachel Halstead and Struan Reid <i>The Usborne Complete Book of Art Ideas</i> - Fiona Watt <i>Art for Kids</i> – Kathryn Temple</p> <p><i>Ancient Civilizations of the Near and Far East</i> - Queue, Inc. <i>Voices from World History –Level F</i> Steck-Vaughn</p> <p>Study guides</p> <p>Morris Museum exhibits</p> <p>Videos/DVD's: <i>Ancient Civilizations for Children Series</i> – Schlessinger United Streaming - Discovery Education</p>

<b>Content</b>	<p><u>River Valleys(6.3)</u>          Mesopotamia          Babylonia          Assyria          Ancient Israel          Indus Valley</p>
<b>Essential Questions</b>	<p>1. How did the major aspects of an ancient civilization’s culture (social, political, economic, and religious) contribute to the development of that civilization?</p>
<b>NJCCCS</b>	<p>6.1, 6.3, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5, 8.1</p>
<b>Skills/ Proficiencies</b>	<p>Relate the establishment of a more formalized law code to meeting the growing needs of communities.          Explain the benefits and challenges facing ancient civilizations established near major rivers or other large bodies of water.          Determine the role of geography and climate patterns on the development of trade networks and their relationship to a civilization’s survival.          Identify how tool and weaponry advancements led to the creation of new jobs and the development of a class system.          Determine the significance of changing from a barter economy to a money economy.          Explain why social classes became prevalent and how they were determined.          Understand the importance of a written language.          Identify the significance of religion and artistry in daily life, literature, festivals and the building of complex structures.          Determine how mathematics and science were used by ancient civilizations to better understand the world and explain their impact on subsequent civilizations.</p> <p><i>Integrated Social Studies Skills (6.1)</i>          Analyze how events are related over time.          Assess the credibility of primary and secondary sources.          Analyze data in order to see people and events in context.          Examine current issues, events, or themes and relate them to past events.          Formulate questions based on information needs.          Use effective strategies for locating information.          Compare and contrast competing interpretations of current and historical events.          Distinguish fact from fiction in regard to historical figures and events.          Summarize information in written, graphic, and oral formats. (LAL 3.2, 3.3</p>

<p><b>Suggested Activities</b></p>	<p>Write like an ancient Babylonian - <a href="http://www.upennmuseum.com/cuneiform.cgi">http://www.upennmuseum.com/cuneiform.cgi</a>          (Use clay and reeds to write students' name using cuneiform).          Create a travel brochure to encourage tourists to visit the Fertile Crescent. (LAL 3.2)          Create a collage mosaic of the Ishtar Gate. (Vis. and Perf. Arts 1.2)          Design Indian elephants.          Research primitive water supply structures (ex. levees, shadoofs...).          (LAL 3.1, 3.2, 3.3, 3.4, Technology 8.1)          Mock debate – Defend Hammurabi's Code of Laws vs. Modern Laws.          Research an ancient civilization; make a presentation to the class.          (LAL 3.1, 3.2, 3.3, 3.4, 3.5, Technology 8.1)          Perform <i>Dig It!</i> musical.          Maintain a "Literature Log." (LAL 3.2)          Read content-related books. (LAL 3.1, 3.4)          View content-related videos/DVD's. (LAL 3.5)          Use content-related websites for research. (Technology 8.1)</p>	
<p><b>Assessments/ performance Indicators</b></p>	<p>Quiz          Test          Written assessment          Oral assessment (group discussions,          reading aloud, presentations)</p>	<p>Projects          Technology (Power Point presentations,          Interactive whiteboard: SmartBoard,          Mimio...)          Teacher Observations</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to explain how and why the earliest civilizations were established along rivers.</p>	
<p><b>Resources/ Materials</b></p>	<p>Textbook          Maps and globes          Atlases  <a href="http://www.kathimitchell.com/ancivil.html">www.kathimitchell.com/ancivil.html</a>          (ancient civilizations)  <a href="http://www.eawc.evansville.edu.inpage.html">www.eawc.evansville.edu.inpage.html</a>          (world cultures)  <a href="http://www.historyforkids">www.historyforkids</a>  <a href="http://www.mesopotamia.co.uk">www.mesopotamia.co.uk</a>  <a href="http://www.angelfire.com">www.angelfire.com</a> (Babylonian math)  <a href="http://www.library.thinkquest.org">www.library.thinkquest.org</a>  <a href="http://www.upennmuseum.com">www.upennmuseum.com</a> (cuneiform)  <a href="http://www.wsu.edu">www.wsu.edu</a> (Code of Hannurabi)  <a href="http://www.harappa.com">www.harappa.com</a> (ancient Indus Valley)  <a href="http://www.bible-history.com">www.bible-history.com</a> (ancient Babylon)  <a href="http://www.phillipmartin.info/hammurabi/homepage.htm">http://www.phillipmartin.info/hammurabi/homepage.htm</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a>          Children's musical: <i>Dig It! A Musical          Tale of Ancient Civilizations</i>          J. Jacobson and R. Emerson          Hal Leonard Publications</p>	<p><i>120 Great History Projects</i> (art)          Rachel Halstead and Struan Reid  <i>The Usborne Complete Book of Art Ideas</i>          Fiona Watt  <i>Art for Kids</i> – Kathryn Temple  <i>Ancient Civilizations of the Near and          Far East</i> - Queue, Inc.  <i>Voices from World History –Level F</i>          Steck-Vaughn  <i>Kids Discover</i> magazine          Study guides          Morris Museum exhibits          Videos/DVD's:  <i>Ancient Civilizations for Children          Series</i> – Schlessinger          United Streaming - Discovery Educ.          Children's musical: <i>Dig It! A Musical          Tale of Ancient Civilizations</i>          J. Jacobson and R. Emerson – Hal          Leonard Publications</p>

<b>Content</b>	<p><u>Religions (6.3)</u>          Hinduism          Buddhism          Judaism          Islam          Christianity</p>
<b>Essential Questions</b>	<p>1. How did the development of moral teachings and philosophies influence ancient cultures as well as modern traditions?</p>
<b>NJCCCS</b>	<p>6.1, 6.3, 6.6, 1.2, 1.5, 3.1, 3.2, 3.3, 3.4, 3.5, 8.1</p>
<b>Skills/ Proficiencies</b>	<p>Compare the development of religious and belief systems in ancient civilizations.          Trace the expansion of a major world belief system.          Analyze how a network of roads, trails and sea lanes promoted the exchange of ideas and belief systems.          Assess the contributions of travelers, missionaries, herders and nomads in connecting and advancing technologies of transport and communication.          Compare and contrast the moral teachings of two of the major world religions and philosophies.          Explain how religion was a source of both unification and conflict for people.          Speculate as to how various religious groups were able to convert people of differing ethnic and cultural backgrounds.</p> <p><i>Integrated Social Studies Skills (6.1)</i>          Analyze how events are related over time.          Use critical thinking skills to interpret events, recognize bias, point of view, and context.          Analyze data in order to see people and events in context.          Examine current issues, events, or themes and relate them to past events.          Formulate questions based on information needs.          Use effective strategies for locating information.          Compare and contrast competing interpretations of current and historical events.          Distinguish fact from fiction in regard to historical figures and events.          Summarize information in written, graphic, and oral formats. (LAL 3.2, 3.3)</p>
<b>Suggested Activities</b>	<p>Create a timeline showing the dates the various religions were established.          Use a Venn diagram to compare and contrast various religions.          Research famous religious leaders and then create a “model” (use various materials). (LAL 3.1, Technology 8.1)          Research artwork associated with the various religions. (Vis. and Perf. Arts 1.5)</p>

<p><b>Suggested Activities</b></p>	<p>Write a song using information learned about a religion.  <i>(LAL 3.2, Vis. and Perf. Arts 1.2)</i></p> <p>Cooperative groups create a skit about one of the world’s religions.  <i>(LAL 3.2, Vis. and Perf. Arts 1.2)</i></p> <p>Research a religion; make a presentation to the class.  <i>(LAL 3.1, 3.2, 3.3, 3.4, 3.5, Technology 8.1)</i></p> <p>Research the gods/goddesses of a religion and create sock puppets. Use the puppets to give an oral presentation. <i>(LAL 3.1, 3.2, 3.3, 3.4, Technology 8.1)</i></p> <p>Hold a mock Passover feast (not for religious reasons, but as a way of walking through history).</p> <p>Interview a person who practices a religion different from you; make a presentation to the class.</p> <p>Guest speaker</p> <p>Maintain a “Literature Log.” <i>(LAL 3.2)</i></p> <p>Read content-related books. <i>(LAL 3.1, 3.4)</i></p> <p>View content-related videos/DVD’s. <i>(LAL 3.5)</i></p> <p>Use content-related websites for research. <i>(Technology 8.1)</i></p>	
<p><b>Assessments/ Performance Indicators</b></p>	<p>Quiz  Test  Written assessment  Oral assessment (group discussions, reading aloud, presentations)</p>	<p>Projects  Technology (Power Point presentations, Interactive whiteboard: SmartBoard, Mimio...)  Teacher Observations</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to sequence the order in which the major world religions developed.</p>	
<p><b>Resources/ Materials</b></p>	<p>Textbook Maps and globes Atlases</p> <p><a href="http://www.kathimitchell.com/ancivil.html">www.kathimitchell.com/ancivil.html</a> (  <a href="http://www.eawc.evansville.edu.inpage.htm">www.eawc.evansville.edu.inpage.htm</a>  <a href="http://www.historyforkids">www.historyforkids</a>  <a href="http://www.pbs.org">www.pbs.org</a>  <a href="http://www.historyguide.org">www.historyguide.org</a>  <a href="http://www.museum.upenn.edu">www.museum.upenn.edu</a>  <a href="http://www.library.thinkquest.org">www.library.thinkquest.org</a>  <a href="http://www.ancientindia.co.uk/indus/index.html">http://www.ancientindia.co.uk/indus/index.html</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p>	<p>Videos:  United Streaming - Discovery Educ.</p> <p>Keystones workbook – Level F  Modern Curriculum Press  <i>Ancient Civilizations of the Near and Far East</i> - Queue, Inc.  <i>Voices from World History</i> workbook, Level F – Steck Vaughn  <i>Kids Discover</i> magazine  <i>120 Great History Projects</i> (art)  Rachel Halstead and Struan Reid  Morris Museum exhibits  Guest speaker</p>

<b>Content</b>	<p>The Development of Empires (6.3)</p> <p>Ancient China Incas</p>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. How did Confucianism influence the formation and development of Chinese civilization?</li> <li>2. How did the geography and environment of the Andes Mountains impact the Incan culture?</li> </ol>
<b>NJCCCS</b>	6.1, 6.2, 6.3, 6.6, 1.2, 1.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 8.1
<b>Skills/ Proficiencies</b>	<p>Analyze the role of government in the creation and maintenance of empires. Determine common factors that contributed to the decline of an ancient empire. Evaluate how geography impacted the development of communication and transportation systems that enabled rulers to control vast empires. Assess the impact of expanding commerce. Trace the evolution of the economic system to support the needs of a growing population. Analyze how trade routes impacted the spread of culture, belief systems and economic development. Determine the influence of an ancient empire on the present day by examining works of art, literature and architecture. Speculate why religion played a common role in influencing government and daily life.</p> <p><i>Integrated Social Studies Skills (6.1)</i></p> <p>Analyze how events are related over time. Use critical thinking skills to interpret events, recognize bias, point of view, and context. Assess the credibility of primary and secondary sources. Analyze data in order to see people and events in context. Examine current issues, events, or themes and relate them to past events. Formulate questions based on information needs. Use effective strategies for locating information. Compare and contrast competing interpretations of current and historical events. Distinguish fact from fiction in regard to historical figures and events. Summarize information in written, graphic, and oral formats. (LAL 3.2, 3.3)</p>

## Suggested Activities

### China

- Research project – ancient Chinese inventions (*LAL 3.1, 3.2, Technology 8.1*)
- Read Chinese folktales, then write your own. (*LAL 3.1, 3.2*)
- Learn how silk was made.
- Recreate the Great Wall of China.
- Play the Chinese board game “Go.”
- Hold a Chinese luncheon.  
(*Vis. and Perf. Arts 1.2*)
  - Create bookmarks writing names in Chinese.
  - Create tangrams. (*Math 4.2*)
  - Make Chinese robes.
  - Do Chinese calligraphy writing (Mao-bi)
  - Design Chinese watercolor fans.
  - Do Chinese paper cutting.
  - Listen to *Night Flight* from the movie *Crouching Tiger, Hidden Dragon* soundtrack.
- Do Dragonology Internet activity – Thinkquest.org
- Create a bar graph comparing the lengths of Chinese dynasties. (*Math 4.2*)
- Guest speaker/presentation – ancient Chinese musical instruments and artifacts.  
(*Vis. and Perf. Arts 1.5*)
- Research ancient Chinese inventions– Create models, diagrams, or use Power Point to showcase student research. (*LAL 3.1,3.2, 3.3, 3.4, Technology 8.1*)

### Incas

- Create Incan/Andean weaving patterns. (*Vis. and Perf. Arts 1.2*)
  - Create a timeline of Incan Rulers.
  - Design & construct an Incan warrior’s war shield using traditional Incan symbols and art techniques.
  - Construct an Incan panpipe using PVC hoses.
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- Maintain a “Literature Log.” (*LAL 3.2*)
  - Read content-related books. (*LAL 3.1, 3.4*)
  - View content-related videos/DVD’s. (*LAL 3.5*)
  - Use content-related websites for research. (*Technology 8.1*)

<p><b>Assessments/ Performance Indicators</b></p>	<p>Quiz Test Written assessment Oral assessment (group discussions, reading aloud, presentations) Projects Technology (Power Point presentations, Interactive whiteboard: SmartBoard, Mimio...) Teacher Observations</p>
<p><b>Benchmark Assessments</b></p>	<p>Students will be able to identify contributions made by the ancient Chinese civilization.  Students will be able to identify how Incan culture flourished.</p>
<p><b>Resources/ Materials</b></p>	<p>Textbook Maps and globes Atlases <a href="http://www.kathimitchell.com/ancivil.html">www.kathimitchell.com/ancivil.html</a> (ancient civilizations) <a href="http://www.eawc.evansville.edu.inpage.htm">www.eawc.evansville.edu.inpage.htm</a> (world cultures) <a href="http://www.historyforkids">www.historyforkids</a> <a href="http://www.pbs.org">www.pbs.org</a> <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a> <a href="http://www.emuseum.mnsu.edu">www.emuseum.mnsu.edu</a> <a href="http://www.library.thinkquest.org">www.library.thinkquest.org</a> <a href="http://www.ancientchina.co.uk/menu.html">http://www.ancientchina.co.uk/menu.html</a> <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p>Videos:     United Streaming - Discovery Education     Discovery Channel - Ancient Civilization Series <i>Kids Discover</i> magazine <i>120 Great History Projects</i> (art) – Rachel Halstead and Struan Reid <i>Exploring Social Studies – Grades 4 – 6</i> -Educational Center <i>Voices from World History –Level F</i> Steck-Vaughn <i>The Usborne Complete Book of Art Ideas</i> - Fiona Watt <i>Art for Kids</i> – Kathryn Temple <i>Ancient Civilizations of the Near and Far East</i> - Queue, Inc. Study guides Morris Museum exhibits Guest speaker</p>

<b>Content</b>	<u>Ancient Greece (6.3)</u>
<b>Essential Questions</b>	1. How did the political beliefs of the ancient Greeks influence western civilization?
<b>NJCCCS</b>	6.1, 6.2, 6.3, 6.6, 1.2, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 8.1
<b>Skills/ Proficiencies</b>	<p>Analyze the different forms of ancient Greek government and determine their influence on future civilizations.</p> <p>Compare and contrast the city-states.</p> <p>Evaluate the impact that military leaders and conflicts had on the people.</p> <p>Explain how geography and the availability of resources contributed to the expansion of the Greek civilization.</p> <p>Relate the expansion of land and sea routes to trade and the transmission of culture.</p> <p>Determine how slavery affected the economic system and technology development.</p> <p>Compare and contrast the roles of citizens in a democratic city-state to those in a military aristocracy.</p> <p>Speculate why the rights and responsibilities of citizen ship differed for free men and women, slaves, and foreigners.</p> <p>Identify how religion impacted daily life.</p> <p>Understand how religion was used to explain natural phenomena.</p> <p>Explain how drama reflected the Greek culture and examine its influence on present day drama.</p> <p><i>Integrated Social Studies Skills (6.1)</i></p> <p>Analyze how events are related over time.</p> <p>Use critical thinking skills to interpret events, recognize bias, point of view, and context.</p> <p>Assess the credibility of primary and secondary sources.</p> <p>Analyze data in order to see people and events in context.</p> <p>Examine current issues, events, or themes and relate them to past events.</p> <p>Formulate questions based on information needs.</p> <p>Use effective strategies for locating information.</p> <p>Compare and contrast competing interpretations of current and historical events.</p> <p>Distinguish fact from fiction in regard to historical figures and events.</p> <p>Summarize information in written, graphic, and oral formats. <i>(LAL 3.2, 3.3)</i></p>

<p><b>Suggested Activities</b></p>	<p>Create a wall map of ancient Greece. Research its economy, resources, etc., and add them to the map. <i>(LAL 3.1, Technology 8.1)</i></p> <p>Research a historical person, place, or aspect of culture and create a tri-fold display. Use it to give an oral presentation. <i>(LAL 3.1,3.2,3.3, 3.4, Technology 8.1)</i></p> <p>Create a chart of Greek gods and goddesses. Read Greek myths.</p> <p>Discuss Greek instruments: panpipes, lyre, hydraulis...<i>(Vis. and Perf. Arts 1.2)</i></p> <p>Read <i>Time Warp Trio – It’s Greek to Me.</i> <i>(LAL 3.1)</i></p> <p>Take online virtual tour of ancient Greece. <i>(Technology 8.1)</i></p> <p>Create miniature Greek clay pots or vessels. <i>(Vis. and Perf. Arts 1.2)</i></p> <p>Draw typical Greek designs on a piece of pottery. <i>(Vis. and Perf. Arts 1.2)</i></p> <p>Write a play featuring ancient Greeks. <i>(LAL 3.2)</i></p> <p>Pretend you are a tour guide of ancient Greece. Write a script of what you would say. <i>(LAL 3.2)</i></p> <p>Sample traditional Greek foods.</p> <p>Research the history of the Olympic Games; recreate an Olympic Day. <i>(Phys. Ed. 2.5, LAL 3.1,3.2, 3.3, 3.4, Technology 8.1)</i></p> <p>Have a guest speaker. Feature authentic objects and foods.</p> <p>Perform <i>Dig It!</i> musical.</p> <p>Maintain a “Literature Log.” <i>(LAL 3.2)</i></p> <p>Read content-related books and Greek myths. <i>(LAL 3.1, 3.4)</i></p> <p>View content-related videos/DVD’s. <i>(LAL 3.5)</i></p> <p>Use content-related websites for research. <i>(Technology 8.1)</i></p>	
<p><b>Assessments/ Performance Indicators</b></p>	<p>Quiz Test Written assessment Oral assessment (group discussions, reading aloud, presentations)</p>	<p>Projects Technology (Power Point presentations, Interactive whiteboard: SmartBoard, Mimio...) Teacher Observations</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to compare and contrast some aspects of the ancient Greek and Roman cultures.</p>	
<p><b>Resources/ Materials</b></p>	<p>Textbook Maps and globes Atlases <a href="http://www.kathimitchell.com/ancivil.html">www.kathimitchell.com/ancivil.html</a> <a href="http://www.eawc.evansville.edu.inpage.htm">www.eawc.evansville.edu.inpage.htm</a> <a href="http://www.historyforkids">www.historyforkids</a> <a href="http://www.pbs.org">www.pbs.org</a> <a href="http://www.library.thinkquest.org">www.library.thinkquest.org</a> <a href="http://www.harpy.uccs.edu">www.harpy.uccs.edu</a> (Greek architecture) <a href="http://www.geocities.com">www.geocities.com</a> <a href="http://www.nsa.gov/kids">www.nsa.gov/kids</a> (Caesar cipher) <a href="http://www.ancientgreece.co.uk/menu.html">http://www.ancientgreece.co.uk/menu.html</a> <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a> United Streaming -Discovery Education <i>Kids Discover</i> magazine <i>120 Great History Projects</i> (art) Rachel Halstead and Struan Reid <i>Time Warp Trio-It’s Greek to Me-</i> Scieszka <i>Voices from World History –Level F</i> Steck-Vaughn <i>The Usborne Complete Book of Art Ideas</i></p> <p><i>Art for Kids</i> – Kathryn Temple <i>Ancient Civilizations of the Near and Far East</i> - Queue, Inc. Videos/DVD’s <i>Rome/Greece/Byzantium</i> – Discovery Education Discovery Channel - Ancient Civilization Series Literature Pockets: <i>Mythology</i> Evan Moore History Pockets: <i>Ancient Greece</i> Evan Moore Passports: <i>Take Flight with Zeus-</i> Demco Children’s musical: <i>Dig It! A Musical Tale of Ancient Civilizations</i> J. Jacobson and R. Emerson Hal Leonard Publications Morris Museum exhibits Guest speaker</p>	

<b>Content</b>	<u>Ancient Rome(6.3)</u>
<b>Essential Questions</b>	1. How did the political beliefs of the ancient Romans influence western civilization?
<b>NJCCCS</b>	6.1, 6.2, 6.3, 6.6, 1.2, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 8.1
<b>Skills/ Proficiencies</b>	<p>Analyze the government of ancient Rome and determine its impact on the creation of western government.</p> <p>Analyze how the actions of powerful leaders affected the expansion of Rome.</p> <p>Explain how <i>Pax Romana</i> impacted the economic, cultural and political systems.</p> <p>Determine how geography and different regional cultures influenced the development of Roman political, economic and social systems.</p> <p>Explain how the development of a uniform system of money affected trade.</p> <p>Determine the impact of urban engineering on how people lived and its impact on future civilizations.</p> <p>Judge the influence of Greek culture on Roman arts, sciences, and religion and their impact on present day culture.</p> <p>Identify the rights and responsibilities of citizenship and the role of social status in government.</p> <p>Compare and contrast slavery under the Romans with another ancient civilization.</p> <p>Trace the origin of the Roman legal system and relate it to the current US legal system.</p> <p><i>Integrated Social Studies Skills (6.1)</i></p> <p>Analyze how events are related over time.</p> <p>Use critical thinking skills to interpret events, recognize bias, point of view, and context.</p> <p>Assess the credibility of primary and secondary sources.</p> <p>Analyze data in order to see people and events in context.</p> <p>Examine current issues, events, or themes and relate them to past events.</p> <p>Formulate questions based on information needs.</p> <p>Use effective strategies for locating information.</p> <p>Compare and contrast competing interpretations of current and historical events.</p> <p>Distinguish fact from fiction in regard to historical figures and events.</p> <p>Summarize information in written, graphic, and oral formats. (<i>LAL 3.2, 3.3</i>)</p>

<p><b>Suggested Activities</b></p>	<p>Create a wall map of ancient Rome. Research its economy, resources, etc., and add them to the map. <i>(LAL 3.1, Technology 8.1)</i></p> <p>Research a historical person, place, or aspect of Roman culture (Mt. Vesuvius, Hannibal, Julius Caesar, Cleopatra, Pompeii...); then create a tri-fold display. Use it to give an oral presentation. <i>(LAL 3.1,3.2,3.3, 3.4, Technology 8.1)</i></p> <p>Create a chart of Roman gods and goddesses.</p> <p>Read Roman myths.</p> <p>Take online virtual tours of ancient Rome. <i>(Technology 8.1)</i></p> <p>Draw typical Roman designs on a piece of pottery. <i>(Vis. and Perf. Arts 1.2)</i></p> <p>Write a play featuring ancient Romans. <i>(LAL 3.2)</i></p> <p>Pretend you are a tour guide of ancient Rome. Write a script of what you would say. <i>(LAL 3.2)</i></p> <p>Sample traditional Roman foods.</p> <p>Small cooperative groups research members of a typical Roman city (plebeians, patricians, tribunes.....). Then hold a forum dressed as Romans. Each group presents a law to benefit the citizens of this period. <i>(LAL 3.1,3.2, 3.3, 3.4, Technology 8.1, Vis. and Perf. Arts 1.2)</i></p> <p>Have a guest speaker. Feature authentic objects and foods.</p> <p>Perform <i>Dig It!</i> musical.</p> <p>Maintain a "Literature Log." <i>(LAL 3.2)</i></p> <p>Read content-related books. <i>(LAL 3.1, 3.4)</i></p> <p>View content-related videos/DVD's. <i>(LAL 3.5)</i></p> <p>Use content-related websites for research. <i>(Technology 8.1)</i></p>	
<p><b>Assessments/ Performance Indicators</b></p>	<p>Quiz Test Written assessment Oral assessment (group discussions, reading aloud, presentations)</p>	<p>Projects Technology (Power Point presentations, Interactive whiteboard: SmartBoard, Mimio...) Teacher Observations</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to compare and contrast some aspects of the ancient Greek and Roman cultures.</p>	
<p><b>Resources/ Materials</b></p>	<p>Textbook Maps and globes Atlases <a href="http://www.kathimitchell.com/ancivil.html">www.kathimitchell.com/ancivil.html</a> <a href="http://www.eawc.evansville.edu.inpage.htm">www.eawc.evansville.edu.inpage.htm</a> <a href="http://www.historyforkids">www.historyforkids</a> <a href="http://www.pbs.org">www.pbs.org</a> <a href="http://www.library.thinkquest.org">www.library.thinkquest.org</a> <a href="http://www.geocities.com">www.geocities.com</a> <a href="http://www.nsa.gov/kids">www.nsa.gov/kids</a> (Caesar cipher) <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a> United Streaming -Discovery Education <i>Kids Discover</i> magazine <i>120 Great History Projects</i> (art) Rachel Halstead and Struan Reid <i>Spend the Day in Ancient Rome</i>- L.Honan <i>Voices from World History –Level F</i> Steck-Vaughn <i>The Usborne Complete Book of Art Ideas</i> Fiona Watt <i>Art for Kids</i> – Kathryn Temple</p> <p><i>Ancient Civilizations of the Near and Far East</i> - Queue, Inc.</p> <p>Videos/DVD's <i>Rome/Greece/Byzantium</i> – Discovery Education Discovery Channel - Ancient Civilization Series</p> <p>Literature Pockets: <i>Mythology</i> Evan Moore</p> <p>Children's musical: <i>Dig It! A Musical Tale of Ancient Civilizations</i> J. Jacobson and R. Emerson Hal Leonard Publications</p> <p>Morris Museum exhibits Guest speaker</p>	

<b>Content</b>	<u>The Arab World</u> (6.3)
<b>Essential Questions</b>	1. How did the religion of Islam spread throughout the Eastern hemisphere?
<b>NJCCCS</b>	6.1, 6.3, 6.6, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5, 8.1
<b>Skills/ Proficiencies</b>	<p>Relate the establishment of a more formalized law code to meeting the growing needs of communities.</p> <p>Explain the benefits and challenges facing ancient civilizations established near major rivers or other large bodies of water.</p> <p>Determine the role of geography and climate patterns on the development of trade networks and their relationship to a civilization’s survival.</p> <p>Identify how tool and weaponry advancements led to the creation of new jobs and the development of a class system.</p> <p>Determine the significance of changing from a barter economy to a money economy.</p> <p>Explain why social classes became prevalent and how they were determined.</p> <p>Understand the importance of a written language.</p> <p>Identify the significance of religion and artistry in daily life, literature, festivals and the building of complex structures.</p> <p>Determine how mathematics and science were used by ancient civilizations to better understand the world and explain their impact on subsequent civilizations.</p> <p><i>Integrated Social Studies Skills (6.1)</i></p> <p>Analyze how events are related over time.</p> <p>Use critical thinking skills to interpret events, recognize bias, point of view, and context.</p> <p>Assess the credibility of primary and secondary sources.</p> <p>Analyze data in order to see persons and events in context.</p> <p>Examine current issues, events, or themes and relate them to past events.</p> <p>Formulate questions based on information needs.</p> <p>Use effective strategies for locating information.</p> <p>Compare and contrast competing interpretations of current and historical events.</p> <p>Distinguish fact from fiction in regard to historical figures and events.</p> <p>Summarize information in written, graphic, and oral formats. (LAL 3.2, 3.3)</p>

<p><b>Suggested Activities</b></p>	<p>Create Islamic designs. (<i>Vis. and Perf. Arts 1.2</i>)  Write an expository essay about the contributions of the Arab world. (<i>LAL 3.2</i>)  Read <i>The Breadwinner</i>. (<i>LAL 3.1, 3.4</i>)  Connect the ancient Arab world to current events.  Research aspects of the Arab world. (<i>Technology 8.1</i>)  Students research their ethnic roots, create a family tree, interview relatives, and make a display showing information learned. Hold a “World Cultures Day,” inviting family members to look at the class projects and share ethnic foods.  (<i>LAL 3.1, 3.2, 3.3, 3.4, Vis. and Perf. Arts 1.2, Technology 8.1</i>)</p> <p>Maintain a “Literature Log.” (<i>LAL 3.2</i>)  Read content-related books. (<i>LAL 3.1, 3.4</i>)  View content-related videos/DVD’s. (<i>LAL 3.5</i>)  Use content-related websites for research. (<i>Technology 8.1</i>)</p>
<p><b>Assessments/ Performance Indicators</b></p>	<p>Quiz  Test  Written assessment  Oral assessment (group discussions, reading aloud, presentations)  Projects  Technology (Power Point presentations, Interactive whiteboard: SmartBoard, Mimio...)  Teacher Observations</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to describe Arab contributions to the world.</p>
<p><b>Resources/ Materials</b></p>	<p>Textbook  Maps and globes  Atlases  <a href="http://www.kathimitchell.com/ancivil.html">www.kathimitchell.com/ancivil.html</a> (ancient civilizations)  <a href="http://www.eawc.evansville.edu.inpage.htm">www.eawc.evansville.edu.inpage.htm</a>(world cultures)  <a href="http://www.historyforkids">www.historyforkids</a>  <a href="http://www.pbs.org">www.pbs.org</a>  <a href="http://www.library.thinkquest.org">www.library.thinkquest.org</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a>  Videos:  United Streaming - Discovery Education  Discovery Channel - Ancient Civilization Series  <i>Kids Discover</i> magazine  <i>120 Great History Projects</i> (art) – Rachel Halstead and Struan Reid  <i>Voices from World History –Level F</i> Steck-Vaughn  <i>Ancient Civilizations of the Near and Far East</i> - Queue, Inc.  <i>The Usborne Complete Book of Art Ideas</i> - Fiona Watt  <i>Art for Kids</i> – Kathryn Temple  <i>Exploring Social Studies – Grades 4–6</i> - Educational Center  <i>Breadwinner</i> - Debra Ellis  <i>Pirvana</i> - Debra Ellis  <i>Mud City</i> - Debra Ellis</p>

<b>Content</b>	<u>Ancient Egyptian Civilization</u> (6.3)
<b>Essential Questions</b>	1. How did belief in the afterlife influence daily ancient Egyptian life?
<b>NJCCCS</b>	6.1, 6.2, 6.3, 6.6, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 8.1
<b>Skills/ Proficiencies</b>	<p>Relate the establishment of a more formalized law code to meeting the growing needs of communities.</p> <p>Explain the benefits and challenges facing ancient civilizations established near major rivers or other large bodies of water.</p> <p>Determine the role of geography and climate patterns on the development of trade networks, invention and the spread of disease and their relationship to a civilization’s survival.</p> <p>Identify how tool and weaponry advancements led to the creation of new jobs and the development of a class system.</p> <p>Determine the significance of changing from a barter economy to a money economy.</p> <p>Explain why social classes became prevalent and how they were determined.</p> <p>Understand the importance of a written language.</p> <p>Identify the significance of religion and artistry in daily life, literature, festivals and the building of complex structures.</p> <p>Determine how mathematics and science were used by ancient civilizations to better understand the world and explain their impact on subsequent civilizations.</p> <p>Explain how archaeologists have been able to decipher ancient languages using the Rosetta Stone.</p> <p><i>Integrated Social Studies Skills (6.1)</i></p> <p>Analyze how events are related over time.</p> <p>Use critical thinking skills to interpret events, recognize bias, point of view, and context.</p> <p>Assess the credibility of primary and secondary sources.</p> <p>Analyze data in order to see people and events in context.</p> <p>Examine current issues, events, or themes and relate them to past events.</p> <p>Formulate questions based on information needs.</p> <p>Use effective strategies for locating information.</p> <p>Compare and contrast competing interpretations of current and historical events.</p> <p>Distinguish fact from fiction in regard to historical figures and events.</p> <p>Summarize information in written, graphic, and oral formats. (LAL 3.2, 3.3)</p>

<p><b>Suggested Activities</b></p>	<p>Mummification activity: Mummify a King Tut teddy bear; use candy as organs....          Build a sugar cube pyramid. (<i>Math 4.2</i>)          Power Point presentation – Students become Egyptologists and prove ancient Egypt was a highly advanced civilization. (<i>LAL 3.1, 3.2, Technology 8.1</i>)          Read: (<i>LAL 3.1</i>)  <i>The Egypt Game</i>  <i>The Magnificent Mummy Make</i>  <i>Time Warp Trio – Tut Tut</i>          Study the hieroglyphic alphabet. Students write their names in hieroglyphics.          Make a sarcophagus: a large one painted on bulletin board paper or create a 3-D one using a box that checks come in... (<i>Vis. and Perf. Arts 1.2</i>)          Design a scratch board of Egyptian gods. (<i>Vis. and Perf. Arts 1.2</i>)</p> <p>Maintain a “Literature Log.” (<i>LAL 3.2</i>)          Read content-related books. (<i>LAL 3.1, 3.4</i>)          View content-related videos/DVD’s. (<i>LAL 3.5</i>)          Use content-related websites for research. (<i>Technology 8.1</i>)</p>	
<p><b>Assessments/ Performance Indicators</b></p>	<p>Quiz          Test          Written assessment          Oral assessment (group discussions, reading aloud, presentations)</p>	<p>Technology (Power Point presentations, Interactive whiteboard: SmartBoard, Mimio...)          Teacher Observations          Projects</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to identify significant contributions of ancient Egypt.</p>	
<p><b>Resources/ Materials</b></p> <p><b>Resources/ Materials</b></p>	<p>Textbook          Maps and globes          Atlases  <a href="http://www.kathimitchell.com/ancivil.html">www.kathimitchell.com/ancivil.html</a>  <a href="http://www.eawc.evansville.edu.inpage.htm">www.eawc.evansville.edu.inpage.htm</a>  <a href="http://www.historyforkids">www.historyforkids</a>  <a href="http://www.pbs.org">www.pbs.org</a>  <a href="http://www.library.thinkquest.org">www.library.thinkquest.org</a>  <a href="http://www.discoveringegypt.com">www.discoveringegypt.com</a>  <a href="http://www.mummytombs.com">www.mummytombs.com</a>  <a href="http://www.guardians.net">www.guardians.net</a>  <a href="http://www.memphis.edu">www.memphis.edu</a>  <a href="http://www.upennmuseum.com">www.upennmuseum.com</a>  <a href="http://www.ancientegypt.co.uk/menu.html">http://www.ancientegypt.co.uk/menu.html</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p>United Streaming -Discovery Education  <i>Kids Discover</i> magazine  <i>The Egypt Game</i> – Zilpha Keatley Snyder  <i>The Magnificent Mummy Maker</i>-Woodruff  <i>Time Warp Trio – Tut Tut</i> – Jon Scieszka</p> <p><i>120 Great History Projects</i> (art)          Rachel Halstead and Struan Reid  <i>Pyramids</i> –Kaleidoscope Kids Book          Williamson Publishing  <i>Voices from World History –Level F</i>          Steck-Vaughn  <i>Ancient Civilizations of the Near and Far East</i> - Queue, Inc.  <i>The Usborne Complete Book of Art Ideas</i>          Fiona Watt  <i>Art for Kids</i> – Kathryn Temple  <i>Physical Science Daybook</i> – Great Source          (Mummifying a Potato – Science connection)          Videos/DVD’s:          United Streaming          Discovery Channel - Ancient Civilization Series</p> <p>History Pockets: <i>Ancient Egypt</i>          Evan Moore  <i>Passport to the Ancient World</i> - Demco</p> <p>Morris Museum exhibits</p> <p>Guest speaker</p>	

<p><b>Content</b></p>	<p>Citizenship            Civics            American values            Qualities of a good citizen            Rights, duties, and responsibilities of US citizens            Becoming a US citizen            US immigration policy            The Naturalization process            The census            Population growth and change</p>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. Why is it important to study civics?</li> <li>2. How have the basic values and principles of American democracy changed, and in what ways have they been preserved?</li> <li>3. What causes a nation’s population to change, and what are the impacts of these changes?</li> </ol>
<p><b>NJCCCS</b></p>	<p>6.1, 6.2, 6.4, 6.6, 3.1, 3.2, 3.3, 3.5, 4.4</p>
<p><b>Skills/ Proficiencies</b></p>	<p>Define and apply vocabulary words related to the content being covered. <i>(LAL 3.1)</i>            Describe the values that form the basis of the American way of life.            Describe the qualities of a good citizen.            Differentiate between the rights, duties, and responsibilities of US citizens.            Identify the ways in which people become US citizens.            Identify and explain the steps in the naturalization process.            Describe the early immigrants to the US.            Discuss changes in US immigration policy and relate these changes to the events and issues taking place at the time the policy was implemented.</p> <p><i>Integrated Social Studies Skills (6.1)</i>            Analyze how events are related over time.            Use critical thinking skills to interpret events, recognize bias, point of view, and context.            Assess the credibility of primary and secondary sources.            Analyze data in order to see people and events in context.            Examine current issues, events, or themes and relate them to past events.            Formulate questions based on information needs.            Use effective strategies for locating information.            Compare and contrast competing interpretations of current and historical events.            Distinguish fact from fiction in regard to historical figures and events.            Summarize information in written, graphic, and oral formats. <i>(LAL 3.2, 3.3)</i></p>

<p><b>Suggested Activities</b></p>	<p>Lecture  Discussion  Question and answer  Testimonials (immigration, naturalization)  Create a census: develop questions, take the census, analyze data. (<i>Math 4.4</i>)  Use actual census questions and take a sample census.  Channel-One (daily news program) (<i>LAL 3.5</i>)</p>
<p><b>Assessments/ Performance Indicators</b></p>	<p>Quiz  Test  Written assessment (essay, report, interview...)  Oral assessment (speech, presentation...)</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to explain how the United States' population has changed over the years and identify how these changes have impacted the American way of life.</p>
<p><b>Resources/ Materials</b></p>	<p>Required text: <i>Civics in Practice</i> – Holt, Rinehart, Winston, 2007</p> <p>Channel One  <a href="http://www.channelone.com">www.channelone.com</a>  <a href="http://www.njstate.org">www.njstate.org</a>  <a href="http://www.usgov.org">www.usgov.org</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p>Guest speakers (testimonials)</p>

<p><b>Content</b></p>	<p>Foundations of US government                  Factors that shape a nation’s government                  Basic forms of government                  Direct democracy and representative democracy                  Basic purposes of government                  Outcomes of the Second Continental Congress  <i>Declaration of Independence</i>  <i>Articles of Confederation</i>                  Constitutional Convention                  Federalists and Anti-Federalists</p>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. Why is government important?</li> <li>2. In what ways did the US government become stronger under the <i>Constitution</i>?</li> </ol>
<p><b>NJCCCS</b></p>	<p>6.1, 6.4, 6.6, 1.2, 3.1, 3.2, 3.3, 3.5</p>
<p><b>Skills/ Proficiencies</b></p>	<p>Define and apply vocabulary words related to the content being covered. <i>(LAL 3.1)</i>                  Identify the main factors that shape a nation’s government.                  List the main types of government and identify who holds power in each.                  Describe the purposes of government.                  Discuss the importance of the <i>Declaration of Independence</i> to the people of the 13 colonies.                  Explain the <i>Articles of Confederation</i> and list their weaknesses.                  Identify when and where the Constitutional Convention took place.                  Recognize the democratic ideals that influenced the delegates to the Constitutional Convention.                  Identify the Federalists and Anti-Federalists and describe how they resolved their differences.</p> <p><i>Integrated Social Studies Skills (6.1)</i>                  Analyze how events are related over time.                  Use critical thinking skills to interpret events, recognize bias, point of view, and context.                  Assess the credibility of primary and secondary sources.                  Analyze data in order to see people and events in context.                  Examine current issues, events, or themes and relate them to past events.                  Formulate questions based on information needs.                  Use effective strategies for locating information.                  Compare and contrast competing interpretations of current and historical events.                  Distinguish fact from fiction in regard to historical figures and events.                  Summarize information in written, graphic, and oral formats. <i>(LAL 3.2, 3.3)</i></p>

<p><b>Suggested Activities</b></p>	<p>Lecture  Discussion  Question and answer  Role play: Take on roles of Constitutional Convention delegates, and debate the issues which arose while writing the <i>Constitution</i>. (<i>Vis. and Perf. Arts 1.2</i>)  Create a fictitious <i>Constitution</i> in order to experience the difficulties the delegates of the Constitutional Convention may have encountered. (<i>LAL 3.2</i>)  Channel-One (daily news program) (<i>LAL 3.5</i>)</p>
<p><b>Assessments/ Performance Indicators</b></p>	<p>Quiz  Test  Written assessment (essay, report, interview...)  Oral assessment (speech, presentation...)</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to identify the weaknesses of our nation’s first plan for government and explain how the United States’ government became stronger under the <i>Constitution</i>.</p>
<p><b>Resources/ Materials</b></p>	<p>Required text: <i>Civics in Practice</i> – Holt, Rinehart, Winston, 2007</p> <p>Channel One</p> <p><a href="http://www.channelone.com">www.channelone.com</a>  <a href="http://www.njstate.org">www.njstate.org</a>  <a href="http://www.usgov.org">www.usgov.org</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p>DVD - <i>Shh! We’re Writing the Constitution</i> – King Productions, 1998  Video - <i>America’s Documents of Freedom</i> – Full Circle Entertainment, 2002</p>

<p><b>Content</b></p>	<p>The US <i>Constitution</i>  <i>Preamble</i> to the <i>Constitution</i> and the goals stated within                      Principle of majority rule                      Principle of popular sovereignty                      Constitutional limits on federal power                      Three branches of the federal government                      Principle of checks and balances                      Principle of federalism                      Amendment process  <i>Bill of Rights</i>                      Separation Clause (First Amendment)                      Contemporary issues related to Constitutional rights.</p>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. In what ways does the structure of the <i>Constitution</i> and the principles it established allow for good governance?</li> <li>2. What is the significance of the <i>Bill of Rights</i> and in what ways does it protect the rights of every American citizen?</li> </ol>
<p><b>NJCCCS</b></p>	<p>6.1, 6.4, 6.6, 1.2, 3.1, 3.2, 3.3, 3.5</p>
<p><b>Skills/ Proficiencies</b></p>	<p>Define and apply vocabulary words related to the content being covered. (<i>LAL 3.1</i>)                      Identify the <i>Preamble</i> to the <i>Constitution</i>, and list the goals of the US government as stated in the <i>Preamble</i>.                      Explain the principle of majority rule.                      Explain the principle of popular sovereignty and why the <i>Constitution</i> limits the powers of the federal government.                      Identify the three branches of the federal government and explain why the <i>Constitution</i> provides for separation of powers.                      List basic facts about each of the three branches of government, and identify the main responsibilities of each.                      Describe how the US governmental system of checks and balances works.                      Define the Constitutional principle of federalism and identify powers of the federal government (delegated powers), powers of the state governments (reserved powers), and shared powers (concurrent powers).                      Explain the meaning of referring to the <i>Constitution</i> as a “living document,” and describe the amendment process.                      Identify the significance of the <i>Bill of Rights</i> and describe each of the amendments which make up the <i>Bill of Rights</i>.                      Identify the “Separation Clause” of the First Amendment, and describe how it creates a division between religion and government.                      Analyze contemporary issues that challenge the Constitutional rights of all Americans through the use of current events.                      Recognize that there can be conflicts between Constitutional rights.</p>

<p><b>Skills/ Proficiencies</b></p>	<p><i>Integrated Social Studies Skills (6.1)</i>  Analyze how events are related over time.  Use critical thinking skills to interpret events, recognize bias, point of view, and context.  Assess the credibility of primary and secondary sources.  Analyze data in order to see people and events in context.  Examine current issues, events, or themes and relate them to past events.  Formulate questions based on information needs.  Use effective strategies for locating information.  Compare and contrast competing interpretations of current and historical events.  Distinguish fact from fiction in regard to historical figures and events.  Summarize information in written, graphic, and oral formats. (LAL 3.2, 3.3)</p>
<p><b>Suggested Activities</b></p>	<p>Lecture  Discussion  Question and answer  Illustrate an amendment to the <i>Constitution</i>. Other students guess which amendment is being shown. Provide an explanation of the importance of the amendment on the back of the drawing. (LAL 3.2, Vis. and Perf. Arts 1.2)  Channel-One (daily news program) (LAL 3.5)</p>
<p><b>Assessments/ Performance Indicators</b></p>	<p>Quiz  Test  Written assessment (essay, report, interview...)  Oral assessment (speech, presentation...)</p>
<p><b>Benchmark Assessment</b></p>	<p>Student will be able to explain what makes the <i>Constitution</i> of the United States an enduring document.</p>
<p><b>Resources/ Materials</b></p>	<p>Required text: <i>Civics in Practice</i> – Holt, Rinehart, Winston, 2007  Channel One  <a href="http://www.channelone.com">www.channelone.com</a>  <a href="http://www.njstate.org">www.njstate.org</a>  <a href="http://www.usgov.org">www.usgov.org</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a>  DVD's  <i>Our Constitution, a Conversation</i> – 2005  <i>Key Constitutional Concepts</i> – 2006</p>

<p><b>Content</b></p>	<p>The Election Process                  Purpose of political parties                  Advantages of the two-party system                  Democratic and Republican parties                  Roles and influences of third parties                  Sources of political contributions and government regulation                  Voting Rights Act                  History of voting in the US                  Voter registration                  Primary and general elections                  Independent candidates                  Popular vote                  Electoral college</p>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. What roles do political parties play in our election process?</li> <li>2. In what ways do Americans have to voice their political opinions and become involved in the political process?</li> </ol>
<p><b>NJCCCS</b></p>	<p>6.1, 6.4, 1.2, 3.1, 3.2, 3.3, 3.5, 8.1</p>
<p><b>Skills/ Proficiencies</b></p>	<p>Define and apply vocabulary words related to the content being covered. <i>(LAL 3.1)</i>                  Identify the purposes of political parties and explain their organization.                  Identify the advantages and disadvantages of the US having a two-party system.                  Describe the founding of the Democratic and Republican parties.                  Identify the roles of third parties and explain how third parties have influenced US politics.                  Identify the sources of money for political parties and explain why Congress created the Federal Election Campaign Act.                  Describe ways in which voting in the US today differs from voting in the past.                  Identify and describe the amendments which extended the voting rights of Americans and explain how the Voting Rights Act protects voters.                  Identify who is disqualified from voting in the US today.                  Explain how and why citizens register to vote.                  Describe the primary election process and identify the advantages of the two major political parties using the primary election process to determine their political party's candidate.                  Describe the general election process and explain the role of the winner in the general election.                  Explain how an independent candidate can become listed on a ballot in a general election.                  Explain the purpose of the popular vote in determining our elected leaders and identify the role of the popular vote in electing our president.                  Understand the Electoral College: state its main purpose, describe where and why it was established, identify the total number of electors, and identify how the number of electors per state is determined.</p>

	<p><i>Integrated Social Studies Skills (6.1)</i></p> <p>Analyze how events are related over time.</p> <p>Use critical thinking skills to interpret events, recognize bias, point of view, and context.</p> <p>Assess the credibility of primary and secondary sources.</p> <p>Analyze data in order to see people and events in context.</p> <p>Examine current issues, events, or themes and relate them to past events.</p> <p>Formulate questions based on information needs.</p> <p>Use effective strategies for locating information.</p> <p>Compare and contrast competing interpretations of current and historical events.</p> <p>Distinguish fact from fiction in regard to historical figures and events.</p> <p>Summarize information in written, graphic, and oral formats. (<i>LAL 3.2, 3.3</i>)</p>
<p><b>Suggested Activities</b></p>	<p>Lecture</p> <p>Discussion</p> <p>Question and answer</p> <p>Make a “ Presidential Scrapbook” (or any other election) – Collect photos, headlines, political cartoons, etc., to create a scrapbook focusing on the election and its relevant issues. (<i>LAL 3.1, 3.2, Vis. and Perf. Arts 1.2</i>)</p> <p>Create an Electoral College Map – Follow election coverage and color an electoral college map based upon the results. (<i>LAL 3.5</i>)</p> <p>Hold a mock election: Students register to vote and participate in a class mock election.</p> <p>Create an election scavenger hunt using channelone.com. (<i>Technology 8.1</i>)</p> <p>Channel-One (daily news program) (<i>LAL 3.5</i>)</p>
<p><b>Assessments/ Performance Indicators</b></p>	<p>Quiz</p> <p>Test</p> <p>Written assessment (essay, report, interview...)</p> <p>Oral assessment (speech, presentation...)</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to identify the roles political parties play and discuss how parties allow for citizens to become involved in the political process.</p>
<p><b>Resources/ Materials</b></p>	<p>Required text: <i>Civics in Practice</i> – Holt, Rinehart, Winston, 2007</p> <p>Channel One</p> <p><a href="http://www.channelone.com">www.channelone.com</a></p> <p><a href="http://www.njstate.org">www.njstate.org</a></p> <p><a href="http://www.usgov.org">www.usgov.org</a></p> <p><a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p>Blank electoral college maps</p>

<p style="text-align: center;"><b>Content</b></p>	<p>Economics</p> <ul style="list-style-type: none"> <li>American standard of living</li> <li>US economic system (capitalism)</li> <li>US economic freedoms</li> <li>Government’s role in the US economy</li> <li>Various types of economic systems (traditional, common, and market )</li> <li>Law of scarcity and its effects</li> <li>Opportunity cost</li> <li>Laws of supply and demand</li> <li>Effects of both supply and demand on price</li> <li>Law of diminishing marginal utility</li> <li>Different types of business organizations (sole proprietorship, partnership, corporation, non-profit)</li> <li>Stock ownership</li> <li>Profit motive</li> <li>Factors of production</li> <li>Business management</li> <li>Wage, salary, commission, and piecework</li> </ul>
<p style="text-align: center;"><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. How do different economic systems help satisfy people’s needs?</li> <li>2. What is the United States’ economic system like?</li> <li>3. What are the advantages and disadvantages of operating a business?</li> </ol>
<p style="text-align: center;"><b>NJCCCS</b></p>	<p>6.1, 6.5, 3.1, 3.2, 3.3, 3.5, 4.5</p>
<p style="text-align: center;"><b>Skills/ Proficiencies</b></p>	<p>Define and apply vocabulary words related to the content being covered. <i>(LAL 3.1)</i></p> <p>Compare and contrast the American standard of living with that of our neighboring countries.</p> <p>Identify and describe the US economic system.</p> <p>Identify and describe the freedoms found in the US economic system.</p> <p>Describe the role of the government in the US economy.</p> <p>Describe the basic types of economic systems and compare and contrast each with the US economic system.</p> <p>Identify the law of scarcity and explain the problems and effects of scarcity.</p> <p>Define opportunity cost and identify the opportunity cost related to many of the decisions students make on a daily basis.</p> <p>Recite the laws of supply and demand.</p> <p>Explain ways in which both supply and demand affect prices.</p> <p>Identify and explain the law of diminishing marginal utility, and explain how it affects both demand and price.</p> <p>Compare sole proprietorship with partnership, and identify the advantages and disadvantages of each.</p> <p>Describe the corporate form of business ownership, and explain how corporations raise money.</p> <p>Define the non-profit type of business organization, provide examples, and discuss their purpose.</p> <p>Explain how profit motive affects the US economic system.</p>

<p><b>Skills/ Proficiencies</b></p>	<p><i>Integrated Social Studies Skills (6.1)</i>  Analyze how events are related over time.  Use critical thinking skills to interpret events, recognize bias, point of view, and context.  Assess the credibility of primary and secondary sources.  Analyze data in order to see persons and events in context.  Examine current issues, events, or themes and relate them to past events.  Formulate questions based on information needs.  Use effective strategies for locating information.  Compare and contrast competing interpretations of current and historical events.  Distinguish fact from fiction in regard to historical figures and events.  Summarize information in written, graphic, and oral formats. (LAL 3.2, 3.3)</p>
<p><b>Suggested Activities</b></p>	<p>Lecture  Discussion  Question and answer  Use economic basics to create a small business including acquiring a building, developing prices of goods and services, making a floor plan, figuring costs, creating advertising, making an inventory... (Math 4.5)  Channel-One (daily news program) (LAL 3.5)</p>
<p><b>Assessments/ Performance Indicators</b></p>	<p>Quiz  Test  Written assessment (essay, report, interview...)  Oral assessment (speech, presentation...)</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to explain why the United States economy is described as mixed and identify ways in which the United States economic system differs from other economic systems in the world today.</p>
<p><b>Resources/ Materials</b></p>	<p>Required text: <i>Civics in Practice</i> – Holt, Rinehart, Winston, 2007  <a href="http://www.channelone.com">www.channelone.com</a>  <a href="http://www.njstate.org">www.njstate.org</a>  <a href="http://www.usgov.org">www.usgov.org</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a>  Channel One  DVD's  <i>What is Economics?</i> – Fink Productions, 2005  <i>Starting a Business</i> – Fink Productions, 2005  Videos  <i>What is Scarcity?</i> – ATI Video Productions, 1993  <i>Simple Supply and Demand</i> – New Dimensions Media, 1996</p>

<p><b>Content</b></p>	<p>Feudal Society  Origins  Hierarchical structure  Duties of knights  Lifestyles  Timelines</p>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. Why was feudalism an effective or ineffective system of government?</li> <li>2. Why was there political and social conflict?</li> </ol>
<p><b>NJCCCS</b></p>	<p>6.1, 6.2, 6.3, 6.5, 6.6, 1.2, 3.1, 3.2, 3.3, 3.4, 8.1</p>
<p><b>Skills/ Proficiencies</b></p>	<p>Define and apply vocabulary words related to the content being covered. <i>(LAL 3.1)</i>  Describe the roles of lords and vassals.  Identify how land ownership became tied to military service.  Analyze how the nobles were able to become so powerful.  Describe the many advantages of castles.  Discuss a knight’s duties.  Identify the purpose of tournaments.  Compare and contrast the rights of freemen versus serfs.  List similarities and differences between nobles and serfs.  Explain what life was like on a manor.</p> <p><i>Integrated Social Studies Skills (6.1)</i>  Analyze how events are related over time.  Assess the credibility of primary and secondary sources.  Analyze data in order to see people and events in context.  Examine current issues, events, or themes and relate them to past events.  Formulate questions based on information needs.  Use effective strategies for locating information.  Compare and contrast competing interpretations of current and historical events.  Distinguish fact from fiction in regard to historical figures and events.  Summarize information in written, graphic, and oral formats. <i>(LAL 3.2, 3.3)</i></p>
<p><b>Suggested Activities</b></p>	<p>Lecture  Discussion  Notes  Question and answer  View content-related videos. <i>(LAL 3.5)</i></p>

<p><b>Suggested Activities</b></p>	<p>Create a poster outlining Unit 1 “Feudalism.” Divide the class into four groups, one group for each section of Unit 1. Students should include a short story about the unit and an illustration that goes with the outline. Upon completion, students should present their material to the class. (This should be done as a group project)  <i>(LAL 3.1, 3.2, 3.3, 3.4, Vis. and Perf. Arts 1.2)</i></p> <p>Reenact a dubbing ceremony and a medieval tournament. Demonstrate all of the separate events that would take place in a tournament. (Ex. sword fighting, jousting... (Modify for safety.) <i>(Vis. and Perf. Arts 1.2)</i></p> <p>Research paper (LAL 3.1, 3.2, 3.3., 3.4, Technology 8.1)</p>
<p><b>Assessments/ Performance Indicators</b></p>	<p>Quiz  Test  Written assessment (essay, report, interview...)  Oral assessment (speech, presentation...)  Projects (group, individual...)  Research paper  Written summary of video  Map (Identify Western European countries...)</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to explain how Feudalism started in the Middle Ages and tell whether it was an effective system of government.</p>
<p><b>Resources/ Materials</b></p>	<p>Textbook: <i>Human Heritage: A World History</i> - Glencoe, 2001-04</p> <p><a href="http://www.glencoe.com/sec/socialstudies/worldhistory">www.glencoe.com/sec/socialstudies/worldhistory</a>  <a href="http://www.history.com">www.history.com</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p>Videos  <i>A Knights Tale</i>- Columbia Pictures  <i>Knights and Armor</i>- History Channel Productions</p>

<p><b>Content</b></p>	<p>Role of the church                  Inquisition                  Influence                  Reforms                  Spread of Christian teachings                  Motivations of the Crusades                  Effects of the Crusades</p>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. How did the Roman Catholic Church influence life during the Middle Ages?</li> <li>2. What causes religions to change over time?</li> </ol>
<p><b>NJCCCS</b></p>	<p>6.1, 6.3, 6.6, 1.2, 3.1, 3.2, 3.3</p>
<p><b>Skills/ Proficiencies</b></p>	<p>Define and apply vocabulary words related to the content being covered. <i>(LAL 3.1)</i>                  Discuss the evolution of European medieval society including Catholic and Byzantine churches.                  Clarify the role a parish priest played in government.                  Explain the motives behind the Inquisition.                  Analyze differences between friars and monks.                  Identify why the monks of Cluny were able to gain respect from the people.                  Indicate reasons why the Roman Catholic Church had to reform.                  Compare and contrast universities and cathedrals.                  Explain why all classes of society in western Europe were eager to go on a crusade.                  Predict the effects the Crusades would have on trade.</p> <p><i>Integrated Social Studies Skills (6.1)</i>                  Analyze how events are related over time.                  Use critical thinking skills to interpret events, recognize bias, point of view, and context.                  Analyze data in order to see people and events in context.                  Examine current issues, events, or themes and relate them to past events.                  Formulate questions based on information needs.                  Use effective strategies for locating information.                  Compare and contrast competing interpretations of current and historical events.                  Distinguish fact from fiction in regard to historical figures and events.                  Summarize information in written, graphic, and oral formats. <i>(LAL 3.2, 3.3)</i></p>
<p><b>Suggested Activities</b></p>	<p>Lecture                  Discussion                  Notes                  Question and Answer                  View content related to video. <i>(LAL 3.5)</i></p>

<p><b>Suggested Activities</b></p>	<p>Recreate an Inquisition Trial. Select students for various roles such as heretic, bishop, guards, witnesses, executioner, townspeople, peasants, etc. Start with the crime and role play through the entire trial. (Finish activity with a debriefing relating trial to material covered in class.) (<i>Vis. and Perf. Arts 1.2</i>)</p> <p>Design an aerial view of a medieval university. Include buildings, a cathedral, and a map key. (This could be done as a group project.) (<i>Vis. and Perf. Arts 1.2</i>)</p> <p>Create a 3D cathedral using various materials such as sugar cubes, graham crackers, cardboard, wood, paint... (<i>Vis. and Perf. Arts 1.2</i>)</p> <p>Play a “Jeopardy” review game. (Use cumulative questions from the entire unit consisting of six categories with six different value amounts.)</p> <p>Research paper (LAL 3.1, 3.2, 3.3., 3.4, Technology 8.1)</p>
<p><b>Assessments/ Performance Indicators</b></p>	<p>Quiz</p> <p>Test</p> <p>Written assessment (essay, report, interview...)</p> <p>Oral assessment (speech, presentation...)</p> <p>Projects (group, individual..)</p> <p>Research Paper</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to identify the cause of the Inquisition/Crusades and explain its effects.</p>
<p><b>Resources/ Materials</b></p>	<p>Textbook: <i>Human Heritage: A World History</i> - Glencoe, 2001-04</p> <p><a href="http://www.glencoe.com/sec/socialstudies/worldhistory">www.glencoe.com/sec/socialstudies/worldhistory</a></p> <p><a href="http://www.history.com">www.history.com</a></p> <p><a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p>Video</p> <p><i>Kingdom of Heaven</i>- 20<sup>th</sup> Century Fox</p>

<p><b>Content</b></p>	<p>Trade and Towns                  Growth                  Merchant class                  Black Death                  Guilds                  Cultural development</p>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. How do natural resources affect the course of history?</li> <li>2. How do human activity and environment affect each other?</li> <li>3. How is culture affected by trade throughout the world?</li> </ol>
<p><b>NJCCCS</b></p>	<p>6.1, 6.2, 6.3, 6.5, 6.6, 3.1, 3.2, 3.3, 3.4, 3.5</p>
<p><b>Skills/ Proficiencies</b></p>	<p>Define and apply vocabulary words related to the content being covered. <i>(LAL 3.1)</i>                  Analyze how the growth of trade led to the rise of towns in the Middle Ages.                  Distinguish factors that led to the growth and development of Venice’s trade.                  Identify the location of key cities regarding trade and explain their importance.                  Identify how merchants contributed to the growth of towns.                  Recognize factors that contributed to the spread of the Bubonic Plague.                  Identify rules that guild members had to obey.                  Explain how life changed in towns during the 1400s.                  Identify factors that led to the decline of feudalism during the 1400s.</p> <p><i>Integrated Social Studies Skills (6.1)</i>                  Analyze how events are related over time.                  Use critical thinking skills to interpret events, recognize bias, point of view, and context.                  Analyze data in order to see people and events in context.                  Examine current issues, events, or themes and relate them to past events.                  Formulate questions based on information needs.                  Use effective strategies for locating information.                  Compare and contrast competing interpretations of current and historical events.                  Distinguish fact from fiction in regard to historical figures and events.                  Summarize information in written, graphic, and oral formats. <i>(LAL 3.2, 3.3)</i></p>
<p><b>Suggested Activities</b></p>	<p>Lecture                  Discussion                  Notes                  Question and Answer                  View content- related to video</p>

<p><b>Suggested Activities</b></p>	<p>Discuss factors that would make living in trading towns attractive during the Middle Ages.</p> <p>Create laws and regulations that would have improved conditions of medieval towns.</p> <p>Reenact living conditions during the Black Death. (As students enter the room, have paper circles distributed all over the floor. Each piece of paper has a different condition that would have been found in Medieval towns. Ex: rats, fleas, dirty streets, polluted water...) Debrief with a discussion about the activity.</p> <p>Design a trading activity which will take students through ten of the strongest trading towns in the Middle Ages. Students will be separated into ten groups, each group representing one of the ten towns. Students will make a list of the products they have at the beginning of the activity, and then the products they have by the end. Along their journey they must visit each town twice. Debrief with a discussion on items they started with compared to the items they finished with. (Relate to class material.)</p> <p>Play a “Jeopardy” review game. (Use cumulative questions from the entire unit consisting of six categories with six different value amounts.)</p> <p>Research paper (LAL 3.1, 3.2, 3.3., 3.4, Technology 8.1)</p> <p>View content-related video.</p>
<p><b>Assessments/ Performance Indicators</b></p>	<p>Quiz</p> <p>Test</p> <p>Written assessment (essay, report, interview...)</p> <p>Oral assessment (speech, presentation...)</p> <p>Projects (group, individual...)</p> <p>Research paper</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to explain how the growth of trade led to the rise of towns in the Middle Ages.</p>
<p><b>Resources/ Materials</b></p>	<p>Textbook: <i>Human Heritage: A World History</i> - Glencoe, 2001-04</p> <p><a href="http://www.glencoe.com/sec/socialstudies/worldhistory">www.glencoe.com/sec/socialstudies/worldhistory</a></p> <p><a href="http://www.history.com">www.history.com</a></p> <p><a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p>Video</p> <p><i>In Search of History: Source of the Black Death</i> – History Channel</p>

<p><b>Content</b></p>	<p>Monarchies                  French                  English                  Hundred Years' War                  Holy Roman Empire                  Unification of Spain                  German</p>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. What is government and what can it do?</li> <li>2. Why do rules, laws, and government not always preserve individual rights and the common good? What can be done about it?</li> </ol>
<p><b>NJCCCS</b></p>	<p>6.1, 6.2, 6.3, 6.5, 6.6, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5</p>
<p><b>Skills/ Proficiencies</b></p>	<p>Define and apply vocabulary words related to the content being covered. <i>(LAL 3.1)</i>                  Identify how Louis VI increased the power of monarchies.                  Explain Louis IX and Philip the Fair's efforts to unite France.                  Analyze the Battle of Hastings.                  Recognize the importance of the Magna Carta.                  Examine the circumstances which led to the Hundred Year's War.                  Examine Germany's struggles for power.                  Explain the importance of the unification between Ferdinand and Isabella.</p> <p><i>Integrated Social Studies Skills (6.1)</i>                  Analyze how events are related over time.                  Use critical thinking skills to interpret events, recognize bias, point of view, and context.                  Assess the credibility of primary and secondary sources.                  Analyze data in order to see people and events in context.                  Examine current issues, events, or themes and relate them to past events.                  Formulate questions based on information needs.                  Compare and contrast competing interpretations of current and historical events.                  Distinguish fact from fiction in regard to historical figures and events.                  Summarize information in written, graphic, and oral formats. <i>(LAL 3.2, 3.3)</i></p>
<p><b>Suggested Activities</b></p>	<p>Lecture                  Discussion                  Notes                  Question and Answer                  Role-play and re-enact the Battle of Hastings. (Have volunteers for Harold Godwinson, Edward the Confessor, and William the Conqueror.) <i>(Vis. and Perf. Arts 1.2)</i>                  Research paper (LAL 3.1, 3.2, 3.3., 3.4, Technology 8.1)</p>

<b>Assessments/ Performance Indicators</b>	<p>Quiz Test Written assessment (essay, report, interview...) Oral assessment (speech, presentation...) Projects (group, individual...) Research paper</p>
<b>Benchmark Assessment</b>	<p>Students will be able to explain the emergence of monarchies in western Europe and the roles monarchies played in western European countries.</p>
<b>Resources/ Materials</b>	<p>Textbook: <i>Human Heritage: A World History</i> - Glencoe, 2001-04 <a href="http://www.glencoe.com/sec/socialstudies/worldhistory">www.glencoe.com/sec/socialstudies/worldhistory</a> <a href="http://www.history.com">www.history.com</a> <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p>

<p><b>Content</b></p>	<p>Renaissance Italy France Germany Spain England</p>	<p>Reformation Martin Luther Catholic Reformers Protestantism Church of England’s reformation Thirty Years’ War</p>	<p>Enlightenment Age of Reason ethics, government, and logic</p>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. What causes society to change over time?</li> <li>2. How much influence do individuals have in changing history?</li> <li>3. How did the Renaissance create a new emphasis on individual achievement?</li> </ol>		
<p><b>NJCCCS</b></p>	<p>6.1, 6.3, 6.6, 1.2, 1.5, 3.1, 3.2, 3.3, 5.2</p>		
<p><b>Skills/ Proficiencies</b></p>	<p>Define and apply vocabulary words related to the content being covered. <i>(LAL 3.1)</i>          Identify conditions in Italy which contributed to the emergence of the Renaissance.          Identify the concerns and attitudes which were emphasized during the Renaissance.          Explain how Renaissance art reflected humanist concerns. <i>(Vis. and Perf. Arts 1.5)</i>          List key figures throughout history that helped bring the Renaissance to northern Europe. <i>(Vis. and Perf. Arts 1.5, Science 5.2)</i>          Identify the effects of the printing revolution.          Compare and contrast Martin Luther’s ideas and those of the Catholic Church.          Identify five ideas taught by John Calvin.          Describe the steps by which England became a Protestant country.          Define the goals of the Catholic Reformation.          Explain why some people opposed the heliocentric theory of the universe. <i>(Science 5.2)</i>          Compare and contrast the scientific method with earlier approaches. <i>(Science 5.2)</i></p> <p><i>Integrated Social Studies Skills (6.1)</i>          Analyze how events are related over time.          Use critical thinking skills to interpret events, recognize bias, point of view, and context.          Assess the credibility of primary and secondary sources.          Analyze data in order to see people and events in context.          Examine current issues, events, or themes and relate them to past events.          Use effective strategies for locating information.          Compare and contrast competing interpretations of current and historical events.          Distinguish fact from fiction in regard to historical figures and events.          Summarize information in written, graphic, and oral formats. <i>(LAL 3.2, 3.3)</i></p>		

<p><b>Suggested Activities</b></p>	<p>Lecture  Discussion  Notes  Question and answer  View content-related videos.  Research paper (<i>LAL 3.1, 3.2, 3.3., 3.4, Technology 8.1</i>)  Design an invention based upon one of Leonardo DaVinci’s designs.  Requirements - Invention must have a purpose and cannot already exist. It must include a drawing and an explanation. It will be presented as either a group or individual project. (<i>LAL 3.1, 3.2, 3.3., 3.4, Technology 8.1, Vis. and Perf. Arts 1.2</i>)  Play a “Jeopardy” review game. Use cumulative questions from the entire unit consisting of six categories with six different value amounts.</p>
<p><b>Assessments/ Performance Indicators</b></p>	<p>Quiz  Test  Written assessment (essay, report, interview...)  Oral assessment (speech, presentation...)  Projects (group, individual...)  Research paper</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to demonstrate an understanding of the Renaissance, Reformation, and Enlightenment, and identify the impact each had on Western Europe.</p>
<p><b>Resources/ Materials</b></p>	<p>Textbook: <i>World History: Connections to Today</i> - Prentice Hall, 2005  <a href="http://www.phschool.com">www.phschool.com</a>  <a href="http://www.history.com">www.history.com</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p>Videos  <i>Martin Luther</i> – PBS Home Video  <i>Leonardo da Vinci, Renaissance Master</i> - A&amp;E Productions  <i>The Renaissance</i> – Goldhil Video  <i>A History of the Renaissance</i>- Schlessinger Media  <i>Renaissance Art, Music, and Literature</i>- Schlessinger Media</p>

<b>Content</b>	The Age of Exploration: Europe and Asia 1415-1796 Portuguese exploration Spanish exploration English and French claims in the Americas The search for spices Diverse traditions of southeast Asia European footholds in southeast Asia and India Encounters in east Asia
<b>Essential Questions</b>	<ol style="list-style-type: none"><li>1. How much influence do individuals have in changing history?</li><li>2. How are present events related to past events?</li><li>3. How have technology and changing demographics impacted the world?</li></ol>
<b>NJCCCS</b>	6.1, 6.3, 6.6, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5
<b>Skills/ Proficiencies</b>	Define and apply vocabulary words related to the content being covered. <i>(LAL 3.1)</i> Explain why European nations sought a sea route to Asia. Describe the routes taken by Portuguese explorers during the 1400-1500s. Discuss why Christopher Columbus decided to sail westward. Analyze the influence Columbus's voyages had on other explorers. Identify the methods Portugal used to gain control of the spice trade. Explain why Spain was able to easily conquer the Philippines. Explain why Korea pursued a policy of isolation. Analyze why the Japanese policy toward trade and foreigners changed over time.  <i>Integrated Social Studies Skills (6.1)</i> Analyze how events are related over time. Use critical thinking skills to interpret events, recognize bias, point of view, and context. Assess the credibility of primary and secondary sources. Analyze data in order to see people and events in context. Examine current issues, events, or themes and relate them to past events. Formulate questions based on information needs. Use effective strategies for locating information. Compare and contrast competing interpretations of current and historical events. Distinguish fact from fiction in regard to historical figures and events. Summarize information in written, graphic, and oral formats. <i>(LAL 3.2, 3.3)</i>

<p><b>Suggested Activities</b></p>	<p>Lecture  Discussion  Notes  Question and answer  Design an illustrated children’s book based upon Christopher Columbus’s first encounter with the Tainos. (This could either be done as group or individual work.)  <i>(LAL 3.1, 3.2, Vis. and Perf. Arts 1.2)</i>  Research paper (LAL 3.1, 3.2, 3.3., 3.4, Technology 8.1)  View content-related video.</p>
<p><b>Assessments/ Performance Indicators</b></p>	<p>Quiz  Test  Written assessment (essay, report, interview...)  Oral assessment (speech, presentation...)  Projects (group, individual...)  Research paper</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to identify and explain European exploration overseas and the technology that aided their voyages.</p>
<p><b>Resources/ Materials</b></p>	<p>Textbooks  <i>World History: Connections to Today</i> - Prentice Hall, 2005  <i>Encounter</i> - Jane Yolen, David Shannon, Harcourt Children’s Book, 1996</p> <p><a href="http://www.phschool.com">www.phschool.com</a>  <a href="http://www.history.com">www.history.com</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p>Video  <i>The Age of Discovery</i> – Goldhil Video</p>

<p><b>Content</b></p>	<p>The First Global Age: Europe, the Americas, and Africa 1492-1750                  Conquest in the Americas                  Spanish and Portuguese colonies in the Americas                  Struggle for North America                  Turbulent centuries in Africa                  Changes in Europe                  13 colonies</p>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. Are there general lessons to be learned from history?</li> <li>2. How are present events related to past events?</li> <li>3. How have individuals and groups worked to combat instances of prejudice, cruelty, and discrimination?</li> </ol>
<p><b>NJCCCS</b></p>	<p>6.1, 6.2, 6.3, 6.5, 6.6, 3.1, 3.2, 3.3</p>
<p><b>Skills/ Proficiencies</b></p>	<p>Define and apply vocabulary words related to the content being covered. <i>(LAL 3.1)</i>                  Analyze how Native Americans of the Caribbean region were affected by their early encounters with Europeans.                  Identify the methods Pizarro used to conquer the Incan Empire.                  Compare and contrast the Spanish conquest of the Americas with the Reconquista or the Crusades.                  Describe how Spain controlled its American empire.                  Compare and contrast Spanish and Portuguese empires in the Americas.                  Identify why New France grew slowly.                  Explain the form of government set up by the 13 colonies.                  Describe attempts by Africans to stop the slave trade.                  Clarify how the voyages of Columbus lead to global exchanges of goods and ideas.</p> <p><i>Integrated Social Studies Skills (6.1)</i>                  Analyze how events are related over time.                  Use critical thinking skills to interpret events, recognize bias, point of view, and context.                  Assess the credibility of primary and secondary sources.                  Analyze data in order to see people and events in context.                  Examine current issues, events, or themes and relate them to past events.                  Formulate questions based on information needs.                  Use effective strategies for locating information.                  Compare and contrast competing interpretations of current and historical events.                  Distinguish fact from fiction in regard to historical figures and events.                  Summarize information in written, graphic, and oral formats. <i>(LAL 3.2, 3.3)</i></p>

<p><b>Suggested Activities</b></p>	<p>Lecture  Discussion  Notes  Question and answer  View content-related videos.  Research paper (LAL 3.1, 3.2, 3.3., 3.4, Technology 8.1)</p>
<p><b>Assessments/  Performance Indicators</b></p>	<p>Quiz  Test  Written assessment (essay, report, interview.)  Oral assessment (speech, presentation...)  Projects (group, individual...)  Research paper</p>
<p><b>Benchmark Assessment</b></p>	<p>Students will be able to discuss how the winning of overseas empires affected the economy of Europe and identify how different cultures around the world were brought into contact during the 1500s and 1600s.</p>
<p><b>Resources/  Materials</b></p>	<p>Textbook: <i>World History: Connections to Today</i> - Prentice Hall, 2005</p> <p><a href="http://www.phschool.com">www.phschool.com</a>  <a href="http://www.history.com">www.history.com</a>  <a href="http://www.nj.gov/education/aps/cccs">www.nj.gov/education/aps/cccs</a></p> <p>Videos  <i>Portuguese Explorers</i> – Schlessinger Media  <i>Vasco da Gama's Voyage of Discovery</i> – Kultur Video  <i>The Last Samurai</i>- Warner Brothers</p>

<b>Content</b>	Current Events
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. How do you locate legitimate sources?</li> <li>2. How are present events related to past events?</li> <li>3. What causes societies to change over time?</li> <li>4. Why is there political and social conflict?</li> <li>5. How have individuals and groups worked to combat instances of prejudice, cruelty, and discrimination?</li> <li>6. Are there limits to government activity in the economy?</li> </ol>
<b>NJCCCS</b>	6.1, 6.2, 6.3, 6.5, 6.6, 3.1, 3.2, 3.3, 3.5
<b>Skills/ Proficiencies</b>	<p>Define and apply vocabulary words related to the content being covered. <i>(LAL 3.1)</i>          Analyze and discuss different points of view on current events.          Clarify current events viewed on Channel One. <i>(LAL 3.5)</i></p> <p><i>Integrated Social Studies Skills (6.1)</i>          Analyze how events are related over time.          Use critical thinking skills to interpret events, recognize bias, point of view, and context.          Assess the credibility of primary and secondary sources.          Analyze data in order to see people and events in context.          Examine current issues, events, or themes and relate them to past events.          Formulate questions based on information needs.          Use effective strategies for locating information.          Compare and contrast competing interpretations of current and historical events.          Distinguish fact from fiction in regard to historical figures and events.          Summarize information in written, graphic, and oral formats. <i>(LAL 3.2, 3.3)</i></p>
<b>Suggested Activities</b>	<p>Discussion          Question and answer          View Channel One and discuss content.          Write current event journal entries. <i>(LAL 3.2)</i></p>
<b>Assessments/ Performance Indicators</b>	<p>Channel One quizzes          Current event writings in journals          Discussion on Channel One topics          Scrapbooks</p>
<b>Benchmark Assessment</b>	<p>Students will be able to analyze, discuss, and debate current events throughout the world.</p>
<b>Resources/ Materials</b>	<p>Channel One  <a href="http://www.channelone.co">www.channelone.co</a>  <a href="http://www.cnn.co">www.cnn.co</a>  <a href="http://www.nj.gov/education/aps/cccc">www.nj.gov/education/aps/cccc</a></p>

# OVERVIEW OF THE 2004 NEW JERSEY CORE CURRICULUM CONTENT STANDARDS

## VISUAL AND PERFORMING ARTS

- 1.1 Aesthetics (Knowledge/Skills)
- 1.2 Creation and Performance (Dance/Music/Theater/Visual Art)
- 1.3 Elements and Principles of the Arts (Dance/Music/Theater/Visual Arts)
- 1.4 Critique (Knowledge/Skills)
- 1.5 World Cultures, History, and Society (Knowledge/Skills)

## HEALTH AND PHYSICAL EDUCATION

- 2.1 Wellness (Personal health/Growth and development/Nutrition/Diseases and health conditions/Safety/Social and emotional health)
- 2.2 Integrated Skills (Communication/Decision making/Planning and goal setting/Character development/Leadership, advocacy, and service/Health services and careers)
- 2.3 Drugs and Medicines (Medicines/Alcohol, tobacco, and other drugs/Dependency/addiction and treatment)
- 2.4 Human Relationships and Sexuality (Relationships/Sexuality/Pregnancy and parenting)
- 2.5 Motor Skill Development (Movement skills/Movement concepts/Strategy/Rules, safety, and sportsmanship/Sport Psychology)
- 2.6 Fitness (Fitness and Physical Activity/Training/Achieving and Assessing Fitness)

## LANGUAGE ARTS LITERACY

- 3.1 Reading (Concepts about print/Phonological awareness/Decoding and word recognition/Fluency/Reading strategies (before, during, and after reading)/Vocabulary and concept development/Comprehension skills and response to text/Inquiry and research)
- 3.2 Writing (Writing as a process/Writing as a product/Mechanics, spelling, and handwriting/Writing forms, audiences, and purposes)
- 3.3 Speaking (Discussion/Questioning (inquiry) and contributing/Word choice/Oral presentation)
- 3.4 Listening (Active listening/Listening comprehension)
- 3.5 Viewing and Media Literacy (Constructing meaning/Visual and verbal messages/Living with media)

## MATHEMATICS

- 4.1 Number and Numerical Operations (Number sense/Numerical operations/Estimation)
- 4.2 Geometry and Measurement (Geometric properties/Transforming shapes/Coordinate geometry/Units of measurement/Measuring geometric objects)
- 4.3 Patterns and Algebra (Patterns/Functions and relationships/Modeling/Procedures)
- 4.4 Data Analysis (statistics), Probability, Discrete Math – systematic listing and counting/Discrete Math – Vertex-edge graphs and algorithms)
- 4.5 Mathematical Processes (Problem solving/Communication/Connections/Reasoning/Representations/Technology)

## SCIENCE

- 5.1 Scientific Processes (Habits of Mind/Inquiry and problem solving/Safety)
- 5.2 Science and Society (Cultural contributions/Historical perspectives)
- 5.3 Mathematical Applications (Numerical operations/Geometry and measurement/Patterns and algebra/Data analysis and probability)
- 5.4 Nature and Process of Technology (Science and technology/Nature of technology/Technological design)
- 5.5 Life Science (Matter, energy, and organization in living systems/Diversity and biological evolution/Reproduction and heredity)
- 5.6 Physical Science – Chemistry (Structure and properties of matter/Chemical reactions)
- 5.7 Physical Science – Physics (Motion and forces/Energy transformations)
- 5.8 Earth Science (Earth's properties and materials/Atmosphere and weather/Processes that shape the earth/How we study the earth)

## SOCIAL STUDIES

- 6.1 Social Studies Skills
- 6.2 Civics (Civic life, politics, and government/American values and principles/The Constitution and American democracy/Citizen ship, International education: global challenges, cultures, and connections)
- 6.3 World History (The birth of civilization to 1000BC/Early human societies to 500 AD//Expanding zones of exchange and interaction to 1400AD/The age of global encounters(1400-1750)/The age of revolutionary change (1750-1914)/The era of the great wars(1914-1945)/The modern world (1945-1979)/Looking to the future (1980-present)
- 6.4 United States/New Jersey History [Family and community life/State and nation/Many worlds meet (to 1620)/Colonization and settlement (1585-1763)/Revolution and the new nation (1754-1820)/Expansion and reform (1801-1861)/Civil War and Reconstruction (1850-1877)/The Industrial Revolution (1870-1900)/The emergence of modern America (1890-1930)/The Great Depression and WWII (1929-1945)/Postwar years (1945-1970)/Contemporary America (1968-present)]
- 6.5 Economics (Economic literacy/Economics and society)
- 6.6 Geography (The world in spatial terms/Places and regions/Physical systems/Human systems/Environment and society)

## WORLD LANGUAGES

- 7.1 Communication (Interpretive mode/Interpersonal mode/Presentational mode)
- 7.2 Culture (Interpretive mode/Interpersonal mode/Presentational mode)

## TECHNOLOGICAL LITERACY

- 8.1 Computer and Information Literacy: *Basic Computer Tools and Skills* (Keyboarding/Word processing/Internet usage/Spreadsheets/Database concepts and usage/Publications and presentations) & *Application of Productivity Tools* (Social aspects/Information access and research/Problem solving)
- 8.2 Technology Education (Nature and impact of technology/Design process and impact assessment/Systems in the designed world)

## CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

- 9.1 Career and Technical Education (Career awareness and planning/Employability skills)
- 9.2 Consumer, Family, and Life Skills (Critical thinking/Self-management/Interpersonal communication/Character development and ethics/Consumer and personal finance/Safety)

