

Fairfield Township School District

K-8 Social Studies Curriculum Guides



Board Approved August 9, 2018



# Fairfield Township School District

## Kindergarten Curriculum Guide

<b>Subject: Social Studies</b>	<b>Grade Level: K</b>
<b>Unit 1: Civics, Government, and Human Rights</b>	<b>Pacing: 10 weeks (September-November)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<p>What is the importance of following rules and working together?</p> <p>How can I be a good citizen?</p> <p>How do people in a community live, work, and cooperate with each other?</p>	<p>The importance of following rules and laws.</p> <p>The importance of working together in diverse groups, settings, and communities.</p> <p>The importance of being a good citizen in school and at home.</p>
<b>Core Standards</b>	<b>Classroom Applications</b>
<p>Students who can demonstrate understanding can:</p> <p>6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.</p> <p>6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.</p> <p>6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.</p> <p>6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p> <p>6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of</p>	<p><b>Objectives:</b></p> <p>Define what a group is, and identify several groups to which students belong.</p> <p>Recognize similarities and differences in groups.</p> <p>Explain sharing and working together are important to belonging to a group</p> <p>Discuss the importance of rules and how rules allow citizens to work together. Discuss positive incentives for following rules as well as potential consequences of violating rules.</p> <p>Explain ways to limit or stop bullying as well as the value of being an upstanding citizen.</p> <p>Illustrate how students interact or connect with the community where people live, work and play.</p> <p>Define and demonstrate responsibility in the classroom setting.</p> <p>Identify and define various community workers and their role within the community.</p> <p>Conduct mock elections that give students an understanding of democracy.</p> <p><b>Teaching Strategies/Materials:</b></p> <p>Lesson Structure: Anticipatory Set, Mini-lesson, Small groups, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Groups and Individual Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Supplemental Books</p>

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<p>American democracy.</p> <p>6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</p> <p>6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p>6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p> <p>6.1.P.B.2 Identify, discuss, and role-play the duties of a range of community workers.</p> <p>6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p>	<p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect/re-teach, peer helper</p> <p><b>Enrichment:</b> computer-based research, class presentation</p> <p><b>Limited English Proficiency:</b> Vocabulary support, word/picture association</p>
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b></p> <p>21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><u>Career Ready Practices</u></p> <p>CRP2 Apply appropriate academic and technical skills.</p> <p>CRP4 Communicate clearly and effectively and with reason.</p> <p>CRP8 Utilize critical thinking to make sense of problems and persevere in solving problems.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p> <p>NJAmistadcurriculum.net</p>	
<p><b><u>Unit Resources: (related websites, reference materials, etc.)</u></b></p> <p>Reading Street Series</p> <p>Journey's Reading Series</p> <p>List of supplemental resources:</p> <p><i>Being Fair</i> by Cassie Mayer</p> <p><i>Living in Urban Communities</i> by Kristin Sterling</p> <p><i>Citizenship</i> by Ann-Marie Kishel</p>	

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*We the Kids; the preamble to the Constitution of the United States* by David Catrow  
*The U.S. Constitution* by Christine Peterson  
*Duck for President* by Doreen Cronin

## Websites

<http://constitutioncenter.org> -- United States Constitution Center website

<https://www.icivics.org/games> -- civics-themed games designed to teach different aspects of laws and government

<http://www.annenbergclassroom.org> -- Created by the Lenore Annenberg Institute for Civics at the University of Pennsylvania, website with lessons on civics and government

## Unit Assessment Opportunities:

Journal Entries and Response Sheets  
Observations, Questioning, and Discussions  
Comprehension Checks in Literature  
Presentations  
Collaboration  
Unit Test

## Curriculum Guide

Subject: Social Studies	Grade Level: K
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<b>Unit 2: History, Culture, and Perspectives</b>	<b>Pacing: 10 weeks, Nov.-Feb</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<p>Why do we study important people and cultures throughout history?</p> <p>What historical experiences helped shape our country?</p> <p>How have important decisions or events from the past had an effect on the present?</p> <p>What winter holidays are celebrated around the world?</p>	<p>We remember the historical figures and events because of their contributions to history.</p> <p>Cultures celebrate various holidays in different ways.</p>
<b>Core Standards</b>	<b>Classroom Applications</b>
<p>6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior.</p> <p>6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</p> <p>6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p> <p>6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p>6.1.4.D.19 Explain how experiences and events may be</p>	<p><b><u>Objectives:</u></b> Key historical events, documents, and individuals led to the development of our nation. (Dr. Martin Luther King, Washington, Jefferson, Roosevelt, Lincoln) Personal, family, and community history is a source of information for individuals about the people and places around them. Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. Cultures struggle to maintain traditions in a changing society. People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view. Distinguish between a need and a want.</p> <p><b><u>Teaching Strategies/Materials:</u></b> Lesson Structure: Anticipatory Set, Mini-lesson, Small groups, Closure Strategies: Read Aloud, Think-Pair-Share, Investigations, Guided explorations, Groups and individual projects</p> <p>Materials: mentor text, dvds, internet, supplemental books.</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 Teacher redirect/re-teach, peer helper <b>Enrichment:</b> computer based research, presentations <b>Limited English Proficiency:</b> Vocabulary support, word/picture association.</p>

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interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

### **Connections to other content areas, including 21<sup>st</sup> Century Skills:**

#### ELA/Literacy:

CCSS.ELA-LITERACY.RI.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RI.2.3

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

CCSS.ELA-LITERACY.RL.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-LITERACY.W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

#### Career Ready Practices

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively and with reason.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving problems.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

### **Unit Resources: (related websites, reference materials, etc.)**

Reading Street Series

Journey's Reading Series

*Supplemental Books to be read:*

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Little Firefly: an Algonquin Legend

Giving Thanks

Tepee

What is an American?

Sitting Bull

Native Americans

Northwest Coast Indians

Plateau Indians

Southeast Indians

Southwest Indians

Subarctic Indians

George Washington

The Thomas Jefferson Memorial

Thomas Jefferson

Meet Benjamin Franklin

*Websites:*

<http://www.scholastic.com/teachers/unit/native-americans-everything-you-need>

<https://kidskonnnect.com/history/native-americans/>

<http://constitutioncenter.org/learn/educational-resources/we-the-civics-kids/>

### **Unit Assessment Opportunities:**

- Journal entries and response sheets
- Observations, Questioning, and discussions
- Comprehension Checks in Literature
- Presentations
- Collaboration
- Unit Test/Alternative Assessments

## **Curriculum Guide**

<b>Subject: Social Studies</b>	<b>Grade Level: K</b>
<b>Unit 3: Geography, People and the Environment</b>	<b>Pacing: 10 weeks (mid-February-April)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
Why is it important to take care of	

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<p>Earth?          Why is it important to recycle?          What can maps, globes, and other sources tell us about the world (land or water) and the characteristics of various areas?          How can I be a good citizen or friend to the earth?          Why do we study important people and cultures throughout history?</p>	<p>It is important and essential to know how to care for the earth.</p> <p>Maps, globes and other sources allow us to locate and identify places in our region, our country, and our world.</p> <p>We remember the historical figures and events because of their contributions to history.</p>
<p><b>Standards</b></p>	<p><b>Classroom Applications</b></p>
<p>6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community          6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.          6.1.4.B.8 Compare ways people choose to use and distribute natural resources.          6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.          6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>	<p><b>Objectives:</b>          Create a map showing neighborhood landmarks.          Locate New Jersey and bordering states on a map.          Locate the United States, Canada, and Mexico on a map.</p> <p>Explain the difference between different types of maps and what can be found on different types of maps.          Identify and explain how to reduce, reuse, and recycle.          Identify ways people can conserve and replenish natural resources.          Key historical events, documents, and individuals led to the development of our nation. (Dr. Martin Luther King, Washington, Jefferson, Roosevelt, Lincoln)</p> <p><b>Teaching Strategies/Materials:</b>          Lesson Structure: Anticipatory Set, Mini-lesson, Small groups, Closure          Strategies: Think-Pair-Share, Read Aloud, Investigations, Guided Explorations, Groups and Individual Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Supplemental Books</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect/re-teach, peer helper  <b>Enrichment:</b> computer-based research, class presentation  <b>Limited English Proficiency:</b> Vocabulary support, word/picture association</p>
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b>          21st Century Themes - Global Awareness, Environmental Literacy, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><b><u>Career Ready Practices</u></b>          CRP2 Apply appropriate academic and technical skills.          CRP4 Communicate clearly and effectively and with reason.          CRP8 Utilize critical thinking to make sense of problems and persevere in solving problems.          CRP11 Use technology to enhance productivity.          CRP12 Work productively in teams while using cultural global competence.</p>	

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<p><b><u>Unit Resources: (related websites, reference materials, etc.)</u></b>            Reading Street Series            Journey's Reading Series</p> <p>Supplemental List of books to be used:  <i>Green Earth: Variety Pack (Water World, Our Organic Garden, What Does GREEN Mean?, Cleaning Up the Earth, Recycling Earth's Resources, Clean and Green Energy)</i>  <i>Exploring Earth's Resources: Variety Pack (Using Coal, Oil and Gas, Learning from Fossils, Using Rocks, Using Soil, Using Water)</i>  <i>Ten Things I Can Do to Help My World</i> by Melanie Wals  <i>50 simple things kids can do to save the earth</i> by the Earth Works Group  <i>Earth Day</i> by Linda Lowrey  <i>Earth Day</i> by Robin Nelson  <i>Let's Celebrate Earth Day</i> by Connie Roop  <i>The Earth Book</i> by Todd Parr  <i>The Whole World in Your Hands -- a book about maps</i> by Melvin and Gilda Berger  <i>There's a Map on My Lap</i> by Tish Rabe  <i>Me on the Map</i> by Joan Sweeney</p> <p>Websites  <a href="http://www.worldatlas.com">http://www.worldatlas.com</a>  <a href="http://www.nationalgeographic.com/kids-world-atlas/maps.html">http://www.nationalgeographic.com/kids-world-atlas/maps.html</a>  <a href="http://classroom.jc-schools.net/basic/ssmaps.html">http://classroom.jc-schools.net/basic/ssmaps.html</a> (map games for kids)</p>
<p><b><u>Unit Assessment Opportunities:</u></b></p> <p>Journal Entries and Response Sheets            Observations, Questioning, and Discussions            Comprehension Checks in Literature            Presentations            Collaboration</p>

### Curriculum Guide

<b>Subject: Social Studies</b>	<b>Grade Level: K</b>
<b>Unit 4: Economics, Innovation, &amp; Technology</b>	<b>Pacing: 10 weeks, Apr.- June</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>

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<p>Why is it important to work?          How have innovations and inventions helped shape our lives today?          How do limited resources affect society.          What is the role of a producer?          What is the role of a consumer?</p>	<p>Working and practicing good citizenship allows people to contribute positively to their society.          Inventions and innovations have helped shape our lives today.          Not all countries have the same available resources.          Understand roles of producers and consumers in society.</p>
<p><b>Core Standards</b></p>	<p><b>Classroom Applications</b></p>
<p>6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.          6.1.4.C.3 Explain why incentives vary between and among producers and consumers.          6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.          6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world.          6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.</p>	<p><b>Objectives:</b>          Availability of resources affects economic outcomes.          Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investments.          Discuss roles of a producer and consumer.          Compare and contrast resources available in other countries that the United States.</p> <p><b>Teaching Strategies/Materials:</b>          Lesson Structure: Anticipatory Set, Mini lesson, small groups, closure          Strategies: Read aloud, Think-pair-share, investigations, guided explorations, group and individual projects</p> <p>Materials: mentor texts, internet, supplemental books</p> <p><b>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</b></p> <p><b>Extra Support:</b> 1:1 teacher redirect/re-teach, peer helper  <b>Enrichment:</b> computer based research, presentations  <b>Limited English Proficiency:</b> Vocabulary support, word/picture association</p>
<p><b>Connections to other content areas, including 21<sup>st</sup> Century Skills:</b>          ELA/Literacy:          CCSS.ELA-LITERACY.W.2.1          Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	

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CCSS.ELA-LITERACY.W.2.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCSS.ELA-LITERACY.RI.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Mathematics:

CCSS.MATH.CONTENT.2.MD.C.8

Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have.

Career Ready Practices

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively and with reason.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving problems.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

**Unit Resources: (related websites, reference materials, etc.)**

Reading Street Series

Journey's Reading Series

Supplemental Books to be read:

Jobs

The Post Office Book

Money Around the World: Variety pack

Earning Money

Saving Money

What Is Money?

Spending Money

Inventions and Discovery Through Time- Graphis History Variety Pack

Inventing things by Julie Brown

Imaginative Inventions by Charise Mericle Harper

Who Invented it & What makes it work? By Sarah Leslie

What's Next? By Lisa Thompson

Websites:

Inventions.org

<http://pbskids.org/itsmylife/money/managing/article6.html>

**Unit Assessment Opportunities:**

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- Journal entries and response sheets
- Observations, Questioning, and discussions
- Comprehension checks in literature
- Presentations
- Collaboration
- Unit test/alternative assessments



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## Curriculum Guide Grade 1

<b>Subject: Social Studies</b>	<b>Grade Level: 1</b>
<b>Unit 1: Civics, Government, and Human Rights</b>	<b>Pacing: 10 weeks (September-November)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<p>What is the importance of following rules and working together?</p> <p>How can I be a good citizen?</p> <p>What are the characteristics of rural, suburban, and urban communities?</p>	<p>The importance of following rules and laws.</p> <p>The importance of working together in diverse groups, settings, and communities.</p>
<b>Core Standards</b>	<b>Classroom Applications</b>
<p>Students who can demonstrate understanding can:</p> <p>6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.</p> <p>6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.</p> <p>6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.</p> <p>6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p> <p>6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.</p> <p>6.1.4.A.3 Determine how "fairness," "equality," and the "common good" have influenced</p>	<p><b><u>Objectives:</u></b>            Define what a group is, and identify several groups to which students belong.            Recognize similarities and differences in groups.            Explain sharing and working together are important to belonging to a group            Discuss rules, what the role of rules are, how rules allow citizens to work together, as well as potential consequences of violating rules.            Identify characteristics of bullies and upstanding citizens or students, focusing on rules, duties and responsibilities of citizenship            Explain ways to limit or stop bullying as well as the value of being an upstanding citizen            Diagram or illustrate how students interact or connect with the community where people live, work and play.</p> <p><b><u>Teaching Strategies/Materials:</u></b>            Lesson Structure: Anticipatory Set, Mini-lesson, Small groups, Closure            Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Groups and Individual Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Supplemental Books</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect/re-teach, peer helper  <b>Enrichment:</b> computer-based research, webquests, class presentation  <b>Limited English Proficiency:</b> Vocabulary support, word/picture association</p>

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new laws and policies over time at the local and national levels of the United States government.

6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact on policy decisions made at each level.

6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

### **Connections to other content areas, including 21<sup>st</sup> Century Skills:**

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

### **Career Ready Practices**

CRP1. Act as a responsible and contributing citizen and employee.

CRP3. Attend to personal health and financial well-being.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

### **Unit Resources: (related websites, reference materials, etc.)**

List of books to be used:

*Being Fair* by Cassie Mayer

*Living in Urban Communities* by Kristin Sterling

*Citizenship* by Ann-Marie Kishel

*We the Kids; the preamble to the Constitution of the United States* by David Catrow

*The U.S. Constitution* by Christine Peterson

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*Duck for President* by Doreen Cronin

### Websites

<http://constitutioncenter.org> -- United States Constitution Center website

<https://www.icivics.org/games> -- civics-themed games designed to teach different aspects of laws and government

<http://www.annenbergclassroom.org> -- Created by the Lenore Annenberg Institute for Civics at the University of Pennsylvania, website with lessons on civics and government

### **Amistad Curriculum (Book List):**

<http://www.state.nj.us/education/amistad/resources/literacy.pdf>

### **Unit Assessment Opportunities:**

Journal Entries and Response Sheets

Observations, Questioning, and Discussions

Comprehension Checks in Literature

Class Webs

Presentations

Collaboration

Unit Test

## **Curriculum Guide**

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<b>Subject: Social Studies</b>	<b>Grade Level: 1</b>
<b>Unit 2: History, Culture, and Perspectives</b>	<b>Pacing: 10 weeks, Nov.-Feb</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<p>Why do we study important people and cultures throughout history?</p> <p>What historical experiences helped shape our country?</p> <p>How have important decisions or events from the past had an effect on the present?</p>	<p>We remember the historical figures and events because of their contributions to history.</p>
<b>Core Standards</b>	<b>Classroom Applications</b>
<p><b>6.1.4.D.1</b> Determine the impact of colonization on Native American populations, including the Lenni Lenape of New Jersey</p> <p><b>6.1.4.D.4</b> Explain how key events led to the creation of the United States and state of New Jersey.</p> <p><b>6.1.4.D.5</b> Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States constitution, and the Bill of Rights) to present date government and citizenship.</p> <p><b>6.1.4.D.6</b> Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</p> <p><b>6.1.4.D.10</b> Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</p> <p><b>6.1.4.D.13</b> Describe how culture is expressed through and influenced by the behavior of people.</p> <p><b>6.1.4.D.15</b> Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p> <p><b>6.1.4.D.16</b> Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p> <p><b>6.1.4.D.17</b> Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p><b>6.1.4.D.19</b> Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <p><b>6.1.4.D.20</b> Describe why it is important</p>	<p><b>Objectives:</b></p> <p>Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. (6.1.4.D.1)</p> <p>Key historical events, documents, and individuals led to the development of our nation. (6.1.4.D.4, 6.1.4.D.5, 6.1.4.D.6)</p> <p>Personal, family, and community history is a source of information for individuals about the people and places around them. (6.1.4.D.10)</p> <p>Cultures include traditions, popular beliefs, and commonly help values, ideas, and assumptions that are generally accepted by a particular group of people. (6.1.4.D.13)</p> <p>Cultures struggle to maintain traditions in a changing society. (6.1.4.D.15)</p> <p>Prejudice and discrimination can be obstacles to understanding and evaluating our history. (6.1.4.D.17)</p> <p>People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view. (6.1.4.D.19, 6.1.4.D.20)</p> <p><b>Teaching Strategies/Materials:</b></p> <p>Lesson Structure: Anticipatory Set, Mini-lesson, Small groups, Closure</p> <p>Strategies: Read Aloud, Think-Pair-Share, Jigsaw, Investigations, Guided explorations, Groups and individual projects</p> <p>Materials: mentor text, dvds, internet, supplemental books.</p> <p><b>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</b></p> <p><b>Extra Support:</b> 1:1 Teacher redirect/re-teach, peer helper</p> <p><b>Enrichment:</b> computer based research, presentations</p> <p><b>Limited English Proficiency:</b> Vocabulary support, word/picture association.</p>

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<p>to understand the perspectives of other cultures in an interconnected world. 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p>	
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b></p> <p>ELA/Literacy: CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CCSS.ELA-LITERACY.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. CCSS.ELA-LITERACY.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. CCSS.ELA-LITERACY.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>Mathematics: CCSS.MATH.CONTENT.2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p> <p><b><u>Career Ready Practices</u></b> CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	
<p><b><u>Unit Resources: (related websites, reference materials, etc.)</u></b></p> <p><i>Books to be read:</i> Little Firefly: an Algonquin Legend Giving Thanks Tepee What is an American? Sitting Bull Native Americans Northwest Coast Indians Plateau Indians Southeast Indians Southwest Indians Subarctic Indians</p> <p>George Washington The Thomas Jefferson Memorial Thomas Jefferson Meet Benjamin Franklin</p>	

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*Websites:*

<http://www.scholastic.com/teachers/unit/native-americans-everything-you-need>

<https://kidskonnnect.com/history/native-americans/>

<http://constitutioncenter.org/learn/educational-resources/we-the-civics-kids/>

**Amistad Curriculum (Book List):**

<http://www.state.nj.us/education/amistad/resources/literacy.pdf>

**Unit Assessment Opportunities:**

- Journal entries and response sheets
- Observations, Questioning, and discussions
- Comprehension Checks in Literature
- Class Webs
- Presentations
- Collaboration
- Unit Test/Alternative Assessments

(Native American Game Day)

## Curriculum Guide

<b>Subject: Social Studies</b>	<b>Grade Level: 1</b>
<b>Unit 3: Geography, People and the Environment</b>	<b>Pacing: 10 weeks (mid-February-April)</b>

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Essential Questions	Enduring Understandings
<p>Why is it important to take care of Earth?</p> <p>How do the continents and oceans affect the lives of people who live near them?</p> <p>What can maps, globes, and other sources tell us about the world (land or water) and the characteristics of various areas?</p> <p>What is the difference between being a producer and a consumer?</p> <p>How can I be a good citizen or friend to the earth?</p>	<p>The earth has a variety of landforms</p> <p>It is important and essential to know how to care for the earth</p> <p>Maps, globes and other sources allow us to locate and identify places in our region, our country, and our world.</p>
Standards	Classroom Applications
<p>Students who can demonstrate understanding can:</p> <p>6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community</p> <p>6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p>6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>6.1.4.B.8 Compare ways people choose to use and distribute natural resources.</p> <p>6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.</p> <p>6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States and the world and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.</p>	<p><b>Objectives:</b></p> <p>Locate New Jersey and bordering states on a map.</p> <p>Locate the United States, Canada, and Mexico on a map.</p> <p>Identify the seven continents.</p> <p>Identify and locate major landforms on Earth and relate the differences on a physical map for the various landforms.</p> <p>Explain the difference between different types of maps and what can be found on different types of maps.</p> <p>Identify and locate major bodies of water found on Earth, including oceans, seas, and lakes, such as the Great Lakes.</p> <p>Differentiate between the United States as a country and the 50 states that are a part of it.</p> <p>Identify ways people can conserve and replenish natural resources.</p> <p>Identify a compass rose as a geographic tool, explain its purpose, and use it to help locate places on a map.</p> <p>Distinguish between producing and consuming.</p> <p><b>Teaching Strategies/Materials:</b></p> <p>Lesson Structure: Anticipatory Set, Mini-lesson, Small groups, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Groups and Individual Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Supplemental Books</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect/re-teach, peer helper</p> <p><b>Enrichment:</b> computer-based research, webquests, class presentation</p> <p><b>Limited English Proficiency:</b> Vocabulary support, word/picture association</p>
<p><b>Connections to other content areas, including 21<sup>st</sup> Century Skills:</b></p> <p>21st Century Themes - Global Awareness, Environmental Literacy, Civic Literacy</p>	

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## Fairfield Township School District

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

### Career Ready Practices

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

### Unit Resources: (related websites, reference materials, etc.)

List of books to be used:

Green Earth: Variety Pack (*Water World, Our Organic Garden, What Does GREEN Mean?, Cleaning Up the Earth, Recycling Earth's Resources, Clean and Green Energy*)

Exploring Earth's Resources: Variety Pack (*Using Coal, Oil and Gas, Learning from Fossils, Using Rocks, Using Soil, Using Water*)

*Ten Things I Can Do to Help My World* by Melanie Wals

*50 simple things kids can do to save the earth* by the Earth Works Group

*Earth Day* by Linda Lowrey

*Earth Day* by Robin Nelson

*Let's Celebrate Earth Day* by Connie Roop

*The Earth Book* by Todd Parr

*The Whole World in Your Hands -- a book about maps* by Melvin and Gilda Berger

*There's a Map on My Lap* by Tish Rabe

*Me on the Map* by Joan Sweeney

Websites

<http://www.worldatlas.com>

<http://www.nationalgeographic.com/kids-world-atlas/maps.html>

<http://classroom.jc-schools.net/basic/ssmaps.html> (map games for kids)

### **Amistad Curriculum (Book List):**

<http://www.state.nj.us/education/amistad/resources/literacy.pdf>

### Unit Assessment Opportunities:

Journal Entries and Response Sheets

Observations, Questioning, and Discussions

Comprehension Checks in Literature

Class Webs

Presentations

Collaboration

Unit Test

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## Curriculum Guide

<b>Subject: Social Studies</b>	<b>Grade Level: 1</b>
<b>Unit 4: Economics, Innovation, &amp; Technology</b>	<b>Pacing: 10 weeks, Apr.- June</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
Why is it important to work? How have innovations and inventions helped shape our lives today?	Working and practicing good citizenship allows people to contribute positively to their society. Inventions and innovations have helped shape our lives today.
<b>Core Standards</b>	<b>Classroom Applications</b>
6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system. 6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world. 6.1.4.C.10 Explain the role of money,	<b>Objectives:</b> Interactions among various institutions in the local, national, and global economies influence policy making and societal outcomes. (6.1.4.C.6) Availability of resources affects economic outcomes.

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<p>savings, debt, and investment in individuals' lives.</p> <p>6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.</p> <p>6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.</p> <p>6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p>	<p>(6.1.4.C.9) Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investments. (6.1.4.C.10, 6.1.4.C.11)</p> <p>Creativity and innovation affect lifestyle, access to information, and the creation of new products and services. (6.1.4.C.12)</p> <p>Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products. (6.1.4.C.16)</p> <p><b><u>Teaching Strategies/Materials:</u></b> Lesson Structure: Anticipatory Set, Mini lesson, small groups, closure Strategies: Read aloud, Think-pair-share, jigsaw, investigations, guided explorations, group and individual projects</p> <p>Materials: mentor texts, internet, supplemental books, invention supplies</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect/re-teach, peer helper <b>Enrichment:</b> computer based research, presentations <b>Limited English Proficiency:</b> Vocabulary support, word/picture association</p>
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b></p> <p>ELA/Literacy:</p> <p>CCSS.ELA-LITERACY.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>CCSS.ELA-LITERACY.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	

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### Mathematics:

CCSS.MATH.CONTENT.2.MD.C.8

Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have.

### Career Ready Practices

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

### Unit Resources: (related websites, reference materials, etc.)

#### Books to be read:

Jobs

The Post Office Book

Money Around the World: Variety pack

Earning Money

Saving Money

What Is Money?

Spending Money

Inventions and Discovery Through Time- Graphis History Variety Pack

Inventing things by Julie Brown

Imaginative Inventions by Charise Mericle Harper

Who Invented it & What makes it work? By Sarah Leslie

What's Next? By Lisa Thompson

#### Websites:

Inventions.org

<http://pbskids.org/itsmylife/money/managing/article6.html>

### **Amistad Curriculum (Book List):**

<http://www.state.nj.us/education/amistad/resources/literacy.pdf>

### Unit Assessment Opportunities:

- Journal entries and response sheets
- Observations, Questioning, and discussions
- Comprehension checks in literature
- Class webs
- Presentations
- Collaboration

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- |   |
|---|
| <ul style="list-style-type: none"><li>• Unit test/alternative assessments</li></ul> |
|   |

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# Fairfield Township School District

## Curriculum Guide Grade 2

<b>Subject: Social Studies</b>	<b>Grade Level: 2</b>
<b>Unit 1: Civics, Government, and Human Rights</b>	<b>Pacing: 10 weeks (September-November)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<p>What is the importance of following rules and working together?</p> <p>How can I be a good citizen?</p> <p>What are the characteristics of rural, suburban, and urban communities?</p>	<p>The importance of following rules and laws.</p> <p>The importance of working together in diverse groups, settings, and communities.</p>
<b>NJSLS-SS</b>	<b>Classroom Applications</b>
<p>Students who can demonstrate understanding can:</p> <p>6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.</p> <p>6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.</p> <p>6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.</p> <p>6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p> <p>6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.</p> <p>6.1.4.A.3 Determine how</p>	<p><b>Objectives:</b></p> <p>Define what a group is, and identify several groups to which students belong.</p> <p>Recognize similarities and differences in groups.</p> <p>Explain sharing and working together are important to belonging to a group</p> <p>Discuss rules, what the role of rules are, how rules allow citizens to work together, as well as potential consequences of violating rules.</p> <p>Identify characteristics of bullies and upstanding citizens or students, focusing on rules, duties and responsibilities of citizenship</p> <p>Explain ways to limit or stop bullying as well as the value of being an upstanding citizen</p> <p>Diagram or illustrate how students interact or connect with the community where people live, work and play.</p> <p><b>Teaching Strategies/Materials:</b></p> <p>Lesson Structure: Anticipatory Set, Mini-lesson, Small groups, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Groups and Individual Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Supplemental Books</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect/re-teach, peer helper</p> <p><b>Enrichment:</b> computer-based research, webquests, class presentation</p>

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<p>"fairness," "equality," and the "common good" have influenced new laws and policies over time at the local and national levels of the United States government.</p> <p>6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</p> <p>6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact on policy decisions made at each level.</p> <p>6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p>6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p>	<p><b>Limited English Proficiency:</b> Vocabulary support, word/picture association</p>
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b></p> <p>21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><b><u>Career Ready Practices</u></b></p> <p>CRP1 Act as a Responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills.</p> <p>CRP5 Consider the environmental environmental, social and economic impacts of decisions.</p> <p>CRP9 Model integrity, ethical leadership and effective management.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>	
<p><b><u>Unit Resources: (related websites, reference materials, etc.)</u></b></p> <p>List of books to be used:  <i>Being Fair</i> by Cassie Mayer  <i>Living in Urban Communities</i> by Kristin Sterling  <i>Citizenship</i> by Ann-Marie Kishel</p>	

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*We the Kids; the preamble to the Constitution of the United States* by David Catrow  
*The U.S. Constitution* by Christine Peterson  
*Duck for President* by Doreen Cronin

### Websites

<http://constitutioncenter.org> -- United States Constitution Center website  
<https://www.icivics.org/games> -- civics-themed games designed to teach different aspects of laws and government  
<http://www.annenbergclassroom.org> -- Created by the Lenore Annenberg Institute for Civics at the University of Pennsylvania, website with lessons on civics and government

### Amistad Curriculum:

<http://www.state.nj.us/education/amistad/resources/literacy.pdf>

### Unit Assessment Opportunities:

Journal Entries and Response Sheets  
Observations, Questioning, and Discussions  
Comprehension Checks in Literature  
Class Webs  
Presentations  
Collaboration  
Unit Test

## Curriculum Guide

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<b>Subject: Social Studies</b>	<b>Grade Level: 2</b>
<b>Unit 2: History, Culture, and Perspectives</b>	<b>Pacing: 10 weeks, Nov.-Feb</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<p>Why do we study important people and cultures throughout history?</p> <p>What historical experiences helped shape our country?</p> <p>How have important decisions or events from the past had an effect on the present?</p>	<p>We remember the historical figures and events because of their contributions to history.</p>
<b>NJSLS-SS</b>	<b>Classroom Applications</b>
<p><b>6.1.4.D.1</b> Determine the impact of colonization on Native American populations, including the Lenni Lenape of New Jersey</p> <p><b>6.1.4.D.4</b> Explain how key events led to the creation of the United States and state of New Jersey.</p> <p><b>6.1.4.D.5</b> Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States constitution, and the Bill of Rights) to present date government and citizenship.</p> <p><b>6.1.4.D.6</b> Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</p> <p><b>6.1.4.D.10</b> Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</p> <p><b>6.1.4.D.13</b> Describe how culture is expressed through and influenced by the behavior of people.</p> <p><b>6.1.4.D.15</b> Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p> <p><b>6.1.4.D.16</b> Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p> <p><b>6.1.4.D.17</b> Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p><b>6.1.4.D.19</b> Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <p><b>6.1.4.D.20</b> Describe why it is important</p>	<p><b>Objectives:</b> Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. (6.1.4.D.1) Key historical events, documents, and individuals led to the development of our nation. (6.1.4.D.4, 6.1.4.D.5, 6.1.4.D.6) Personal, family, and community history is a source of information for individuals about the people and places around then. (6.1.4.D.10) Cultures include traditions, popular beliefs, and commonly help values, ideas, and assumptions that are generally accepted by a particular group of people. (6.1.4.D.13) Cultures struggle to maintain traditions in a changing society. (6.1.4.D.15) Prejudice and discrimination can be obstacles to understanding and evaluating our history. (6.1.4.D.17) People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view. (6.1.4.D.19, 6.1.4.D.20)</p> <p><b>Teaching Strategies/Materials:</b> Lesson Structure: Anticipatory Set, Mini-lesson, Small groups, Closure Strategies: Read Aloud, Think-Pair-Share, Jigsaw, Investigations, Guided explorations, Groups and individual projects</p> <p>Materials: mentor text, dvds, internet, supplemental books.</p> <p><b>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</b></p> <p><b>Extra Support:</b> 1:1 Teacher redirect/re-teach, peer helper <b>Enrichment:</b> computer based research, presentations <b>Limited English Proficiency:</b> Vocabulary support, word/picture association.</p>

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to understand the perspectives of other cultures in an interconnected world.  
6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### Connections to other content areas, including 21<sup>st</sup> Century Skills:

ELA/Literacy:

CCSS.ELA-LITERACY.RI.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RI.2.3

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

CCSS.ELA-LITERACY.RL.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-LITERACY.W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Mathematics:

CCSS.MATH.CONTENT.2.MD.D.10

Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

### Career Ready Practices

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively and with reason.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving problems.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

### Unit Resources: (related websites, reference materials, etc.)

*Books to be read:*

Little Firefly: an Algonquin Legend

Giving Thanks

Tepee

What is an American?

Sitting Bull

Native Americans

Northwest Coast Indians

Plateau Indians

Southeast Indians

Southwest Indians

Subarctic Indians

George Washington

The Thomas Jefferson Memorial

Thomas Jefferson

Meet Benjamin Franklin

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*Websites:*

<http://www.scholastic.com/teachers/unit/native-americans-everything-you-need>

<https://kidskonnnect.com/history/native-americans/>

<http://constitutioncenter.org/learn/educational-resources/we-the-civics-kids/>

Amistad Curriculum:

<http://www.state.nj.us/education/amistad/resources/literacy.pdf>

**Unit Assessment Opportunities:**

- Journal entries and response sheets
- Observations, Questioning, and discussions
- Comprehension Checks in Literature
- Class Webs
- Presentations
- Collaboration
- Unit Test/Alternative Assessments

(Native American Game Day)

## **Curriculum Guide**

<b>Subject: Social Studies</b>	<b>Grade Level: 2</b>
<b>Unit 3: Geography, People and the Environment</b>	<b>Pacing: 10 weeks (mid-February-April)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
Why is it important to take care of Earth?	The earth has a variety of landforms

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<p>How do the continents and oceans affect the lives of people who live near them?          What can maps, globes, and other sources tell us about the world (land or water) and the characteristics of various areas?          What is the difference between being a producer and a consumer?          How can I be a good citizen or friend to the earth?</p>	<p>It is important and essential to know how to care for the earth</p> <p>Maps, globes and other sources allow us to locate and identify places in our region, our country, and our world.</p>
<p><b>Standards</b></p>	<p><b>Classroom Applications</b></p>
<p>Students who can demonstrate understanding can:</p> <p>6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community</p> <p>6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p>6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>6.1.4.B.8 Compare ways people choose to use and distribute natural resources.</p> <p>6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.</p> <p>6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States and the world and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.</p>	<p><b>Objectives:</b></p> <p>Locate New Jersey and bordering states on a map.          Locate the United States, Canada, and Mexico on a map.          Identify the seven continents.          Identify and locate major landforms on Earth and relate the differences on a physical map for the various landforms.          Explain the difference between different types of maps and what can be found on different types of maps.          Identify and locate major bodies of water found on Earth, including oceans, seas, and lakes, such as the Great Lakes.          Differentiate between the United States as a country and the 50 states that are a part of it.          Identify ways people can conserve and replenish natural resources.          Identify a compass rose as a geographic tool, explain its purpose, and use it to help locate places on a map.          Distinguish between producing and consuming.</p> <p><b>Teaching Strategies/Materials:</b></p> <p>Lesson Structure: Anticipatory Set, Mini-lesson, Small groups, Closure          Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Groups and Individual Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Supplemental Books</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect/re-teach, peer helper  <b>Enrichment:</b> computer-based research, webquests, class presentation  <b>Limited English Proficiency:</b> Vocabulary support, word/picture association</p>
<p><b>Connections to other content areas, including 21<sup>st</sup> Century Skills:</b>          21st Century Themes - Global Awareness, Environmental Literacy, Civic Literacy</p>	

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## Fairfield Township School District

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

### Career Ready Practices

CRP2 Apply appropriate academic and technical skills.  
CRP6 Demonstrate creativity and innovation.  
CRP7 Employ valid and reliable research strategies.  
CRP11 Use technology to enhance productivity.  
CRP12 Work productively in teams while using cultural global competence.

### Unit Resources: (related websites, reference materials, etc.)

List of books to be used:

*Green Earth: Variety Pack (Water World, Our Organic Garden, What Does GREEN Mean?, Cleaning Up the Earth, Recycling Earth's Resources, Clean and Green Energy)*

*Exploring Earth's Resources: Variety Pack (Using Coal, Oil and Gas, Learning from Fossils, Using Rocks, Using Soil, Using Water)*

*Ten Things I Can Do to Help My World* by Melanie Wals

*50 simple things kids can do to save the earth* by the Earth Works Group

*Earth Day* by Linda Lowrey

*Earth Day* by Robin Nelson

*Let's Celebrate Earth Day* by Connie Roop

*The Earth Book* by Todd Parr

*The Whole World in Your Hands -- a book about maps* by Melvin and Gilda Berger

*There's a Map on My Lap* by Tish Rabe

*Me on the Map* by Joan Sweeney

Websites

<http://www.worldatlas.com>

<http://www.nationalgeographic.com/kids-world-atlas/maps.html>

<http://classroom.jc-schools.net/basic/ssmaps.html> (map games for kids)

Amistad Curriculum:

<http://www.state.nj.us/education/amistad/resources/literacy.pdf>

### Unit Assessment Opportunities:

Journal Entries and Response Sheets

Observations, Questioning, and Discussions

Comprehension Checks in Literature

Class Webs

Presentations

Collaboration

Unit Test

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## Curriculum Guide

<b>Subject: Social Studies</b>	<b>Grade Level: 2</b>
<b>Unit 4: Economics, Innovation, &amp; Technology</b>	<b>Pacing: 10 weeks, Apr.- June</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
Why is it important to work? How have innovations and inventions helped shape our lives today?	Working and practicing good citizenship allows people to contribute positively to their society. Inventions and innovations have helped shape our lives today.
<b>NJSLS-SS</b>	<b>Classroom Applications</b>

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<p><b>6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</b></p> <p><b>6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world.</b></p> <p><b>6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.</b></p> <p><b>6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.</b></p> <p><b>6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.</b></p> <p><b>6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</b></p>	<p><b><u>Objectives:</u></b>          Interactions among various institutions in the local, national, and global economies influence policy making and societal outcomes. (6.1.4.C.6)          Availability of resources affects economic outcomes. (6.1.4.C.9)          Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investments. (6.1.4.C.10, 6.1.4.C.11)          Creativity and innovation affect lifestyle, access to information, and the creation of new products and services. (6.1.4.C.12)          Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products. (6.1.4.C.16)</p> <p><b><u>Teaching Strategies/Materials:</u></b>          Lesson Structure: Anticipatory Set, Mini lesson, small groups, closure          Strategies: Read aloud, Think-pair-share, jigsaw, investigations, guided explorations, group and individual projects           Materials: mentor texts, internet, supplemental books, invention supplies</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect/re-teach, peer helper  <b>Enrichment:</b> computer based research, presentations  <b>Limited English Proficiency:</b> Vocabulary support, word/picture association</p>
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b></p> <p>ELA/Literacy:          CCSS.ELA-LITERACY.W.2.1          Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.          CCSS.ELA-LITERACY.W.2.6          With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.          CCSS.ELA-LITERACY.RI.2.1          Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	

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### Mathematics:

CCSS.MATH.CONTENT.2.MD.C.8

Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have.

### Career Ready Practices

CRP2 Apply appropriate academic and technical skills.

CRP3 Attend to personal health and financial well-being.

CRP6 Demonstrate creativity and innovation.

CRP10 Plan education and career paths aligned to personal goals.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

### Unit Resources: (related websites, reference materials, etc.)

#### Books to be read:

Jobs

The Post Office Book

Money Around the World: Variety pack

Earning Money

Saving Money

What Is Money?

Spending Money

Inventions and Discovery Through Time- Graphis History Variety Pack

Inventing things by Julie Brown

Imaginative Inventions by Charise Mericle Harper

Who Invented it & What makes it work? By Sarah Leslie

What's Next? By Lisa Thompson

#### Websites:

Inventions.org

<http://pbskids.org/itsmylife/money/managing/article6.html>

#### Amistad Curriculum:

<http://www.state.nj.us/education/amistad/resources/literacy.pdf>

### Unit Assessment Opportunities:

- Journal entries and response sheets
- Observations, Questioning, and discussions
- Comprehension checks in literature
- Class webs
- Presentations

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- Collaboration
- Unit test/alternative assessments

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# Fairfield Township School District

## Curriculum Guide Grade 3

<b>Subject: Social Studies</b>	<b>Grade Level: 3</b>
<b>Unit: Economics</b>	<b>Pacing: 6 weeks (1.5 months)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• What do I need to know in order to be an informed consumer?</li> <li>• How are my wants and needs different from others?</li> <li>• How can I make good decisions with my money?</li> </ul>	<p><b>Students will understand that...</b></p> <ul style="list-style-type: none"> <li>• Community members depend on each other to meet their basic needs through working together to provide goods and services for a community.</li> <li>• The demands for products and the supply of goods and services affect communities and their economy.</li> </ul>
<b>NJSLS Standards</b>	<b>Classroom Applications</b>
<p>6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.</p> <p>6.1.4.C.1 Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.</p> <p>6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>6.1.4.C.3 Explain why incentives vary between and among producers and consumers.</p> <p>6.1.4.C.4 Describe how supply and demand influence price and output of products</p> <p>6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.</p> <p>6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p> <p>6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government.</p> <p>6.1.4.C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</p> <p>6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.</p> <p>6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.</p>	<p><b>Objective:</b></p> <p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• Key vocabulary within unit (such as; business, goods, needs, wants, natural resources, service, etc.)</li> <li>• Decisions are made based on the needs and wants of community •</li> <li>Producers and consumers and their role in the economy</li> <li>• Supply and demand influence price and output</li> <li>• Roles of individuals, businesses, laborers, and government</li> <li>• Goods and services are affected by global market and events within the community</li> <li>• Use of natural resources and how availability affects lifestyles, policy making, and economic outcomes</li> </ul> <p>Money, saving, spending, and investments are reliant upon economy and greatly affect people's lives</p> <p><b>Teaching Strategies/Materials:</b></p> <p><b>Lesson Structure:</b> Observation, Connect, Teach, Engage, Link, Assessment</p> <p><b>Strategies:</b> Think-pair share, Read Aloud, Jigsaw, Investigations, Guided Explorations</p> <p><b>Materials:</b> Mentor Texts, Internet, Supplemental Resources</p> <p><b>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</b></p> <p><b>Extra Support:</b> 1:1 teacher redirect/re-teach, peer helper</p> <p><b>Enrichment:</b> computer based research, class presentation</p> <p><b>Limited English Proficiency:</b> Vocabulary support, word/picture association</p>
<b>Connections to other content areas, including 21<sup>st</sup> Century Skills:</b>	

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21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

**LA.3.RL.3.1** - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**LA.3.RI.3.1** - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**LA.3.W.3.2.A** - Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.

**MA.3.3.MD.B.3** - [*Standard*] - Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.

**MA.3.3.NBT.A.2** - [*Standard*] - Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

**MA.3.3.OA.C.7** - [*Standard*] - Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

## Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

## Unit Resources: (related websites, reference materials, etc.)

### Books

Who's Buying and Who's Selling

Where Do We Keep the Money

What Can You Do with Money? Earn spend save

What is Money, Anyway? Why \$ and coins have value

What Do We Buy? Goods and services

Do I Need it? Or Do I want it?

Kids Making Money (TFK) (8)

Lemons and Lemonade – Nancy Loewen

Supply and Demand – Janeen Adil • What are Goods and Services? – Carolyn Andrews • Money – Margaret Hall

Save, Spend, or Donate? – Nancy Loewen • Sam and the Lucky Money – Karen Chinn

Using Money on a Shopping Trip – Jennifer Marrewa

Lunch Money – Andrew Clements • Mr. Chickee's Funny Money – Christopher Paul Curti

Owen Foote, Money Man – Stephanie Greene

Activities - <https://www.pinterest.com/search/pins/?q=economics%20activities>

Videos - <https://www.pinterest.com/search/pins/?q=economics%20videos>

Economics for Kids - <http://www.socialstudiesforkids.com/subjects/economics.htm>

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Virtual School – <http://www.kathimitchell.com/econ.htm>  
 Song Lessons for Economics - <https://www.youtube.com/watch?v=wHY5cdExNa8>  
 Kids Discover - <http://www.kidsdiscover.com/spotlight/economics/>  
<http://www.superteacherworksheets.com/economics.html> (Economic Worksheets)  
[http://www.totally3rdgrade.com/supply\\_and\\_demand.html](http://www.totally3rdgrade.com/supply_and_demand.html) (song about economics)  
<http://classroom.jc-schools.net/SS-units/economics.htm> (Interactive games and activities)  
<http://www.lessonplanet.com/economics> (Economic Lesson Plans & Activities)  
<http://www.readworks.org>

**Activities:**

Supply and Demand Musical Chairs: Begin with many more chairs than students. When music stops remove a chair; continue until chairs create a scarcity. Reflect and discuss the relationship between supply and demand and what happened as chairs were removed. • Workplace Mural: Students will select a local workplace. Label an index card with name and its role in meeting people’s needs in the community. Illustrate and share. • Classroom Bank: Provide a weekly income for students (i.e.: banana bills, bonus bills, etc) that students can earn for completing classroom jobs, demonstrating responsibility in the classroom community, or lending a helping hand. Students can turn them in weekly for make a purchase from classroom store, or choose to save money for an end-of-year auction.

**Unit Assessment Opportunities:**

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension checks in literature
- Presentations
- Collaboration
- Unit Test
- Pre- and Post- assessments
- Current Events to make connections to their local community
- KWLA Charts and other use of graphic organizers (Homework assignments, other writing tasks, journal entries)
- Group discussions
- Written or oral formative or summative assessments including multiple choice, vocabulary, and open-ended questions Economics

### Curriculum Guide

<b>Subject: Social Studies</b>	<b>Grade Level: 3</b>
<b>Unit: Industrial</b>	<b>Pacing: 8 weeks (2 months)</b>

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<b>Revolution/Innovations</b>	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• How have inventions shaped my life today?</li> <li>• Why would my life be different without technology?</li> <li>• How can technology impact us negatively?</li> </ul>	<p><b>Students will understand that...</b></p> <ul style="list-style-type: none"> <li>• Innovation and creativity affect the quality of living, community development, and opportunity.</li> <li>• Historical innovators and inventions have helped shape the world and how people live.</li> </ul>
<b>NJSLS-SS Standards</b>	<b>Classroom Applications</b>
<p>6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey. 6.1.4.C.13 Determine the qualities of entrepreneurs in a capitalistic society. 6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities. 6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. 6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age. 6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world. 6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to action taken to address them.</p>	<p><b>Objective:</b>  <b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• Key vocabulary within unit (such as; innovation, industry, technology, patent etc.)</li> <li>• Creativity and impact of inventions affect lifestyles, knowledge, and productivity</li> <li>• Science and technology can assist with environmental concerns</li> <li>• Inventions and Inventors that have greatly impacted New Jersey (such as; Alexander Graham Bell, George Washington Carver)</li> <li>• Role of geography, natural resources, and climate in New Jersey on transportation and other innovations</li> <li>• Improvements in lifestyle are due to innovation compared to the past Technologies' impact on agriculture; locally</li> <li>• Innovation in communications affect collaboration locally and globally</li> </ul> <p><b>Teaching Strategies/Materials:</b>  <b>Lesson Structure:</b> Observation, Connect, Teach, Engage, Link, Assess  <b>Strategies:</b> Think-pair share, Read Aloud, Jigsaw, Investigations, Guided Explorations</p> <p><b>Materials:</b> Mentor Texts, Internet, Supplemental Resources</p> <p><b>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</b></p> <p><b>Extra Support:</b> 1:1 teacher redirect/re-teach, peer helper  <b>Enrichment:</b> computer based research, class presentation  <b>Limited English Proficiency:</b> Vocabulary support, word/picture association</p>
<p><b>Connections to other content areas, including 21<sup>st</sup> Century Skills:</b>          21st Century Themes - Global Awareness, Civic Literacy</p>	

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# Fairfield Township School District

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

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**MA.3.3.NBT.A.2** - [*Standard*] - Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

## Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

## Unit Resources: (related websites, reference materials, etc.)

### Books

Now & Ben : the modern inventions of Benjamin Franklin

Imaginative inventions : the who, what, where, when, and why of roller skates, potato chips, marbles, and pie and more!

### Activities -

[https://www.pinterest.com/search/pins/?rs=ac&len=2&q=industrial+revolution+activities&term\\_meta%5B%5D=industrial%7Cautocomplete%7C2&term\\_meta%5B%5D=revolution%7Cautocomplete%7C2&term\\_meta%5B%5D=activities%7Cautocomplete%7C2](https://www.pinterest.com/search/pins/?rs=ac&len=2&q=industrial+revolution+activities&term_meta%5B%5D=industrial%7Cautocomplete%7C2&term_meta%5B%5D=revolution%7Cautocomplete%7C2&term_meta%5B%5D=activities%7Cautocomplete%7C2)

Videos - <https://www.pinterest.com/search/pins/?q=industrial%20revolution%20videos>

### Facts for Kids -

[http://www.factsfornow.scholastic.com/article?product\\_id=nbk&type=0ta&uid=10676850&id=a2014620-h](http://www.factsfornow.scholastic.com/article?product_id=nbk&type=0ta&uid=10676850&id=a2014620-h)

- Slide Share – Power Points already created -

<http://www.slideshare.net/search/slideshow?searchfrom=header&q=industrial+revolution>

- Time Line of Inventions -

[http://www.softschools.com/timelines/industrial\\_revolution\\_timeline/40/](http://www.softschools.com/timelines/industrial_revolution_timeline/40/)

SUGGESTED PERFORMANCE TASK(S)

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- Students will choose an inventor and describe one of their inventions and how it has impacted society and influenced people's lifestyles.
- Have students research and choose an inventor. They will choose one of their inventions to research in depth
- List pros and cons of invention and its impact on society. How has it helped people? How has it hurt people, or the environment? Have there been other inventions since that were influenced from this invention?
- Have students create an ad or brochure to advertise their chosen invention and why people might be interested in it.
- Create a classroom museum to display inventions and research information. Invite other classes to visit museum and learn about the various inventors and inventions researched.

Suggested learning resources;

- Brain Pop Jr. (Related Videos; Alexander Graham Bell)
- Learn 360 (Related Videos; Famous Inventions and Inventors / Thomas Edison, A Life of Inventions / History of Transportation / Cool Inventions / Inventors Video Quiz / Inventions from Ancient Times to the Printing Press, A Life of Invention)

### Helpful Links;

<http://www.pbs.org/benfranklin/teachersguide.html> (innovation activities)

<http://www.discoveryeducation.com/teachers/free-lesson-plans/inventors-and-inventions-2-air-and-space.cfm> (lesson plans)

[http://www.kidinventorsday.com/teachers\\_guides.htm](http://www.kidinventorsday.com/teachers_guides.htm) (additional links)

<http://its.guilford.k12.nc.us/webquests/grade3.html> (innovation activities)

[www.buzzle.com/articles/3rd-grade-invention-ideas.html](http://www.buzzle.com/articles/3rd-grade-invention-ideas.html) (invention ideas)

### Suggested Mentor Texts – Available at school libraries

• 101 Ways to Bug Your Parents – Lee Wardlaw • 101 Ways to Your Teacher – Lee Wardlaw • Johann Gutenberg and the Amazing Printing Press – Bruce Koscielniak • The History of the Computer – Elizabeth Raum • Henry Ford and the Model T – Michael O'Hearn • Levi Strauss and Blue Jeans – Nathan Olson • Incredible Inventions – Lee Bennett Hopkins • Inventions – Martine Podesto • I is for Idea: An Inventions Alphabet – Marcia Schonberg • An Illustrated Timeline of Inventions and Inventors – Kremena Spengler • Now & Ben: The Modern Inventions of Benjamin Franklin – Gene Barretta • Marvelous Mattie: How Margaret E. Knight Became an Inventor – Emily Arnold McCully

### Unit Assessment Opportunities:

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- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension checks in literature
- Class Webs
- Presentations
- Collaboration
- Current Events to make connections to their local community
- KWL Charts and other use of graphic organizers
- Homework assignments
- Other writing tasks
- Journal entries
- Group discussions
- Written or oral formative or summative assessments including multiple choice, vocabulary, and open-ended questions
- 

### Curriculum Guide

<b>Subject: Social Studies</b>	<b>Grade Level: 3</b>
<b>Unit: Civil Rights Leadership/Cultural Diversity</b>	<b>Pacing: 8 weeks (2 months)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• How do I solve conflicts with others that are different from me in a community?</li> <li>• How have the various cultures within my</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• A community is established through the various cultures and diversity of its people.</li> <li>• Respecting various cultures and perspectives through awareness and communication can help to solve conflicts both</li> </ul>

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<p>community contributed to the customs, traditions, and beliefs within the community?</p> <ul style="list-style-type: none"> <li>• How has my heritage and the various cultures within my community influenced my daily life?</li> </ul>	<p>locally and globally.</p>
<b>NJSLS-SS Standards</b>	<b>Classroom Applications</b>
<p>6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).          6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.          6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.          6.1.4.D.14 Trace how the American identity evolved over time.          6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.          6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.          6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.          6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.          6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p>	<p><b>Objective:</b>  <b>Students will know...</b></p> <ul style="list-style-type: none"> <li>•Key vocabulary within unit (such as; custom, culture, tradition, ethnic groups, perspectives, etc.)</li> <li>•Comprehension Strategies for reading informational text</li> <li>•Continents and oceans to gain understanding of spatial relationships with other countries and cultures</li> <li>•Most communities are made up of people of different ethnicities</li> <li>•Members of a community show their culture through their clothing, language, food, music, etc.</li> <li>•Cultures include traditions, popular beliefs, values, and ideas expressed through people’s behaviors</li> </ul> <p>Stereotyping and prejudice can lead to conflicts</p> <ul style="list-style-type: none"> <li>•Bullying and discriminatory actions and comments are not tolerated and affect the community</li> <li>•Events and important figures that have assisted in cultural acceptance and helped to solve conflicts</li> </ul> <p><b>Teaching Strategies/Materials:</b></p> <p><b>Lesson Structure:</b> Observation, Connect, Teach, Engage, Link, Assess</p> <p><b>Strategies:</b> Think-pair share, Read Aloud, Jigsaw, Investigations, Guided Explorations</p> <p><b>Materials:</b> Mentor Texts, Internet, Supplemental Resources</p> <p><b>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</b></p> <p><b>OTHER EVIDENCE:</b> These are suggested assessments that could be used in addition to the suggested performance task.</p> <ul style="list-style-type: none"> <li>• Develop a plan: Present students with a conflict resulting from a cultural disagreement. Have students write a resolution</li> </ul>

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	<p>as to how they might go about solving the conflict and the importance of tolerance and various perspectives due to cultural differences.</p> <ul style="list-style-type: none"> <li>•In the News: Have students look for local news of current cultural events happening in their town. Have students participate in cultural activity in the community and write or draw about their experience.</li> <li>•Discover a new culture: Research a different country or culture through books and internet. Have students create a PowerPoint or similar activity to present to class. Other assessments to demonstrate evidence of learning may include;             <ul style="list-style-type: none"> <li>• Pre- and Post- assessments</li> <li>• Current Events to make connections to their local community</li> <li>• KWL Charts and other use of graphic organizers</li> <li>• Homework assignments</li> <li>• Other writing tasks</li> <li>• Journal entries</li> <li>• Group discussions</li> <li>• Written or oral formative or summative assessments including multiple choice, vocabulary, and open-ended questions</li> </ul> </li> </ul> <p>Culture/Diversity Quarter 3 - Stage 3 – Learning Plan – Grade</p> <p><b>Extra Support:</b> 1:1 teacher redirect/re-teach, peer helper  <b>Enrichment:</b> computer based research, class presentation  <b>Limited English Proficiency:</b> Vocabulary support, word/picture association</p>
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b></p> <p>21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p>LA.3.RL.3.1 - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.          LA.3.RI.3.1 - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.          LA.3.W.3.2.A - Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.</p> <p>MA.3.3.MD.B.3 - [Standard] - Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.</p> <p>MA.3.3.NBT.A.2 - [Standard] - Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	

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### **Career Ready Practices**

CRP1 Act as a Responsible and contributing citizen and employee.  
CRP2 Apply appropriate academic and technical skills.  
CRP5 Consider the environmental environmental, social and economic impacts of decisions.  
CRP9 Model integrity, ethical leadership and effective management.  
CRP11 Use technology to enhance productivity.  
CRP12 Work productively in teams while using cultural global competence.

### **Unit Resources: (related websites, reference materials, etc.)**

Rosa by Nikki Giovanni  
Dad, Jackie, and Me by Myron Uhlberg  
The Story of Ruby Bridges by Robert Coles  
Rosa Parks : a life of courage by Ann-Marie Kishel.

Educational Videos, lessons , and games - <http://www.neok12.com/Civil-Rights-Movement.htm>

Civil Rights Timeline - <http://kids.laws.com/civil-rights-timeline>

Civil Rights Movement Timeline - <http://www.kidzworld.com/article/3015-civil-rights-movement-timeline>

Civil Rights Video - <https://www.pinterest.com/search/pins/?q=civil%20rights%20videos>

Civil Rights Activities -

[https://www.pinterest.com/search/pins/?rs=ac&len=2&q=civil+rights+activities&term\\_meta%5B%5D=civil%7Cautocomplete%7C4&term\\_meta%5B%5D=rights%7Cautocomplete%7C4&term\\_meta%5B%5D=activities%7Cautocomplete%7C4](https://www.pinterest.com/search/pins/?rs=ac&len=2&q=civil+rights+activities&term_meta%5B%5D=civil%7Cautocomplete%7C4&term_meta%5B%5D=rights%7Cautocomplete%7C4&term_meta%5B%5D=activities%7Cautocomplete%7C4)

Helpful Links;

<http://www.ipl.org/div/cquest/> (Culture Quest Interactive World Tour)

<http://www.totally3rdgrade.com/people.html> (song about culture)

<http://pbskids.org/arthur/games/connectworld/index.html> (Interactive games)

<http://www.eduplace.com/geonet/index.html> (Interactive games)

<http://www.pbs.org/parents/mayaandmiguel/english/activities/calendar.html> (Family Tradition Activities)

<http://www.education.com/activity/third-grade/world-cultures/> (Culture activities)

Suggested Mentor Texts – Available at school libraries

- Arthur's World Neighborhood – David J. Smith
- Families in Many Cultures – Heather Adamson
- School in Many Cultures – Heather Adamson
- Freedom Summer – Deborah Wiles
- The Other Side – Jacqueline Woodson
- Everyday Celebrations and Rituals – Holidays
- Come to the Great World: Poems from Around the World – Wendy Cooling
- People of New Jersey – Mark Stewart
- Around Our Way on Neighbors' Day – Tameka Brown

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### **The Amistad Commission's Literacy Components for Primary Grades:**

•<http://www.state.nj.us/education/amistad/resources/literacy.pdf>

•Why Mosquitoes Buzz in People's Ears by Aardema, Verna

•The Patchwork Quilt by Flourmoy, Valerie

•Amazing Grace by Hoffman, Mary

•Chicken Sunday by Palacco, Patricia

•<http://www.state.nj.us/education/holocaust/resources/literacy.pdf>

### **Unit Assessment Opportunities:**

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension checks in literature
- Class Webs
- Presentations
- Collaboration
- Unit Test

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## Curriculum Guide

<b>Subject: Social Studies</b>	<b>Grade Level: 3</b>
<b>Unit: Citizenship/ Branches of Government</b>	<b>Pacing: 8 weeks (2 months)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>•How does the government of our country work together at all levels to meet the needs of the people?</li> <li>•How do rules and laws protect my rights as a citizen?</li> <li>•What would happen if we had no government?</li> <li>•How do citizens influence government?</li> </ul>	<ul style="list-style-type: none"> <li>•There is a relationship between people and their government in a representative democracy.</li> <li>• Active citizens exercise their rights and responsibilities through participation in democratic processes.</li> <li>• The government has a responsibility to develop rules and laws to protect people’s rights and the security and welfare of society</li> </ul>
<b>NJSLS-SS Standards</b>	<b>Classroom Applications</b>
<p>6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p> <p>6.1.4.A.2 Explain how</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Key vocabulary within unit (such as; government services, common good, vote, volunteer, right, responsibility, democracy, elect, appoint)</li> <li>• Comprehension Strategies for reading informational text</li> <li>• Responsibilities of citizens and why following rules is crucial to the wellbeing of the common good</li> </ul>

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<p>fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.</p> <p>6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.</p> <p>6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.</p> <p>6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.</p>	<ul style="list-style-type: none"> <li>• Fundamental rights of all citizens</li> <li>• The Constitution and Bill of Rights are key documents in establishing human rights and responsibilities of the government</li> <li>• Rules and laws are developed to protect people’s rights based on the needs of the people</li> <li>• Fair vs. unfair laws</li> <li>• Three branches of government and their roles (judicial, legislative, executive)</li> <li>• Create and determine how rules and laws are used in our classroom community to protect our individual rights to help resolve conflict. (6.1.4.A.1)</li> <li>• Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy (6.1.4.A.2)</li> <li>• Define fairness, equality, and common good and identify their roles in the creation of United States government. (6.1.4.A.3)</li> <li>• Explain the roles and responsibilities of the three branches of the national government. (6.1.4.A.5)</li> <li>• Identify a local issue and develop a group action plan to inform school and/or community members about the issue. (6.3.4.A.3)</li> </ul> <p><b>Teaching Strategies/Materials:</b>  <b>Lesson Structure:</b> Observation, Connect, Teach, Engage, Link, Assess  <b>Strategies:</b> Think-pair share, Read Aloud, Jigsaw, Investigations, Guided Explorations</p> <p><b>Materials:</b> Mentor Texts, Internet, Supplemental Resources</p> <p><b>OTHER EVIDENCE:</b> These are suggested assessments that could be used in addition to the suggested performance task.</p> <ul style="list-style-type: none"> <li>• Create a Mobile: Have students work create a mobile to display the three types of government, their roles in the community, and local community members that are currently in those government positions.</li> <li>• Writing Prompt: Have students write about what it might be like if there was no government. How would their local community be different? How would the world be different?</li> <li>• Interview: Create interview questions for a local government official. Reach out to them through email, mail, or appointment to interview and gather information regarding their role in the community. Share your information with the class.</li> </ul> <p><b>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</b></p> <p><b>Other assessments to demonstrate evidence of learning may include;</b></p>
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	<ul style="list-style-type: none"> <li>• Current Events to make connections to their local community</li> <li>• KWLA Charts and other use of graphic organizers</li> <li>• Homework assignments</li> <li>• Other writing tasks</li> <li>• Journal entries</li> <li>• Group discussions</li> <li>• Written or oral formative or summative assessments including multiple choice, vocabulary, and open-ended questions</li> </ul> <p><b>Extra Support:</b> 1:1 teacher redirect/re-teach, peer helper  <b>Enrichment:</b> computer based research, class presentation  <b>Limited English Proficiency:</b> Vocabulary support, word/picture association</p>
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b>                  21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><b>LA.3.RL.3.1 - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</b>  <b>LA.3.RI.3.1 - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</b>  <b>LA.3.W.3.2.A - Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.</b></p> <p><b><u>Career Ready Practices</u></b>                  CRP1 Act as a Responsible and contributing citizen and employee.                  CRP2 Apply appropriate academic and technical skills.                  CRP5 Consider the environmental environmental, social and economic impacts of decisions.                  CRP9 Model integrity, ethical leadership and effective management.                  CRP11 Use technology to enhance productivity.                  CRP12 Work productively in teams while using cultural global competence.</p> <p><b><u>Unit Resources: (related websites, reference materials, etc.)</u></b></p> <p>Books                  We The Kids by David Catrow</p> <ul style="list-style-type: none"> <li>• Kids Gov – 3 branches of government - <a href="https://kids.usa.gov/three-branches-of-government/index.shtml">https://kids.usa.gov/three-branches-of-government/index.shtml</a></li> <li>• Congress for Kids – Democracy  <a href="http://www.congressforkids.net/games/Democracy/2_democracy.htm">http://www.congressforkids.net/games/Democracy/2_democracy.htm</a></li> <li>• Brain Pop -  <a href="https://www.brainpop.com/socialstudies/usgovernmentandlaw/branchesofgovernment/">https://www.brainpop.com/socialstudies/usgovernmentandlaw/branchesofgovernment/</a></li> </ul>	

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- Video - <http://video.about.com/usgovinfo/Branches-of-the-Government.htm>
- Activities and Video's - [https://www.pinterest.com/search/pins/?rs=ac&len=2&q=three+branches+of+government&term\\_meta%5B%5D=three%7Cautocomplete%7C0&term\\_meta%5B%5D=branches%7Cautocomplete%7C0&term\\_meta%5B%5D=of%7Cautocomplete%7C0&term\\_meta%5B%5D=government%7Cautocomplete%7C0](https://www.pinterest.com/search/pins/?rs=ac&len=2&q=three+branches+of+government&term_meta%5B%5D=three%7Cautocomplete%7C0&term_meta%5B%5D=branches%7Cautocomplete%7C0&term_meta%5B%5D=of%7Cautocomplete%7C0&term_meta%5B%5D=government%7Cautocomplete%7C0)

[www.superteacherworksheets.com/communities](http://www.superteacherworksheets.com/communities) (activities and worksheets available)

[www.sfsocialstudies.com/g3/index.html](http://www.sfsocialstudies.com/g3/index.html) (interactive games, current events, activities)

<http://www.hud.gov/kids/field1.html> (interactive tours of city hall and government officials)

[http://www.totally3rdgrade.com/branches\\_of\\_government.html](http://www.totally3rdgrade.com/branches_of_government.html) (song lyrics and sound clip)

<http://www.socialstudiesforkids.com/www/us/billofrightsdef.htm> (Bill of Rights for Kids)

<http://www.factmonster.com/ipka/A0769450.html> (Bill or Rights for Kids)

### **Unit Assessment Opportunities:**

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension checks in literature
- Class Webs
- Presentations
- Collaboration
- Unit Test

### **Suggested Mentor Texts**

- What is Government – Ann-Marie Kishel
- Who Leads Our Country – Jacqueline Laks Gorman
- Branches of Government – John Hamilton
- What's Government – Nancy Harris
- What are the Parts of Government – William Thomas
- What's a City Council – Nancy Harris
- D is for Democracy: A Citizen's Alphabet – Elissa Grodon
- Democracy – Liam O'Donnell
- Becoming a Citizen – John Hamilton
- Voting in an Election – John Hamilton

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## Curriculum Guide

<b>Subject: Social Studies</b>	<b>Grade Level: 3</b>
<b>Unit: Natural Resources/ Geography and Environment</b>	<b>Pacing: 8 weeks (2 months)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• Why is location important?</li> <li>• How do maps help people find and learn about locations?</li> <li>• How does a geographic location impact a person’s lifestyle?</li> </ul>	<p><b>Students will understand that...</b></p> <ul style="list-style-type: none"> <li>• Maps and other geographic tools can be used to discover and compare physical features and lifestyles of people in various locations.</li> <li>• Climate, landforms, and natural resources play a large role in the lifestyles, culture, and settlement of people of a particular area.</li> </ul>
<b>NJSLS-SS Standards</b>	<b>Classroom Applications</b>
<p>Natural Resources</p> <p>6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p>6.1.4.B.8 Compare ways people choose to use and distribute natural resources.</p> <p>6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.</p> <p>6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</p> <p>6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude .</p> <p>6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources impacted where and how people live and work in different</p>	<p><b>Objective:</b></p> <p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• Key vocabulary within unit (such as; compass rose, map key, symbol, scale, mountain, valley, river, gulf, etc.)</li> <li>• Comprehension Strategies for reading informational text</li> <li>• Cardinal and intermediate directions</li> <li>• Information that can be found in a map key and the purpose of a map scale</li> <li>• Political and physical maps and specific information that can be found on each</li> <li>• Location of Monroe in comparison to other locations</li> <li>• Culture and lifestyles are influenced by geographic</li> </ul>

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regions of New Jersey and the United States.  
6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.  
6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on cultures , economics, politics, and physical environment to understand the concept of regionalism.  
6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.

location

- Physical features (such as; mountain, lake, river, valley, plateau, gulf, hills)
- Landforms and climate affect lifestyles
- Importance of recycling and conserving in order to protect environment
- Natural resources are specific to location and assist in settlement
- Availability of natural resources has large impact on lifestyles

### **Teaching Strategies/Materials:**

**Lesson Structure:** Observation, Connect, Teach, Engage, Link, Assess

**Strategies:** Think-pair share, Read Aloud, Jigsaw, Investigations, Guided Explorations

**Materials:** Mentor Texts, Internet, Supplemental Resources

**OTHER EVIDENCE:** These are suggested assessments that could be used in addition to the suggested performance task.

- Mix and Match: Present students with either pictures or words of key landforms learned and their descriptions. Have students cut and match words with definitions and glue to large construction paper.
- Map Skill Treasure Hunt: Have students work in pairs to use maps to uncover a mystery. It can be a map of the classroom and students must use compass rose, map key, and scale to follow map to lead to the solution to a problem.
- Writing Prompt: Have students research another community and its environment. Have students create a Venn-diagram comparing and contrasting their local communities' environment and that of their researched community. Students should look at their natural resources, climate, culture, landforms, etc. Have students then write an essay comparing these two communities and how their life may have been different had they grown up in their researched community.
- In the News: Create an environmental issue that could occur in your community. How would you communicate to the people of your

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	<p>community about the issue and get them to help out their environment. Write a news article that will not only inform the community about this issue, but persuade them to help out. What will your plan be to correct this environmental concern? How will you get others to get involved?</p> <p><b>Other assessments to demonstrate evidence of learning may include</b></p> <ul style="list-style-type: none"><li>• Pre- and Post- assessments</li><li>• Current Events to make connections to their local community</li><li>• KWLA Charts and other use of graphic organizers</li><li>• Homework assignments</li><li>• Other writing tasks</li><li>• Journal entries</li><li>• Group discussions</li><li>• Written or oral formative or summative assessments including multiple choice, vocabulary, and open-ended questions</li></ul> <p><b>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</b></p> <p><b>Extra Support:</b> 1:1 teacher redirect/re-teach, peer helper</p> <p><b>Enrichment:</b> computer based research, class presentation</p> <p><b>Limited English Proficiency:</b> Vocabulary support, word/picture association</p>
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b></p> <p>21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p>LA.3.RL.3.1 - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>LA.3.RI.3.1 - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>LA.3.W.3.2.A - Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.</p> <p>MA.3.3.OA.C.7 - [<i>Standard</i>] - Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or</p>	

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properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

**MA.3.3.NF.A.1 - [Standard]** - Understand a fraction  $\frac{1}{b}$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts; understand a fraction  $\frac{a}{b}$  as the quantity formed by  $a$  parts of size  $\frac{1}{b}$ .

### **Career Ready Practices**

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

### **Unit Resources: (related websites, reference materials, etc.)**

Natural Resource Activities -

<https://www.pinterest.com/search/pins/?q=natural%20resources%20activities>

Natural Resource Videos -

<https://www.pinterest.com/search/pins/?q=natural%20resources%20videos>

Educational Videos, Lessons, and Games - <http://www.neok12.com/Natural-Resources.htm>

Smart Exchange (free smartboard activities – you need to sign up – free membership)

<http://exchange.smarttech.com/search.html?q=natural+resources>

Slide Share - <http://www.slideshare.net/MMoiraWhitehouse/natural-resources-3rd-4th-grades>

[www.superteacherworksheets.com/communities](http://www.superteacherworksheets.com/communities) (activities and worksheets available)

<http://geography.pppst.com/mapskills.html> (Power-points and interactive map skill games)

<http://nationalatlas.gov/mapmaker> (Interactive map maker)

<http://its.guilford.k12.nc.us/webquests/mapadventure/map.htm> (Research activity)

<http://flashcarddb.com/cardset/238654-3rd-grade-map-skills-flashcards> (unit vocabulary flashcards)

[http://www.totally3rdgrade.com/how\\_to\\_read\\_a\\_map.html](http://www.totally3rdgrade.com/how_to_read_a_map.html) (song about reading maps)

**Suggested Mentor Texts** – • If the World Were a Village: A Book About the World's People – David J. Smith • Hills / Valleys / Plains / Bays / Lakes – Emma Carlson Berne • The Four Oceans – Wil Mara • Hottest, Coldest, Highest, Deepest – Steve Jenkins • Living in Mountains / Living in Deserts – Tea Benduhn • Forests – Angela Royston • The Geography Book – Caroline Arnold • Geography From A to Z – Jack Knowlton

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### Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension checks in literature
- Class Webs
- Presentations
- Collaboration
- Unit Test

# Fairfield Township School District

## Curriculum Guide Grade 4

### SOCIAL STUDIES

### UNIT 1: MAP AND GEOGRAPHY SKILLS

<b>Subject: Social Studies</b>	<b>Grade Level: 4</b>
<b>Unit 1.1: Map &amp; Geography Skills</b>	<b>Pacing: 2 Weeks (approximately)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<p>What are the different functions of maps and how they are used?</p> <p>How do maps help us locate different places in the world?</p> <p>Why is it important to study different types of maps?</p> <p>What makes places unique and different?</p>	<p>Geography studies the relationships between people, places, and environments by showing information about them in spatial context.</p> <p>Information on different maps is useful in helping us know more about people who live there.</p>
<b>NJSLS-SS Standards</b>	<b>Classroom Application</b>
<p><b>Students who demonstrate understanding can:</b></p> <p>6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</p> <p>6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</p> <p>6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to</p>	<p><b><u>Objectives:</u></b></p> <p>Identify, define and apply basic map skills including longitude, latitude, prime meridian, equator, hemisphere, map key, symbols, compass rose and map scale.</p> <p>Locate different places in the world.</p> <p>Tell what makes places unique and different.</p> <p><b><u>Teaching Strategies/Materials:</u></b></p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Small Group, Whole Group, Independent Work, Closure</p> <p>Strategies: Think-pair-share, Read Aloud, Jigsaw, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, current magazine/newspaper articles,</p>

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<p>measure distances and to determine time zones and locations using latitude and longitude.</p>	<p>visual aids, manipulatives</p> <p>Activities: Use a map scale to calculate the distance between cities, use latitude and longitude to tell which city and located at given coordinates, and match city with the coordinates on a map, label map with continents and oceans, use map to show USA major industries, use map and legend on page to answer questions, field trip to corn maze, so students can use map reading skills.</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect/re-teach, peer helper, visual aids, modified tests and quizzes, homework</p> <p><b>Enrichment:</b> Computer-based research, class presentation, higher-level thinking tasks</p> <p><b>Limited English Proficiency:</b> Vocabulary support, word/picture association, visual aids</p>
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b></p> <p>CRP11. Use technology to enhance productivity.</p>	
<p><b><u>Unit Resources: (related websites, reference materials, etc.)</u></b></p> <p>Textbook: Our Country's Regions</p>	
<p><b><u>Unit Assessment Opportunities:</u></b></p> <ul style="list-style-type: none"><li>* Journal Entries and Response Sheets</li><li>* Observations, Questioning, and Discussions</li><li>* Class Webs</li><li>* Presentations</li><li>* Collaboration</li><li>* Projects</li><li>* Rubrics</li><li>* Unit Test</li></ul>	



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<b>Unit 1.2: United States: A Varied Land</b>	<b>Pacing: 3 Weeks (approximately)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<p>How do geographical regions and landforms compare/contrast to one another?</p> <p>How do landforms, climate, weather and resources impact where and how people live and work in each region?</p>	<p>The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</p> <p>In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.</p> <p>Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</p> <p>Places are jointly characterized by their physical and human properties.</p> <p>The physical environment can both accommodate and be endangered by human activities.</p> <p>Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</p> <p>Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.</p> <p>Advancements in science and technology can have unintended consequences that impact individuals and/or societies.</p> <p>Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.</p>
<b>NJSLS-SS Standards</b>	<b>Classroom Application</b>
<p><b>Students who demonstrate understanding can:</b></p> <p>6.1.4.B.2 Use physical and political maps to explain how the location and spatial</p>	<p><b>Objectives:</b></p> <p>Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic</p>

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<p>relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</p> <p>6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.</p> <p>6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p>6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>6.1.4.B.10 Identify major cities in New Jersey as well as in the United States and the world and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.</p>	<p>interdependence.</p> <p>Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.</p> <p>Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p>Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.</p> <p>Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>Compare ways people choose to use and distribute natural resources.</p> <p>Relate advances in science and technology to environmental concerns, and to actions taken to address them.</p> <p>Identify major cities in New Jersey as well as in the United States and the world and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.</p> <p><b><u>Teaching Strategies/Materials:</u></b></p> <p><b>Lesson Structure:</b> Anticipatory Set, Mini-Lesson, Small Group, Whole Group, Independent Work, Closure</p> <p><b>Strategies:</b> Think-pair-share, Read Aloud, Jigsaw, Projects</p> <p><b>Materials:</b> Mentor Texts, DVDs, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, visual aids, manipulatives</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect/re-teach, peer helper, visual aids,</p>
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modified tests and quizzes, homework

**Enrichment:** Computer-based research, class presentation, higher-level thinking tasks

**Limited English Proficiency:** Vocabulary support, word/picture association, visual aids

#### Connections to other content areas, including 21<sup>st</sup> Century Skills:

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

CRP11. Use technology to enhance productivity.

#### Unit Resources: (related websites, reference materials, etc.)

Textbook

#### **The Amistad Commission's Literacy Components for Primary Grades:**

•<http://www.state.nj.us/education/amistad/resources/literacy.pdf>

•<http://www.state.nj.us/education/holocaust/resources/literacy.pdf>

#### Unit Assessment Opportunities:

- \* Journal Entries and Response Sheets
- \* Observations, Questioning, and Discussions
- \* Comprehension Checks in Literature
- \* Class Webs
- \* Presentations
- \* Collaboration
- \* Projects
- \* Rubrics
- \* Unit Test
- \* Time Lines

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<b>Unit 1.3: Economics &amp; Resources</b>	<b>Pacing: 3 Weeks (approximately)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<p>How do major industries located in NJ impact the economy?</p> <p>How have industry, technology and transportation changed the way we interact with the land?</p>	<p>Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</p> <p>Advancements in science and technology can have unintended consequences that impact individuals and/or societies.</p> <p>Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.</p> <p>People make decisions based on their needs, wants, and the availability of resources. Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.</p> <p>Economic opportunities in New Jersey and other states are related to the availability of resources and technology.</p>
<b>NJSLS-SS Standards</b>	<b>Classroom Application</b>
<p><b>Students who demonstrate understanding can:</b></p> <p>6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.</p> <p>6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>6.1.4.B.8 Compare ways people choose to use and distribute natural resources.</p> <p>6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.</p>	<p><b><u>Objectives:</u></b></p> <p>Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p>Compare ways people choose to use and distribute natural resources.</p> <p>Relate advances in science and technology to environmental concerns, and to actions taken to address them.</p> <p>Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>Explain how the availability of private and public goods and services is influenced by the global market and government.</p>

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<p>6.1.4.B.10 Identify major cities in New Jersey as well as in the United States and the world and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.</p> <p>6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government.</p> <p>6.1.4.C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</p> <p>6.1.4.D.13 Examine the qualities of entrepreneurs in a capitalistic society.</p> <p>6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p>	<p>Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</p> <p>Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p> <p><b><u>Teaching Strategies/Materials:</u></b></p> <p><b>Lesson Structure:</b> Anticipatory Set, Mini-Lesson, Small Group, Whole Group, Independent Work, Closure</p> <p><b>Strategies:</b> Think-pair-share, Read Aloud, Jigsaw, Projects</p> <p><b>Materials:</b> Mentor Texts, DVDs, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, visual aids, manipulatives</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect/re-teach, peer helper, visual aids, modified tests and quizzes, homework</p> <p><b>Enrichment:</b> Computer-based research, class presentation, higher-level thinking tasks</p> <p><b>Limited English Proficiency:</b> Vocabulary support, word/picture association, visual aids</p>
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b></p>	
<p>RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	
<p><b><u>Unit Resources: (related websites, reference materials, etc.)</u></b></p> <p>Textbook</p>	

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#### Unit Assessment Opportunities:

- \* Journal Entries and Response Sheets
- \* Observations, Questioning, and Discussions
- \* Comprehension Checks in Literature
- \* Class Webs
- \* Presentations
- \* Collaboration
- \* Projects
- \* Rubrics
- \* Unit Test
- \* Time Lines



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**SOCIAL STUDIES, GRADE 4**

**UNIT 2: FOUNDATIONS AND REGIONS OF US**

<b>Subject: Social Studies</b>	<b>Grade Level: 4</b>
<b>Unit 2.1: Foundations of the United States (Melting Pot / Government)</b>	<b>Pacing: 6 Weeks (approximately)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<p>Why do we have rules and laws?</p> <p>To what extent should society control individuals?</p> <p>How do governments balance the rights of individuals with the common good?</p> <p>What should be the goals and responsibilities of government?</p> <p>How are the United States and New Jersey Governments organized and how do they communicate?</p> <p>How does the Constitution protect individual rights and limit the power of the government?</p> <p>What is freedom and is everyone entitled to it?</p>	<p>American constitutional government is based on principles of limited government, shared authority, fairness, and equality.</p> <p>There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.</p> <p>United States is a country made up of immigrants and varied cultures.</p> <p>Key historical events, documents, and individuals led to the development of our nation.</p>
<b>NJSLS-SS Standards</b>	<b>Classroom Application</b>
<p><b>Students who demonstrate understanding can:</b></p> <p>6.1.4.A.3 Determine how “fairness,”</p>	<p><b><u>Objectives:</u></b></p> <p>Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of</p>

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“equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.

6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government

6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government

6.1.4.A.6 Explain how national and state governments share power in the federal system of government.

6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.

6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.

United States government.

Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.

Distinguish the roles and responsibilities of the three branches of the national government

Explain how national and state governments share power in the federal system of government.

Explain how key events led to the creation of the United States and the state of New Jersey.

Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.

### Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Small Group, Whole Group, Independent Work, Closure

Strategies: Think-pair-share, Read Aloud, Jigsaw, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, current magazine/newspaper articles, visual aids, manipulatives

### Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

**Extra Support:** 1:1 teacher redirect/re-teach, peer helper, visual aids, modified tests and quizzes, homework

**Enrichment:** Computer-based research, class presentation, higher-level thinking tasks

**Limited English Proficiency:** Vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21<sup>st</sup> Century Skills:

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RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.  
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.  
RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text  
CRP1. Act as a responsible and contributing citizen and employee.  
CRP5. Consider the environmental, social and economic impacts of decisions.

#### Unit Resources: (related websites, reference materials, etc.)

Textbook

#### Unit Assessment Opportunities:

- \* Journal Entries and Response Sheets
- \* Observations, Questioning, and Discussions
- \* Comprehension Checks in Literature
- \* Class Webs
- \* Presentations
- \* Collaboration
- \* Projects
- \* Rubrics
- \* Time Lines
- \* Unit Test

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<b>Subject: Social Studies</b>	<b>Grade Level: 4</b>
<b>Unit 2.2: Regions of United States</b>	<b>Pacing: 6 Weeks (approximately)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
How do four geographical region and landforms compare/contrast to one another?	The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.  In an interconnected world, increased collaboration is needed by

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	<p>individuals, groups, and nations to solve global problems.</p> <p>Places are jointly characterized by their physical and human properties.</p> <p>Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</p> <p>Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.</p>
<b>NJSLS-SS Standards</b>	<b>Classroom Application</b>
<p><b>Students who demonstrate understanding can:</b></p> <p>6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.</p> <p>6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>6.1.4.B.10 Identify major cities in New Jersey as well as in the United States and the world and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.</p>	<p><b><u>Objectives:</u></b></p> <p>Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.</p> <p>Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>Identify major cities in New Jersey as well as in the United States and the world and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences</p> <p><b><u>Teaching Strategies/Materials:</u></b></p> <p><b>Lesson Structure:</b> Anticipatory Set, Mini-Lesson, Small Group, Whole Group, Independent Work, Closure</p> <p><b>Strategies:</b> Think-pair-share, Read Aloud, Jigsaw, Projects</p> <p><b>Materials:</b> Mentor Texts, DVDs, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, visual aids, manipulatives</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education,</u></b></p>

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### Gifted & Talented):

**Extra Support:** 1:1 teacher redirect/re-teach, peer helper, visual aids, modified tests and quizzes, homework

**Enrichment:** Computer-based research, class presentation, higher-level thinking tasks

**Limited English Proficiency:** Vocabulary support, word/picture association, visual aids

### Connections to other content areas, including 21<sup>st</sup> Century Skills:

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CRP2. Apply appropriate academic and technical skills.

### Unit Resources: (related websites, reference materials, etc.)

Textbook: Our Country's Regions

### Unit Assessment Opportunities:

- \* Journal Entries and Response Sheets
- \* Observations, Questioning, and Discussions
- \* Comprehension Checks in Literature
- \* Class Webs
- \* Presentations
- \* Collaboration
- \* Projects
- \* Rubrics
- \* Unit Test
- \* Time Lines

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**SOCIAL STUDIES, GRADE 4**

**UNIT 3: NEW JERSEY**

<b>Subject: SOCIAL STUDIES</b>	<b>Grade Level: 4</b>
<b>Unit 3.1: NEW JERSEY Geography &amp; Regions</b>	<b>Pacing: 4 weeks (approximately)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<p>How do four geographical region and landforms compare/contrast to one another?</p> <p>How do landforms, climate, weather and resources impact where and how people live and work in each region?</p> <p>How do major industries located in NJ impact the economy?</p> <p>How have industry, technology and transportation changed the way we interact with the land?</p>	<p>New Jersey is a Middle Atlantic state with many interesting features and different landforms.</p> <p>Each region developed its own based on resources, agriculture, climate, industry and physical features.</p> <p>New Jersey has a moderate climate that supports a variety of plants, animals, and natural resources.</p>
<b>NJSLS-SS Standards</b>	<b>Classroom Applications</b>
<p>6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</p> <p>6.1.4.B.4 Describe how landforms, climate</p>	<p>Objectives:</p> <p>Use physical and political maps to explain how the location and spatial relationship of places in New Jersey have contributed to cultural diffusion and economic interdependence.</p> <p>Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey.</p>

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<p>and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.</p> <p>6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>6.1.4.B.10 Identify major cities in New Jersey as well as in the United States and the world and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.</p>	<p>Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.</p> <p>Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>Compare ways people choose to use and distribute natural resources.</p> <p>Relate advances in science and technology to environmental concerns, and to actions taken to address them.</p> <p><b>Teaching Strategies/Materials:</b> Lesson Structure: Anticipatory Set, Mini-Lesson, Small Group, Whole Group, Independent Work, Closure</p> <p>Strategies: Think-pair-share, Read Aloud, Jigsaw, Guided Explorations, Projects</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"><li>● Project- New Jersey project that includes state seal, bird, flower, animal, regions, flag, insect, tree, and etc.</li><li>● Project- Regions of NJ project- label and describe each region</li><li>● Describe the geography of New Jersey by using map, and identify and label the regions of New Jersey.</li><li>● In a project analyze the resources, agriculture, climate, industry, and physical features of each region.</li><li>● Create a graphic aid for each region and identify and label the regions of New Jersey.</li><li>● Differentiate the resources of each region.</li><li>● Analyze the resources, agriculture, climate, industry, and physical features of each region.</li></ul> <p><b>Materials:</b> Mentor Texts, New Jersey USA textbook, current magazine/newspaper articles, DVDs, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, visual aids, maps, timelines, manipulatives; (5 page state booklet) <a href="http://www.superteacherworksheets.com">www.superteacherworksheets.com</a> ; <a href="http://www.internet4classrooms.com">www.internet4classrooms.com</a></p> <p><b>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</b></p>
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	Extra Support: 1:1 teacher redirect/re-teach, peer helper, visual aids, modified tests and quizzes, homework Enrichment: Computer-based research, class presentation, higher-level thinking tasks Limited English Proficiency: Vocabulary support, word/picture association, visual aids
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#### **Connections to other content areas, including 21<sup>st</sup> Century Skills:**

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.  
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.  
RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  
CRP5. Consider the environmental, social and economic impacts of decisions.  
CRP7. Employ valid and reliable research strategies.  
CRP11. Use technology to enhance productivity.

#### **Unit Resources: (related websites, reference materials, etc.)**

Textbook:

Moore School Library Resources:

The Colony of New Jersey Corinne J. Naden.

All around New Jersey Mark Stewart.

Colonial New Jersey John T. Cunningham

It happened in New Jersey (series)

Websites:

<http://www.state.nj.us/state/historykids/teachersGuide.htm>

[http://www.nj.gov/state/historical/dos\\_his\\_teachers.html#2](http://www.nj.gov/state/historical/dos_his_teachers.html#2)

#### **Unit Assessment Opportunities:**

\* Journal Entries and Response Sheets

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- \* Observations, Questioning, and Discussions
- \* Comprehension Checks in Literature
- \* Class Webs
- \* Presentations
- \* Collaboration
- \* Projects
- \* Timelines
- \* Rubrics
- \* Chapter Tests

## Fairfield Township School District

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<b>Unit 3.2: Early Settlers of NJ</b>	<b>Pacing: 4 weeks (approximately)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<p>Why is it important to study early people of New Jersey?</p> <p>How did the land of New Jersey shape the lives of the Leni Lenape?</p> <p>How might culture shape aspects of peoples' lives such as where they live, the work they do, the clothes they wear, what they believe in and how they behave around others?</p> <p>What caused many European explorers to look for a sea route to Asia through the Americas?</p> <p>What impact did increased contact with European settlers have on the Delaware?</p>	<p>People who lived before us shaped our lives.</p> <p>The Leni Lenape's rich culture was well adapted to available resources.</p> <p>European settlers and Leni Lenape faced conflicts as their cultures collided.</p> <p>Leni Lenape contributions can be seen throughout NJ today.</p> <p>European and Delaware cultures had different ideas about land and material goods. These differences led to conflicts.</p>
<b>NJSLS-SS Standards</b>	<b>Classroom Applications</b>
<p><b>6.1.4.D.10 Describe how the influence of Native American groups, including the Leni Lenape culture, is manifested in different regions of New Jersey.</b></p> <p><b>6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Leni Lenape of New Jersey.</b></p> <p><b>6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</b></p>	<p><b>Objectives:</b></p> <p>Describe how the influence of Native American groups, including the Leni Lenape culture, is manifested in different regions of New Jersey.</p> <p>Determine the impact of European colonization on Native American populations, including the Leni Lenape of New Jersey.</p> <p>Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</p> <p>Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.</p>

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**6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.**

**6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.**

Explain the role Governor William Livingston played in the development of New Jersey government.

**Teaching Strategies/Materials:**

Lesson Structure: Anticipatory Set, Mini-Lesson, Small Group, Whole Group, Independent Work, Closure

Strategies: Think-pair-share, Read Aloud, Jigsaw, Guided Explorations, Projects

**Activities:**

- Compare and contrast the life of the Lenni Lenape before European arrival and after.
- Write a journal entry from a Lenni Lenape's point of view about a typical day in the village.
- Create a time line of important dates in the settlement of New Jersey
- Do a project on a certain aspect of the Lenni Lenape culture. For example, student may research more information on the food of the Lenni Lenape and complete a report on the food of the Lenape.

Materials: Mentor Texts, New Jersey USA textbook, current magazine/newspaper articles, DVDs, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, visual aids, maps, timelines, manipulatives

**Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):**

**Extra Support:** 1:1 teacher redirect/re-teach, peer helper, visual aids, modified tests and quizzes, homework

**Enrichment:** Computer-based research, class presentation, higher-level thinking tasks

**Limited English Proficiency:** Vocabulary support, word/picture association, visual aids

**Connections to other content areas, including 21<sup>st</sup> Century Skills:**

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

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RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.  
RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  
CRP2. Apply appropriate academic and technical skills.  
CRP5. Consider the environmental, social and economic impacts of decisions.  
CRP11. Use technology to enhance productivity.

#### Unit Resources: (related websites, reference materials, etc.)

Textbook

- [www.internet4classrooms.com](http://www.internet4classrooms.com)
- [www.lenape.org](http://www.lenape.org)
- [www.lenapelifeways.org/lenape4.htm](http://www.lenapelifeways.org/lenape4.htm)

Moore School Library Resources:

The Colony of New Jersey Corinne J. Naden.

All around New Jersey Mark Stewart.

Colonial New Jersey John T. Cunningham

It happened in New Jersey (series)

Websites:

<http://www.state.nj.us/state/historykids/teachersGuide.htm>

[http://www.nj.gov/state/historical/dos\\_his\\_teachers.html#2](http://www.nj.gov/state/historical/dos_his_teachers.html#2)

#### Unit Assessment Opportunities:

- \* Journal Entries and Response Sheets
- \* Observations, Questioning, and Discussions
- \* Comprehension Checks in Literature
- \* Class Webs
- \* Presentations
- \* Collaboration
- \* Projects
- \* Timelines

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- \* Rubrics
- \* Chapter Tests

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<b>Unit 3.3: Modernization of NEW JERSEY</b>	<b>Pacing: 4 weeks (approximately)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<p>How does the economy function in New Jersey?</p> <p>What are the roles of goods and services in the economy?</p> <p>How are taxes collected and the money used?</p> <p>How do needs, wants, supply demand affect the economy?</p> <p>How has the development of transportation, communications, and manufacturing effected the development of New Jersey and its population?</p> <p>How do people from diverse backgrounds work together to address issues such as terrorism and conflicts?</p>	<p>New Jersey's economy involves various good and services which are affected by supply and demand of the product or service. Income and budget are functions of a consumer's spending habits.</p> <p>New Jersey's majors cities and ports have an impact on New Jersey's economy.</p> <p>Local, state, and national governments play an important part in the economy by collecting taxes to pay for services.</p> <p>The development of transportation and communications had a huge impact on the development of suburbs and cities in New Jersey.</p> <p>Terrorist acts in the world have had an impact on New Jersey and the US</p>
<b>NJSLS-SS Standards</b>	<b>Classroom Applications</b>
<p><b>6.1.4.B.10 Identify major cities in New Jersey as well as in the United States and the world and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.</b></p> <p><b>6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.</b></p>	<p><b>Objectives:</b></p> <p>Compare ways people choose to use and distribute natural resources.</p> <p>Relate advances in science and technology to environmental concerns, and to actions taken to address them.</p> <p>Identify major cities in New Jersey as well as in the United States and the world and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.</p>

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<p><b>6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.</b></p>	<p>Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.</p> <p>Select a local issue and develop a group action plan to inform school and/or community members about the issue.</p> <p><b><u>Teaching Strategies/Materials:</u></b> Lesson Structure: Anticipatory Set, Mini-Lesson, Small Group, Whole Group, Independent Work, Closure</p> <p>Strategies: Think-pair-share, Read Aloud, Jigsaw, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, New Jersey USA textbook, current magazine/newspaper articles, DVDs, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, visual aids, maps, timelines, manipulatives</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b> <b>Extra Support:</b> 1:1 teacher redirect/re-teach, peer helper, visual aids, modified tests and quizzes, homework <b>Enrichment:</b> Computer-based research, class presentation, higher-level thinking tasks <b>Limited English Proficiency:</b> Vocabulary support, word/picture association, visual aids</p>
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b></p> <p>RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. CRP2. Apply appropriate academic and technical skills. CRP5. Consider the environmental, social and economic impacts of decisions. CRP11. Use technology to enhance productivity.</p> <p><b><u>Unit Resources: (related websites, reference materials, etc.)</u></b></p>	



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Textbook: Silver Burdett Ginn New Jersey USA Grade 4

Moore School Library Resources:

The Colony of New Jersey Corinne J. Naden.

All around New Jersey Mark Stewart.

Colonial New Jersey John T. Cunningham

It happened in New Jersey (series)

Websites:

<http://www.state.nj.us/state/historykids/teachersGuide.htm>

[http://www.nj.gov/state/historical/dos\\_his\\_teachers.html#2](http://www.nj.gov/state/historical/dos_his_teachers.html#2)

#### **Unit Assessment Opportunities:**

- \* Journal Entries and Response Sheets
- \* Observations, Questioning, and Discussions
- \* Comprehension Checks in Literature
- \* Class Webs
- \* Presentations
- \* Collaboration
- \* Projects
- \* Timelines
- \* Rubrics
- \* Chapter Tests

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<b>Unit 3.4: NEW JERSEY: The Road to a New Nation &amp; Independence</b>	<b>Pacing: 4 weeks (approximately)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<p>What were the major views and conflicts of the Patriots and Loyalists that contributed to the Revolutionary War?</p> <p>Why was the Declaration of Independence written?</p> <p>What events preceded the Revolutionary War?</p> <p>Why was New Jersey an important battleground during the Revolutionary War?</p> <p>What is the importance of the constitution of the United States?</p> <p>Who were the important contributors on the road to independence?</p>	<p>Patriots and Loyalists were colonists with two different views.</p> <p>The Patriots wanted independence from England, and the loyalists supported England.</p> <p>The British and colonists had many conflicts, which resulted in the Revolutionary War.</p> <p>Taxation without representation was a major issue between the Colonists and the British.</p> <p>New Jersey held an important role in the Revolutionary War. The Declaration of Independence is a major document in America history that expresses key principles, ideas and beliefs of Americans.</p> <p>The constitution was written as a basic plan for the United States Government to follow</p>
<b>NJSLS-SS Standards</b>	<b>Classroom Applications</b>
<p><b>6.1.4.D.8 Determine the significance of New Jersey’s role in the American Revolution.</b></p> <p><b>6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.</b></p> <p><b>6.1.4.D.7 Explain the role Governor William Livingston played in the development of New Jersey government.</b></p>	<p><b>Objectives:</b></p> <p>Determine the significance of New Jersey’s role in the American Revolution.</p> <p>Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.</p> <p>Explain the role Governor William Livingston played in the development of New Jersey government.</p> <p>Identify major cities in New Jersey as well as in the United States and the world and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.</p>

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Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

Select a local issue and develop a group action plan to inform school and/or community members about the issue.

**Teaching Strategies/Materials:**

Lesson Structure: Anticipatory Set, Mini-Lesson, Small Group, Whole Group, Independent Work, Closure

Strategies: Think-pair-share, Read Aloud, Jigsaw, Guided Explorations, Projects

**Activities:**

- Field trip to Trenton – Old Barracks to experience and participate in Revolutionary War-like atmosphere.
- Create a timeline of events documenting New Jersey’s involvement and major battles in war.
- Outline key points of the Constitution.
- Role play a debate contrasting the views of the colonists and loyalists.
- Field trip to Constitution Center in Philadelphia, PA.

Materials: Mentor Texts, New Jersey USA textbook, current magazine/newspaper articles, DVDs, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, visual aids, maps, timelines, manipulatives

**Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):**

**Extra Support:** 1:1 teacher redirect/re-teach, peer helper, visual aids, modified tests and quizzes, homework

**Enrichment:** Computer-based research, class presentation, higher-level thinking tasks

**Limited English Proficiency:** Vocabulary support, word/picture association, visual aids

**Connections to other content areas, including 21<sup>st</sup> Century Skills:**

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text

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says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

#### **Unit Resources: (related websites, reference materials, etc.)**

Textbook: Silver Burdett Ginn New Jersey USA Grade 4

Moore School Library Resources:

The Colony of New Jersey Corinne J. Naden.

All around New Jersey Mark Stewart.

Colonial New Jersey John T. Cunningham

It happened in New Jersey (series)

Websites:

<http://www.state.nj.us/state/historykids/teachersGuide.htm>

[http://www.nj.gov/state/historical/dos\\_his\\_teachers.html#2](http://www.nj.gov/state/historical/dos_his_teachers.html#2)

#### **Unit Assessment Opportunities:**

- \* Journal Entries and Response Sheets
- \* Observations, Questioning, and Discussions
- \* Comprehension Checks in Literature
- \* Class Webs
- \* Presentations
- \* Collaboration
- \* Projects
- \* Timelines
- \* Rubrics
- \* Chapter Tests

## Fairfield Township School District

### Curriculum Guide Grade 5

<b>Subject: Social Studies</b>	<b>Grade Level: 5</b>
<b>Unit 1: Three Worlds Meet (Beginning to 1620)</b>	<b>Pacing: 10 weeks (Sept. – mid-Nov.)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<p>How did the interactions with Europeans affect the indigenous societies in the Western Hemisphere?</p> <p>How did European exploration affect the global economic and cultural exchange into the Western Hemisphere?</p> <p>How does the environment affect the ways early people and Native Americans moved from place to place?</p>	<p><b>Three Worlds Meet</b></p> <p>Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.</p> <p>European exploration expanded global economic and cultural exchange into the Western Hemisphere.</p> <p>Early people moved from place to place following their food source until they acquired the agricultural skills.</p> <p>Native Americans moved from place to place due to food supply and climate conditions.</p>
<b>Core Standards</b>	<b>Classroom Applications</b>
<p><b>A. Civics, Government, and Human Rights</b>  <b>6.1.8.A.1.a</b> Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</li> <li>● Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.</li> </ul>

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<p><b>B. Geography, People, and the Environment</b></p> <p><b>6.1.8.B.1.a</b> Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.</p> <p><b>6.1.8.B.1.b</b> Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.</p> <p><b>C. Economics, Innovation, and Technology</b></p> <p><b>6.1.8.C.1.a</b> Evaluate the impact of science, religion, and technology innovations on European exploration.</p> <p><b>6.1.8.C.1.b</b> Explain why individuals and societies trade, how trade functions, and the role of trade during this period.</p> <p><b>D. History, Culture, and Perspectives</b></p> <p><b>6.1.8.D.1.a</b> Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p> <p><b>6.1.8.D.1.b</b> Explain how interactions among African, European, and Native</p>	<ul style="list-style-type: none"> <li>● Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.</li> <li>● Evaluate the impact of science, religion, and technology innovations on European exploration.</li> <li>● Explain why individuals and societies trade, how trade functions, and the role of trade during this period.</li> <li>● Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</li> <li>● Explain how interactions among African, European, and Native American groups began a cultural transformation.</li> <li>● Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.</li> </ul> <p><b><u>Teaching Strategies/Materials:</u></b> Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p>
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<p>American groups began a cultural transformation.</p> <p><b>6.1.8.D.1.c</b> Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.</p>	<p><b>Enrichment:</b> computer-based research, high level thinking task, class presentation</p> <p><b>Limited English Proficiency:</b> vocabulary support, word/picture association, visual aids</p>
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b></p> <p>21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><b><u>Career Ready Practices</u></b></p> <p>CRP1 Act as a Responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills.</p> <p>CRP5 Consider the environmental environmental, social and economic impacts of decisions.</p> <p>CRP9 Model integrity, ethical leadership and effective management.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>	
<p><b><u>Unit Resources: (related websites, reference materials, etc.)</u></b></p> <ul style="list-style-type: none"> <li>● Mentor Texts: <ul style="list-style-type: none"> <li>○ <u>A History of US: Making Thirteen Colonies (1600-1740)</u>, by Joy Hakim</li> <li>○ <u>Nations of the Northeast Coast</u>, by Molly Aloian &amp; Bobbie Kalman</li> <li>○ <u>Journeys in Time: A New Atlas of American History</u>, by Elspeth Leacock and Susan Buckley</li> <li>○ <u>Where do you think you're going, Christopher Columbus?</u>, By Jean Fritz</li> <li>○ <u>Encounter</u>, by Jane Yolen</li> <li>○ <u>The Discovery of the Americas: From Prehistory Through the Age of Columbus</u>, by Betsy and Giulio Maestro</li> <li>○ <u>Exploring the Americans</u>, by Ted Schaefer</li> <li>○ <u>Exploration and Conquest: The Americas After Columbus: 1500-1620</u>, by Betsy and Giulio Maestro</li> </ul> </li> </ul>	

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- Finding Providence: The Story of Roger Williams, by Avi
- If you sailed on . . . The Mayflower in 1620, by Ann McGovern
- The Pilgrims of Plimoth, by Marcia Sewall
- Can't you make them behave, King George?, by Jean Fritz
  
- Our Nation (textbook)
  - Chapter 1- Peopling the Western Hemisphere
  - Chapter 2- Native Americans
  - Chapter 3 – The Age of Exploration
  - Chapter 4 – Contact and Exploration
  
- Harcourt Brace (textbook)
  - Chapter 1- The First Americans
  - Chapter 2- Indians of North America
  - Chapter 3- The Age of Exploration
  - Chapter 4- Encounters in the Americas
- <http://www.njamistadcurriculum.net/>

### **Unit Assessment Opportunities:**

- Journal Entries and Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Presentations
- Collaboration
- Projects
- Timelines
- Rubrics
- Unit Test

### **Curriculum Guide**

**Subject: Social Studies**

**Grade Level: 5**

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## Fairfield Township School District

<b>Unit 2: Colonization and Settlement (1585 – 1763)</b>	<b>Pacing: 10 weeks (mid-Nov. – mid-Feb.)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<p>How did climate and geographic features, and other available resources, distinguish the three regions from each other?</p> <p>How did the economic specializations of New England, Mid-Atlantic, and Southern colonies to depend on each other?</p> <p>What are the benefits and drawbacks of specialization and trade, and how climate and geography affect the economy of the colonies?</p> <p>How did the people use their natural resources of their regions to earn a living?</p> <p>How did the slave labor system and the loss of Native American lives impact the development of the United States and American culture?</p>	<p><b>Colonization and Settlement</b></p> <p>The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.</p> <p>Life in the colonies reflected the geographical features of settlements.</p> <p>Geography and climate determine the natural resources in a region.</p> <p>The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.</p>
<b>Core Content Standards</b>	<b>Classroom Applications</b>

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<p><b>A. Civics, Government, and Human Rights</b> <b>6.1.8.A.2.a</b> Determine the roles of religious freedom and participatory government in various North American colonies. <b>6.1.8.A.2.b</b> Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions. <b>6.1.8.A.2.c</b> Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.</p> <p><b>B. Geography, People, and the Environment</b> <b>6.1.8.B.2.a</b> Determine factors that impacted immigration, settlement patterns, and regional identities of the colonies. <b>6.1.8.B.2.b</b> Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.</p> <p><b>C. Economics, Innovation, and Technology</b></p>	<p><b><u>Objectives:</u></b></p> <ul style="list-style-type: none"><li>● Determine the roles of religious freedom and participatory government in various North American colonies.</li><li>● Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</li><li>● Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.</li><li>● Determine factors that impacted immigration, settlement patterns, and regional identities of the colonies.</li><li>● Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.</li><li>● Compare the practice of slavery and indentured servitude in Colonial labor systems.</li><li>● Explain the system of mercantilism and its impact on the economies of the colonies and European countries.(Trade)</li><li>● Analyze the impact of triangular trade on multiple nations and groups.</li><li>● Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</li><li>● Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</li></ul> <p><b><u>Teaching Strategies/Materials:</u></b> Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p>
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<p><b>6.1.8.C.2.a</b> Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <p><b>6.1.8.C.2.b</b> Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <p><b>6.1.8.C.2.c</b> Analyze the impact of triangular trade on multiple nations and groups.</p> <p><b>6.1.8.C.4.c</b> Analyze how technological innovations affected the status and social classes of different groups of people, and explain the outcomes that resulted.</p> <p><b>D. History, Culture, and Perspectives</b></p> <p><b>6.1.8.D.2.a</b> Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p> <p><b>6.1.8.D.2.b</b> Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p> <p><b>6.1.8.D.4.a</b> Analyze the push- pull factors that led to increases in immigration, and explain why ethnic and</p>	<p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p><b>Enrichment:</b> computer-based research, high level thinking task, class presentation</p> <p><b>Limited English Proficiency:</b> vocabulary support, word/picture association, visual aids</p>
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culture conflicts resulted.

**6.1.8.D.4.c** Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.

### **E. Reading Informational Text**

**LA.5.RI.5.1-** Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

**LA.5.RI.5.5-** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**LA.5.RI.5.7-** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently

### **F. Writing**

**LA.5.W.5.1.D** - Provide a conclusion related to the opinion presented.

### **G. Presentation of Knowledge and Ideas**

**LA.5.SL.5.4** - Report on a topic or text or present an

## Fairfield Township School District

opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### **Connections to other content areas, including 21<sup>st</sup> Century Skills:**

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

### **Career Ready Practices**

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

### **Unit Resources: (related websites, reference materials, etc.)**

- Mentor Texts:
  - A History of US: Making Thirteen Colonies (1600-1740), by Joy Hakim
  - The British Colonies in North America, by Peter Benoit
  - The British Colonies: The Story of America, by M. Alexander Harasymiw
  - You Wouldn't Want to Be an American Colonist! A Settlement You'd Rather Not Start, by Jacqueline Morley
  - Colonial Times from A to Z, by Bobbie Kalman
  - If You . . . Lived in Colonial Times, by Ann McGovern
  - If You . . . Lived 100 Years Ago, by Ann McGovern
  - If You . . . Lived in Williamsburg in Colonial Days, by Barbara Brenner
  - Historic Communities: A Colonial Town-Williamsburg, by Bobbie Kalman
  - African Americans in the Thirteen Colonies, by Michael Burgan
  
- Our Nation (textbook)
  - Chapter 5 – The Settlement of North America
  - Chapter 6 – Establishment of the 13 English Colonies
  - Chapter 7 – Life in the Colonies

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- Chapter 8 – European Rivalries in North America (Lessons 1-2)
- Harcourt Brace (Textbook)
  - Chapter 5- Europeans Settle Throughout America
  - Chapter 6- Life in the British Colonies
- <http://www.njamistadcurriculum.net/>

### **Unit Assessment Opportunities:**

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Presentations
- Collaboration
- Projects
- Timelines
- Rubrics
- Unit Test

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# Fairfield Township School District

## Curriculum Guide

<b>Subject: Social Studies</b>	<b>Grade Level: 5</b>
<b>Unit 3: Revolution and the New Nation (1754 – 1820's)</b>	<b>Pacing: 16 weeks (mid-Feb. – June)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<p>How did conflicts over land lead to war between Britain and France?</p> <p>How did the taxes passed by Parliament impact the colonists?</p> <p>Why did some colonists remain loyal to the British during the American Revolution and what impact did this have on the war?</p> <p>Did the Declaration of Independence help everyone in the same way?</p> <p>How did the disputes over political authority and economic issues contribute to a movement for independence in the colonies?</p>	<p style="text-align: center;"><b>Revolution and the New Nation</b></p> <p>Conflict over land in North America o a war between Britain and France, resulting in Britain refusing to allow colonists to settle on its newly won lands.</p> <p>Parliament passed new tax laws that angered the colonists. As more laws were passed, the colonists began to band together and work together.</p> <p>Colonial leaders prepared for war and cut their ties to the British government, although people in the U.S. had differing views about independence.</p> <p>Disputes over political authority and economic issues contributed to a movement for independence in the colonies.</p> <p>The fundamental principles of the United States Constitution serve as the foundation of the United States government today</p>

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<p>What was the role of the fundamental principles of the United States Constitution in the foundation of the United States government today?</p>	
<b>NGSS Standards</b>	<b>Classroom Applications</b>
<p><b>A. Civics, Government, and Human Rights</b>  <b>6.1.8.A.3.a</b> Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.  <b>6.1.8.A.3.b</b> Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.  <b>6.1.8.A.3.c</b> Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p>	<p><b><u>Objectives:</u></b></p> <ul style="list-style-type: none"> <li>● Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.</li> <li>● Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</li> <li>● Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</li> <li>● Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.</li> <li>● Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.</li> <li>● Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.</li> <li>● Evaluate the impact of the Constitution and Bill of Rights on current day issues.</li> <li>● Assess how conflicts and alliances among</li> </ul>

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<p><b>6.1.8.A.3.d</b> Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.</p> <p><b>6.1.8.A.3.e</b> Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.</p> <p><b>6.1.8.A.3.f</b> Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.</p> <p><b>6.1.8.A.3.g</b> Evaluate the impact of the Constitution and Bill of Rights on current day issues.</p> <p><b>6.1.8.A.4.a</b> Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p> <p><b>B. Geography, People, and the Environment</b></p> <p><b>6.1.8.B.3.a</b> Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American</p>	<p>European countries and Native American groups impacted the expansion of the American colonies.</p> <ul style="list-style-type: none"> <li>● Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.</li> <li>● Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.</li> <li>● Explain why New Jersey’s location played an integral role in the American Revolution.</li> <li>● Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.</li> <li>● Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.</li> <li>● Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.</li> <li>● Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.</li> <li>● Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</li> <li>● Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.</li> <li>● Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</li> <li>● Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern</li> </ul>
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<p>colonies.</p> <p><b>6.1.8.B.3.b</b> Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.</p> <p><b>6.1.8.B.3.c</b> Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.</p> <p><b>6.1.8.B.3.d</b> Explain why New Jersey’s location played an integral role in the American Revolution.</p> <p><b>6.1.8.B.4.a</b> Assess the impact of the Louisiana Purchase and Western exploration on the expansion and economic development of the United States</p> <p><b>C. Economics, Innovation, and Technology</b></p> <p><b>6.1.8.C.3.a</b> Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.</p> <p><b>6.1.8.C.3.b</b> Summarize the</p>	<p>planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.</p> <ul style="list-style-type: none"> <li>● Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.</li> <li>● Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.</li> </ul> <p><b><u>Teaching Strategies/Materials:</u></b> Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p><b>Enrichment:</b> computer-based research, high level thinking task, class presentation</p> <p><b>Limited English Proficiency:</b> vocabulary support, word/picture association, visual aids</p>
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effect of inflation and debt on the American people and the response of state and national governments during this time.

**6.1.8.C.3.c** Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country

### **D. History, Culture, and Perspectives**

**6.1.8.D.3.a** Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

**6.1.8.D.3.b** Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

**6.1.8.D.3.c** Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.

**6.1.8.D.3.d** Analyze how prominent individuals and

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<p>other nations contributed to the causes, execution, and outcomes of the American Revolution.</p> <p><b>6.1.8.D.3.e</b> Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.</p> <p><b>6.1.8.D.3.f</b> Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.</p> <p><b>6.1.8.D.3.g</b> Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.</p> <p><b>E. Reading Informational Text</b></p> <p><b>LA.5.RI.5.1-</b> Quote accurately from a text and make relevant connections</p>	
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when explaining what the text says explicitly and when drawing inferences from the text.

**LA.5.RL.5.5-** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**LA.5.RI.5.7-** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently

### **F. Writing**

**LA.5.W.5.1.D** - Provide a conclusion related to the opinion presented.

### **G. Presentation of Knowledge and Ideas**

**LA.5.SL.5.4** - Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### **Connections to other content areas, including 21<sup>st</sup> Century Skills:**

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

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### **Career Ready Practices**

- CRP1 Act as a Responsible and contributing citizen and employee.
- CRP2 Apply appropriate academic and technical skills.
- CRP5 Consider the environmental environmental, social and economic impacts of decisions.
- CRP9 Model integrity, ethical leadership and effective management.
- CRP11 Use technology to enhance productivity.
- CRP12 Work productively in teams while using cultural global competence.

### **Unit Resources: (related websites, reference materials, etc.)**

- Mentor Texts:
  - The Boston Tea Party by Matt Doeden
  - Boston Tea Party by Pamela Duncan Edwards
  - Liberty! How the Revolutionary War Began by Lucille Recht Penner
  - Let It Begin Here! First Battles of the American Revolution by Dennis Brindell Fradin
  - Can't you make them behave, King George? Jean Fritz
  - George vs. George: The American Revolution as see from Both Sides by Rosalyn Schanzer
  - If you ...Lived at the Time of the American Revolution by Kay Moore
  - Magic Tree House - Fact Tracker: American Revolution by Mary Pope Osborne
  - The Revolutionary War by Brendan January
  - The American Revolution by Alden R. Carter
  - Winter at Valley Forge by Matt Doeden
  - And then what happened, Paul Revere? by Jean Fritz
  - Who Was George Washington? by Roberta Edwards
  - Buttons for General Washington by Peter and Connie Roop
  - Phoebe the Spy by Judith Berry Griffin
  - Heroes of the Revolution by David A. Adler
  - Will you sign here, John Hancock? by Jean Fritz
  - A More Perfect Union: The Story Of Our Constitution by Betsy Maestro
  - Shh! We're writing the Constitution by Jean Fritz
  - John Adams and Thomas Jefferson: Two Friends by Teresa Noel Celsi
  - Ben Franklin and His Notebooks by Ben Horowitz
  - What's the big idea, Ben Franklin? by Jean Fritz

#### Our Nation (textbook)

- Chapter 8 – European Rivalries in North America (Lessons 3)
- Chapter 9 – Breaking Ties with Great Britain

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- Chapter 10 – The American Revolution
- Chapter 11 – The Constitution of the United States
- Chapter 12- The Young United States (Lessons 1-2)
  
- Harcourt Brace (textbook)
  - Chapter 8- The War for Independence
  - Chapter 9- The Constitution
  - Chapter 10- A New Government Begins
  
- <http://www.njamistadcurriculum.net/>
  
- Videos:
  - *Liberty Kids*

### **Unit Assessment Opportunities:**

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Presentations
- Collaboration
- Projects
- Timelines
- Rubrics
- Unit Test





## Fairfield Township School District

### Curriculum Guide Grade 6

<b>Subject: Social Studies</b>	<b>Grade Level: 6th Grade</b>
<b>Unit 1: Geography</b>	<b>Pacing: 2 weeks (September)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<p>-What are the five themes of geography?</p> <p>-How can geography affect human civilization and personal development?</p>	<p>Students will understand that...</p> <p>-The five themes of geography help us put the Earth and its people into a geographical perspective.</p> <p>-The five themes of geography help us analyze and develop an understanding of different world cultures.</p> <p>- The organizational structure of geography</p>
<b>Core Standards</b>	<b>Classroom Applications</b>
6.1.8.B.1.b	<p><b>Objectives:</b> Students will independently be able to use their skills to:</p> <ol style="list-style-type: none"> <li>1. examine the connections that exist between the five themes of (geography, location, place, movement, region, human environment interaction.)</li> <li>2. Apply knowledge of geography to map skills.</li> </ol> <p><b>Teaching Strategies/Materials:</b> Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p>

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	<p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p><b>Enrichment:</b> computer-based research, high level thinking task, class presentation</p> <p><b>Limited English Proficiency:</b> vocabulary support, word/picture association, visual aids</p>
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b> 21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><b><u>Career Ready Practices</u></b> CRP1 Act as a Responsible and contributing citizen and employee. CRP2 Apply appropriate academic and technical skills. CRP5 Consider the environmental environmental, social and economic impacts of decisions. CRP9 Model integrity, ethical leadership and effective management. CRP11 Use technology to enhance productivity. CRP12 Work productively in teams while using cultural global competence.</p>	
<p><b><u>Unit Resources: (related websites, reference materials, etc.)</u></b></p>	
<p><b><u>Unit Assessment Opportunities:</u></b></p> <ul style="list-style-type: none"><li>● Response Sheets</li></ul>	

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- Observations, Questioning, and discussions
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

## Fairfield Township School District

### Curriculum Guide

<b>Subject: Social Studies</b>	<b>Grade Level: 6</b>
<b>Unit 2: Beginning of Humanity/Early People</b>	<b>Pacing: 2 weeks (September-October)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>-What are the characteristics of a civilization?</li> <li>-What contributions did this civilization make to society?               <ul style="list-style-type: none"> <li>- How does culture develop?</li> <li>- What are the characteristics of Human society?</li> <li>- How does sustenance change depending on geography?</li> <li>- What are essential needs or sustenance for all civilizations?</li> </ul> </li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>-Civilization is a society with cities, job specialization, central government and social classes. Contributions include developing systems that exercise power in order to manage conflict and create order.</li> <li>-Scientific and technological developments affect people’s lives and the environment and transform societies.</li> <li>-Contributions include developing systems that exercise power in order to manage conflict and create order.</li> <li>-Advancements pushed humans from hunters/gatherers to Agrarian societies.</li> <li>-All human societies have basic needs which must be met for survival.</li> </ul>

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Core Content Standards	Classroom Applications
<p>6.2.8.A.1.a 6.2.8.C.1.a 6.2.8.C.1.b 6.2.8.D.1.c 6.2.8.B.2.b 6.2.8.D.1.a 6.2.8.D.1.b</p>	<p><b><u>Objectives:</u></b></p> <ul style="list-style-type: none"> <li>- Describe how archaeologists use artifacts to study the past</li>   <li>-Analyze the change from hunter/gatherer society to agrarian and describe how diet and lifestyle changed</li>   <li>-Describe how the agricultural revolution impacted population growth and evaluate how the advancements of early humans improved their lifestyles</li>   <li>-Create a timeline of the Old, Middle, and New Stone Age</li>   <li>-Observe the changes how the physical and political maps have changed from the river valley civilizations to modern day.</li>   <li>-Demonstrate understanding of pre-agricultural periods and post-agricultural periods.</li>   <li>-Describe how the development of written and unwritten language impacted human understanding.</li> </ul> <p><b><u>Teaching Strategies/Materials:</u></b></p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL,</u></b></p>

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	<p><b><u>Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p><b>Enrichment:</b> computer-based research, high level thinking task, class presentation</p> <p><b>Limited English Proficiency:</b> vocabulary support, word/picture association, visual aids</p>
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b></p> <p>21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><b><u>Career Ready Practices</u></b></p> <p>CRP1 Act as a Responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills.</p> <p>CRP5 Consider the environmental environmental, social and economic impacts of decisions.</p> <p>CRP9 Model integrity, ethical leadership and effective management.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>	
<p><b><u>Unit Resources: (related websites, reference materials, etc.)</u></b></p> <ul style="list-style-type: none"><li>• The story of <u>Skara Brae</u></li></ul>	
<p><b><u>Unit Assessment Opportunities:</u></b></p> <ul style="list-style-type: none"><li>• Journal Entries and Response Sheets</li><li>• Observations, Questioning, and discussions</li><li>• Comprehension Checks in literature</li><li>• Class Webs</li><li>• Presentations</li><li>• Collaboration</li></ul>	

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- Projects
- Timelines
- Rubrics
- Unit Test

## Fairfield Township School District

Subject: Social Studies	Grade Level: 6th Grade
<b>Unit 3:</b> Ancient River Valley Civilizations and Mesopotamia	<b>Pacing: 20 weeks (October-February)</b> <b>6 weeks Mesopotamia</b> <b>8 weeks Egypt</b> <b>3 weeks India</b> <b>3 weeks China</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>-Compare basic makeup of the four ancient river valley civilizations.</li> <li>-What was the geographical importance of where they are located?</li> <li>-What caused the rise and fall of these civilizations?</li> <li>-How did Mesopotamia and Egypt contribute to the birth of modern society?</li> <li>-What were the causes and effects of conflict in the Fertile Crescent?</li> <li>-How did Hammurabi promote cooperation within his empire?</li> <li>-What lasting achievements still</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>-The four ancient river valley civilizations (Tigris &amp; Euphrates, Nile, Indus, and Yellow Rivers) created an impact on the future of modern civilizations.</li> <li>-Ancient river valley civilizations made advancements in technology that would spread further than their own culture and communities.</li> <li>-Ancient river valley civilizations are remembered historically due to their strength and early innovations.</li> <li>-Mesopotamia developed systems of power to manage their civilization conflicts, and the development of surplus, polytheism, and written language led to the rise of civilization. Hammurabi introduced the idea of equal justice that has influenced western societies today. Mesopotamian life was influenced by the Lydians, Phoenicians, and the Ten Commandments.</li> <li>-Egyptians have depended on the Nile River to survive for thousands of years. Although the Nile was both beneficial and disastrous, they created a great and complex civilization based on polytheism, trade, hieroglyphics, and social class. Egyptian life was impacted by manor pharaohs, the Kushites and the Nubians.</li> <li>-India is geographically separated from Asia by</li> </ul>

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<p>impact the world today?</p> <p>-How did these civilizations create a legacy to modern civilization?</p> <p>-How is the subcontinent of India different from the rest of Asia?</p> <p>-In what ways did religion influence early Asian civilizations?</p> <p>-How does the geography of India affect its culture, government, trade, and relationships to other surrounding territories?</p> <p>-What is a dynastic government?</p> <p>-How did the Yuan dynasty impact the Chinese culture?</p> <p>-What contributions did ancient Chinese civilizations contribute to the modern world?</p>	<p>many landforms and rivers, and Indian civilization developed along the Indus River. A social caste system in India has been a lasting part in the ancient civilization. Hinduism, the largest religion in India today, developed out of ancient Indian beliefs &amp; practices.</p> <p>-China's geography affected the success of its civilization and trade. China ruled through dynastic power. The effects of Chinese inventions and philosophy had a lasting impact on the modern world.</p>
<b>Core Standards</b>	<b>Classroom Applications</b>
6.2.8.D.1.b	<p><b>Objectives:</b> Students will independently be able to use their skills</p>

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<p>6.2.8.A.2.a          6.2.8.A.2.b          6.2.8.B.2.a          6.2.8.C.2.a          6.2.8.D.2.a          6.2.8.D.2.b          6.2.8.D.2.c          6.2.8.D.2.d</p>	<p>to:</p> <ol style="list-style-type: none"> <li>1. Describe reasoning humans were drawn to the Yellow, Tigris, Euphrates, Nile, and Indus River Valleys to create civilizations.</li> <li>2. Identify geographic features near each river valley</li> </ol> <p>Mesopotamia</p> <ol style="list-style-type: none"> <li>3. Explain how Mesopotamian civilization began and grew</li> <li>4. Explain the significance of the Tigris and Euphrates Rivers, and describe early agricultural techniques</li> <li>5. Describe Sumerian civilization and the relationship between religion and government</li> <li>6. Explain the significant achievements and advancements in Sumerian civilizations (writing, technology, invention, architecture, etc.)</li> <li>7. Compare and contrast Babylonian, Assyrian, and Sumerian civilizations</li> <li>8. Evaluate the significance of Code of Hammurabi, and analyze how Hammurabi promoted cooperation through his empire</li> <li>9. Observe that violent conflict brought the Assyrians and others after them to power</li> <li>10. Describe the origins of monotheism</li> <li>11. Identify the contributions of the Phoenicians</li> </ol> <p>Egypt</p> <ol style="list-style-type: none"> <li>12. Define hieroglyphics and explain how we decoded them</li> <li>13. Describe and explain the importance of pharaohs and pyramid building, and identify major pharaohs and their accomplishments</li> <li>14. Explain how the Nile impacted life in Egypt and how understanding the river helped Egyptian civilization thrive</li> <li>15. Explain the relationship between the Egyptians, Nubians, and Kushites.</li> </ol> <p>Indus/India</p> <ol style="list-style-type: none"> <li>16. Analyze empires</li> <li>17. Identify and describe the four major religions of</li> </ol>
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	<p>India</p> <p>Yellow/China</p> <p>18. Research and describe the main parts of China's culture</p> <p>19. Understand various philosophies and beliefs.</p> <p><b><u>Teaching Strategies/Materials:</u></b> Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p><b>Enrichment:</b> computer-based research, high level thinking task, class presentation</p> <p><b>Limited English Proficiency:</b> vocabulary support, word/picture association, visual aids</p>
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b></p> <p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b> 21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p>	

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### **Career Ready Practices**

CRP2 Apply appropriate academic and technical skills.

CRP12 Work productively in teams while using cultural global competence.

### **Unit Resources: (related websites, reference materials, etc.)**

### **Unit Assessment Opportunities:**

- Response Sheets
- Observations, Questioning, and discussions
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

## Fairfield Township School District

<b>Subject: Social Studies</b>	<b>Grade Level: 6th Grade</b>
<b>Unit 4: Greece</b>	<b>Pacing: 8 weeks (February-April)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<p>-How did and geography and the development of city-states impact the culture of Greece?</p> <p>-How did the Greek city-states cooperate against a common enemy during the Persian Wars?</p> <p>-What were the causes and effects of the Peloponnesian War?</p> <p>-How was Alexander the Great responsible for the spreading of the Greek culture throughout the ancient world?</p> <p>-What contributions did the Greeks leave on our modern world?</p>	<p><b>Students will understand that...</b></p> <p>Greece was divided into city-states, where very different cultures grew between Athens and Sparta. During the Golden Age of Athens, the Greeks developed many inventions, detailed architecture, philosophy, and mythology as their civilization rose to be one of the greatest. <b>The conquests of Alexander the Great built a new culture that mixed Greek and Asian ways.</b></p>
<b>Core Standards</b>	<b>Classroom Applications</b>
<p>6.2.8.B.3.a</p> <p>6.2.8.B.3.b</p> <p>6.2.8.B.4.a</p> <p>6.2.8.C.2.a</p> <p>6.2.8.D.1.b</p> <p>6.2.8.A.3.b</p> <p>6.2.8.A.3.c</p> <p>6.2.8.A.3.d</p> <p>6.2.8.A.3.c</p> <p>6.2.8.C.3.a</p> <p>6.2.8.C.3.b</p> <p>6.2.8.D.3.a</p> <p>6.2.8.D.3.b</p> <p>6.2.8.D.4.a</p>	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Describe the geography of Greece and map its major territories, and how the environment affected the lives of Greeks</li> <li>2. Compare and contrast Greek city-states Athens and Sparta</li> <li>3. Compare and contrast democracy and aristocracy</li> <li>4. Describe the religious beliefs of the Greeks, and identify prominent mythological creatures</li> <li>5. Describe the advancements made during the Golden Age, and identify those still in use today</li> <li>6. Describe the relationship amongst the city-states throughout important battles</li> <li>7. Evaluate how modern government is</li> </ol>

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	<p>influenced by ancient Greek practices</p> <ol style="list-style-type: none"><li>8. Identify major philosophers and their contributions</li><li>9. Explain how Alexander the Great expanded the empire and spread Greek culture</li><li>10. Define and describe Hellenistic culture</li></ol> <p><b><u>Teaching Strategies/Materials:</u></b> Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p><b>Enrichment:</b> computer-based research, high level thinking task, class presentation</p> <p><b>Limited English Proficiency:</b> vocabulary support, word/picture association, visual aids</p>
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b> 21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving,</p>	

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Communication, Collaboration

### **Career Ready Practices**

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

### **Unit Resources: (related websites, reference materials, etc.)**

### **Unit Assessment Opportunities:**

- Response Sheets
- Observations, Questioning, and discussions
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

## Fairfield Township School District

<b>Subject: Social Studies</b>	<b>Grade Level: 6th Grade</b>
<b>Unit 5: Rome</b>	<b>Pacing: 8 weeks (April-June)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>- What were the geographic advantages of the site of Rome?</li> <li>-What were some of the characteristics of the Roman republic?</li> <li>-How did Jesus change the Roman Empire?</li> <li>-How and why did Christianity spread after Jesus' death?</li> <li>-What were the contributing factors for the rise and fall of Rome?</li> <li>-How did the Romans contribute to the modern world?</li> </ul>	<p>Students will understand that...</p> <p>Rome's location helped it grow from a village into a powerful city. Rome's republic became very powerful, but its conquests created major problems. The Roman Empire was one of the world's most powerful. Christianity grew to become the official religion of the Roman Empire.</p> <p>Rome was a wealthy civilization that was advanced at warfare, architecture, philosophy, and science.</p> <p>Rome fell to invaders, but the empire continued into the East.</p>
<b>Core Standards</b>	<b>Classroom Applications</b>
6.1.8.B.1.b	<p><b>Objectives:</b> Students will independently be able to use their skills</p>

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	<p>to:</p> <ol style="list-style-type: none"><li>1. Explain how Rome's location was advantageous, and describe the importance of the Tiber River</li><li>2. Explain the legend of Rome's founding</li><li>3. Describe how the Etruscans influenced Roman civilization</li><li>4. Analyze and compare the Roman Republic with American democracy, and explain the impact of Rome's conquests on the republic</li><li>5. Compare and contrast the powers of the plebeians and the patricians</li><li>6. Describe the major achievements of the Romans</li><li>7. Explain how the Christian religion spread through the Roman Empire</li><li>8. Explain the cause of the rise and fall of the Roman Empire</li></ol> <p><b><u>Teaching Strategies/Materials:</u></b> Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p><b>Enrichment:</b> computer-based research, high level thinking task, class presentation</p>
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	<b>Limited English Proficiency:</b> vocabulary support, word/picture association, visual aids
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b> 21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><b><u>Career Ready Practices</u></b> CRP1 Act as a Responsible and contributing citizen and employee. CRP2 Apply appropriate academic and technical skills. CRP5 Consider the environmental environmental, social and economic impacts of decisions. CRP9 Model integrity, ethical leadership and effective management. CRP11 Use technology to enhance productivity. CRP12 Work productively in teams while using cultural global competence.</p>	
<p><b><u>Unit Resources: (related websites, reference materials, etc.)</u></b></p>	
<p><b><u>Unit Assessment Opportunities:</u></b></p> <ul style="list-style-type: none"><li>• Response Sheets</li><li>• Observations, Questioning, and discussions</li><li>• Class Webs</li><li>• Presentations</li><li>• Collaboration</li><li>• Projects</li><li>• Rubrics</li><li>• Unit Test</li></ul>	

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### Curriculum Guide Grade 7

<b>Subject: Social Studies</b>	<b>Grade Level: 7th Grade</b>
<b>Unit 1: Middle Ages/Feudalism</b>	<b>Pacing: 3 weeks (September)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>-Who decides on the structure of the government?</li> <li>-Are people always interdependent?</li> <li>-What is a government's role?</li> <li>-What happens to society when the basic needs of people are met?</li> <li>-How does travel influence society and people lives.</li> <li>-Can a single event change history?</li> <li>-What is the Bubonic Plague and its effect on culture and science?</li> </ul>	<p><b>Students will understand that...</b></p> <ul style="list-style-type: none"> <li>-People will create organizational structures to address their basic needs.</li> <li>-It is the role of the government to provide military protection.</li> <li>-Trade and travel increased as people began to feel more secure in the Middle Ages.</li> <li>-Exposure to new Knowledge drives change.</li> <li>-When Europe experienced a major decline in population, the serving people became more valuable.</li> <li>-Advances in weapons changed war.</li> </ul>
<b>Core Standards</b>	<b>Classroom Applications</b>
<ul style="list-style-type: none"> <li>6.1.8.A.1.a</li> <li>6.2.8.A.4.b</li> <li>6.2.8.A.4.c</li> <li>6.2.8.B.4.a</li> <li>6.2.8.B.4.b</li> </ul>	<p><b>Objectives:</b></p> <p>Students will independently be able to use their skills to:</p> <ol style="list-style-type: none"> <li>1. Analyze the causes of the rebirth of ideas in Italy.</li> <li>2. Summarize how how art changed during the</li> </ol>

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<p>6.2.8.B.4.d          6.2.8.B.4.f          6.2.8.C.4.a          6.2.8.C.4.b          6.2.8.D.4.a          6.2.8.D.4.b          6.2.8.D.4.c          6.2.8.D.4.d          6.2.8.D.4.e          6.2.8.D.4.f          6.2.8.D.4.g</p>	<p>Renaissance.</p> <ol style="list-style-type: none"> <li>3. Observe the effect of the printing press on the spread of ideas.</li> <li>4. Describe the contributions of Copernicus, Galileo, and Newton.</li> <li>5. Evaluate the effectiveness of Feudalism in</li> <li>6. addressing the the needs of society during the Middle Ages.</li> <li>7. Analyze the change from Manors to Towns and its importance.</li> <li>8. Evaluate the role of religion in Medieval life and government.</li> <li>9. Research and examine Middle Ages Era through various media formats.</li> <li>10. Identify and describe the social structure of the feudal system.</li> <li>11. Discuss Heraldry</li> <li>12. Investigate and explain the Black Plague causes and effects.</li> <li>13. Identifying the role of the Church in the Middle Ages.</li> <li>14. Analyzing the differences between manors and feudal towns, and describe the growth of cities.</li> <li>15. Describe the shift of power away from the church.</li> <li>16. Analyze how knowledge led to advancements during the Middle Ages.</li> </ol> <p><b><u>Teaching Strategies/Materials:</u></b>          Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p>
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	<p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p><b>Enrichment:</b> computer-based research, high level thinking task, class presentation</p> <p><b>Limited English Proficiency:</b> vocabulary support, word/picture association, visual aids</p>
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b></p> <p>21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><b><u>Career Ready Practices</u></b></p> <p>CRP1 Act as a Responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills.</p> <p>CRP5 Consider the environmental environmental, social and economic impacts of decisions.</p> <p>CRP9 Model integrity, ethical leadership and effective management.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>	
<p><b><u>Unit Resources: (related websites, reference materials, etc.)</u></b></p>	
<p><b><u>Unit Assessment Opportunities</u></b></p> <ul style="list-style-type: none"><li>● Response Sheets</li><li>● Observations, Questioning, and discussions</li><li>● Presentations</li><li>● Collaboration</li><li>● Projects</li><li>● Rubrics</li></ul>	

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|---|
| <ul style="list-style-type: none"> <li>● Unit Test</li> </ul> |
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### Curriculum Guide

<b>Subject: Social Studies</b>	<b>Grade Level: 7</b>
<b>Unit 2: Renaissance /Reformation</b>	<b>Pacing: 3 weeks (September-October)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>-How do beliefs shape a culture?</li> <li>-How does prosperity enable a society to change?</li> <li>-Can an individual make a difference?</li> <li>-How does change in technology change the lives of people and society?</li> <li>-Are modern societies more civilized than ancient or medieval ones?</li> <li>-How and why do beliefs change?</li> <li>-How is power gained, used, and justified?</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>-Only when human thought is valued can beliefs be changed.</li> <li>- When society has more than enough to meet its needs it begins to be open to new ideas.</li> <li>-Inventions such as the printing press made more written primary sources available to people.</li> <li>-Thinking differently can lead to criticism from others.</li> <li>-The Church's use of power (abuse) led some people to question their beliefs and wanted change.</li> <li>-During the Renaissance people rediscovered art and learning and advanced it.</li> </ul>



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Core Content Standards	Classroom Applications
<p>6.1.8.A.1.a            6.2.8.B.4.a            6.2.8.b.4.b            6.2.8.b.4.e            6.2.8.c.3.a            6.2.8.a.4.a            6.2.8.d.4.a            6.2.8.D.4.g</p>	<p><b><u>Objectives:</u></b>  <b>Students will be able to independently use their learning to...</b></p> <ul style="list-style-type: none"> <li>-Analyze how the growth of wealthy city-states led to a rebirth of arts and learning called the Renaissance.</li> <li>-Summarize advances in technology, literature, art, and science which derived from humanist beliefs and rediscovery of classical ideas.</li> <li>-Examine how efforts to reform the Roman Catholic Church led to changes in society and creation of new religions.</li> </ul> <p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>-Explaining how the Renaissance represented a break with thinking of the Middle Ages and was the beginning of Modern Times.</li> <li>-Examine key contributors / figures of the Renaissance.</li> <li>-Analyze the rediscovery of classical ideas and how they led to advances in Renaissance Arts and Learning.</li> <li>-Analyze how religious intolerance of the Reformation and modern world intolerance are similar.</li> <li>-Examine the basic ideas that began the Reformation in Europe.</li> </ul> <p><b><u>Teaching Strategies/Materials:</u></b>            Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet,</p>

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	<p>Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <ol style="list-style-type: none"><li>11. -UDL Choice Board</li><li>12. -Create Plague Headline</li><li>13. -Video and Primary Source Research</li><li>14. -Simulation Writing Piece</li><li>15. -Evaluate Primary Document / Magna Carta</li></ol> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p><b>Enrichment:</b> computer-based research, high level thinking task, class presentation</p> <p><b>Limited English Proficiency:</b> vocabulary support, word/picture association, visual aids</p>
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b></p> <p>21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><b><u>Career Ready Practices</u></b></p> <p>CRP1 Act as a Responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills.</p> <p>CRP5 Consider the environmental environmental, social and economic impacts of decisions.</p> <p>CRP9 Model integrity, ethical leadership and effective management.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>	

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**Unit Resources: (related websites, reference materials, etc.)**

**Unit Assessment Opportunities:**

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Timelines
- Rubrics
- Unit Test

<b>Subject: Social Studies</b>	<b>Grade Level: 7th Grade</b>
<b>Unit 3: Sub-Saharan Africa/North Africa</b>	<b>Pacing: 2 weeks (October)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<p>-What various cultural groups ruled Africa over time and over what areas of Africa?</p> <p>-How did contact with the Middle East and</p>	<p><b>Students will understand that...</b></p> <p>Differences Cultural lifestyles in Africa have influenced its colonization and affect its makeup of geography, people, languages, government, and social community.</p>

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<p>different cultures affect Africa's geography?          -How did Africa's culture and geographical landscape transform over time through colonization?          -What is colonization?          -How can conflict arise when colonization occurs?          -How did the struggle for independence impact the development of African nations?</p>	
Core Standards	Classroom Applications
<p>6.1.8.A.1.a          6.2.8.A.3.b          6.2.8.A.4.a          6.2.8.C.3.a          6.2.8.D.3.d          6.2.8.A.4.a          6.2.8.B.4.a          6.2.8.B.4.b          6.2.8.B.4.c          6.2.8.B.4.d          6.2.8.B.4.f          6.2.8.C.4.b          6.2.8.D.4.a          6.2.8.D.4.g</p>	<p><b><u>Objectives:</u></b></p> <p><b>Students will be able to independently use their learning to...</b></p> <ul style="list-style-type: none"> <li>-Determine how geography impacted the development of the African nations over time.</li> <li>-Evaluate the colonization on African countries and its effect on culture.</li> <li>-Compare and contrast the diversity of the people on the African continent.</li> <li>-Evaluate the influence of African nations on the United States throughout history.</li> </ul> <p><b><u>Teaching Strategies/Materials:</u></b></p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops,</p>

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	<p>PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p><b>Enrichment:</b> computer-based research, high level thinking task, class presentation</p> <p><b>Limited English Proficiency:</b> vocabulary support, word/picture association, visual aids</p>
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b></p> <p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b> 21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><b><u>Career Ready Practices</u></b> CRP2 Apply appropriate academic and technical skills. CRP12 Work productively in teams while using cultural global competence.</p>	
<p><b><u>Unit Resources: (related websites, reference materials, etc.)</u></b></p>	

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### Unit Assessment Opportunities:

- Response Sheets
- Observations, Questioning, and discussions
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

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<b>Subject: Social Studies</b>	<b>Grade Level: 7th Grade</b>
<b>Unit 4: Exploration</b>	<b>Pacing: November-December</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>-What were the motivations behind European exploration?</li> <li>-What regions of the Americas were impacted by European exploration?</li> <li>-What led to conflicts between explorers and indigenous people?</li> <li>-What are the benefits and costs of nations becoming involved in</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>European nations competed with each other to expand their empires.</li> <li>-Individual explorers and nations were motivated to claim land for different reasons. (Gold, God, Glory)</li> <li>-Cultural differences often led to misconceptions and conflicts between civilizations (Native and European)</li> <li>-Exploration still exists in the modern world.</li> </ul>

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<p>one another's affairs? -How do motivations for exploration compare with present day desires to understand space and the oceans?</p>	
Core Standards	Classroom Applications
<p>6.1.8.B.1.b 6.1.8.C.1.a 6.1.8.C.1.b 6.1.8.D.1.c</p>	<p><b><u>Objectives:</u></b> Students will independently be able to use their skills to:</p> <ol style="list-style-type: none"> <li>1. Students will be able to independently</li> <li>2. use their learning to...</li> <li>3. -Analyze how European exploration</li> <li>4. expanded global economic and cultural</li> <li>5. exchange into the Western Hemisphere.</li> <li>6. Students will be skilled at...</li> <li>7. -Identifying reasons for Europeans to explore</li> </ol> <p><b><u>Teaching Strategies/Materials:</u></b> Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p>



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	<p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p><b>Enrichment:</b> computer-based research, high level thinking task, class presentation</p> <p><b>Limited English Proficiency:</b> vocabulary support, word/picture association, visual aids</p>
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b></p> <p>21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><b><u>Career Ready Practices</u></b></p> <p>CRP1 Act as a Responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills.</p> <p>CRP5 Consider the environmental environmental, social and economic impacts of decisions.</p> <p>CRP9 Model integrity, ethical leadership and effective management.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>	
<p><b><u>Unit Resources: (related websites, reference materials, etc.)</u></b></p>	

## Fairfield Township School District

<p><b><u>Unit Assessment Opportunities:</u></b></p> <ul style="list-style-type: none"><li>● Response Sheets</li><li>● Observations, Questioning, and discussions</li><li>● Class Webs</li><li>● Presentations</li><li>● Collaboration</li><li>● Projects</li><li>● Rubrics</li><li>● Unit Test</li></ul>

<b>Subject: Social Studies</b>	<b>Grade Level: 7th Grade</b>
<b>Unit 5: Colonization of the Americas</b>	<b>Pacing: 4 weeks (January)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>

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<p>- Why did Britain want to establish colonies in the Americas?</p> <p>-What challenge did the first English colonies in America face?</p> <p>-Why were towns and villages important to New England life?</p> <p>-Why did the colony of New Netherlands become the colony of New York?</p> <p>-What was life like in the Middle Colonies?</p> <p>-What two ways of life developed in Southern Colonies?</p>	<p><b>Students will understand that...</b></p> <p>- English colonies took shape in various ways for various reasons.</p> <p>-English settlers dealt with starvation due to lack of preparation and organization while establishing the colony of Virginia</p> <p>-England believed a nation became stronger through strict control over colonial trade</p> <p>-African slaves were brought against their will to fill the need for farm workers</p> <p>-towns were areas of cultural influence and education</p> <p>-the Great Awakening led to a greater desire for democratic government amongst colonists.</p>
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## Fairfield Township School District

<p>-Why did England want to regulate colonial trade?</p> <p>What class differences existed in colonial society?</p> <p>Why did the slave trade grow in the 1700's?</p> <p>How were the colonies affected by new ideas?</p> <p>How did the colonists educate their children?</p> <p>How did the Great Awakening affect the colonies?</p>	
<b>Core Standards</b>	<b>Classroom Applications</b>
<p>6.1.8.C.1.b 6.1.8.D.1.b 6.1.8.D.1.c 6.1.8.A.2.a</p>	<p><b>Objectives:</b> Students will independently be able to use their skills to: 1- Explain why England wanted to establish colonies in</p>

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<p>6.1.8.A.2.b 6.1.8.A.2.c 6.1.8.B.2.a 6.1.8.B.2.b 6.1.8.C.2.a 6.1.8.C.2.b 6.1.8.C.2.c</p>	<p>North America.</p> <p>2-Describe the experience of the settlers who founded the first permanent English colony in Jamestown.</p> <p>3- Explain how the Pilgrims managed to survive the first years in the Plymouth colony.</p> <p>4- Describe the geography and climate in the middle colonies.</p> <p>5- Describe the early history of New York and New Jersey.</p> <p>6- Explain how Pennsylvania and Delaware were founded.</p> <p>7-Explain how the middle colonies change in the 1600's and early 1700s.</p> <p>8- Describe the geography and climate of the southern colonies.</p> <p>9- Describe the early history of Virginia.</p> <p>10- Explain how Maryland, the Carolinas, and Georgia were founded.</p> <p>11- Identify the factors that produced a the tidewater and backcountry ways of life.</p> <p>12- Explain how English political traditions influenced the 13 colonies.</p> <p>13- Describe the responsibilities of early colonial governments.</p> <p>14- Identify John Peter Zenger's role in establishing the freedom of the press.</p> <p>15- Understand the Navigation Acts affected the colonies' economy.</p> <p>16- Learn about life on a colonial farm.</p> <p>17- Describe the roles of men, women, and children of colonial America.</p> <p>18- List the class differences that existed in colonial society.</p> <p>19- Describe the conditions under which enslaved Africans came to the Americas.</p> <p>20- Explain why slavery became part of the colonial economy.</p> <p>21- Identify the restrictions placed on enslaved Africans in the colonies.</p> <p>22 - Describe how African culture influenced American Culture.</p> <p>23 - Describe the education colonial children received.</p>
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## Fairfield Township School District

	<p>24 - Explain how the Great Awakening affected the colonies.</p> <p>25 - Explain how the colonies were affected by new ideas.</p> <p><b><u>Teaching Strategies/Materials:</u></b> Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p><b>Enrichment:</b> computer-based research, high level thinking task, class presentation</p> <p><b>Limited English Proficiency:</b> vocabulary support, word/picture association, visual aids</p>
<p><b><u>Unit Resources: (related websites, reference materials, etc.)</u></b></p>	

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### **Unit Assessment Opportunities:**

- Response Sheets
- Observations, Questioning, and discussions
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

<b>Subject: Social Studies</b>	<b>Grade Level: 7th Grade</b>
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## Fairfield Township School District

<b>Unit 6: Revolutionary Era</b>	<b>Pacing: 6 weeks (February-March)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>-How did the rivalry of Britain and France lead to war in North America?</li> <li>-What were the main results of the Treaty of Paris of 1763?</li> <li>-How did the colonists react to new taxes imposed by Parliament?</li> <li>-What events led to the Boston Massacre?</li> <li>-How did the Intolerable Acts unite people in the colonies?</li> <li>-Why did fighting break out at</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>-the dispute between Britain and France led to territorial conflicts in America.</li> <li>-the Treaty of Paris ended the French and Indian War and transferred French territory to England.</li> <li>- colonists' opposed of the new taxes and revolted against British government.</li> <li>- that Britain ignored Congress' attempts at peaceful resolutions to their disputes.</li> <li>-the Declaration stated that the colonists felt the tyrannical treatment by the King and Parliament obligated them to separate and form their own United States of America.</li> <li>-what events led to the first battle of the Revolutionary War.</li> <li>-African Americans and women played vital roles in fighting for and providing support for the U.S. effort.</li> <li>-the combined American and French forces surrounded the British on land and at sea causing them to surrender.</li> </ul>

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<p>Lexington and Concord?</p> <p>-How did Congress struggle between peace and war with Britain?</p> <p>-What are the main ideas of the Declaration of Independence?</p> <p>-How did the Battle of Saratoga mark a turning point in the war.</p> <p>-What role did African Americans and women play in the war?</p> <p>-How did the Americans and French defeat the French at the Battle of Yorktown?</p> <p>-What were</p>	<p>-the Treaty of Paris ended the Revolutionary War and recognized the U.S. as an independent nation.</p>
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## Fairfield Township School District

<p>the terms of the Treaty of Paris?</p>	
Core Standards	Classroom Applications
<p>6.1.8.D.2.a 6.1.8.D.2.b 6.1.8.B.3.a 6.1.8.B.3.c 6.1.8.B.3.d 6.1.8.C.3.a 6.1.8.D.3.a 6.1.8.D.3.d 6.1.8.D.3.e 6.1.8.D.3.f</p>	<p><b>Objectives:</b> Students will independently be able to use their skills to:</p> <p><b>Teaching Strategies/Materials:</b> Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual</p>

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	<p>aids, manipulatives</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p><b>Enrichment:</b> computer-based research, high level thinking task, class presentation</p> <p><b>Limited English Proficiency:</b> vocabulary support, word/picture association, visual aids</p>
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b></p> <p>21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><b><u>Career Ready Practices</u></b></p> <p>CRP1 Act as a Responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills.</p> <p>CRP5 Consider the environmental environmental, social and economic impacts of decisions.</p> <p>CRP9 Model integrity, ethical leadership and effective management.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>	
<p><b><u>Unit Resources: (related websites, reference materials, etc.)</u></b></p>	

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<p><b><u>Unit Assessment Opportunities:</u></b></p> <ul style="list-style-type: none"><li>● Response Sheets</li><li>● Observations, Questioning, and discussions</li><li>● Class Webs</li><li>● Presentations</li><li>● Collaboration</li><li>● Projects</li><li>● Rubrics</li><li>● Unit Test</li></ul>

<b>Subject: Social Studies</b>	<b>Grade Level: 7th Grade</b>
<b>Unit 7: New Republic</b>	<b>Pacing: 4 weeks (March-April)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
- What were the weaknesses of the	Students will understand that...  -the Articles of Confederation did not allow the new government to impose taxes, raise a standing army,

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<p>Articles of Confederation?</p> <p>-What events led Americans to call for changes to the Articles of Confederation?</p> <p>-What compromises did the delegates have to reach before the Constitution could be signed?</p> <p>-What were the key issues in the debate between the Federalists and the Anti-federalists?</p> <p>-Why was the Bill of Rights added to the Constitution?</p> <p>-What steps did Washington take to make the new government work?</p> <p>-What was Hamilton's plan to reduce the nation's debt and rebuild the economy?</p> <p>-Why did political parties develop?</p> <p>-How did John Adams handle conflict with France?</p> <p>-How did the Alien and Sedition Acts raise the</p>	<p>or to act as a unified nation.</p> <p>- disputes between states and events such as Shay's Rebellion led the government rethinking the laws and framework of the new nation.</p> <p>-that delegates had to compromise over the citizenship of slaves and dominance of large states over small states in writing a new Constitution.</p> <p>-that Federalists supported the new Constitution and Anti-Federalists believed the new Constitution gave the government too much power and did not include individual rights of citizens.</p> <p>- the Bill of Rights was added to protect the rights of citizens</p> <p>-president Washington set precedents that are still followed today in establishing cabinets and federal court system.</p> <p>-Hamilton established a three step plan to establish a new economic system.</p> <p>-political parties formed out of the differences of opinions about state and federal government.</p> <p>-that John Adams remained neutral in respect to the conflict with France.</p> <p>-Thomas Jefferson declared that states can nullify a law passed by federal government if they feel it is unconstitutional.</p> <p>-Congress had to vote to decide the winner of the election.</p>
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## Fairfield Township School District

<p>issue of the rights of states?</p> <p>-What role did Congress play in the election of 1800.</p>	
Core Standards	Classroom Applications
<p>6.1.8.A.2.b          6.1.8.A.3.a          6.1.8.A.3.b          6.1.8.A.3.c          6.1.8.A.3.d          6.1.8.A.3.e          6.1.8.A.3.f          6.1.8.A.3.g          6.1.8.B.3.b          6.1.8.C.3.b          6.1.8.C.4.a          6.1.8.D.3.b          6.1.8.D.3.c          6.1.8.D.3.g</p>	<p><b>Objectives:</b>          Students will independently be able to use their skills to:</p> <ul style="list-style-type: none"> <li>-understand that the Articles of Confederation did not allow the new government to impose taxes, raise a standing army, or to act as a unified nation, and discuss what steps the founders took to make the necessary changes.</li>   <li>- understand that the the disputes between states and events such as Shays Rebellion led the government to rethink the laws and framework of the new nation, and discuss why a sovereign nation needs to be able to enforce its laws.</li>   <li>-understand that delegates had to compromise over the citizenship of slaves and dominance of large states over small states in writing a new Constitution, in order to show understanding of the compromises that were made for all the delegates to accept the Constitution.</li>   <li>-understand that the Federalists supported the new Constitution and Anti-Federalists believed the new Constitution gave the government too much power and did not include individual rights of citizens. Students will be able to discuss how the Federalist papers convinced many to accept the Constitution</li>   <li>-understand that the Bill of Rights was added to protect the rights of citizens, and to discuss how these same rights affected citizens of that era as well as our modern nation.</li> </ul>

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	<p><b><u>Teaching Strategies/Materials:</u></b> Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p><b>Enrichment:</b> computer-based research, high level thinking task, class presentation</p> <p><b>Limited English Proficiency:</b> vocabulary support, word/picture association, visual aids</p>
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b></p> <p>21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><b><u>Career Ready Practices</u></b></p> <p>CRP1 Act as a Responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills.</p> <p>CRP5 Consider the environmental environmental, social and economic impacts of decisions.</p> <p>CRP9 Model integrity, ethical leadership and effective management.</p> <p>CRP11 Use technology to enhance productivity.</p>	

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CRP12 Work productively in teams while using cultural global competence.

**Unit Resources: (related websites, reference materials, etc.)**

**Unit Assessment Opportunities:**

- Response Sheets
- Observations, Questioning, and discussions
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

**Subject: Social Studies**

**Grade Level: 7th Grade**

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<b>Unit 8: The Jeffersonian Age</b>	<b>Pacing:</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>- What actions did Jefferson take to reduce the power of the federal government?</li> <li>-How did the United States purchase Louisiana?</li> <li>-What were the results of the expedition of Lewis and Clark?</li> <li>-How did the British and French violate the neutrality of American shipping?</li> <li>-Why did Jefferson decide to impose an embargo?</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>-Jefferson cut the federal budget and reduced the federal debt.</li> <li>-the United States negotiated with France to purchase Louisiana.</li> <li>-Lewis &amp; Clark mapped a route to the Pacific, increased relations with Natives, and made Scientific discoveries.</li> <li>-the British and French seized American trade ships on the Atlantic</li> <li>-an embargo was imposed because the US did not have the resources to fight.</li> <li>-the War Hawks wanted to gain lands in Canada.</li> <li>- Britain was violating U.S. shipping, the impressment of U.S. sailors, and encouraging Native Americans to attack American settlers.</li> <li>-the British agreed to move troops out of the west and to stop violating U.S. neutrality.</li> </ul>

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<p>-Why did the War Hawks push for war against Britain?</p> <p>-What led the US to declare war on Britain in 1812?</p> <p>-What did the United States and Britain agree to in the Treaty of Ghent?</p>	
Core Standards	Classroom Applications
<p>6.1.8.A.4.a 6.1.8.B.4.a</p>	<p><b>Objectives:</b></p> <p>Students will independently be able to use their skills to:</p> <ul style="list-style-type: none"> <li>-explain why Jefferson cut the federal budget and reduced the federal debt, and compare it to modern financial situations</li> <li>-recognize and explain why the United States negotiated with France to purchase Louisiana.</li> <li>-identify and describe why Lewis &amp; Clark mapped a route to the Pacific, increased relations with Natives, and made Scientific discoveries.</li> <li>-identify and assess why the British and French seized</li> </ul>

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	<p>American trade ships on the Atlantic -why an embargo was imposed on foreign nations, and discuss why the US did not have the resources to fight.</p> <p>-explain and discuss why the War Hawks wanted to gain lands in Canada.</p> <p>- determine why Britain was violating U.S. shipping, the impressment of U.S. sailors, and encouraging Native Americans to attack American settlers.</p> <p>-determine why the British agreed to move troops out of the west and to stop violating U.S. neutrality</p> <p><b><u>Teaching Strategies/Materials:</u></b> Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p><b>Enrichment:</b> computer-based research, high level thinking task, class presentation</p> <p><b>Limited English Proficiency:</b> vocabulary support, word/picture association, visual aids</p>
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<b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b>	
21st Century Themes - Global Awareness, Civic Literacy	
21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration	
<b><u>Career Ready Practices</u></b>	
CRP1 Act as a Responsible and contributing citizen and employee.	
CRP2 Apply appropriate academic and technical skills.	
CRP5 Consider the environmental environmental, social and economic impacts of decisions.	
CRP9 Model integrity, ethical leadership and effective management.	
CRP11 Use technology to enhance productivity.	
CRP12 Work productively in teams while using cultural global competence.	
<b><u>Unit Resources: (related websites, reference materials, etc.)</u></b>	
<b><u>Unit Assessment Opportunities:</u></b>	

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

**Career Ready Practices**

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

**Unit Resources: (related websites, reference materials, etc.)**

**Unit Assessment Opportunities:**

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- Response Sheets
- Observations, Questioning, and discussions
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test



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### Curriculum Guide Grade 8

<b>Subject: Social Studies</b>	<b>Grade Level: 8th Grade</b>
<b>Unit 1: The Jeffersonian Age</b>	<b>Pacing: 4 weeks (September-October)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>- What actions did Jefferson take to reduce the power of the federal government ?</li> <li>-How did the United States purchase Louisiana?</li> <li>-What were the results of the expedition of Lewis and Clark?</li> <li>-How did the British and French violate the neutrality of American shipping?</li> <li>-Why did</li> </ul>	<p style="text-align: center;">Students will understand that...</p> <ul style="list-style-type: none"> <li>-Jefferson cut the federal budget and reduced the federal debt.</li> <li>-the United States negotiated with France to purchase Louisiana.</li> <li>-Lewis &amp; Clark mapped a route to the Pacific, increased relations with Natives, and made Scientific discoveries.</li> <li>-the British and French seized American trade ships on the Atlantic</li> <li>-an embargo was imposed because the US did not have the resources to fight.</li> <li>-the War Hawks wanted to gain lands in Canada.</li> <li>- Britain was violating U.S. shipping, the impressment of U.S. sailors, and encouraging Native Americans to attack American settlers.</li> <li>-the British agreed to move troops out of the west and to stop violating U.S. neutrality.</li> </ul>

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<p>Jefferson decide to impose an embargo?</p> <p>-Why did the War Hawks push for war against Britain?</p> <p>-What led the US to declare war on Britain in 1812?</p> <p>-What did the United States and Britain agree to in the Treaty of Ghent?</p>	
<p><b>Core Standards</b></p>	<p><b>Classroom Applications</b></p>
<p>6.1.8.B.3.a 6.1.8.D.3.a 6.1.8.A.4.a 6.1.8.B.4.a</p>	<p><b>Objectives:</b> Students will independently be able to use their skills to:</p> <p>-explain why Jefferson cut the federal budget and reduced the federal debt, and compare it to modern financial situations</p> <p>-recognize and explain why the United States negotiated with France to purchase Louisiana.</p> <p>-identify and describe why Lewis &amp; Clark mapped a</p>



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	<p>route to the Pacific, increased relations with Natives, and made Scientific discoveries.</p> <p>-identify and assess why the British and French seized American trade ships on the Atlantic -why an embargo was imposed on foreign nations, and discuss why the US did not have the resources to fight.</p> <p>-explain and discuss why the War Hawks wanted to gain lands in Canada.</p> <p>- determine why Britain was violating U.S. shipping, the impressment of U.S. sailors, and encouraging Native Americans to attack American settlers.</p> <p>-determine why the British agreed to move troops out of the west and to stop violating U.S. neutrality</p> <p><b><u>Teaching Strategies/Materials:</u></b> Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p><b>Enrichment:</b> computer-based research, high level</p>
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	thinking task, class presentation <b>Limited English Proficiency:</b> vocabulary support, word/picture association, visual aids
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b></p> <p>21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><b><u>Career Ready Practices</u></b></p> <p>CRP1 Act as a Responsible and contributing citizen and employee. CRP2 Apply appropriate academic and technical skills. CRP5 Consider the environmental environmental, social and economic impacts of decisions. CRP9 Model integrity, ethical leadership and effective management. CRP11 Use technology to enhance productivity. CRP12 Work productively in teams while using cultural global competence.</p>	
<p><b><u>Unit Resources: (related websites, reference materials, etc.)</u></b></p>	

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<p><b><u>Unit Assessment Opportunities:</u></b></p> <ul style="list-style-type: none"> <li>• Response Sheets</li> <li>• Observations, Questioning, and discussions</li> <li>• Class Webs</li> <li>• Presentations</li> <li>• Collaboration</li> <li>• Projects</li> <li>• Rubrics</li> <li>• Unit Test</li> </ul>
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<b>Subject: Social Studies</b>	<b>Grade Level: 8th Grade</b>
<b>Unit 2: The Nation Grows and Prospers</b>	<b>Pacing: 3 weeks (October)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<p>-What was the Industrial Revolution, and how did it take hold in the United States?</p> <p>-What was daily life like in early factories?</p> <p>-What impact did the Industrial Revolution have on American cities?</p> <p>-How did Americans improve transportation in the early 1800s?</p> <p>-How did congress help American industry after the war of 1812?</p>	<p><b>Students will understand that...</b></p> <p>-the industrial revolution was the development of mills and factories caused by the harnessing of natural power.</p> <p>-daily life in factories was long, unsafe, and inhumane.</p> <p>-many major and current US cities grew up around the factories that people moved to work in.</p> <p>-Americans used the technology created in the industrial boom to create new modes of transportation.</p> <p>-congress helped industry grow by lending money to businesses and restoring order to the nation's money supply.</p> <p>- the Monroe Doctrine was a political point of view</p>

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<p>-What was the purpose of the Monroe Doctrine?</p>	<p>adopted by the US in 1820 that stated the US would stay out of European affairs, and would not tolerate any new colonies being creating in the western hemisphere.</p>
Core Standards	Classroom Applications
<p>6.1.8.A.4.a 6.1.8.A.4.c 6.1.8.B.4.b 6.1.8.C.4.a 6.1.8.C.4.b 6.1.8.C.4.c 6.1.8.D.4.a</p>	<p><b>Objectives:</b> Students will independently be able to use their skills to:</p> <ul style="list-style-type: none"> <li>- compare and contrast the factory life from the days of the industrial revolution with the current ones operating in our modern society</li> <li>- assess the daily life in factories during the early industrial era, and determine the inherent dangers that factory workers were exposed to.</li> <li>- identify the cause of the growth of industrial cities, and the effect the dense populations had on the lives of the people living in them.</li> <li>- determine how the rise of industry led to the development of advanced modes of transportation and the effect they had on trade within the United States.</li> <li>- determine why congress helped industry grow by lending money to businesses and assess the benefits that was created for our nation's trade.</li> </ul>

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	<ul style="list-style-type: none"><li>- compare the US government's public position as stated within the Monroe Doctrine, and contrast it with the financial desires that drove the US to keep foreign nations from establishing themselves in the western hemisphere.</li></ul> <p><b><u>Teaching Strategies/Materials:</u></b> Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p><b>Enrichment:</b> computer-based research, high level thinking task, class presentation</p> <p><b>Limited English Proficiency:</b> vocabulary support, word/picture association, visual aids</p>
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b> 21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><b><u>Career Ready Practices</u></b></p>	

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CRP1 Act as a Responsible and contributing citizen and employee.  
 CRP2 Apply appropriate academic and technical skills.  
 CRP5 Consider the environmental environmental, social and economic impacts of decisions.  
 CRP9 Model integrity, ethical leadership and effective management.  
 CRP11 Use technology to enhance productivity.  
 CRP12 Work productively in teams while using cultural global competence.

**Unit Resources: (related websites, reference materials, etc.)**

**Unit Assessment Opportunities**

- Response Sheets
- Observations, Questioning, and discussions
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

### Curriculum Guide

<b>Subject: Social Studies</b>	<b>Grade Level: 8th Grade</b>
<b>Unit 3: Jacksonian Era</b>	<b>Pacing: 5 weeks (November-December)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
-How did technology lead to American growth and development?	Students will understand that... -the rising costs of commodities, and greater ease of movement along US waterways encouraged, and allowed US citizens to move west of the Mississippi.  -the US position toward European involvement,

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<p>-How did the United States strengthen its relationship with Latin America?</p> <p>-What was the Missouri Compromise and how did it settle an important regional conflict?</p> <p>-What political factors created a controversy during the elections of 1824?</p> <p>-What factors caused democracy to spread in America during the 1820s?</p> <p>-How did the election of Jackson in 1828 mark a change in American politics?</p> <p>-What controversies surrounded Jefferson's presidency?</p>	<p>known as the Monroe Doctrine, increased US relations with burgeoning Latin American nations.</p> <p>-the Missouri Compromise briefly settled the growing controversy over free and slave states admittance into the Union.</p> <p>-political patronage, and party alliances within the US congress decision over the election of 1824 created a controversy that hung over John Quincy Adams presidency.</p> <p>-the US congress decision to expand the right to vote to a broader base of citizens was brought on by the motivations of political parties.</p> <p>-the movement toward greater democracy and creation of a second party system marked a major change in US politics during Jackson's administration.</p> <p>-controversies such as the National Bank controversy, the debate over tariffs, and Indian Removal marred the presidency of Andrew Jackson.</p>
<b>Core Content Standards</b>	<b>Classroom Applications</b>
6.1.8.A.4.a	<b>Objectives:</b>

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<p>6.1.8.A.4.c 6.1.8.B.4.b 6.1.8.C.4.a 6.1.8.D.1.b 6.1.8.C.S7</p>	<p><b>Students will be able to independently use their learning to...</b></p> <ul style="list-style-type: none"><li>- apply their knowledge of economics to the political reasons for the lowering land costs in the US territories.</li><li>- determine whether or not the Monroe Doctrine truly was in support of burgeoning Latin nations, or an attempt at increasing US trade with said nations.</li><li>-compare and contrast the patronage involved against the congressional bias in voting that determined JQ Adams election in 1824.</li><li>-provide supporting details that prove that the US congress expanded the vote to the common man in exchange for votes.</li><li>- Describe Andrew Jackson’s victory in the election of 1828.</li><li>- Describe the culture of Native Americans in the Southeast.</li><li>- Describe the conflict over land occupied by Native Americans in the Southeast.</li><li>- Discuss the forced removal of Native Americans.</li><li>- Describe the disagreement over the Bank of the United States.</li><li>- Discuss the differing viewpoints on the balance of federal powers.</li><li>- Explain why South Carolina threatened to secede from the Union.</li><li>- Describe the economic crisis that began in 1837.</li></ul> <p><b><u>Teaching Strategies/Materials:</u></b></p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual</p>
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	<p>aids, manipulatives</p> <ol style="list-style-type: none"><li>1. -UDL Choice Board</li><li>2. -Create Plague Headline</li><li>3. -Video and Primary Source Research</li><li>4. -Simulation Writing Piece</li><li>5. -Evaluate Primary Document / Magna Carta</li></ol> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p><b>Enrichment:</b> computer-based research, high level thinking task, class presentation</p> <p><b>Limited English Proficiency:</b> vocabulary support, word/picture association, visual aids</p>
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b></p> <p>21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><b><u>Career Ready Practices</u></b></p> <p>CRP1 Act as a Responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills.</p> <p>CRP5 Consider the environmental environmental, social and economic impacts of decisions.</p> <p>CRP9 Model integrity, ethical leadership and effective management.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>	
<p><b><u>Unit Resources: (related websites, reference materials, etc.)</u></b></p>	

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<p><b><u>Unit Assessment Opportunities:</u></b></p> <ul style="list-style-type: none"> <li>● Journal Entries and Response Sheets</li> <li>● Observations, Questioning, and discussions</li> <li>● Comprehension Checks in literature</li> <li>● Class Webs</li> <li>● Presentations</li> <li>● Collaboration</li> <li>● Projects</li> <li>● Timelines</li> <li>● Rubrics</li> <li>● Unit Test</li> </ul>

<b>Subject: Social Studies</b>	<b>Grade Level: 8th</b>
<b>Unit 3: Westward Expansion</b>	<b>Pacing: 6 weeks (December-February)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<p>- Why did many US citizens choose to settle in Oregon Country?</p> <p>-How did Christian</p>	<p>Students will understand that...</p> <p>-the land agreement between the US and Britain, inexpensive land, and the promise of new jobs lead to resettlement in the Oregon country.</p> <p>-Christian missions desire to convert the Natives in the western territories lead to increased western</p>

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<p>missionaries help to increase western expansion?</p> <p>-Why did Americans settle in Mexican Texas?</p> <p>-What led to the siege at the Alamo?</p> <p>-What was the Lone Star Republic and how was it created?</p> <p>-What led to the Mexican/American War?</p> <p>-What was the US strategy for victory over Mexico in Mexican/American War?</p> <p>-How did the Mormon's resettlement lead to greater Westward Expansion?</p> <p>-What led to massive population increase in California beginning in 1848?</p> <p>-How was a diverse population created on the US western coast?</p> <p>-</p>	<p>expansion</p> <p>-the promise of inexpensive land led many US citizens to resettle in Mexican Texas.</p> <p>-controversy over citizenship requirements, and Santa Anna's lust for power led to the siege at the Alamo.</p> <p>-the Lone Star Republic was the independent state of Texas, and was created after the Texans victory over Santa Anna's forces in 1836.</p> <p>-disagreements over the ownership of Texas, and disagreements between the US and Mexican border led to the Mexican/American War.</p> <p>-the US strategy for victory over Mexico was a multi pronged attack, coupled with a revolution by US settlers within the mexican state of California.</p> <p>-the Mormons ostracization in the east led to their resettlement in the Utah territory, and encouraged further western resettlement.</p> <p>-the discovery of gold at Sutter's Mill California in 1848 led to increased immigration from all over the world.</p> <p>-the massive influx of foreign settlers to California due to the gold rush greatly increased America's cultural diversity.</p>
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Core Content Standards	Classroom Applications
<p>6.1.8.B.1.a 6.1.8.CS4 6.1.8.B.4.a 6.1.8.A.4.b</p>	<p><b><u>Objectives:</u></b>  <b>Students will be able to independently use their learning to...</b></p> <ul style="list-style-type: none"> <li>- Identify the destinations of settlers heading west in the early 1800's.</li> <li>- Describe the unique culture of the Southwest.</li> <li>- Explain the meaning of Manifest Destiny.</li> <li>- Explain how traders and fur trappers helped open the West.</li> <li>- List the reasons pioneers traveled along the Oregon Trail and describe the hardships they faced.</li> <li>- Discuss the issues for women, Native Americans, and new settlers in the West.</li> <li>- Explain how Texas became independent from Mexico.</li> <li>- Discuss the issues involved in annexing Texas and Oregon.</li> <li>- Summarize the main events in the Mexican American War.</li> <li>- Explain how the United States achieved Manifest Destiny.</li> <li>- Explain why the Mormons settled in Utah and the issues that divided Mormons and the federal government.</li> <li>- Discuss the effects of the 1849 California gold rush.</li> <li>- Describe how California's population had changed 1850.</li> </ul> <p><b><u>Teaching Strategies/Materials:</u></b>            Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p>

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	<p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <ol style="list-style-type: none"><li>6. -UDL Choice Board</li><li>7. -Create Plague Headline</li><li>8. -Video and Primary Source Research</li><li>9. -Simulation Writing Piece</li><li>10. -Evaluate Primary Document / Magna Carta</li></ol> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p><b>Enrichment:</b> computer-based research, high level thinking task, class presentation</p> <p><b>Limited English Proficiency:</b> vocabulary support, word/picture association, visual aids</p>
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b></p> <p>21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><b><u>Career Ready Practices</u></b></p> <p>CRP1 Act as a Responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills.</p> <p>CRP5 Consider the environmental environmental, social and economic impacts of decisions.</p> <p>CRP9 Model integrity, ethical leadership and effective management.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>	

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**Unit Resources: (related websites, reference materials, etc.)**

**Unit Assessment Opportunities:**

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Timelines
- Rubrics
- Unit Test

<b>Subject: Social Studies</b>	<b>Grade Level: 8th</b>
<b>Unit 4: Antebellum</b>	<b>Pacing: 7 weeks (February-March)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>

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<p>-How did political and agricultural influences lead to increased immigration to the US beginning in the 1840s?</p> <p>-What circumstances shaped life in the North?</p> <p>-How did the cotton gin lead to increased industry in the North and in the South?</p> <p>-What was life like for free African Americans and white southerners before the Civil War?</p> <p>-What was life like for enslaved Africans in the South?</p> <p>-How did abolitionists affect slavery?</p> <p>-How did the Compromise of 1850 change the slave laws of the United States?</p> <p>-How did popular sovereignty lead to bloodshed in Kansas?</p> <p>-How did the Dred Scott decision lead to increased tensions over the issue of slavery?</p>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>- revolution and famine led to increased immigration from Germany and Ireland to the United States.</li> <li>-worsening factory conditions led to significant changes in the quality of life in cities throughout the North.</li> <li>-increased cotton production led to increased factory production in the North and need for slaves in the South.</li> <li>-African Americans' had highly restricted lives compared to their white counterparts.</li> <li>-enslaved Africans had restrictive slave codes, were seen as property, and held no rights of citizens.</li> <li>-Abolitionists attempted to outlaw slavery through publications and public speaking.</li> <li>-the Compromise of 1850 kept the number of free states and slave states equal and outlawed the sale of slaves in Washington D.C. and reinforced the Fugitive Slave Act.</li> <li>-independent vote over slave-state status in Kansas caused conflict amongst citizens.</li> <li>-the Supreme Court's ruling that slaves were property caused an uproar amongst citizens who feared that slavery would be allowed in any state.</li> <li>-the election of Abraham Lincoln, who was against the expansion of slavery, convinced many southerners that he would outlaw slave and cause South Carolina to be the first state to secede from the Union.</li> </ul>
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<p>-Why did the election of Abraham Lincoln lead to South Carolina seceding from the Union?</p>	
Core Content Standards	Classroom Applications
<p>6.1.8.D.4.b 6.1.8.D.5.a 6.1.8.C.3.c 6.1.8.CS4 6.1.8.D.4.c</p>	<p><b>Objectives:</b> <b>Students will be able to independently use their learning to...</b></p> <ul style="list-style-type: none"> <li>-Explain why conflict arose over the issue of slavery in the territories after the Mexican-American War.</li> <li>- Identify the goal of the Free Soil Party.</li> <li>- Describe the compromise Henry Clay proposed to settle the issues that divided the North and South.</li> <li>- Summarize the main points of the COMpromise of 1850.</li> <li>- Describe the impact of Uncle Tom’s Cabin.</li> <li>Explain how the Kansas-Nebraska Act reopened the issue of slavery in the territories.</li> <li>-Describe the effect of the Kansas-Nebraska Act.</li> <li>-Explain why the Republican Party came into being in the 1850s.</li> <li>-Summarize the issues involved in the Dred Scott decision.</li> <li>- Identify Abraham Lincoln’s and Stephen Douglas’s views on slavery.</li> <li>-Describe the differing reactions in the North and the South to John Brown’s raid.</li> <li>-DEscribe the results of the election of 1860.</li> <li>-Explain why southern states seceded from the Union.</li> <li>-Summarize the events that led to the outbreak of the Civil War.</li> </ul>



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	<p><b><u>Teaching Strategies/Materials:</u></b> Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <ol style="list-style-type: none"><li>11. -UDL Choice Board</li><li>12. -Create Plague Headline</li><li>13. -Video and Primary Source Research</li><li>14. -Simulation Writing Piece</li><li>15. -Evaluate Primary Document / Magna Carta</li></ol> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p><b>Enrichment:</b> computer-based research, high level thinking task, class presentation</p> <p><b>Limited English Proficiency:</b> vocabulary support, word/picture association, visual aids</p>
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b> 21st Century Themes - Global Awareness, Civic Literacy</p>	

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21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

### **Career Ready Practices**

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

### **Unit Resources: (related websites, reference materials, etc.)**

### **Unit Assessment Opportunities:**

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Timelines
- Rubrics
- Unit Test

<b>Subject: Social Studies</b>	<b>Grade Level: 8th Grade</b>
<b>Unit 5: Civil War</b>	<b>Pacing: 6 weeks (April-May)</b>

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Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>- What led to eleven US states seceding from the Union and forming the Confederate States of America?</li> <li>-Who were the key political and military leaders within the US and Confederate States of America during the Civil War?</li> <li>-What were the North and the South’s strategies for victory?</li> <li>-What were some of the key battles of the war?</li> <li>-How did the Emancipation Proclamation create another goal for northern victory during the War?</li> <li>-Why was the Battle of Gettysburg a turning point in the War?</li> <li>-What was Grant’s plan for victory?</li> <li>-What brought an end to the Civil War?</li> </ul>	<p><b>Students will understand that...</b></p> <ul style="list-style-type: none"> <li>-many states disagreed with Lincoln’s views on slavery.</li> <li>-Abraham Lincoln and Jefferson Davis as Presidents, and Robert E. Lee and Ulysses S. Grant as Generals of the Southern and Northern Armies, respectively, were key players in the Civil War.</li> <li>-the northern strategy for victory was to form a blockade of all southern ports and the southern strategy was to show the northern population that they would keep fighting until the North surrendered.</li> <li>-key battles of the Civil War included Bull Run, Shilo, Antietam, Gettysburg, and Vicksburg.</li> <li>-the Emancipation Proclamation freed all slaves within states in rebellion, thus giving the Union army another cause to fight.</li> <li>-the Battle of Gettysburg was a turning point in the war because after that the North would never lose another major battle, and the South would never have the resources to invade the North again.</li> <li>-Grant’s plan for total victory was to wage “total war” on the military, industry, and population of the South.</li> <li>-After the nearly year long siege at Petersburg the Army of Northern Virginia was greatly reduced, and surrendered after being pursued by the Union Army.</li> </ul>

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Core Standards	Classroom Applications
<p>6.1.8.CS5            6.1.8.A.5.a            6.1.8.B.5.a            6.1.8.C.5.a            6.1.8.D.5.a            6.1.8.D.5.b            6.1.8.D.5.c            6.1.8.D.5.d</p>	<p><b><u>Objectives:</u></b>            Students will independently be able to use their skills to:</p> <ul style="list-style-type: none"> <li>- Identify the states that supported the Union, the states that seceded, and the states whose loyalties were divided.</li> <li>- Describe the advantages each side had in the war.</li> <li>- Compare the different strategies used by the North and the South.</li> <li>- Summarize the results of the First Battle of Bull Run.</li> <li>- Describe the conditions soldiers in camp faced.</li> <li>- Explain how new weapons made fighting the war more dangerous.</li> <li>- Describe the course of the War in the East in 1862.</li> <li>- Describe the early days of the war in the West and at sea.</li> <li>- Explain why Lincoln issued the Emancipation Proclamation.</li> <li>- Identify the effects of the Proclamation.</li> <li>- Describe the contributions of African Americans to the Union.</li> <li>- Explain how opposition to the war caused problems for both sides.</li> <li>- Identify the reasons that both sides passed draft laws.</li> <li>- Describe the economic hardships the war caused in the North and the South.</li> <li>- Describe the contributions of women to the war effort.</li> <li>- Describe the significance of the battles at Vicksburg and Gettysburg.</li> <li>- Explain how Union generals used a new type of war to defeat the Confederacy.</li> </ul>

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	<p>- Explain how the war ended.</p> <p><b><u>Teaching Strategies/Materials:</u></b> Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p><b>Enrichment:</b> computer-based research, high level thinking task, class presentation</p> <p><b>Limited English Proficiency:</b> vocabulary support, word/picture association, visual aids</p>
<p><b><u>Unit Resources: (related websites, reference materials, etc.)</u></b></p>	

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<p><b><u>Unit Assessment Opportunities:</u></b></p> <ul style="list-style-type: none"><li>● Response Sheets</li><li>● Observations, Questioning, and discussions</li><li>● Class Webs</li><li>● Presentations</li><li>● Collaboration</li><li>● Projects</li><li>● Rubrics</li><li>● Unit Test</li></ul>

<b>Subject: Social Studies</b>	<b>Grade Level: 8th Grade</b>
<b>Unit 6: Reconstruction</b>	<b>Pacing: 6 weeks (May-June)</b>

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Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>-How did Congress and President Lincoln differ on their views of Reconstruction?</li> <li>-What problems did the nation face in rebuilding after the Civil War?</li> <li>-What led to opposition for President Johnson's plan for Reconstruction?</li> <li>-What was the 14th Amendment?</li> <li>-Who were the radical Republicans?</li> <li>-What was the 15th Amendment?</li> <li>-What was the Southern reaction to African Americans' position in power?</li> <li>-How were African Americans' rights restricted by the end of Reconstruction?</li> </ul>	<p><b>Students will understand that...</b></p> <ul style="list-style-type: none"> <li>-Congress's plan was stricter than Lincoln's view.</li> <li>-Citizens suffered homelessness, starvation, and racial tension, and politically deciding how to deal with states joining the Union.</li> <li>- How to deal with freed slaves, and how Southern whites should be treated.</li> <li>- The 14th Amendment granted citizenship to African Americans.</li> <li>- Radical Republicans took the strict approach in allowing the South back into the Union.</li> <li>-The 15th Amendment granted African American men voting rights.</li> <li>-Southern states created anti-African American groups.</li> <li>-The federal government took away protection and allowed individual states to impose their own restrictive laws (ie: segregation, holding office, voting, etc.)</li> </ul>



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<b>Core Standards</b>	<b>Classroom Applications</b>
<p>6.1.8.CS5 6.1.8.A.5.b 6.1.8.C.5.b</p>	<p><b><u>Objectives:</u></b> Students will independently be able to use their skills to:</p> <ul style="list-style-type: none"> <li>- Describe the postwar challenges that faced the nation.</li> <li>- Compare and contrast President Lincoln’s plan for Reconstruction with the plan proposed by Congress.</li> <li>- Identify the goals of the Freedmen’s Bureau.</li> <li>- Describe the immediate impact of Lincoln’s assassination.</li> <li>- Explain why conflicts developed over plans for Reconstruction.</li> <li>- Describe the changes in the South brought about by Radical Reconstruction.</li> <li>- Explain how Congress tried to remove President Johnson from office.</li> <li>- Describe how the Ku Klux Klan and other secret societies tried to prevent African Americans from exercising their rights.</li> <li>- Explain why support for Reconstruction declined.</li> <li>- Describe how African Americans in the South lost many newly gained rights.</li> <li>- Describe the sharecropping system and how it trapped many in a cycle of poverty.</li> </ul>

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	<p>- Identify the signs that the South began to develop a stronger economy by the 1880's.</p> <p><b><u>Teaching Strategies/Materials:</u></b> Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p><b>Enrichment:</b> computer-based research, high level thinking task, class presentation</p> <p><b>Limited English Proficiency:</b> vocabulary support, word/picture association, visual aids</p>
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b> 21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><b><u>Career Ready Practices</u></b> CRP1 Act as a Responsible and contributing citizen and employee. CRP2 Apply appropriate academic and technical skills. CRP5 Consider the environmental environmental, social and economic impacts of decisions.</p>	

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CRP9 Model integrity, ethical leadership and effective management.  
CRP11 Use technology to enhance productivity.  
CRP12 Work productively in teams while using cultural global competence.

### **Unit Resources: (related websites, reference materials, etc.)**

### **Unit Assessment Opportunities:**

- Response Sheets
- Observations, Questioning, and discussions
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

## Fairfield Township School District

<b>Subject: Social Studies</b>	<b>Grade Level: 7th Grade</b>
<b>Unit 7: New Republic</b>	<b>Pacing: 4 weeks (March-April)</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>- What were the weaknesses of the Articles of Confederation?</li> <li>-What events led Americans to call for changes to the Articles of Confederation?</li> <li>-What compromises did the delegates have to reach before the Constitution could be signed?</li> <li>-What were the key issues in the debate between the Federalists and the Anti-federalists?</li> <li>-Why was the Bill of Rights added to the Constitution?</li> <li>-What steps did Washington take to make the new government</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>-the Articles of Confederation did not allow the new government to impose taxes, raise a standing army, or to act as a unified nation.</li> <li>- disputes between states and events such as Shay’s Rebellion led the government rethinking the laws and framework of the new nation.</li> <li>-that delegates had to compromise over the citizenship of slaves and dominance of large states over small states in writing a new Constitution.</li> <li>-that Federalists supported the new Constitution and Anti-Federalists believed the new Constitution gave the government too much power and did not include individual rights of citizens.</li> <li>- the Bill of Rights was added to protect the rights of citizens</li> <li>-president Washington set precedents that are still followed today in establishing cabinets and federal court system.</li> <li>-Hamilton established a three step plan to establish a new economic system.</li> <li>-political parties formed out of the differences of</li> </ul>

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<p>work?</p> <p>-What was Hamilton's plan to reduce the nation's debt and rebuild the economy?</p> <p>-Why did political parties develop?</p> <p>-How did John Adams handle conflict with France?</p> <p>-How did the Alien and Sedition Acts raise the issue of the rights of states?</p> <p>-What role did Congress play in the election of 1800.</p>	<p>opinions about state and federal government.</p> <p>-that John Adams remained neutral in respect to the conflict with France.</p> <p>-Thomas Jefferson declared that states can nullify a law passed by federal government if they feel it is unconstitutional.</p> <p>-Congress had to vote to decide the winner of the election.</p>
<p><b>Core Standards</b></p>	<p><b>Classroom Applications</b></p>
<p>6.1.8.A.2.b 6.1.8.A.3.a 6.1.8.A.3.b 6.1.8.A.3.c 6.1.8.A.3.d 6.1.8.A.3.e 6.1.8.A.3.f 6.1.8.A.3.g 6.1.8.B.3.b 6.1.8.C.3.b 6.1.8.C.4.a 6.1.8.D.3.b 6.1.8.D.3.c 6.1.8.D.3.g</p>	<p><b>Objectives:</b> Students will independently be able to use their skills to:</p> <p>-understand that the Articles of Confederation did not allow the new government to impose taxes, raise a standing army, or to act as a unified nation, and discuss what steps the founders took to make the necessary changes.</p> <p>- understand that the the disputes between states and events such as Shays Rebellion led the government to rethink the laws and framework of the new nation, and discuss why a sovereign nation needs to be able to enforce its laws.</p> <p>-understand that delegates had to compromise over the citizenship of slaves and dominance of large states</p>

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	<p>over small states in writing a new Constitution, in order to show understanding of the compromises that were made for all the delegates to accept the Constitution.</p> <p>-understand that the Federalists supported the new Constitution and Anti-Federalists believed the new Constitution gave the government too much power and did not include individual rights of citizens. Students will be able to discuss how the Federalist papers convinced many to accept the Constitution</p> <p>-understand that the Bill of Rights was added to protect the rights of citizens, and to discuss how these same rights affected citizens of that era as well as our modern nation.</p> <p><b><u>Teaching Strategies/Materials:</u></b> Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p><b><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted &amp; Talented):</u></b></p> <p><b>Extra Support:</b> 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p><b>Enrichment:</b> computer-based research, high level thinking task, class presentation</p> <p><b>Limited English Proficiency:</b> vocabulary support,</p>
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	word/picture association, visual aids
<p><b><u>Connections to other content areas, including 21<sup>st</sup> Century Skills:</u></b> 21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><b><u>Career Ready Practices</u></b> CRP1 Act as a Responsible and contributing citizen and employee. CRP2 Apply appropriate academic and technical skills. CRP5 Consider the environmental environmental, social and economic impacts of decisions. CRP9 Model integrity, ethical leadership and effective management. CRP11 Use technology to enhance productivity. CRP12 Work productively in teams while using cultural global competence.</p>	
<p><b><u>Unit Resources: (related websites, reference materials, etc.)</u></b></p>	



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**Unit Assessment Opportunities:**

- Response Sheets
- Observations, Questioning, and discussions
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

<b>Subject: Social Studies</b>	<b>Grade Level: 8th Grade</b>
<b>Unit 8: The Jeffersonian Age</b>	<b>Pacing: Three weeks</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<p>- What actions did Jefferson take to reduce the power of the federal government ?</p> <p>-How did the United States purchase Louisiana?</p> <p>-What were the results of the expedition</p>	<p>Students will understand that...</p> <p>-Jefferson cut the federal budget and reduced the federal debt.</p> <p>-the United States negotiated with France to purchase Louisiana.</p> <p>-Lewis &amp; Clark mapped a route to the Pacific, increased relations with Natives, and made Scientific discoveries.</p> <p>-the British and French seized American trade ships on the Atlantic</p> <p>-an embargo was imposed because the US did not have the resources to fight.</p> <p>-the War Hawks wanted to gain lands in Canada.</p> <p>- Britain was violating U.S. shipping, the impressment of U.S. sailors, and encouraging Native Americans to attack American settlers.</p>

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<p>of Lewis and Clark?</p> <p>-How did the British and French violate the neutrality of American shipping?</p> <p>-Why did Jefferson decide to impose an embargo?</p> <p>-Why did the War Hawks push for war against Britain?</p> <p>-What led the US to declare war on Britain in 1812?</p> <p>-What did the United States and Britain agree to in the Treaty of Ghent?</p>	<p>-the British agreed to move troops out of the west and to stop violating U.S. neutrality.</p>
<b>Core Standards</b>	<b>Classroom Applications</b>

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<p>6.1.8.A.4.a 6.1.8.B.4.a</p>	<p><b><u>Objectives:</u></b> Students will independently be able to use their skills to:</p> <ul style="list-style-type: none"><li>-explain why Jefferson cut the federal budget and reduced the federal debt, and compare it to modern financial situations</li><li>-recognize and explain why the United States negotiated with France to purchase Louisiana.</li><li>-identify and describe why Lewis &amp; Clark mapped a route to the Pacific, increased relations with Natives, and made Scientific discoveries.</li><li>-identify and assess why the British and French seized American trade ships on the Atlantic</li><li>-why an embargo was imposed on foreign nations, and discuss why the US did not have the resources to fight.</li><li>-explain and discuss why the War Hawks wanted to gain lands in Canada.</li><li>- determine why Britain was violating U.S. shipping, the impressment of U.S. sailors, and encouraging Native Americans to attack American settlers.</li><li>-determine why the British agreed to move troops out of the west and to stop violating U.S. neutrality</li></ul> <p><b><u>Teaching Strategies/Materials:</u></b> Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet,</p>
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