Great Meadows Regional School District

Great Meadows, New Jersey-Warren County

Social Studies Curriculum

K-8

2012

CURRICULUM DEVELOPMENT COMMITTEE

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Interim Superintendent

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Social Studies Curriculum Contributors:

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Great Meadows Regional School District

Mission

The GMRSD will provide quality educational opportunities that ensure the individual success of all students within a safe and supportive environment and build life-long learners who will meet society's challenges into and beyond the 21st century. To that end, it is anticipated that all students will achieve the in line with National Common Core and New Jersey CCCS.

Vision

The vision of the GMRSD is to provide the opportunity for students, faculty, staff, parents, and community to develop, through involvement, a sense of ownership, spirit, and pride in the school community. Not only must students be prepared academically, they must be nurtured with a sense of cultural awareness, which includes an appreciation of the arts, of others, of diversity, and the community.

Values

We believe:

- The focus must be on the needs of the students
- Learning is a lifelong continuous process and that we are a community of learners.
- Individuals must develop the knowledge, skills and attitudes to make wish choices about themselves and their environment.
- Effective learning takes place in an atmosphere of personal relevance and enthusiasm.

ADDENDUM

The curricula in this guide are modified through varying techniques, strategies, supplemental materials, etc. to meet the needs of all **L.E.P.** students by the **E.S.L.** teacher, as noted in the teacher's weekly lesson plans.

The curricula in this guide are modified through varying techniques, strategies, supplemental materials, etc. to meet the needs of students receiving ***Basic Skills Instruction.***

This curriculum is designed to meet the educational needs of students at various ability levels. Specific instructional strategies and supplemental materials will be used to meet the needs of educationally disadvantaged students, as listed in each student's **I.E.P.**

It is the policy of the Great Meadows Regional School District not to discriminate on the basis of race, color, creed, religion, sex, ancestry, national origin, social or economic status or handicaps in its educational programs or activities and employment policies as required by Title IX of the Educational Amendments 1972 (prohibiting sex discrimination in education) N.J.A.C. 6:4 (Equality in Education Program) and Section 504 of the Rehabilitation Act of 1973 as amended (prohibiting discrimination on the basis of handicaps). Inquiries regarding compliance may be directed to **Catherine Mozak, Interim Superintendent of Schools** (908-637-6576; cmozak@gmrsd.com.

Great Meadows Regional School
Social Studies
Kindergarten

Mission Statement: The Great Meadows Regional School district (GMRSD) Social Studies curriculum strives to integrate the social sciences in preparing students to become informed global citizens. Students analyze the change and continuity in the human condition through time and across cultures. Learning is promoted through skill integration designed to prepare students to function in a democratic society in a diverse interdependent world.

Without the social sciences, a society shares no common memory of where it has been, what its core values are or what decisions of the past account for the present circumstances. The Social Studies curriculum at GMRSD is designed to prepare the student in becoming an informed, discriminating citizen: a citizen who will study the choices and decisions of the past and confront the problems and choices of today. The students will develop a deeper understanding of the choices before them and the likely consequences of their decisions and actions by integrating the study of civics and government, geography, economics, history and technology. The student will inquire into families, communities, states, nations and various people of the world. The student will understand, demonstrate and apply knowledge in order to detect bias, weigh evidence and evaluate arguments.

The curriculum is designed around essential questions which meet the New Jersey Common Core Standards that address the need to inform, motivate and involve the students in the world around them while infusing technology.

<table>
<tr><th colspan="2">Stage 1: Desired Results</th></tr>
<tr><td colspan="2">Topic: Families</td></tr>
<tr><td colspan="2">Core Content Curriculum Number & Strands
6.1.P.D.1
Describe characteristics of oneself, one's family, and others.
6.1.P.D.2
Demonstrate an understanding of family roles and traditions

• Individuals and families have unique characteristics.</td></tr>
<tr><th>Essential Questions</th><th>Enduring Understandings</th></tr>
<tr><td>• Who am I?
• Who are the members of my family?
• How do families care about each other?
• What can families do together?
• What special days do families celebrate?
• What do you learn at school?</td><td>• Recognize individual uniqueness of self.
• Respect differences in family structure.
• Recognize special celebrations.
• Recognize that schools are everywhere.</td></tr>
<tr><td colspan="2">Knowledge and Skills: (Say or Do, Task, Benchmarks)
• Understand that families care for each other in many ways.
• Understand and appreciate that children and their families have special ways of doing things.
• Understand that families and friends celebrate.
• Recognize that school is a safe place for them to learn, make friends, and have fun.
• Learn the importance of following rules, cooperating and sharing.
• Examine how schools in other countries are similar to schools in the United States.
•</td></tr>
</table>

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Integration of 21st Century Learning

Information Literacy

- Access and Evaluate Information
- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others

- Act responsibly with the interests of the larger community in mind

Stage 2: Evidence of Understanding

Assessment Methods:

Formative: (On-going)

- Observe and record
- Daily teacher observations / questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning.

Summative: (Culminating)

- Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)

- Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities.
- Project based learning
- Interdisciplinary lessons

Stage 3: Learning Plan	
For this unit consider how you will	
A	Engage Students • Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities.
B	Show evidence of understanding by completing the following assessment: • Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning
C	Provide differentiated instruction through any and all of the following strategies: • Readiness/ability • Adjusting questions • Compacting Curriculum • Tiered Assignments • Acceleration/Deceleration • Peer teaching
D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing

Resources:

Technology : Smart Board, desktop/laptops, Elmo, overhead projector

Macmillan/McGraw-Hill Timelinks: Hello, World!
Teacher Manual
Student Practice and Activity Book
Assessment Book
Foldables
Teacher Created Materials

Great Meadows Regional Schools
Social Studies
Kindergarten

Stage 1: Desired Results

Topic: Community Workers

Core Content Curriculum Number & Strands
6.1.P.B.2
Identify, discuss, and role-play the duties of a range of community workers.

- ***Everyone is part of a larger neighborhood and community.***

Essential Questions	Enduring Understandings
• What do we need? • What do you want? • What can you use money to buy? • What is a volunteer? • What type of job would you like to have when you grow up?	• People earn money to purchase both necessities and luxuries. • Recognize the available community opportunities to do volunteer work. • Recognize that jobs are not gender specific.

Knowledge and Skills: (Say or Do, Task, Benchmarks)

- Understand that people have needs and wants and must make choices about spending money for what they need and want.
- Understand that needs are things people must have to live, including food, clothing, and shelter.
- Understand wants are things we would like to have.
- Recognize that people need money to buy the things they need and want.
- Understand that people work to make money to pay for the things they need and want.
- Understand ways to save money and reasons to save it.
- Identify and describe some different kinds of jobs people do.
- Understand people called volunteers choose to work for free to help others.

Learning Expectations/Objectives

Integration of 21st Century Skills	Integration of 21st Century Learning
FLEXIBILITY AND ADAPTABILITY ***Adapt to Change*** • Adapt to varied roles, jobs responsibilities, schedules and context • Work effectively in a climate of ambiguity and changing priorities ***Be Flexible*** • Incorporate feedback effectively • Deal positively with praise, setbacks and criticism • Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments **INITIATIVE AND SELF-DIRECTION** ***Manage Goals and Time*** • Set goals with tangible and intangible success	***Information Literacy*** • Access and Evaluate Information • Access information efficiently (time) and effectively (sources) • Evaluate information critically and competently ***Use and Manage Information*** • Use information accurately and creatively for the issue or problem at hand • Manage the flow of information from a wide variety of sources • Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information **Media Literacy**

Great Meadows Regional Schools
Social Studies
Kindergarten

criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently
- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners
- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others
- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects
- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams

Analyze Media
- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products
- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

Apply Technology Effectively
- Use technology as a tool to research, organize, evaluate and communicate information
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Great Meadows Regional Schools
Social Studies
Kindergarten

- Respect and appreciate team diversity - Be accountable for results **LEADERSHIP AND RESPONSIBILITY** ***Guide and Lead Others*** • Use interpersonal and problem-solving skills to influence and guide others toward a goal • Leverage strengths of others to accomplish a common goal • Inspire others to reach their very best via example and selflessness • Demonstrate integrity and ethical behavior in using influence and power ***Be Responsible to Others*** • Act responsibly with the interests of the larger community in mind	

Stage 2: Evidence of Understanding

Assessment Methods:

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Great Meadows Regional Schools
Social Studies
Kindergarten

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Great Meadows Regional Schools
Social Studies
Kindergarten

Stage 1: Desired Results

Topic: Why Do We Have Rules?

Core Content Curriculum Number & Strands

6.1.P.A.1
Demonstrate an understanding of rules by following most classroom routines.

6.1.P.A.2
Demonstrate responsibility by initiating simple classroom tasks and jobs.

6.1.P.A.3
Demonstrate appropriate behavior when collaborating with others.

- ***Citizenship begins with becoming a contributing member of the classroom community.***

6.3.4.A.1
Evaluate what makes a good rule or law.

- ***Civics, Government, and Human Rights***

Essential Questions	Enduring Understandings
• Why do we have rules? • Why should we follow laws? • What is a citizen? • What is "voting"? • What is a leader? • What is a symbol?	• Rules and laws are necessary for people to live together. • Citizenship requires specific obligations and responsibilities. • National symbols represent our country.

Knowledge and Skills: (Say or Do, Task, Benchmarks)

- Understand rules and laws help keep us safe.
- Note symbols that stand for our country.
- Understand laws help keep us safe.
- Understand the Constitution of the United States contains the laws for our country.
- Understand that citizens are members of a country.
- Learn how people from other countries become citizens.
- Understand people vote to make a choice.
- Understand a mayor, governor, and President are leaders of a community, state, and country.
- Identify symbols that stand for the United States and the state.
- Understand other countries have symbols.

Learning Expectations/Objectives

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- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
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Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

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Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
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Great Meadows Regional Schools
Social Studies
Kindergarten

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Great Meadows Regional Schools
Social Studies
Kindergarten

Stage 1: Desired Results

Topic: Where We Live

Core Content Curriculum Number & Strands

6.1.P.B.1

Develop an awareness of the physical features of the neighborhood/community.

- ***Everyone is part of a larger neighborhood and community.***

6.1.P.D.3

Express individuality and cultural diversity (e.g., through dramatic play).

- ***There are many different cultures within the classroom and community.***

Essential Questions	Enduring Understandings
• Where do we live? • What kind of home do you live in? • What rooms are in your school? • How do we move from place to place? • What kind of neighborhood do you live in? • What is a map? • What is a globe? • What kinds of weather are characteristic of the four seasons? • What kind of land or water do you live by?	• A neighborhood is a place where people live, work, and play. • Transportation used in an area is determined by location. • Maps and globes represent the surface of the earth. • How and where we live is directly related to seasons, weather and geography.

Knowledge and Skills: (Say or Do, Task, Benchmarks)

- Understand that people live in many kinds of places on Earth.
- Understand that homes come in different styles, shapes, and sizes.
- Understand the different rooms in a school and how they are used.
- Understand the different ways of moving from place to place.
- Recognize that a neighborhood is a place where people live, work, and play.
- Recognize the differences among types of neighborhoods.
- Recognize the name and location of their state.
- Understand what weather is and the characteristics of different kinds of weather.
- Understand that there are four seasons and identify the characteristics of each season.
- Note that we live on Earth, which is made of land and water.
- Understand that there are different kinds of land and water.

Learning Expectations/Objectives

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Great Meadows Regional Schools
Social Studies
Kindergarten

Stage 1: Desired Results

Topic: People Long Ago

Core Content Curriculum Number & Strands
6.1.P.D.4
Learn about and respect other cultures within the classroom and community.

- There are many different cultures within the classroom and community.

Essential Questions	Enduring Understandings
• How have you changed? • How did families live long ago? • Why did the Pilgrims come to America? • Who is called the father of our country? • What do we celebrate on such holidays as Thanksgiving Day and Independence Day?	• Changes and time are ongoing. • People's way of living changes over time. • Holidays enable us to connect people and events from the past with the present.

Knowledge and Skills: (Say or Do, Task, Benchmarks)

- Understand how people lived in the past and how things have changed over time.
- Understand that people and things change over time.
- Understand that life today is different than it was long ago.
- Understand that Native Americans were the first people living in America and how they live today.
- Understand that the Pilgrims came to America to find freedom.
- Understand that freedom is a person's right to make choices.
- Recognize that George Washington was our first President and is called the father of our country.
- Identify Thanksgiving Day and Independence Day as holidays and understand why and how we celebrate them.
- Learn that people in other countries also celebrate their freedom.
- Understand that Abraham Lincoln, Sitting Bull, and Martin Luther King, Jr. cared about freedom.

Learning Expectations/Objectives

Integration of 21st Century Skills	Integration of 21st Century Learning
FLEXIBILITY AND ADAPTABILITY ***Adapt to Change*** • Adapt to varied roles, jobs responsibilities, schedules and context • Work effectively in a climate of ambiguity and changing priorities	***Information Literacy*** • Access and Evaluate Information • Access information efficiently (time) and effectively (sources) • Evaluate information critically and

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

nteract Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

reliable and punctual - Present oneself professionally and with proper etiquette - Collaborate and cooperate effectively with teams - Respect and appreciate team diversity - Be accountable for results **LEADERSHIP AND RESPONSIBILITY** ***Guide and Lead Others*** • Use interpersonal and problem-solving skills to influence and guide others toward a goal • Leverage strengths of others to accomplish a common goal • Inspire others to reach their very best via example and selflessness • Demonstrate integrity and ethical behavior in using influence and power ***Be Responsible to Others*** • Act responsibly with the interests of the larger community in mind	

Stage 2: Evidence of Understanding

Assessment Methods:

Formative: (On-going)

- Observe and record
- Daily teacher observations / questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning.

Summative: (Culminating)

- Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)

- Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities.
- Project based learning
- Interdisciplinary lessons

Stage 3: Learning Plan	
For this unit consider how you will	
A	Engage Students • Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities.
B	Show evidence of understanding by completing the following assessment: • Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning
C	Provide differentiated instruction through any and all of the following strategies: • Readiness/ability • Adjusting questions • Compacting Curriculum • Tiered Assignments • Acceleration/Deceleration • Peer teaching
D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing

Resources:

Technology : Smart Board, desktop/laptops, Elmo, overhead projector

Macmillan/McGraw-Hill Timelinks: Hello, World!
Teacher Manual
Student Practice and Activity Book
Assessment Book
Foldables
Teacher Created Materials

Great Meadows Regional Schools
Social Studies
First Grade

Mission Statement: The Great Meadows Regional School district (GMRSD) Social Studies curriculum strives to integrate the social sciences in preparing students to become informed global citizens. Students analyze the change and continuity in the human condition through time and across cultures. Learning is promoted through skill integration designed to prepare students to function in a democratic society in a diverse interdependent world.

Without the social sciences, a society shares no common memory of where it has been, what its core values are or what decisions of the past account for the present circumstances. The Social Studies curriculum at GMRSD is designed to prepare the student in becoming an informed, discriminating citizen: a citizen who will study the choices and decisions of the past and confront the problems and choices of today. The students will develop a deeper understanding of the choices before them and the likely consequences of their decisions and actions by integrating the study of civics and government, geography, economics, history and technology. The student will inquire into families, communities, states, nations and various people of the world. The student will understand, demonstrate and apply knowledge in order to detect bias, weigh evidence and evaluate arguments.

The curriculum is designed around essential questions which meet the New Jersey Common Core Standards that address the need to inform, motivate and involve the students in the world around them while infusing technology.

<table>
<tr><th colspan="2">Stage 1: Desired Results</th></tr>
<tr><td colspan="2"><u>Topic: Families and Neighbors</u>
Core Content Curriculum Number & Strands
6.3. 4.D.1
Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
• History, Culture, and Perspectives</td></tr>
<tr><th>Essential Questions</th><th>Enduring Understandings</th></tr>
<tr><td>• Who are our families and neighbors?
• What is an address and why is it needed?
• Why do families celebrate different traditions and what are their customs?
• Why do we need rules?
• What are some rules in our home, school, and community?</td><td>• Recognize what a family is and the different types of family structures. (single parent households, multi-generational)
• Recognize who our neighbors are.
• Recognize what a community is and why it is important.
• Identify a national holiday.</td></tr>
</table>

Knowledge and Skills: (Say or Do, Task, Benchmarks)

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

- *History, Culture, and Perspectives*

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

Integration of 21st Century Learning

Information Literacy

- Access and Evaluate Information
- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
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PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others

- Act responsibly with the interests of the larger community in mind

Stage 2: Evidence of Understanding

Assessment Methods:

Formative: (On-going)

- Observe and record
- Daily teacher observations / questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning.

Summative: (Culminating)

Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)

- Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities.
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Resources:

Technology : Smart Board, desktop/laptops, Elmo, overhead projector

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Great Meadows Regional Schools
Social Studies
First Grade

Stage 1: Desired Results

Topic: All About Earth

Core Content Curriculum Number & Strands

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.

- **Civics, Government, and Human Rights**

Essential Questions	Enduring Understandings
• How do we learn about where we live? • What type of communities can people live in? (farm, city, suburb) • How do people change the land? • What is transportation? • What is the Earth made up of? (land, water, mountains, etc.) • How do the seasons affect the weather? • How can you take care of natural resources? • What is citizenship and some of its responsibilities? • How do we connect our community, State, country, continent, and planet earth?	• Land is changed to build homes and communities. • Weather is how hot, cold, wet, or dry it is outside. • Preserve natural resources by using fewer natural resources and recycling. • Citizenship comes with responsibility to keep the Earth clean. • Our community, state, country, continent and planet Earth are all connected.

Knowledge and Skills: (Say or Do, Task, Benchmarks)

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

- Civics, Government, and Human Rights

Learning Expectations/Objectives

Integration of 21st Century Skills	Integration of 21st Century Learning
FLEXIBILITY AND ADAPTABILITY ***Adapt to Change*** • Adapt to varied roles, jobs responsibilities, schedules and context • Work effectively in a climate of ambiguity and changing priorities ***Be Flexible*** • Incorporate feedback effectively • Deal positively with praise, setbacks and criticism • Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments	***Information Literacy*** • Access and Evaluate Information • Access information efficiently (time) and effectively (sources) • Evaluate information critically and competently ***Use and Manage Information*** • Use information accurately and creatively for the issue or problem at hand • Manage the flow of information from a wide variety of sources • Apply a fundamental understanding of the

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

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Work Independently

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SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

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Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
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ICT Literacy

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LEADERSHIP AND RESPONSIBILITY ***Guide and Lead Others*** • Use interpersonal and problem-solving skills to influence and guide others toward a goal • Leverage strengths of others to accomplish a common goal • Inspire others to reach their very best via example and selflessness • Demonstrate integrity and ethical behavior in using influence and power ***Be Responsible to Others*** • Act responsibly with the interests of the larger community in mind	

Stage 2: Evidence of Understanding
Assessment Methods: Formative: (On-going) • Observe and record • Daily teacher observations / questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning. Summative: (Culminating) 1. Unit assessments and teacher created materials
Other Evidence and Student Self-Assessment: (Project Based Learning) • Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities. • Project based learning • Interdisciplinary lessons

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Great Meadows Regional Schools
Social Studies
First Grade

Stage 1: Desired Results

Topic: All About Work

Core Content Curriculum Number & Strands
6.1.4.C.2
Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

- ***People make decisions based on their needs, wants, and the availability of resources.***

Essential Questions	Enduring Understandings
• What is work, why do people work, and what types of jobs are there? • What is money and why is it important to save it? • What is the difference between a need and a want? • How do workers help in a community? • What are goods? • How do new machines help us?	• People work to earn money to buy what they need and want. • Money is something you use to buy things, it is important to put it away and keep it for later. • We need water, food, clothes, love and shelter to live. • We cannot have everything we want, we learn to make choices. • Workers help people stay healthy, learn and stay safe. • Goods are things that are made or grown for people to buy or trade. • Machines help make work faster and easier.

Knowledge and Skills: (Say or Do, Task, Benchmarks)

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

Learning Expectations/Objectives

Integration of 21st Century Skills	Integration of 21st Century Learning
FLEXIBILITY AND ADAPTABILITY ***Adapt to Change*** • Adapt to varied roles, jobs responsibilities, schedules and context • Work effectively in a climate of ambiguity and changing priorities ***Be Flexible*** • Incorporate feedback effectively • Deal positively with praise, setbacks and criticism • Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly	***Information Literacy*** • Access and Evaluate Information • Access information efficiently (time) and effectively (sources) • Evaluate information critically and competently ***Use and Manage Information*** • Use information accurately and creatively for the issue or problem at hand • Manage the flow of information from a wide variety of sources

in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
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SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
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- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
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PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
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- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

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ICT Literacy

Apply Technology Effectively

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- Be accountable for results **LEADERSHIP AND RESPONSIBILITY** ***Guide and Lead Others*** • Use interpersonal and problem-solving skills to influence and guide others toward a goal • Leverage strengths of others to accomplish a common goal • Inspire others to reach their very best via example and selflessness • Demonstrate integrity and ethical behavior in using influence and power ***Be Responsible to Others*** • Act responsibly with the interests of the larger community in mind	

Stage 2: Evidence of Understanding

Assessment Methods:

Formative: (On-going)

- Observe and record
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Summative: (Culminating)
Unit assessments and teacher created materials

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Great Meadows Regional Schools
Social Studies
First Grade

Stage 1: Desired Results

Topic: Our Government

Core Content Curriculum Number & Strands

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.

- ***Rules and laws are developed to protect people's rights and the security and welfare of society.***

6.1.4. D.17
Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

- ***Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.***

6.3. 4.A.2
Contact local officials and community members to acquire information and/or discuss local issues.

- ***Civics, Government, and Human Rights***

Essential Questions	Enduring Understandings
How do we get along together?	Understand how historical events, symbols, holidays etc shape our American identity. Recognize how rules and laws affect and promote the common good for our society. Understand how our local and community governments resolve conflicts and make decisions.

Knowledge and Skills: (Say or Do, Task, Benchmarks)

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.

- *Rules and laws are developed to protect people's rights and the security and welfare of society.*

Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

- *Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.*

Contact local officials and community members to acquire information and/or discuss local issues.

- *Civics, Government, and Human Rights*

Learning Expectations/Objectives

Integration of 21st Century Skills	Integration of 21st Century Learning
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- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

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SOCIAL AND CROSS-CULTURAL SKILLS

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- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
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PRODUCTIVITY AND ACCOUNTABILITY

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  - Multi-task
  - Participate actively, as well as be reliable and punctual

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
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- Present oneself professionally and with proper etiquette
- Collaborate and cooperate effectively with teams
- Respect and appreciate team diversity
- Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others

- Act responsibly with the interests of the larger community in mind

Stage 2: Evidence of Understanding

Assessment Methods:

Formative: (On-going)

- Observe and record
- Daily teacher observations / questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning.

Summative: (Culminating)

1. Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)

- Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities.
- Project based learning
- Interdisciplinary lessons

Stage 3: Learning Plan	
For this unit consider how you will	
A	Engage Students Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities.
B	Show evidence of understanding by completing the following assessment: • Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning
C	Provide differentiated instruction through any and all of the following strategies: • Readiness/ability • Adjusting questions • Compacting Curriculum • Tiered Assignments • Acceleration/Deceleration • Peer teaching
D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing

Resources:

Technology : Smart Board, desktop/laptops, Elmo, overhead projector

Macmillan/McGraw-Hill Timelinks: All Together
Teacher Manual
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Great Meadows Regional Schools
Social Studies
First Grade

Stage 1: Desired Results

Topic: Life Long Ago

Core Content Curriculum Number & Strands
6.1.4. D.13
Describe how culture is expressed through and influenced by the behavior of people.

- ***Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.***

Essential Questions	Enduring Understandings
How did people live long ago?	

Knowledge and Skills: (Say or Do, Task, Benchmarks)

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or

Integration of 21st Century Learning

Information Literacy

- Access and Evaluate Information
- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the

curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others
- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects
- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others
- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others
- Act responsibly with the interests of the larger ethical/legal issues surrounding the access and use of media

Create Media Products
- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

Apply Technology Effectively
- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

community in mind	

Stage 2: Evidence of Understanding

Assessment Methods:

Formative: (On-going)

- Observe and record
- Daily teacher observations / questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning.

Summative: (Culminating)

- Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)

- Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities.
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Resources:

Technology : Smart Board, desktop/laptops, Elmo, overhead projector

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Great Meadows Regional Schools
Social Studies
Grade 2

Mission Statement: The Great Meadows Regional School District (GMRSD) Social Studies curriculum strives to integrate the social sciences in preparing students to become informed global citizens. Students analyze the change and continuity in the human condition through time and across cultures. Learning is promoted through skill integration designed to prepare students to function in a democratic society in a diverse interdependent world.

Without the social sciences, a society shares no common memory of where it has been, what its core values are or what decisions of the past account for the present circumstances. The Social Studies curriculum at GMRSD is designed to prepare the student in becoming an informed, discriminating citizen: a citizen who will study the choices and decisions of the past and confront the problems and choices of today. The students will develop a deeper understanding of the choices before them and the likely consequences of their decisions and actions by integrating the study of civics and government, geography, economics, history and technology. The student will inquire into families, communities, states, nations and various people of the world. The student will understand, demonstrate and apply knowledge in order to detect bias, weigh evidence and evaluate arguments.

The curriculum is designed around essential questions which meet the New Jersey Common Core Standards that address the need to inform, motivate and involve the students in the world around them while infusing technology.

Stage 1: Desired Results

Topic: Citizenship

Core Content Curriculum Number & Strands
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.

- ***Rules and laws are developed to protect people's rights and the security and welfare of society.***

6.1.4.A.9
Compare and contrast responses of individuals and groups, past and present, to violations of fundamental 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.

- ***The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.***

Essential Questions	Enduring Understandings
• How do we live together? • What does it mean to respect one another? • Why is it important to be a good citizen? • How are rural communities different from suburbs?	• We live together in families, the people who love and care for each other. • We live together in communities where we are citizens. • We live neighbors in neighborhoods. • People in communities celebrate cultural customs and traditions and take pride in their community.

Knowledge and Skills: (Say or Do, Task, Benchmarks)

- Understand that we belong to various groups and that various groups have rules to help us get along.
- Understand that it is important to be honest.
- Understand that we all belong to communities and people of the community vote on laws.
- Understand that there are 3 kinds of communities and how they are different from each other.
- Understand that special ways of doing things make up customs, traditions, and cultures.
- Understand that many different types of people make up a community.

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels

Integration of 21st Century Learning

Information Literacy

- Access and Evaluate Information
- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media

towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
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Be Responsible to Others

- Act responsibly with the interests of the larger community in mind

creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

Stage 2: Evidence of Understanding

Assessment Methods:
Formative: (On-going)
•Observe and record
•Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning

Summative: (Culminating)
•Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)

•Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities.
•Project based learning
•Interdisciplinary lessons

Stage 3: Learning Plan

For this unit consider how you will

A	Engage Students • Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities.
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Resources:
Technology: Smartboard, desktop/laptops, Elmo, overhead projector
Macmillan/McGraw-Hill Timelinks: People and Places
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Great Meadows Regional Schools
Social Studies
Grade 2

Stage 1: Desired Results

Topic: Economics

Core Content Curriculum Number & Strands

6.1.4.C.3
Explain why incentives vary between and among producers and consumers.

- ***Economics is a driving force for the occurrence of various events and phenomena in societies.***

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

- ***Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.***

6.1.4.C.10
Explain the role of money, savings, debt, and investment in individuals' lives.
6.1.4.C.11
Recognize the importance of setting long-term goals when making financial decisions within the community.

- ***Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.***

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.

- ***Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.***

6.3. 4.C.1
Develop and implement a group initiative that addresses an economic issue impacting children.

- ***Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.***

Essential Questions	Enduring Understandings
• How did people from long ago make a difference? • What are some ways we communicate with each other? • Why did the Pilgrims leave England? • Why did people want to help the slaves? •	• People made a difference by fighting for freedom from England and an end to slavery. • People made inventions that made transportation and communication faster and communities safer.

Knowledge and Skills: (Say or Do, Task, Benchmarks)

- Understand that there are many differences between life long ago and life today.
- Understand the different groups that settled in different areas
- Understand why settlers left England.
- Identify King George, Paul Revere, and the Declaration of Independence.
- Understand that pioneers explored the west.
- Identify the "Trail of Tears".
- Understand the conflict of the Civil War.
- Identify Harriet Tubman, President Lincoln, slavery, and the Underground Railroad.

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
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- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
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- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds

Integration of 21st Century Learning

Information Literacy

- Access and Evaluate Information
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Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
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- Apply a fundamental understanding of the

• Respond open-mindedly to different ideas and values • Leverage social and cultural differences to create new ideas and increase both innovation and quality of work **PRODUCTIVITY AND ACCOUNTABILITY** ***Manage Projects*** • Set and meet goals, even in the face of obstacles and competing pressure • Prioritize, plan and manage work to achieve the intended result ***Produce Results*** • Demonstrate additional attributes associated with producing high quality products including the abilities to: - Work positively and ethically - Manage time and projects effectively - Multi-task - Participate actively, as well as be reliable and punctual - Present oneself professionally and with proper etiquette - Collaborate and cooperate effectively with teams - Respect and appreciate team diversity - Be accountable for results **LEADERSHIP AND RESPONSIBILITY** ***Guide and Lead Others*** • Use interpersonal and problem-solving skills to influence and guide others toward a goal • Leverage strengths of others to accomplish a common goal • Inspire others to reach their very best via example and selflessness • Demonstrate integrity and ethical behavior in using influence and power ***Be Responsible to Others*** • Act responsibly with the interests of the larger community in mind	ethical/legal issues surrounding the access and use of information technologies

Stage 2: Evidence of Understanding

Assessment Methods:

Formative: (On-going)

•Observe and record

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Summative: (Culminating)

•Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)

Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities.

•Project based learning

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Stage 3: Learning Plan

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Great Meadows Regional Schools
Social Studies
Grade 2

Stage 1: Desired Results

Topic: Geography

Core Content Curriculum Number & Strands

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.

- ***Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.***

6.1.4.B.8

Compare ways people choose to use and divide natural resources.

- ***Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.***

Essential Questions	Enduring Understandings
• How do we find out about places on Earth? • Who might need the absolute location of a house? • Why do you think people use rivers to move around? • What are different types of landforms?	• We find out about places by using maps to locate places locally and globally. • Know where we are located. • We understand how we use the land to travel.

Knowledge and Skills: (Say or Do, Task, Benchmarks)

- Understand that location is how we describe where places and things are.
- Identify connections between state, country, and world.
- Identify the differences between landforms and different bodies of water in the United States.
- Understand the features of the four seasons and types of weather.
- Understand that natural resources are things that occur in nature that we use.
- Understand how we change Earth and how we can preserve it.

Learning Expectations/Objectives

Integration of 21st Century Skills	Integration of 21st Century Learning
FLEXIBILITY AND ADAPTABILITY ***Adapt to Change*** • Adapt to varied roles, jobs responsibilities, schedules and context • Work effectively in a climate of ambiguity and changing priorities ***Be Flexible*** • Incorporate feedback effectively • Deal positively with praise, setbacks and criticism • Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments	***Information Literacy*** • Access and Evaluate Information • Access information efficiently (time) and effectively (sources) • Evaluate information critically and competently ***Use and Manage Information*** • Use information accurately and creatively for the issue or problem at hand • Manage the flow of information from a wide variety of sources

INITIATIVE AND SELF-DIRECTION

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  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

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LEADERSHIP AND RESPONSIBILITY ***Guide and Lead Others*** • Use interpersonal and problem-solving skills to influence and guide others toward a goal • Leverage strengths of others to accomplish a common goal • Inspire others to reach their very best via example and selflessness • Demonstrate integrity and ethical behavior in using influence and power ***Be Responsible to Others*** • Act responsibly with the interests of the larger community in mind	

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Great Meadows Regional Schools
Social Studies
Grade 2

Stage 1: Desired Results	
Topic: History: Long Ago & Today	
Core Content Curriculum Number & Strands	
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.

Essential Questions	**Enduring Understandings**
• How did people from long ago make a difference? • What are some ways we communicate with each other? • Why did the Pilgrims leave England? • Why did people want to help the slaves?	• People made a difference by fighting for freedom from England and an end to slavery. • People made inventions that made transportation and communication faster and communities safer.

Knowledge and Skills: (Say or Do, Task, Benchmarks)

- Understand that there are many differences between life long ago and life today.
- Understand the different groups that settled in different areas
- Understand why settlers left England.
- Identify King George, Paul Revere, and the Declaration of Independence.
- Understand that pioneers explored the west.
- Identify the "Trail of Tears".
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Learning Expectations/Objectives

Integration of 21st Century Skills	**Integration of 21st Century Learning**
FLEXIBILITY AND ADAPTABILITY ***Adapt to Change*** • Adapt to varied roles, jobs responsibilities, schedules and context • Work effectively in a climate of ambiguity and changing priorities ***Be Flexible*** • Incorporate feedback effectively	***Information Literacy*** • Access and Evaluate Information • Access information efficiently (time) and effectively (sources) • Evaluate information critically and competently ***Use and Manage Information*** • Use information accurately and creatively for

- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual

the issue or problem at hand

- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

- Present oneself professionally and with proper etiquette
- Collaborate and cooperate effectively with teams
- Respect and appreciate team diversity
- Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others

- Act responsibly with the interests of the larger community in mind

Stage 2: Evidence of Understanding

Assessment Methods:

Formative: (On-going)

•Observe and record

•Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning

Summative: (Culminating)

•Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)

Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities.

•Project based learning

•Interdisciplinary lessons

Stage 3: Learning Plan

For this unit consider how you will

A	Engage Students • Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities.
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C	Provide differentiated instruction through any and all of the following strategies: • Readiness/ability • Adjusting questions • Compacting Curriculum • Tiered Assignments • Acceleration/Deceleration • Peer teaching
D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing

Resources:
Technology: Smartboard, desktop/laptops, Elmo, overhead projector

Macmillan/McGraw-Hill Timelinks: People and Places
McGraw-Hill: People Together
Teacher Manual
Student Practice and Activity Book
Assessment Book
Foldables
Teacher Created Materials

Great Meadows Regional Schools
Social Studies
Grade 3

Stage 1: Desired Results

Topic: Communities and Change

Core Content Curriculum Number & Strands

6.1.4.B.7
Explain why some locations in New Jersey and the United States are more suited for settlement than others.

- ***Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.***

6.1.4.B.9
Relate advances in science and technology to environmental concerns, and to actions taken to address them.

- **Advancements in science and technology can have unintended consequences that impact individuals and/or societies.**

6.1.4.B.10
Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.

- **Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.**

Essential Questions	Enduring Understandings
• How do communities change over time? • How and why do people settle where they do? • How have Native Americans, Europeans, the bringing of the first Africans influenced the present culture in America?	• Many communities grew larger, some into cities, immigrants came to communities and people moved from rural areas. • People brought new customs and ways of doing things which helped communities to develop. • Native American tribes adapted to the physical features of the region they settled in. • Native Americans were resourceful and used the resources were available to them.

Knowledge and Skills: (Say or Do, Task, Benchmarks)

- Identify changes caused by European settlement at Jamestown.
- Understand the purpose for bringing the first Africans to Jamestown.
- Discuss Native Americans and how they lived.
- Discuss the first European communities in North America.
- Understand that the colonists fought to win their freedom and plans for a new government.
- Describe how the country grew as people moved west.

- Understand why people moved to cities.
- Discuss the importance of the transcontinental railroad, telegraph, and assembly line.

Learning Expectations/Objectives

Integration of 21st Century Skills

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Integration of 21st Century Learning

Information Literacy

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Use and Manage Information

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new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

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Stage 2: Evidence of Understanding

Assessment Methods:

Formative: (On-going)

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Summative: (Culminating)

•Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)

- **Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group**

discussions, and think, pair, and share activities.

- **Project based learning**
- **Interdisciplinary lessons**

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Resources:

Technology: Smartboard, desktop/laptops, Elmo, overhead projector

Macmillan/McGraw-Hill Timelinks: Communities Program
Teacher Manual
Student Practice and Activity Book
Assessment Book
Foldables
Teacher Created Materials

Great Meadows Regional Schools
Social Studies
Grade 3

Stage 1: Desired Results

Topic: Many cultures, One Country

Core Content Curriculum Number & Strands

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.

- ***In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.***

6.3. 4.B.1
Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

- ***Are aware of their relationships to people, places, and resources in the local community and beyond.***

Essential Questions	Enduring Understandings
• How do people change communities?	• People who move into communities change it, bringing new customs, and ways of doing things. • Communities grow as people start new businesses and new types of arts and entertainments.

Knowledge and Skills: (Say or Do, Task, Benchmarks)

- Understand how immigrants have come from many countries and the customs they brought.
- Understand the challenges immigrants faced.
- Identify ideas that artists, musicians, and dancers brought to the culture and how they are used.
- Understand that what people celebrate is important to them.
- Understand how food, dances, and stories influence festivals and celebrations.

Learning Expectations/Objectives

Integration of 21st Century Skills	Integration of 21st Century Learning
FLEXIBILITY AND ADAPTABILITY *Adapt to Change* • Adapt to varied roles, jobs responsibilities, schedules and context • Work effectively in a climate of ambiguity and changing priorities *Be Flexible* • Incorporate feedback effectively	*Information Literacy* • Access and Evaluate Information • Access information efficiently (time) and effectively (sources) • Evaluate information critically and competently *Use and Manage Information*

- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with

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Media Literacy

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Create Media Products

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Apply Technology Effectively

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proper etiquette - Collaborate and cooperate effectively with teams - Respect and appreciate team diversity - Be accountable for results **LEADERSHIP AND RESPONSIBILITY** ***Guide and Lead Others*** • Use interpersonal and problem-solving skills to influence and guide others toward a goal • Leverage strengths of others to accomplish a common goal • Inspire others to reach their very best via example and selflessness • Demonstrate integrity and ethical behavior in using influence and power ***Be Responsible to Others*** • Act responsibly with the interests of the larger community in mind	

Stage 2: Evidence of Understanding
Assessment Methods: **Formative: (On-going)** **•Observe and record** **•Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning** **Summative: (Culminating)** **•Unit assessments and teacher created materials**
Other Evidence and Student Self-Assessment: (Project Based Learning) **•Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities.** **•Project based learning** **•Interdisciplinary lessons**

Stage 3: Learning Plan	
For this unit consider how you will	
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	• Adjusting questions • Compacting Curriculum • Tiered Assignments • Acceleration/Deceleration • Peer teaching
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Resources:
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Macmillan/McGraw-Hill Timelinks: Communities Program
Teacher Manual
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Great Meadows Regional Schools
Social Studies
Grade 3

Stage 1: Desired Results
Topic: Communities at Work
Core Content Curriculum Number & Strands   *6.1.4.C.2*   ***Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.***   • ***People make decisions based on their needs, wants, and the availability of resources.***   *6.1.4.C.4*   ***Describe how supply and demand influence price and output of products.***   *6.1.4.C.5*   ***Explain the role of specialization in the production and exchange of goods and services.***   • ***Economics is a driving force for the occurrence of various events and phenomena in societies.***   *6.1.4.C.7*   ***Explain how the availability of private and public goods and services is influenced by the global market and government.***   • ***Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.***

Essential Questions	**Enduring Understandings**
• How do people in a community meet their needs?	• The people in the community meet their needs in two ways: they make, trade, or grow what they need.

Knowledge and Skills: (Say or Do, Task, Benchmarks)

- Understand that people do different jobs to earn money.
- Discuss how farmers sell their crops to buyers for money.
- Explain how businesses buy goods to sell to consumers.
- Understand that people use money for needs and wants and how budgets help manage money.
- Discuss how people use banks to save money.
- Understand that factories were built to make goods.
- Recognize people buy products made from other nations and how the U.S. trade goods with other countries.

- Discuss and recognize how people and other countries help each other

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

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Be Flexible

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INITIATIVE AND SELF-DIRECTION

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- Set goals with tangible and intangible success criteria
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PRODUCTIVITY AND ACCOUNTABILITY

Integration of 21st Century Learning

Information Literacy

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Use and Manage Information

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Great Meadows Regional Schools
Social Studies
Grade 3

Stage 1: Desired Results

Topic: Communities and Government

Core Content Curriculum Number & Strands

6.1.4.A.4
Explain how the United States government is organized and how the United States Constitution defines and limits 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.

- ***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.***

6.1.4.A.11
Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
6.1.4.A.12
Explain the process of creating change at the local, state, or national level.

- ***The United States democratic system requires active participation of its citizens.***

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.

- ***In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.***

Essential Questions	Enduring Understandings
• Why do communities need governments? • What is the difference between federal, state, and local government? • What can you do and where can you go for your voice to be heard.	• Communities need governments for several reasons. • Governments pass and enforce the laws that keep things fair and safe. • They provide services such as schools, roads, protection for the environment, and firefighters. • The governor is elected to rule a state and a mayor is elected to rule a town. • Students can go to the town council meeting to express their concerns to the council.

Knowledge and Skills: (Say or Do, Task, Benchmarks)

- Recognize that the government protects the rights of citizens.

- Understand the three branches of government, state and federal.
- Understand the importance of the key American symbols.
- Recognize the states provide services for their citizens.
- Understand the meaning and use of taxes.
- Understand that communities have a government lead by a mayor or city council.
- Understand that the local governments provide services.
- Understand rules and laws make us safe.
- Understand the many ways people can help their communities through voting and organizations.

Learning Expectations/Objectives

Integration of 21st Century Skills

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Work Effectively in Diverse Teams • Respect cultural differences and work effectively with people from a range of social and cultural backgrounds • Respond open-mindedly to different ideas and values • Leverage social and cultural differences to create new ideas and increase both innovation and quality of work **PRODUCTIVITY AND ACCOUNTABILITY** *Manage Projects* • Set and meet goals, even in the face of obstacles and competing pressure • Prioritize, plan and manage work to achieve the intended result *Produce Results* • Demonstrate additional attributes associated with producing high quality products including the abilities to: - Work positively and ethically - Manage time and projects effectively - Multi-task - Participate actively, as well as be reliable and punctual - Present oneself professionally and with proper etiquette - Collaborate and cooperate effectively with teams - Respect and appreciate team diversity - Be accountable for results **LEADERSHIP AND RESPONSIBILITY** *Guide and Lead Others* • Use interpersonal and problem-solving skills to influence and guide others toward a goal • Leverage strengths of others to accomplish a common goal • Inspire others to reach their very best via example and selflessness • Demonstrate integrity and ethical behavior in using influence and power *Be Responsible to Others* • Act responsibly with the interests of the larger community in mind	manage, integrate, evaluate and create information to successfully function in a knowledge economy • Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

Stage 2: Evidence of Understanding
Assessment Methods: **Formative: (On-going)** •Observe and record •Daily teacher observations/questioning of student learning and understanding through the use of activities, rojects, discussions/debates, and cooperative group learning **Summative: (Culminating)** •Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)
•Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities.
Project based learning
•Interdisciplinary lessons

Stage 3: Learning Plan	
For this unit consider how you will	
A	Engage Students •Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities
B	Show evidence of understanding by completing the following assessment: • Daily teacher observations/questioning of student learning and understanding through the use of • activities, projects, discussions/debates, and cooperative group learning • Unit assessments and teacher created materials
C	Provide differentiated instruction through any and all of the following strategies: • Readiness/ability • Adjusting questions • Compacting Curriculum • Tiered Assignments • Acceleration/Deceleration • Peer teaching
D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing

Resources:
Technology: Smartboard, desktop/laptops, Elmo, overhead projector

Macmillan/McGraw-Hill Timelinks: Communities Program
Teacher Manual
Student Practice and Activity Book
Assessment Book
Foldables
Teacher Created Materials

Great Meadows Regional Schools
Social Studies
Grade 4

Mission Statement: The Great Meadows Regional School District (GMRSD) Social Studies curriculum strives to integrate the social sciences in preparing students to become informed global citizens. Students analyze the change and continuity in the human condition through time and across cultures. Learning is promoted through skill integration designed to prepare students to function in a democratic society in a diverse interdependent world.

Without the social sciences, a society shares no common memory of where it has been, what its core values are or what decisions of the past account for the present circumstances. The Social Studies curriculum at GMRSD is designed to prepare the student in becoming an informed, discriminating citizen: a citizen who will study the choices and decisions of the past and confront the problems and choices of today. The students will develop a deeper understanding of the choices before them and the likely consequences of their decisions and actions by integrating the study of civics and government, geography, economics, history and technology. The student will inquire into families, communities, states, nations and various people of the world. The student will understand, demonstrate and apply knowledge in order to detect bias, weigh evidence and evaluate arguments.

The curriculum is designed around essential questions which meet the New Jersey Common Core Standards that address the need to inform, motivate and involve the students in the world around them while infusing technology.

Stage 1: Desired Results
Topic: Geography of New Jersey
Core Content Curriculum Number & Strands **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.** **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.** • **Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.** **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.** • **Places are jointly characterized by their physical and human properties.** **6.1.4.B.5** **Describe how human interaction impacts the environment in New Jersey and the United States.** • **The physical environment can both accommodate and be endangered by human activities.**

6.1.4.B.7
Explain why some locations in New Jersey and the United States are more suited for settlement than others.

- **Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.**

6.1.4.B.10
Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.

- **Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.**

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.

- **Economic opportunities in New Jersey and other states are related to the availability of resources and technology.**

Essential Questions	Enduring Understandings
• What resources does New Jersey have that help New Jersey businesses? • What is special about each region of the United States? • What affects the climate of our state? • How are waterways important to our state? • What is special about each of the four regions of New Jersey?	• New Jersey has diverse landforms that provide opportunities for activities and businesses. • The country is divided into six regions because of the common features found in a region. • New Jersey's nearness to the Atlantic Ocean and its distance from the equator affect its climate. • Waterways provide transportation routes, drinking water, and recreation. • Each New Jersey region has its own special feature. (Ridge and Valley, Highlands, Atlantic Coastal Plain, and the Piedmont)

Knowledge and Skills: (Say or Do, Task, Benchmarks)
Define geography and landforms.
Identify and describe the major landforms of New Jersey.
Identify different natural environments protected in New Jersey parks.
Describe how people use New Jersey's waterways and why it is important to care for them.
Define climate and identify temperature and precipitation as key parts of climate.
Explain New Jersey's nearness to the Atlantic Ocean and its distance from the equator affects its climate.
Identify and compare the six regions of the United States and be able to locate New Jersey's region.
Identify and describe New Jersey's regions.
Recognize the importance of natural resources in New Jersey's economy.
Identify major natural resources, and renewable and nonrenewable resources.

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure

Integration of 21st Century Learning

Information Literacy

- Access and Evaluate Information
- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others

- Act responsibly with the interests of the larger community in mind

Stage 2: Evidence of Understanding

Assessment Methods:

Formative: (On-going)

•Observe and record

•Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning

Summative: (Culminating)

•Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)

•Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities.

•Project based learning

•Interdisciplinary lessons

Stage 3: Learning Plan	
For this unit consider how you will	
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D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing

Resources:
Technology: Smartboard, desktop/laptops, Elmo, overhead projector

Macmillan/McGraw-Hill: Our New Jersey Series

Teacher's Manual
Teacher Created Materials
Student Practice and Project Book
Atlas of Our Country by Nystrom

Great Meadows Regional Schools
Social Studies
Grade 4

Stage 1: Desired Results
Topic: Settlement of a New Land
Core Content Curriculum Number & Strands ***6.1.4.D.1*** ***Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.*** • ***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.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.*** ***6.1.4.D.7*** ***Explain the role Governor William Livingston played in the development of New Jersey government.*** ***6.1.4.D.8*** ***Determine the significance of New Jersey's role in the American Revolution.*** ***6.1.4.D.9*** ***Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.*** • ***Key historical events, documents, and individuals led to the development of our nation.*** ***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.*** • ***Personal, family, and community history is a source of information for individuals about the people and places around them.*** ***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.*** • ***The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.***

Essential Questions	Enduring Understandings
• Who were the first people to live in New Jersey? • How did the Lenape use resources in their environment? • Who were the first Europeans to come to New Jersey? • How did English rule change life in New Jersey? • What events led the colonists to break with Great Britain? • How did New Jersey become part of the new country of the United States?	• Scientists think people from Asia crossed Beringia to Alaska about 40,000 years ago. • The Lenape used natural resources of the region they lived in: animals, plants, etc. • Giovanni da Verrazano and Henry Hudson explored New Jersey, while trying to find a water route to Asia, thus meeting the Lenape. • English rule in New Jersey began some traditions that are important: freedom of religion, government of delegates, etc. • Many colonists became angry with British law and taxes that they thought were unfair. • The Constitution is the foundation of the United States government and New Jersey played a major role.

Knowledge and Skills: (Say or Do, Task, Benchmarks)

Indicate how and when early hunting groups may have entered the Americas and how archaeologists study them.
Describe the lives of early New Jerseyans.
Tell how New Jerseyans' lives changed after the Ice Age.
lentify the two main Lenape groups.
Summarize the role of the seasons and religion in Lenape life.
Discuss the tasks of Lenape girls and boys.
Describe Lenape village life, including meals, homes, tradition, and recreation.
Identify Columbus and his first voyage to the Americas.
Identify Cabot, Verrazano, and Hudson and describe their explorations of New Jersey and their interactions with Native Americans.
Explain the purpose for the first voyages of exploration in the New Jersey area.
Explain why the Dutch first came to New Jersey.
Examine the life of the colonists and their relationship with the Lenape.
Describe how the English gained control of New Netherland.
Explain how New Jersey became a unified royal colony.
Describe how men, women, and children lived and worked on colonial farms.
Explain why colonists declared independence from Britain.
Explain the importance of New Jersey's location to the American Revolution.
Explain why and how the Constitution was written.

Learning Expectations/Objectives

Integration of 21st Century Skills	Integration of 21st Century Learning
FLEXIBILITY AND ADAPTABILITY ***Adapt to Change*** • Adapt to varied roles, jobs responsibilities, schedules and context	***Information Literacy*** • Access and Evaluate Information • Access information efficiently (time) and

- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
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- Multi-task
- Participate actively, as well as be reliable and punctual
- Present oneself professionally and with proper etiquette
- Collaborate and cooperate effectively with teams
- Respect and appreciate team diversity
- Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others

- Act responsibly with the interests of the larger community in mind

Stage 2: Evidence of Understanding

Assessment Methods:

Formative: (On-going)

- Observe and record
- Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning.

Summative: (Culminating)

- Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)

•Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities.
•Project based learning
•Interdisciplinary lessons

Stage 3: Learning Plan

For this unit consider how you will

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D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing

Resources:
Technology: Smartboard, desktop/laptops, Elmo, overhead projector

Macmillan/McGraw-Hill: Our New Jersey Series

Teacher's Manual
Teacher Created Materials
Student Practice and Project Book

Great Meadows Regional Schools
Social Studies
Grade 4

Stage 1: Desired Results
Topic: A Growing State
Core Content Curriculum Number & Strands
6.1.4.C.12
Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
• ***Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.***
6.1.4.C.15
Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
• **Economic opportunities in New Jersey and other states are related to the availability of resources and technology.**
6.1.4.C.16
Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
• **Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.**
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.
• **Key historical events, documents, and individuals led to the development of our nation.**

Essential Questions	**Enduring Understandings**
How did people and goods move across New Jersey in the early 1800s? How did people work to improve life for others in New Jersey? What role did New Jersey play in the Civil War? How did new industries change the way people lived and worked in New Jersey?	New methods of transportation in the early 1800s changed the way that people lived, worked, and moved from one place to another. New Jersey's laws denied women the right to vote and created free public schools. New Jersey sent more than 88,000 men to fight in the Union Army and factories and farms supplied the war effort. The ideas of Edison and other inventors led to changes in the way people live and to important

	industries that are still part of New Jersey's economy.

Knowledge and Skills: (Say or Do, Task, Benchmarks)

Explain the importance of canals, bridges, and turnpikes and how they improved transportation.
Trace the development of railroads.
Explain why some New Jerseyans fought for suffrage in the 1800s.
Describe the efforts to provide New Jersey children with free public schools.
Explain how the slavery issue divided the people of New Jersey.
Identify the ways in which New Jersey supported the Union in the Civil War.
Explain how industry expanded after the Civil War and the early labor movement.
Note the reasons people had for immigrating.
Describe immigrant communities and discrimination immigrants faced.

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

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- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

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Integration of 21st Century Learning

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ICT Literacy

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information

- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
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Produce Results

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  - Multi-task
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  - Respect and appreciate team diversity
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LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others

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- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others

- Act responsibly with the interests of the larger community in mind
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

Stage 2: Evidence of Understanding

Assessment Methods:

Formative: (On-going)

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D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing

Resources:
Technology: Smartboard, desktop/laptops, Elmo, overhead projector

Macmillan/McGraw-Hill: Our New Jersey Series
If Your Name was Changed at Ellis Island by Ellen Levine
Teacher's Manual
Teacher Created Materials
Student Practice and Project Book

Great Meadows Regional Schools
Social Studies
Grade 4

Stage 1: Desired Results
Topic: New Jersey Comes Of Age
Core Content Curriculum Number & Strands
6.1.4.A.13 ***Describe the process by which immigrants become United States citizens.*** • ***Immigrants can become and obtain the rights of American citizens.***
6.1.4.A.14 ***Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.*** • ***The world is comprised of nations that are similar to and different from the United States.***
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.*** • ***In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.***
6.1.4.C.6 ***Describe the role and relationship among households, businesses, laborers, and governments within the economic system.*** • ***Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.***
6.1.4.C.9 ***Compare and contrast how access to and use of resources affects people across the world differently.*** • ***Availability of resources affects economic outcomes.***
6.1.4.C.13 ***Determine the qualities of entrepreneurs in a capitalistic society.*** • ***Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.***
6.1.4.D.2 ***Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and merica, and describe the challenges they encountered.*** ***6.1.4.D.3*** ***Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.***

- ***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.15
Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.

- ***Cultures struggle to maintain traditions in a changing society.***

6.1.4. D.18
Explain how an individual's beliefs, values, and traditions may reflect more than one culture

- ***The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.***

Essential Questions	Enduring Understandings
What changes came to New Jersey in the early 1900s? What changes took place in New Jersey after World War II?	New Idea supporters, women's groups , and Woodrow Wilson worked for reforms. The population of New Jersey grew quickly after WWII, people settled in the suburbs, and the economy expanded.

Knowledge and Skills: (Say or Do, Task, Benchmarks)
Describe the New Idea and its supporters.
Explain the provisions of the 19th amendment.
Explain why the United States entered World War I on the side of the Allies.
Explain how the New Deal helped New Jerseyans find work.
Describe the different ways the United States interacts with other countries of the world.
Examine New Jersey's population growth and industrial expansion.
Explain how the civil rights movement affected segregation and discrimination.
Explain why New Jersey is part of the global economy.
Describe the state's efforts to rebuild cities and preserve the environment.

Learning Expectations/Objectives

Integration of 21st Century Skills	Integration of 21st Century Learning
FLEXIBILITY AND ADAPTABILITY *Adapt to Change* • Adapt to varied roles, jobs responsibilities, schedules and context • Work effectively in a climate of ambiguity and changing priorities	*Information Literacy* • Access and Evaluate Information • Access information efficiently (time) and effectively (sources) • Evaluate information critically and

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

reliable and punctual - Present oneself professionally and with proper etiquette - Collaborate and cooperate effectively with teams - Respect and appreciate team diversity - Be accountable for results **LEADERSHIP AND RESPONSIBILITY** ***Guide and Lead Others*** • Use interpersonal and problem-solving skills to influence and guide others toward a goal • Leverage strengths of others to accomplish a common goal • Inspire others to reach their very best via example and selflessness • Demonstrate integrity and ethical behavior in using influence and power ***Be Responsible to Others*** • Act responsibly with the interests of the larger community in mind	

Stage 2: Evidence of Understanding
Assessment Methods: **Formative: (On-going)** •Observe and record Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning **Summative: (Culminating)** •Unit assessments and teacher created materials
Other Evidence and Student Self-Assessment: (Project Based Learning) • Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities. • Project based learning • Interdisciplinary lessons

Stage 3: Learning Plan	
For this unit consider how you will	
A	Engage Students • Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities
B	Show evidence of understanding by completing the following assessment:

	• Daily teacher observations/questioning of student learning and understanding through the use of • activities, projects, discussions/debates, and cooperative group learning • Unit assessments and teacher created materials
C	Provide differentiated instruction through any and all of the following strategies: • Readiness/ability • Adjusting questions • Compacting Curriculum • Tiered Assignments • Acceleration/Deceleration • Peer teaching
D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing

Resources:
Technology: Smartboard, desktop/laptops, Elmo, overhead projector

Macmillan/McGraw-Hill: Our New Jersey Series

Teacher's Manual
Teacher Created Materials
Student Practice and Project Book
Atlas of Our Country by Nystrom

Great Meadows Regional Schools
Social Studies
Grade 4

Stage 1: Desired Results
Topic: New Jersey in the 21st Century
Core Content Curriculum Number & Strands *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.*** • ***The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.*** *6.1.4.A.3* ***Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of United States government.*** • ***American constitutional government is based on principles of limited government, shared authority, fairness, and equality.*** *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 of policy decisions made at each level.*** • ***In a representative democracy, individuals elect representatives to act on the behalf of the people.*** *6.1.4.C.1* ***Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.*** • ***People make decisions based on their needs, wants, and the availability of resources.*** *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.*** • ***Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.*** *6.1.4.D.11* ***Determine how local and state communities have changed over time, and explain the reasons for changes.*** • ***Personal, family, and community history is a source of information for individuals about the people and places around them.***

6.3. 4.A.4
Communicate with students from various countries about common issues of public concern and possible solutions.

- ***Are aware of their relationships to people, places, and resources in the local community and beyond.***

Essential Questions	Enduring Understandings
What are the important parts of New Jersey's economy today? What are the roles of the 3 branches of New Jersey's state government? Who are New Jerseyans today?	New Jersey's economy is one of the largest in the United States and a leader in manufacturing chemicals, medicines, soaps, and electronics. The states government is made up of the executive, legislative, and judicial branches. New Jersey's diverse population includes many different ethnic groups.

Knowledge and Skills: (Say or Do, Task, Benchmarks)
Describe how free enterprise works.
Explain why consumers have a choice of goods and services in a free enterprise economy.
Identify leading products manufactured in New Jersey.
Examine the role of service industries such as tourism in New Jersey's economy.
Describe ways in which New Jersey leads in research and development in medicine and high technology.
Identify some of the new products created by New Jersey's scientists.

Learning Expectations/Objectives

Integration of 21st Century Skills	Integration of 21st Century Learning
FLEXIBILITY AND ADAPTABILITY ***Adapt to Change*** • Adapt to varied roles, jobs responsibilities, schedules and context • Work effectively in a climate of ambiguity and changing priorities ***Be Flexible*** • Incorporate feedback effectively • Deal positively with praise, setbacks and criticism • Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments **INITIATIVE AND SELF-DIRECTION** ***Manage Goals and Time*** • Set goals with tangible and intangible success criteria • Balance tactical (short-term) and strategic (long-term) goals • Utilize time and manage workload efficiently ***Work Independently*** • Monitor, define, prioritize and complete tasks without direct oversight ***Be Self-directed Learners*** • Go beyond basic mastery of skills and/or	***Information Literacy*** • Access and Evaluate Information • Access information efficiently (time) and effectively (sources) • Evaluate information critically and competently ***Use and Manage Information*** • Use information accurately and creatively for the issue or problem at hand • Manage the flow of information from a wide variety of sources • Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information **Media Literacy** ***Analyze Media*** • Understand both how and why media messages are constructed, and for what purposes • Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors • Apply a fundamental understanding of the

curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others
- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects
- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others
- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others
- Act responsibly with the interests of the larger ethical/legal issues surrounding the access and use of media

Create Media Products
- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

Apply Technology Effectively
- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

community in mind	

Stage 2: Evidence of Understanding

Assessment Methods:

Formative: (On-going)
•Observe and record
•Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning
Summative: (Culminating)
•Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)

- Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities.
- Project based learning
- Interdisciplinary lessons

Stage 3: Learning Plan

For this unit consider how you will

A	Engage Students • Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities
B	Show evidence of understanding by completing the following assessment: • Daily teacher observations/questioning of student learning and understanding through the use of • activities, projects, discussions/debates, and cooperative group learning • Unit assessments and teacher created materials
C	Provide differentiated instruction through any and all of the following strategies: • Readiness/ability • Adjusting questions • Compacting Curriculum • Tiered Assignments • Acceleration/Deceleration • Peer teaching
D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing

Resources:
Technology: Smartboard, desktop/laptops, Elmo, overhead projector

Macmillan/McGraw-Hill: Our New Jersey Series

Teacher's Manual
Teacher Created Materials
Student Practice and Project Book
Atlas of Our Country by Nystrom

Great Meadows Regional Schools
Social Studies
Grade 3

Mission Statement: The Great Meadows Regional School District (GMRSD) Social Studies curriculum strives to integrate the social sciences in preparing students to become informed global citizens. Students analyze the change and continuity in the human condition through time and across cultures. Learning is promoted through skill integration designed to prepare students to function in a democratic society in a diverse interdependent world.

Without the social sciences, a society shares no common memory of where it has been, what its core values are or what decisions of the past account for the present circumstances. The Social Studies curriculum at GMRSD is designed to prepare the student in becoming an informed, discriminating citizen: a citizen who will study the choices and decisions of the past and confront the problems and choices of today. The students will develop a deeper understanding of the choices before them and the likely consequences of their decisions and actions by integrating the study of civics and government, geography, economics, history and technology. The student will inquire into families, communities, states, nations and various people of the world. The student will understand, demonstrate and apply knowledge in order to detect bias, weigh evidence and evaluate arguments.

The curriculum is designed around essential questions which meet the New Jersey Common Core Standards that address the need to inform, motivate and involve the students in the world around them while infusing technology.

Stage 1: Desired Results
Topic: Communities and Geography
Core Content Curriculum Number & Strands *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.*** *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.*** • ***Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.*** *6.1.4.B.6* ***Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.*** • ***Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.***

Essential Questions	Enduring Understandings
• How does where you live affect how you live? • What is geography? • Why is geography important? • What is the impact of pollution? • How can we reduce pollution?	• The type of place where you live-city, suburb, or rural area-affects how you get around, what things you do, and see. • Different places have different kinds of weather, landforms, and resources that affect how you live. • Geography is the study of Earth's surface • and the bodies of water that cover it. • Geography is important to the kinds of • activities people enjoy in communities. • Changes in the environment have had positive and negative impacts. • People are working on ways to protect the world around them.

Knowledge and Skills: (Say or Do, Task, Benchmarks)

- Understand that people live, work, play in communities.
- Identify some of the jobs and fun things to do in communities.
- Describe how people in communities help one another.
- Discuss the features in urban, suburban, and rural areas.
- Discuss how landforms can influence of water as a resource.
- Discuss the effects of weather.
- Identify how people can help protect the environment and conserve resources locally and globally
- Note that interactions with nature can be harmful or helpful.

Learning Expectations/Objectives

Integration of 21st Century Skills	Integration of 21st Century Learning
FLEXIBILITY AND ADAPTABILITY ***Adapt to Change*** • Adapt to varied roles, jobs responsibilities, schedules and context • Work effectively in a climate of ambiguity and changing priorities ***Be Flexible*** • Incorporate feedback effectively • Deal positively with praise, setbacks and criticism • Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments **INITIATIVE AND SELF-DIRECTION** ***Manage Goals and Time*** • Set goals with tangible and intangible success criteria • Balance tactical (short-term) and strategic (long-	***Information Literacy*** • Access and Evaluate Information • Access information efficiently (time) and effectively (sources) • Evaluate information critically and competently ***Use and Manage Information*** • Use information accurately and creatively for the issue or problem at hand • Manage the flow of information from a wide variety of sources • Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information **Media Literacy** ***Analyze Media*** • Understand both how and why media messages are

term) goals
- Utilize time and manage workload efficiently

Work Independently
- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners
- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others
- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects
- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

uide and Lead Others
- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a

constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products
- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

Apply Technology Effectively
- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

common goal • Inspire others to reach their very best via example and selflessness • Demonstrate integrity and ethical behavior in using influence and power ***Be Responsible to Others*** • Act responsibly with the interests of the larger community in mind	

Stage 2: Evidence of Understanding
Assessment Methods: **Formative: (On-going)** • Observe and record • Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning **Summative: (Culminating)** • Unit assessments and teacher created materials
Other Evidence and Student Self-Assessment: (Project Based Learning) • Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities. • Project based learning • Interdisciplinary lessons

Stage 3: Learning Plan	
For this unit consider how you will	
A	Engage Students • Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities.
B	Show evidence of understanding by completing the following assessment: • Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning • Unit assessments and teacher created materials
C	Provide differentiated instruction through any and all of the following strategies: • Readiness/ability • Adjusting questions • Compacting Curriculum • Tiered Assignments • Acceleration/Deceleration • Peer teaching • IEP recommendations
D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing

Resources:
Technology: Smartboard, desktop/laptops, Elmo, overhead projector

Macmillan/McGraw-Hill Timelinks: Communities Program
Teacher Manual
Student Practice and Activity Book
Assessment Book
Foldables
Teacher Created Materials

Great Meadows Regional Schools
Social Studies
Grade 5

Mission Statement: The Great Meadows Regional School District (GMRSD) Social Studies curriculum strives to integrate the social sciences in preparing students to become informed global citizens. Students analyze the change and continuity in the human condition through time and across cultures. Learning is promoted through skill integration designed to prepare students to function in a democratic society in a diverse interdependent world.

Without the social sciences, a society shares no common memory of where it has been, what its core values are or what decisions of the past account for the present circumstances. The Social Studies curriculum at GMRSD is designed to prepare the student in becoming an informed, discriminating citizen: a citizen who will study the choices and decisions of the past and confront the problems and choices of today. The students will develop a deeper understanding of the choices before them and the likely consequences of their decisions and actions by integrating the study of civics and government, geography, economics, history and technology. The student will inquire into families, communities, states, nations and various people of the world. The student will understand, demonstrate and apply knowledge in order to detect bias, weigh evidence and evaluate arguments.

The curriculum is designed around essential questions which meet the New Jersey Common Core Standards that address the need to inform, motivate and involve the students in the world around them while infusing technology.

Stage 1: Desired Results
Topic: First Americans
Core Content Curriculum Number & Strands **6.1.8.A.1.a** **Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.** **6.1.8.B.1.a** **Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.** **6.2.8.B.4.h** **Explain how the locations, land forms, and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec, and Incan societies, cultures, and economies.** **6.2.8.C.4.b** **Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.**

Essential Questions	**Enduring Understandings**
• What might you learn from studying early inhabitants of the Americas? • Why did some hunter-gatherers start to farm? • What did the Aztecs and Incas do to build their empires? • What generalizations might you make about the relationship of the Native American groups	• You learn how they live, what they did, resources and technology they used. • The hunter-gatherers had few animals to hunt in their area and the climate grew warmer. • The Aztecs modified the environment, used inventive farming, waged war to gain land, set-up cities and governments.

to their environment? •	• Native Americans used the resources of the land to develop their culture.

Knowledge and Skills: (Say or Do, Task, Benchmarks)
Explain how the first Americans may have arrived in the Western Hemisphere.
Identify important features of the Olmec, the Maya, the Mound Builders, and the Anasazi cultures.
Describe how the Anasazi adapted to and modified their environment.
Describe ways in which the Aztec adapted to and modified their environment to meet their needs.
Identify features of the Aztec and Inca Empires.
Analyze how the Inca benefitted by modifying their environment.
Compare the cultures of the major Southwestern Native American groups.
Compare Navajo life before the Spanish arrived.
Describe the goals and organization of the Iroquois Confederacy.
Analyze the changes that horses brought to the Plains peoples.
Analyze the effects of the Northwest environment on Tlingit.

Learning Expectations/Objectives

Integration of 21st Century Skills	Integration of 21st Century Learning
FLEXIBILITY AND ADAPTABILITY ***Adapt to Change*** • Adapt to varied roles, jobs responsibilities, schedules and context • Work effectively in a climate of ambiguity and changing priorities ***Be Flexible*** • Incorporate feedback effectively • Deal positively with praise, setbacks and criticism • Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments **INITIATIVE AND SELF-DIRECTION** ***Manage Goals and Time*** • Set goals with tangible and intangible success criteria • Balance tactical (short-term) and strategic (long-term) goals • Utilize time and manage workload efficiently ***Work Independently*** • Monitor, define, prioritize and complete tasks without direct oversight ***Be Self-directed Learners*** • Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise • Demonstrate initiative to advance skill levels towards a professional level • Demonstrate commitment to learning as a lifelong process • Reflect critically on past experiences in order to inform future progress **SOCIAL AND CROSS-CULTURAL SKILLS** ***Interact Effectively with Others*** • Know when it is appropriate to listen and when to	***Information Literacy*** • Access and Evaluate Information • Access information efficiently (time) and effectively (sources) • Evaluate information critically and competently ***Use and Manage Information*** • Use information accurately and creatively for the issue or problem at hand • Manage the flow of information from a wide variety of sources • Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information **Media Literacy** ***Analyze Media*** • Understand both how and why media messages are constructed, and for what purposes • Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors • Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media ***Create Media Products*** • Understand and utilize the most appropriate media creation tools, characteristics and conventions • Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments **ICT Literacy** ***Apply Technology Effectively*** • Use technology as a tool to research, organize,

speak • Conduct themselves in a respectable, professional manner ***Work Effectively in Diverse Teams*** • Respect cultural differences and work effectively with people from a range of social and cultural backgrounds • Respond open-mindedly to different ideas and values • Leverage social and cultural differences to create new ideas and increase both innovation and quality of work **PRODUCTIVITY AND ACCOUNTABILITY** ***Manage Projects*** • Set and meet goals, even in the face of obstacles and competing pressure • Prioritize, plan and manage work to achieve the intended result ***Produce Results*** • Demonstrate additional attributes associated with producing high quality products including the abilities to: - Work positively and ethically - Manage time and projects effectively - Multi-task - Participate actively, as well as be reliable and punctual - Present oneself professionally and with proper etiquette - Collaborate and cooperate effectively with teams - Respect and appreciate team diversity - Be accountable for results **LEADERSHIP AND RESPONSIBILITY** ***Guide and Lead Others*** • Use interpersonal and problem-solving skills to influence and guide others toward a goal • Leverage strengths of others to accomplish a common goal • Inspire others to reach their very best via example and selflessness • Demonstrate integrity and ethical behavior in using influence and power ***Be Responsible to Others*** • Act responsibly with the interests of the larger community in mind	evaluate and communicate information • Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy • Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

Stage 2: Evidence of Understanding

Assessment Methods:

Formative: (On-going)

•Observe and record

•Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning

Summative: (Culminating)
•Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)
•Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities.
•Project based learning
•Interdisciplinary lessons

Stage 3: Learning Plan	
For this unit consider how you will	
A	Engage Students •Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities
B	Show evidence of understanding by completing the following assessment: • Daily teacher observations/questioning of student learning and understanding through the use of • activities, projects, discussions/debates, and cooperative group learning • Unit assessments and teacher created materials
C	Provide differentiated instruction through any and all of the following strategies: • Readiness/ability • Adjusting questions • Compacting Curriculum • Tiered Assignments • Acceleration/Deceleration • Peer teaching
D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing

Resources:
Technology: Smartboard, desktop/laptops, Elmo, overhead projector

Macmillan/McGraw-Hill: Our Nation Series

Teacher's Manual
Teacher Created Materials
Student Practice and Project Book
Atlas of Our Country by Nystrom

Great Meadows Regional Schools
Social Studies
Grade 5

Stage 1: Desired Results	
Topic: Worlds Meet	
Core Content Curriculum Number & Strands **6.1.8.B.1.b** **Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.** **6.1.8.C.1.a** **Evaluate the impact of science, religion, and technology innovations on European exploration.** **6.1.8.C.1.b** **Explain why individuals and societies trade, how trade functions, and the role of trade during this period.**	
Essential Questions	**Enduring Understandings**
• Why do people move to new communities? • What did the Europeans gain from exploration? • How has exploration changed the world?	• Religious conflict, the revival of learning in Europe, the desire for gold and glory, the desire to find a shorter water route to Asia, and the desire to establish colonies were the main reasons why Europeans explored. • Slavery had been part of the social and economic system since ancient times and that most slaves in Africa were people who had been captured in war. • The Spanish, English, French, and Dutch set up types of government in their colonies based on their view of how best to control their colonies. • The way people made a living in the colonies depended on location, climate, and topography of the land.

Knowledge and Skills: (Say or Do, Task, Benchmarks)
Identify major economic and cultural changes that occurred in 13th century Europe.
Explore how trade spurred the development of cities and towns throughout Europe.
Consider how the growth of international trade in the 1400s changed cultures throughout the world.
Analyze the reasons Columbus set out on a voyage across the Americas.
Explain the effects that Columbus's travels had on Europe and the Americas.
Explain the reasons for Cortez's interest in the Aztec Empire.
Describe the events that led to the fall of the Aztec Empire.
Summarize the results of Pizarro's conquest of the Inca Empire.
Identify features of colonial cities.
Identify seven important explorers of the eastern part of North America and describe their discoveries.
Analyze the success of Jamestown.
Compare the development of Plymouth with the development of Jamestown.

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

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PRODUCTIVITY AND ACCOUNTABILITY

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- Set and meet goals, even in the face of obstacles and competing pressure
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Integration of 21st Century Learning

Information Literacy

- Access and Evaluate Information
- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
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intended result ***Produce Results*** • Demonstrate additional attributes associated with producing high quality products including the abilities to: - Work positively and ethically - Manage time and projects effectively - Multi-task - Participate actively, as well as be reliable and punctual - Present oneself professionally and with proper etiquette - Collaborate and cooperate effectively with teams - Respect and appreciate team diversity - Be accountable for results **LEADERSHIP AND RESPONSIBILITY** ***Guide and Lead Others*** • Use interpersonal and problem-solving skills to influence and guide others toward a goal • Leverage strengths of others to accomplish a common goal • Inspire others to reach their very best via example and selflessness • Demonstrate integrity and ethical behavior in using influence and power ***Be Responsible to Others*** • Act responsibly with the interests of the larger community in mind	

Stage 2: Evidence of Understanding

\ssessment Methods:

Formative: (On-going)
•Observe and record
•Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning
Summative: (Culminating)
•Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)

- Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities.
- Project based learning
- Interdisciplinary lessons

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Resources: Technology: Smartboard, desktop/laptops, Elmo, overhead projector Macmillan/McGraw-Hill: Our Nation Series Teacher's Manual Teacher Created Materials Student Practice and Project Book Atlas of Our Country by Nystrom	

Great Meadows Regional Schools
Social Studies
Grade 5

Stage 1: Desired Results	
Topic: Colonization and Conflict	
Core Content Curriculum Number & Strands **6.1.8.C.1.b** **Explain why individuals and societies trade, how trade functions, and the role of trade during this period.** **6.1.8.D.1.a** **Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.** **6.1.8.D.1.b** **Explain how interactions among African, European, and Native American groups began a cultural transformation.** **6.1.8.A.2.a** **Determine the roles of religious freedom and participatory government in various North American colonies.** **6.1.8.A.2.c** **Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.** **6.1.8.B.2.a** **Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.** **6.1.8.B.2.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.** **6.1.8.C.2.a** **Relate slavery and indentured servitude to Colonial labor systems.** **6.1.8.D.2.b** **Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.** **6.1.8.B.3.a** **Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.** **6.1.8.C.3.a** **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.** **6.1.8.B.4.b** **Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.**	
Essential Question	**Enduring Understandings**
• What were the basic structures of the colonies? • What similarities and differences are their from colonial daily life to our daily life? • What were the injustices that happened to the Native Americans and Africans?	• The colonies were split into three major sections: New England, Middle, and Southern colonies. • The colonies used slavery to gain profits from plantations, despite the horrible treatment of human beings.

Knowledge and Skills: (Say or Do, Task, Benchmarks)

Explain when, where, and why groups of people colonized and settled in different parts of New England.
Describe the accomplishments of colonial leaders such as Anne Hutchinson, Roger Williams, and Thomas Hooker.
Describe clusters of settlements in New England and explain their distribution and location.
Explain when, where, and why Dutch and English colonized and settled in the Middle Colonies.
Describe the accomplishments of colonial leaders such as William Penn.
Analyze why cooperation was an advantage in the economic development of the early European colonies.
Explain when, where, and why groups of different people colonized and settled in the Southern Colonies.
Compare and contrast the colonies founded in Maryland, the Carolinas, and Georgia.
Analyze the relationships between the Southern Colonies and their neighbors.
Distinguish between indentured servants and enslaved captives.
Explain the geographic factors that influenced where people settled.
Analyze how the plantation system affected the development of slavery.
Analyze the structures of colonial government.

Learning Expectations/Objectives

Integration of 21st Century Skills

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Manage Goals and Time

- Set goals with tangible and intangible success criteria
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- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
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- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

Integration of 21st Century Learning

Information Literacy

- Access and Evaluate Information
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Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
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- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
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ICT Literacy

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
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Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others

- Act responsibly with the interests of the larger community in mind

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
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Stage 2: Evidence of Understanding

Assessment Methods:

Formative: (On-going)
•Observe and record
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Summative: (Culminating)
•Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)
•Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities.
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Stage 3: Learning Plan	
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Resources:
Technology: Smartboard, desktop/laptops, Elmo, overhead projector

Macmillan/McGraw-Hill: Our Nation Series

Teacher's Manual
Teacher Created Materials
Student Practice and Project Book
Nystrom Atlas of Our Country's History

Great Meadows Regional Schools
Social Studies
Grade 5

Stage 1: Desired Results
Topic: Fight For Independence
Core Content Curriculum Number & Strands **6.1.8.A.3.a** **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.** **6.1.8.A.3.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.** **6.1.8.A.3.c** **Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.** **6.1.8.A.3.g** **Evaluate the impact of the Constitution and Bill of Rights on current day issues.** **6.1.8.B.3.c** **Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.** **6.1.8.B.3.d** **Explain why New Jersey's location played an integral role in 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 other nations contributed to the causes, execution, and outcomes of the American Revolution.** **6.1.8.A.4.c** **Assess the extent to which voting rights were expanded during the Jacksonian period.**

Essential Questions	Enduring Understandings
• What reasons might the colonists have for wanting independence from British rule? • According to Thomas Jefferson, what rights should all people have? • What was the importance of the Declaration of Independence? • How is the development of the Constitution and implementation vital?	• The colonists wanted economic freedom and had different priorities. • All people should have life, liberty, and pursuit of happiness. • The Declaration of Independence was the first document to set forth rights and responsibilities of citizens of a democracy.

Knowledge and Skills: (Say or Do, Task, Benchmarks)

Analyze the causes and effects of unrest prior to the American Revolution.
Analyze the causes and effects at the events at the beginning of the American Revolution.
Identify and summarize the purposes and explain the importance of the Declaration of Independence.
Analyze the strengths and weaknesses of the British and Continental armies.
Analyze the battles of Trenton, Princeton, Philadelphia, Saratoga, and Fort Vincennes.
Summarize the Treaty of Paris.
Describe the basic structure of the U.S. Constitution.
Explain the purposes of the U.S. Constitution as identified in the Preamble to the Constitution and checks and balances.
Describe the Bill of Rights.

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

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INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
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- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

Integration of 21st Century Learning

Information Literacy

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Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
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Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
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ICT Literacy

Apply Technology Effectively

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- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
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PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
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Be Responsible to Others

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Stage 2: Evidence of Understanding

Assessment Methods:

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Stage 3: Learning Plan	
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Great Meadows Regional Schools
Social Studies
Grade 5

Stage 1: Desired Results	
Topic: Slavery and Emancipation	
Core Content Curriculum Number & Strands **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.** **6.1.8.D.4.c** **Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.** **6.1.8.A.5.a** **Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.**	
Essential Questions	**Enduring Understandings**
• What was the Underground Railroad? • How did people in different parts of the US feel about slavery? • What effect did the battle at Fort Sumter have on the nation? • How did the Emancipation Proclamation end a way of life in the south?	• There was a network of people who helped fugitive slaves escape and travel to the North or Canada to reach freedom. • Most Northerners did not want it and felt it was inhumane and Southerners felt it was necessary for their economy. • Fort Sumter was a turning point that shook the nation and divided it; creating war. • The Emancipation Proclamation made it clear that the war was being fought not only to preserve the Union but also to end slavery; it put an end to slaveholding in the south.

Knowledge and Skills: (Say or Do, Task, Benchmarks)

- Identify changes in society resulting from industry and how these changes led to conflict.
- Analyze how economics affected the practice of slavery.
- Identify key people who fought for equal rights in the early 1800s.
- Analyze how the issues of states' rights and slavery led to conflict among sections of the United States.
- Describe the causes and effects of the Civil War.
- Analyze the Emancipation of Proclamation.
- Summarize the importance of the battles of Gettysburg and Vicksburg.
- Describe the causes and effects of the final events of the Civil War.
- Explain Lee's surrender at Appomattox Court House.
- Identify the 50 states and their capitals.

Learning Expectations/Objectives

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• Prioritize, plan and manage work to achieve the intended result ***Produce Results*** • Demonstrate additional attributes associated with producing high quality products including the abilities to: - Work positively and ethically - Manage time and projects effectively - Multi-task - Participate actively, as well as be reliable and punctual - Present oneself professionally and with proper etiquette - Collaborate and cooperate effectively with teams - Respect and appreciate team diversity - Be accountable for results **LEADERSHIP AND RESPONSIBILITY** ***Guide and Lead Others*** • Use interpersonal and problem-solving skills to influence and guide others toward a goal • Leverage strengths of others to accomplish a common goal • Inspire others to reach their very best via example and selflessness • Demonstrate integrity and ethical behavior in using influence and power ***Be Responsible to Others*** • Act responsibly with the interests of the larger community in mind	

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SUPPLEMENT**
THE 50 STATES AND THEIR CAPTIALS.

Other Evidence and Student Self-Assessment: (Project Based Learning)

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Great Meadows Regional Schools
K-8 Social Studies
Grade 6

Mission Statement:
Mission Statement: The Great Meadows Regional School District (GMRSD) Social Studies curriculum strives to integrate the social sciences in preparing students to become informed global citizens. Students analyze the change and continuity in the human condition through time and across cultures. Learning is promoted through skill integration designed to prepare students to function in a democratic society in a diverse interdependent world.

Without the social sciences, a society shares no common memory of where it has been, what its core values are or what decisions of the past account for the present circumstances. The Social Studies curriculum at GMRSD is designed to prepare the student in becoming an informed, discriminating citizen: a citizen who will study the choices and decisions of the past and confront the problems and choices of today. The students will develop a deeper understanding of the choices before them and the likely consequences of their decisions and actions by integrating the study of civics and government, geography, economics, history and technology. The student will inquire into families, communities, states, nations and various people of the world. The student will understand, demonstrate and apply knowledge in order to detect bias, weigh evidence and evaluate arguments.

The curriculum is designed around essential questions which meet the New Jersey Common Core Standards that address the need to inform, motivate and involve the students in the world around them while infusing technology.

Stage 1: Desired Results
Topic:A- The Beginnings of Human Society: Paleolithic and Neolithic Ages
6.2.8.A.1.a Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies. 6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies. 6.2.8.B.1.b Compare and contrast how nomadic and agrarian societies used land and natural resources. 6.2.8.C.1.a Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations. 6.2.8.C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies. 6.2.8.D.1.a Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time. 6.2.8.D.1.b Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

6.2.8.D.1.c
Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

- *Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements.*
- *The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.*
- *Archaeology provides historical and scientific explanations for how ancient people lived.*

Essential Questions	Enduring Understandings
• How do people obtain their basic needs? • How did physical geography affect the development and growth of this society and other societies around the world? • How did this society's belief system affect its historical accomplishments? • What were the beliefs and values of people in this society? • What types of governments were formed in this society and how did they develop? • How did this society develop and organize its economic activities?	• Tools such as oral traditions, artifacts, written language, and others are used by archeologists to understand history. • Learning about a society's geography can help us understand its history. • Gradually, our ancestors changed from surviving by hunting and gathering to farming and domesticating animals. • The advantage of a steady food supply helped early farming settlements to grow into cities.

Knowledge and Skills: Focus of Instruction)
Students will...
• Identify the tools used to understand history.
• Compare and contrast the social organization of early hunters and gatherers to early agrarian societies.
• Explain migratory patterns of hunters/gathers from Africa.
• Describe the impact of migration on early humans' lives.
• Evaluate the impact of the agricultural revolution on population growth and the development of civilizations.
• Investigate how archaeological discoveries are used to understand what happen before written records.
• Construct timelines of the events occurring during major eras.
• Explain how major events are related to one another in time.
• Select and use various geographic representations to compare information about people, places, regions, and environments.
• Use maps and other documents to explain historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.

Learning Expectations/Objectives

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

Integration of 21st Century Skills	Integration of 21st Century Learning
FLEXIBILITY AND ADAPTABILITY ***Adapt to Change*** • Adapt to varied roles, jobs responsibilities, schedules and context • Work effectively in a climate of ambiguity and changing priorities ***Be Flexible*** • Incorporate feedback effectively • Deal positively with praise, setbacks and criticism • Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments **INITIATIVE AND SELF-DIRECTION** ***Manage Goals and Time*** • Set goals with tangible and intangible success criteria • Balance tactical (short-term) and strategic (long-term) goals • Utilize time and manage workload efficiently ***Work Independently*** • Monitor, define, prioritize and complete tasks without direct oversight ***Be Self-directed Learners*** • Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise • Demonstrate initiative to advance skill levels towards a professional level • Demonstrate commitment to learning as a lifelong process • Reflect critically on past experiences in order to inform future progress **SOCIAL AND CROSS-CULTURAL SKILLS** ***Interact Effectively with Others*** • Know when it is appropriate to listen and when to speak • Conduct themselves in a respectable, professional manner ***Work Effectively in Diverse Teams*** • Respect cultural differences and work effectively with people from a range of social and cultural backgrounds • Respond open-mindedly to different ideas	***Information Literacy*** • Access and Evaluate Information • Access information efficiently (time) and effectively (sources) • Evaluate information critically and competently ***Use and Manage Information*** • Use information accurately and creatively for the issue or problem at hand • Manage the flow of information from a wide variety of sources • Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information **Media Literacy** ***Analyze Media*** • Understand both how and why media messages are constructed, and for what purposes • Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors • Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media ***Create Media Products*** • Understand and utilize the most appropriate media creation tools, characteristics and conventions • Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments **ICT Literacy** ***Apply Technology Effectively*** • Use technology as a tool to research, organize, evaluate and communicate information • Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy • Apply a fundamental understanding of the

and values • Leverage social and cultural differences to create new ideas and increase both innovation and quality of work **PRODUCTIVITY AND ACCOUNTABILITY** ***Manage Projects*** • Set and meet goals, even in the face of obstacles and competing pressure • Prioritize, plan and manage work to achieve the intended result ***Produce Results*** • Demonstrate additional attributes associated with producing high quality products including the abilities to: - Work positively and ethically - Manage time and projects effectively - Multi-task - Participate actively, as well as be reliable and punctual - Present oneself professionally and with proper etiquette - Collaborate and cooperate effectively with teams - Respect and appreciate team diversity - Be accountable for results **LEADERSHIP AND RESPONSIBILITY** ***Guide and Lead Others*** • Use interpersonal and problem-solving skills to influence and guide others toward a goal • Leverage strengths of others to accomplish a common goal • Inspire others to reach their very best via example and selflessness • Demonstrate integrity and ethical behavior in using influence and power ***Be Responsible to Others*** • Act responsibly with the interests of the larger community in mind	ethical/legal issues surrounding the access and use of information technologies

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

Stage 2: Evidence of Understanding
Assessment Methods: **Formative: (On-going)** •Observe and record •Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning **Summative: (Culminating)** •Unit assessments and teacher created materials
Other Evidence and Student Self-Assessment: (Project Based Learning) •Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities. •Project based learning •Interdisciplinary lessons

Stage 3: Learning Plan	
For this unit consider how you will	
A	Engage Students •Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities
B	Show evidence of understanding by completing the following assessment: • Daily teacher observations/questioning of student learning and understanding through the use of • activities, projects, discussions/debates, and cooperative group learning • Unit assessments and teacher created materials
C	Provide differentiated instruction through any and all of the following strategies: • Readiness/ability • Adjusting questions • Compacting Curriculum • Tiered Assignments • Acceleration/Deceleration • Peer teaching
D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing
Resources: Technology: Smartboard, desktop/laptops, Elmo, overhead projector, 6th GMMS curriculum links ***The World*** **Macmillan-McGraw Hill** ***Eyewitness Early Humans*** Teacher's Manual Teacher Created Materials Student Practice and Project Book Atlas of Our Country by Nystrom	

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

Topic 2: Mesopotamia

Stage 1: Desired Results	
Topic 2: Mesopotamia	
6.2.8.A.2.a Explain why different ancient river valley civilizations developed similar forms of government. 6.2.8.A.2.b Explain how codifying laws met the needs of ancient river valley societies. 6.2.8.A.2.c Determine the role of slavery in the economic and social structures of ancient river valley civilizations. 6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations. 6.2.8.B.2.b Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now. 6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations. 6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations. 6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in ancient river valley civilizations. 6.2.8.D.2.c Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline. 6.2.8.D.2.d Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies. 6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.	
Essential Questions	**Enduring Understandings**

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

• How did physical geography affect the development and growth of this society and other societies around the world? • How did this society's belief system affect its historical accomplishments? • What were the beliefs and values of people in this society? • What types of governments were formed in this society and how did they develop? • How did this society develop and organize its economic activities?	• Mesopotamia's attractive location between two rivers drew people to settle there. • The Persians created the largest empire the Fertile Crescent had ever known and tolerated the cultures of many conquered peoples. • The earliest existing set of written laws, known as Hammurabi's Code, established rules and punishments for Babylonians. • Writing in Mesopotamia was first used to keep records. • Advancements in technology led to greater economic specialization, trade, weapons, etc. • The developments of various Mesopotamian empires have influenced our modern world today.

Knowledge and Skills: Focus of Instruction)

Students will...

- Construct a map depicting the important features of the Fertile Crescent.
- Describe the pros and cons of river flooding.
- Compare and contrast the societies of Babylonia and Assyria.
- Evaluate the importance of Hammurabi's Code.
- Draw conclusions about the culture of the Mesopotamians by analyzing primary source documents.
- Analyze the purposes writing served in Mesopotamia.
- Consider the importance of the Persian's empire impact on the modern world.
- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.

Learning Expectations/Objectives

Integration of 21st Century Skills	Integration of 21st Century Learning
FLEXIBILITY AND ADAPTABILITY ***Adapt to Change*** • Adapt to varied roles, jobs responsibilities, schedules and context • Work effectively in a climate of ambiguity and changing priorities ***Be Flexible*** • Incorporate feedback effectively • Deal positively with praise, setbacks and criticism • Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments **INITIATIVE AND SELF-DIRECTION**	***Information Literacy*** • Access and Evaluate Information • Access information efficiently (time) and effectively (sources) • Evaluate information critically and competently ***Use and Manage Information*** • Use information accurately and creatively for the issue or problem at hand • Manage the flow of information from a wide variety of sources • Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

Manage Goals and Time
- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently
- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners
- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others
- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects
- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively

Media Literacy

Analyze Media
- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products
- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

Apply Technology Effectively
- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

- Multi-task
- Participate actively, as well as be reliable and punctual
- Present oneself professionally and with proper etiquette
- Collaborate and cooperate effectively with teams
- Respect and appreciate team diversity
- Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others

- Act responsibly with the interests of the larger community in mind

Stage 2: Evidence of Understanding

Assessment Methods:

Formative: (On-going)

•Observe and record

•Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning

Summative: (Culminating)

•Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)

•Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities.

•Project based learning

•Interdisciplinary lessons

Stage 3: Learning Plan

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

For this unit consider how you will	
A	Engage Students •Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities
B	Show evidence of understanding by completing the following assessment: • Daily teacher observations/questioning of student learning and understanding through the use of • activities, projects, discussions/debates, and cooperative group learning • Unit assessments and teacher created materials
C	Provide differentiated instruction through any and all of the following strategies: • Readiness/ability • Adjusting questions • Compacting Curriculum • Tiered Assignments • Acceleration/Deceleration • Peer teaching
D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing
Resources: Technology: Smartboard, desktop/laptops, Elmo, overhead projector, 6th GMMS curriculum links *The World* Macmillan-McGraw Hill Teacher's Manual Teacher Created Materials Student Practice and Project Book Atlas of Our Country by Nystrom	

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

Topic 3: Egypt	
6.2.8.A.2.a Explain why different ancient river valley civilizations developed similar forms of government. 6.2.8.A.2.b Explain how codifying laws met the needs of ancient river valley societies. 6.2.8.A.2.c Determine the role of slavery in the economic and social structures of ancient river valley civilizations. 6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations. 6.2.8.B.2.b Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now. 6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations. 6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations. 6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in ancient river valley civilizations. 6.2.8.D.2.c Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline. 6.2.8.D.2.d Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.	
Essential Questions	**Enduring Understandings**
• How did physical geography affect the development and growth of this society and other societies around the world? • How did this society's belief system affect its historical accomplishments? • What were the beliefs and values of people in this society? • What types of governments were formed	• The Nile River provided the ancient Egyptian and Nubian peoples with water, food, fertile soil, and other materials. • The Nile River and its valley were central trade routes for Egyptians and Nubians. • Egyptian kings had absolute power and were thought to be gods. • Egyptians were deeply religious and believed in several gods and goddesses.

in this society and how did they develop? • How did this society develop and organize its economic activities?	• Egyptians believed in life after death and carefully prepared their dead for the afterlife. • The Egyptian social order resembled a pyramid, with the pharaoh at the top, and the largest class, the peasants, at the base. • The ancient Egyptians used a pictorial writing system similar to that use in Mesopotamian civilizations.

Knowledge and Skills: Focus of Instruction)

Students will...

- Construct a map depicting the important features of the Fertile Crescent.
- Describe the pros and cons of river flooding.
- Compare and contrast the societies of Babylonia and Assyria.
- Evaluate the importance of Hammurabi's Code.
- Draw conclusions about the culture of the Mesopotamians by analyzing primary source documents.
- Analyze the purposes writing served in Mesopotamia.
- Consider the importance of the Persian's empire impact on the modern world.
- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.

Learning Expectations/Objectives

Integration of 21st Century Skills	Integration of 21st Century Learning
FLEXIBILITY AND ADAPTABILITY ***Adapt to Change*** • Adapt to varied roles, jobs responsibilities, schedules and context • Work effectively in a climate of ambiguity and changing priorities ***Be Flexible*** • Incorporate feedback effectively • Deal positively with praise, setbacks and criticism • Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments **INITIATIVE AND SELF-DIRECTION** ***Manage Goals and Time*** • Set goals with tangible and intangible success criteria • Balance tactical (short-term) and strategic (long-term) goals	***Information Literacy*** • Access and Evaluate Information • Access information efficiently (time) and effectively (sources) • Evaluate information critically and competently ***Use and Manage Information*** • Use information accurately and creatively for the issue or problem at hand • Manage the flow of information from a wide variety of sources • Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information **Media Literacy** ***Analyze Media*** • Understand both how and why media messages are constructed, and for what

- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette

purposes

- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

- Collaborate and cooperate effectively with teams - Respect and appreciate team diversity - Be accountable for results **LEADERSHIP AND RESPONSIBILITY** ***Guide and Lead Others*** • Use interpersonal and problem-solving skills to influence and guide others toward a goal • Leverage strengths of others to accomplish a common goal • Inspire others to reach their very best via example and selflessness • Demonstrate integrity and ethical behavior in using influence and power ***Be Responsible to Others*** • Act responsibly with the interests of the larger community in mind	

Stage 2: Evidence of Understanding
Assessment Methods: **Formative: (On-going)** •Observe and record •Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning **Summative: (Culminating)** •Unit assessments and teacher created materials
Other Evidence and Student Self-Assessment: (Project Based Learning) •Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities. •Project based learning •Interdisciplinary lessons

Stage 3: Learning Plan	
For this unit consider how you will	
A	Engage Students •Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities
B	Show evidence of understanding by completing the following assessment: • Daily teacher observations/questioning of student learning and understanding through the use of • activities, projects, discussions/debates, and cooperative group learning • Unit assessments and teacher created materials
C	Provide differentiated instruction through any and all of the following strategies:

	• Readiness/ability • Adjusting questions • Compacting Curriculum • Tiered Assignments • Acceleration/Deceleration • Peer teaching
D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing
Resources: Technology: Smartboard, desktop/laptops, Elmo, overhead projector, 6th GMMS curriculum links *The World* Macmillan-McGraw Hill *Eyewitness Ancient Egypt* Teacher's Manual Teacher Created Materials Student Practice and Project Book Atlas of Our Country by Nystrom	

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

Topic 4: Ancient India

6.2.8.A.2.a
Explain why different ancient river valley civilizations developed similar forms of government.
6.2.8.A.2.b
Explain how codifying laws met the needs of ancient river valley societies.
6.2.8.A.2.c
Determine the role of slavery in the economic and social structures of ancient river valley civilizations.
6.2.8.A.3.b
Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
6.2.8.B.2.a
Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.
6.2.8.B.2.b
Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
6.2.8.B.3.a
Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.C.3.a
Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.
6.2.8.C.3.b
Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.
6.2.8.C.3.c
Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
6.2.8.D.3.a
Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.D.3.c
Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
6.2.8.D.3.d
Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.
6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

Essential Questions	Enduring Understandings
• How did physical geography affect the development and growth of this society and other societies around the world? • How did this society's belief system affect its historical accomplishments? • What were the beliefs and values of people in this society? • What types of governments were formed in this society and how did they develop? • How did this society develop and organize its economic activities?	**Unit Enduring Understandings** • India's geographic setting limited the contact the ancient peoples of the Indian subcontinent had with the rest of the world. • Aryans migrated in great waves from central Asia into India, influencing Indian life and culture. • Hinduism is a complex religion that developed over a span of about 3,500 years. • Hindus believed in nonviolence, and that good behavior will be rewarded and bad behavior will be punished. • Buddhism flourished in India, along with Hinduism, but eventually it declined there. Missionaries carried the Buddha's message throughout Asia. • Various rulers throughout this time lead to the expansion of the empire, but also the eventual decline due to internal conflicts, invasions, etc. • Printing cloth, scholarly work, writings, and advances in mathematics were expanded under the Gupta Empire.

Knowledge and Skills: Focus of Instruction)
Students will...

- Identify important cities, rivers, landforms, etc., on a map of ancient India.
- Express the impact of physical geography on the development of civilization in ancient India.
- Compare and contrast the methods used by Indian rulers to control their empire to other ancient rulers.
- Determine the extent to which Hinduism and Buddhism shaped the values of ancient India.
- Demonstrate the role of geography in the spread of major religions.
- Evaluate the importance of the legacies of ancient India.
- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.

Learning Expectations/Objectives

Integration of 21st Century Skills
FLEXIBILITY AND ADAPTABILITY
Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively

- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with

producing high quality products including the abilities to:

- Work positively and ethically
- Manage time and projects effectively
- Multi-task
- Participate actively, as well as be reliable and punctual
- Present oneself professionally and with proper etiquette
- Collaborate and cooperate effectively with teams
- Respect and appreciate team diversity
- Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others

- Act responsibly with the interests of the larger community in mind

Stage 2: Evidence of Understanding

Assessment Methods:

Formative: (On-going)

•Observe and record

•Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning

Summative: (Culminating)

•Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)

•Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities.

•Project based learning

•Interdisciplinary lessons

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

Stage 3: Learning Plan	
For this unit consider how you will	
A	Engage Students •Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities
B	Show evidence of understanding by completing the following assessment: • Daily teacher observations/questioning of student learning and understanding through the use of • activities, projects, discussions/debates, and cooperative group learning • Unit assessments and teacher created materials
C	Provide differentiated instruction through any and all of the following strategies: • Readiness/ability • Adjusting questions • Compacting Curriculum • Tiered Assignments • Acceleration/Deceleration • Peer teaching
D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing
Resources: The World Macmillan-McGraw Hill Teacher's Manual Teacher Created Materials Student Practice and Project Book Atlas of Our Country by Nystrom	

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

Topic 5: China
6.2.8.A.2.a Explain why different ancient river valley civilizations developed similar forms of government. 6.2.8.A.2.b Explain how codifying laws met the needs of ancient river valley societies. 6.2.8.A.2.c Determine the role of slavery in the economic and social structures of ancient river valley civilizations. 6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations. 6.2.8.B.2.b Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now. 6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations. 6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations. 6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in ancient river valley civilizations. 6.2.8.D.2.c Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline. 6.2.8.D.2.d Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies. 6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires. 6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations. 6.2.8.A.3.e Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current

legal system.
6.2.8.B.3.a
Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.C.3.a
Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.
6.2.8.C.3.b
Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.
6.2.8.C.3.c
Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
6.2.8.D.3.a
Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.D.3.b
Relate the Chinese dynastic system to the longevity of authoritarian rule in China.
6.2.8.D.3.c
Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
6.2.8.D.3.d
Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.
6.2.8.D.3.e
Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.D.3.f
Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

Essential Questions	Enduring Understandings
• How did physical geography affect the development and growth of this society and other societies around the world? • How did this society's belief system affect its historical accomplishments? • What were the beliefs and values of people in this society? • What types of governments were formed in this society and how did they develop? • How did this society develop and organize its economic activities?	**Unit Enduring Understandings** • Flooding rivers, monsoon rains, and mountain and ocean barriers greatly affected China's early peoples. • The family, headed by the eldest male, was at the heart of early Chinese society. • Confucianism stated that a peaceful, orderly society was possible only when rulers treated others justly. • Confucianism reformed Chinese government by requiring that civil service workers be hired based on merit. • Under the Qin dynasty, some attempts to unify China's economy and culture benefited the

	people, while others cause unrest. • The Silk Road opened China to trade with the lands to the west. • The Chinese made many advances in learning and technology under the Han dynasty.

Knowledge and Skills: Focus of Instruction)

Students will ...

- Apply map skills by identifying significant locations in ancient China.
- Analyze the challenges and benefits of living along the Huang and Yellow River.
- Identify significant regions in ancient China, including the North China Plain, the South China Sea, the Gobi Desert, and the Himalayas.
- Synthesize information on important dynasties included in ancient China's history.
- Analyze the impact of Confucianism on daily life, government, and culture.
- Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of ancient China.
- Justify some of the major achievements of ancient China.
- Compare and contrast the methods used by the rulers of China to control and unify their expanding empires.
- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process

- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others

- Act responsibly with the interests of the larger community in mind

Stage 2: Evidence of Understanding

Assessment Methods:

Formative: (On-going)

•Observe and record

•Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning

Summative: (Culminating)

•Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)

•Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities.

•Project based learning

•Interdisciplinary lessons

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

Stage 3: Learning Plan	
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Great Meadows Regional Schools
K-8 Social Studies
Grade 6

Stage 1: Desired Results
Topic 6:Ancient Greece
6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations. 6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution. 6.2.8.A.3.d Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now. 6.2.8.A.3.e Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system. 6.2.8.B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. 6.2.8.B.3.b Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise. 6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China. 6.2.8.C.3.b Explain how the development of a uniform system of exchange facilitated trade in classical civilizations. 6.2.8.C.3.c Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor. 6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. 6.2.8.D.3.c Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China. 6.2.8.D.3.d Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies. 6.2.8.D.3.e Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism,

and Taoism), their patterns of expansion, and their responses to the current challenges of globalization

6.2.8.D.3.f

Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

- Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values.
- Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.
- Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

Essential Questions	Enduring Understandings
• How did physical geography affect the development and growth of this society and other societies around the world? • How did this society's belief system affect its historical accomplishments? • What were the beliefs and values of people in this society? • What types of governments were formed in this society and how did they develop? • How did this society develop and organize its economic activities?	• The geography of ancient Greece encouraged the growth of independent communities that shared a common culture. • Greece's traditionally independent cities provided the foundation for government rule by people. • Greeks worshipped many different gods and goddesses, which explained natural phenomena. • Men and women conducted different business in ancient Athens. Slaves were common. • Life in ancient Sparta was strictly ruled by the state in order to create a powerful army. • Alexander the Great expanded Greek culture westward.

Knowledge and Skills: Focus of Instruction)

Students will...

• Investigate how the geography of ancient Greece influenced the development of Greek civilization.
• Examine early Greek history along with the development of democracy.
• Identify the religious beliefs of the ancient Greeks and explore how the Greeks searched for knowledge about their world.
• Describe the relationship between the rise of democracy and the spread of new ideas in Greek city-states.
• Justify the legacies of ancient Greece.
• Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today.
• Evaluate how citizens perceived the principles of liberty and equality then and now.
• Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
• Construct timelines of the events occurring during major eras.
• Explain how major events are related to one another in time.
• Select and use various geographic representations to compare information about people, places, regions, and environments.
• Use maps and other documents to explain historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds

Integration of 21st Century Learning

Information Literacy

- Access and Evaluate Information
- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge

- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others

- Act responsibly with the interests of the larger community in mind

economy

- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

Stage 2: Evidence of Understanding
Assessment Methods: **Formative: (On-going)** •Observe and record •Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning **Summative: (Culminating)** •Unit assessments and teacher created materials
Other Evidence and Student Self-Assessment: (Project Based Learning) •Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities. •Project based learning •Interdisciplinary lessons

Stage 3: Learning Plan	
For this unit consider how you will	
A	Engage Students •Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities
B	Show evidence of understanding by completing the following assessment: • Daily teacher observations/questioning of student learning and understanding through the use of • activities, projects, discussions/debates, and cooperative group learning • Unit assessments and teacher created materials
C	Provide differentiated instruction through any and all of the following strategies: • Readiness/ability • Adjusting questions • Compacting Curriculum • Tiered Assignments • Acceleration/Deceleration • Peer teaching
D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing
Resources: *The World* Macmillan-McGraw Hill *Eyewitness Ancient Greece* Teacher's Manual Teacher Created Materials Student Practice and Project Book Atlas of Our Country by Nystrom	

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

Stage 1: Desired Results
Topic 7:Ancient Rome
6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires. 6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations. 6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution. 6.2.8.A.3.e Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system. 6.2.8.B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. 6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China. 6.2.8.C.3.b Explain how the development of a uniform system of exchange facilitated trade in classical civilizations. 6.2.8.C.3.c Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor. 6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. 6.2.8.D.3.c Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China. 6.2.8.D.3.d Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies. 6.2.8.D.3.e Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. 6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

- Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values.
- Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.
- Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

Essential Questions	Enduring Understandings
• How did physical geography affect the development and growth of this society and other societies around the world? • How did this society's belief system affect its historical accomplishments? • What were the beliefs and values of people in this society? • What types of governments were formed in this society and how did they develop? • How did this society develop and organize its economic activities?	• Rome's geographic setting helped the city grow into an important civilization. • Rome's early ruling people, the Etruscans, were overthrown by Romans who established a Republic as a reaction. • The expanding Roman Empire was a challenge for Augustus and other emperors who ruled it. • The Greeks influenced Roman learning and religion. • The Romans were masters at creating large public buildings, road networks, and aqueducts. • Roman law spread throughout the empire and continues to influence civilizations today. • There were very few rich, and many poor, people in ancient Rome. • Slavery was common in ancient Rome. • As Christianity spread, Roman officially viewed Christians as enemies and persecuted them.

Knowledge and Skills: Focus of Instruction) *Students will...*

- Examine the geography and how it affected early Roman settlement.
- Investigate how Romans formed a republic and identify the reasons that the Roman Republic went into decline.
- Identify key aspects of Roman architecture, law, and technology.
- Determine the foundational concepts and principles of the Roman Republic that later influenced the development of the United States Constitution.
- Analyze the social structure of ancient Rome, including family life, slavery, the rich, the poor, and citizenship.
- Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.
- Survey the impact of expanding land and sea trade routes through the Mediterranean Basin to other parts of the Roman Empire.
- Synthesize how various factors contributed to the fall of the Roman Empire.
- Compare and contrast the methods used by the rulers to control and unify their expanding empires.
- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
- Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

Learning Expectations/Objectives	
Integration of 21st Century Skills	**Integration of 21st Century Learning**
FLEXIBILITY AND ADAPTABILITY ***Adapt to Change*** • Adapt to varied roles, jobs responsibilities, schedules and context • Work effectively in a climate of ambiguity and changing priorities ***Be Flexible*** • Incorporate feedback effectively • Deal positively with praise, setbacks and criticism • Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments **INITIATIVE AND SELF-DIRECTION** ***Manage Goals and Time*** • Set goals with tangible and intangible success criteria • Balance tactical (short-term) and strategic (long-term) goals • Utilize time and manage workload efficiently ***Work Independently*** • Monitor, define, prioritize and complete tasks without direct oversight ***Be Self-directed Learners*** • Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise • Demonstrate initiative to advance skill levels towards a professional level • Demonstrate commitment to learning as a lifelong process • Reflect critically on past experiences in order to inform future progress **SOCIAL AND CROSS-CULTURAL SKILLS** ***Interact Effectively with Others*** • Know when it is appropriate to listen and when to speak • Conduct themselves in a respectable, professional manner ***Work Effectively in Diverse Teams*** • Respect cultural differences and work effectively with people from a range of social and cultural backgrounds	***Information Literacy*** • Access and Evaluate Information • Access information efficiently (time) and effectively (sources) • Evaluate information critically and competently ***Use and Manage Information*** • Use information accurately and creatively for the issue or problem at hand • Manage the flow of information from a wide variety of sources • Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information **Media Literacy** ***Analyze Media*** • Understand both how and why media messages are constructed, and for what purposes • Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors • Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media ***Create Media Products*** • Understand and utilize the most appropriate media creation tools, characteristics and conventions • Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments **ICT Literacy** ***Apply Technology Effectively*** • Use technology as a tool to research, organize, evaluate and communicate information • Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge

- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others

- Act responsibly with the interests of the larger community in mind

economy

- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

Stage 2: Evidence of Understanding
Assessment Methods: **Formative: (On-going)** •Observe and record •Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning **Summative: (Culminating)** •Unit assessments and teacher created materials
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Stage 3: Learning Plan	
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Great Meadows Regional Schools
K-8 Social Studies
Grade 6

Stage 1: Desired Results
Topic 8: Ancient Arabia and Southwest Asia
6.2.8.B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. 6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China. 6.2.8.D.3.e Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. 6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies. 6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. 6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world. 6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers. 6.2.8.B.4.d Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia. 6.2.8.B.4.e Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges. 6.2.8.B.4.g Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations. 6.2.8.C.4.a Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization. 6.2.8.C.4.c Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class. 6.2.8.C.4.e Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts. 6.2.8.D.4.b Analyze how religion both unified and divided people.

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

6.2.8.D.4.c
Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
6.2.8.D.4.h
Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
6.2.8.D.4.i
Explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society.
6.2.8.D.4.j
Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

Essential Questions	Enduring Understandings
• How did physical geography affect the development and growth of this society and other societies around the world? • How did this society's belief system affect its historical accomplishments? • What were the beliefs and values of people in this society? • What types of governments were formed in this society and how did they develop? • How did this society develop and organize its economic activities?	• Constantinople became the capital of the Byzantine Empire due to advantageous geographical features. • Constantinople grew rich from its location at the intersection of several trade routes. • Justinian's Code was established and became the basis for many modern governments. • A schism split the Christian church into eastern and western pieces. • Important cities in the Arabian Peninsula grew up on trade routes that connected Asia and Africa. • Islam spread to many neighboring regions by conquest and trade. • The Muslims had many lasting achievements during the golden age in science and mathematics.

Knowledge and Skills: Focus of Instruction)
Students will...
• Apply map skills in locating and identifying important cities, landforms, and trade routes in the Byzantine Empire.
• Determine how geography impacted the city of Constantinople and its history.
• Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.
• Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
• Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
• Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.
• Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
• Evaluate the impact of certain technological innovations during this time period to present-day.

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
- Compare and contrast differing interpretations of current and historical events.
- Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer- generated information.
- Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a

Integration of 21st Century Learning

Information Literacy

- Access and Evaluate Information
- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others
- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects
- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others
- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via

Apply Technology Effectively
- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

example and selflessness • Demonstrate integrity and ethical behavior in using influence and power ***Be Responsible to Others*** • Act responsibly with the interests of the larger community in mind	

Stage 2: Evidence of Understanding

Assessment Methods:
Formative: (On-going)
•Observe and record
•Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning
Summative: (Culminating)
•Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)
•Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities.
•Project based learning
•Interdisciplinary lessons

Stage 3: Learning Plan

For this unit consider how you will

A	Engage Students •Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities
B	Show evidence of understanding by completing the following assessment: • Daily teacher observations/questioning of student learning and understanding through the use of • activities, projects, discussions/debates, and cooperative group learning • Unit assessments and teacher created materials
C	Provide differentiated instruction through any and all of the following strategies: • Readiness/ability • Adjusting questions • Compacting Curriculum • Tiered Assignments • Acceleration/Deceleration • Peer teaching
D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

Resources:
The World Macmillan-McGraw Hill
Teacher's Manual
Teacher Created Materials
Student Practice and Project Book
Atlas of Our Country by Nystrom

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

Stage 1: Desired Results
Topic 9: Africa
6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. 6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world. 6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers. 6.2.8.B.4.c Determine how Africa's physical geography and natural resources posed challenges and opportunities for trade and development. 6.2.8.B.4.d Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia. 6.2.8.B.4.e Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges. 6.2.8.C.4.a Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization. 6.2.8.C.4.c Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class. 6.2.8.C.4.d Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa. 6.2.8.D.4.a Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences. 6.2.8.D.4.b Analyze how religion both unified and divided people. 6.2.8.D.4.c Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people. 6.2.8.D.4.i Explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society. 6.2.8.D.4.j Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

Essential Questions	Enduring Understandings
• How did physical geography affect the development and growth of this society and other societies around the world? • How did this society's belief system affect its historical accomplishments? • What were the beliefs and values of people in this society? • What types of governments were formed in this society and how did they develop? • How did this society develop and organize its economic activities?	• Both sea and land trade routes led to the development of urbanized centers, impacted communication, spread religion, and increased transportation abilities. • Both Christianity and Islam flourished in Africa and were both affected by physical geography. • Trade was affected by physical geography. • Powerful trading kingdoms in the west savanna rose and fell during a period of hundreds of years. • Cities in ancient Africa grew in size and grew rich from trade with other lands for valuable African resources such as gold and salt

Knowledge and Skills: Focus of Instruction)
Students will...

• Explain how geography influenced the development of the political, economic, and cultural centers of each ancient African kingdom.
• Analyze how the introduction of Christianity and Islam both united and divided people. · Determine how Africa's physical geography and natural resources posed challenges and opportunities for trade and development.
• Apply map skills by identifying significant locations in ancient Africa.
• Organize information about the major trading kingdoms in ancient Africa.
• Give examples of similarities and differences between the various kingdoms.
• Asses how land and sea trade routes initiated urbanization and increased communication.
• Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa.
• Construct timelines of the events occurring during major eras.
• Explain how major events are related to one another in time.
• Select and use various geographic representations to compare information about people, places, regions, and environments.
• Use maps and other documents to explain historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
• Compare and contrast differing interpretations of current and historical events.
• Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds

Integration of 21st Century Learning

Information Literacy

- Access and Evaluate Information
- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge

- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others

- Act responsibly with the interests of the larger community in mind

economy

- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

Stage 2: Evidence of Understanding
Assessment Methods: **Formative: (On-going)** •Observe and record •Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning **Summative: (Culminating)** •Unit assessments and teacher created materials
Other Evidence and Student Self-Assessment: (Project Based Learning) •Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities. •Project based learning •Interdisciplinary lessons

Stage 3: Learning Plan	
For this unit consider how you will	
A	Engage Students •Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities
B	Show evidence of understanding by completing the following assessment: • Daily teacher observations/questioning of student learning and understanding through the use of • activities, projects, discussions/debates, and cooperative group learning • Unit assessments and teacher created materials
C	Provide differentiated instruction through any and all of the following strategies: • Readiness/ability • Adjusting questions • Compacting Curriculum • Tiered Assignments • Acceleration/Deceleration • Peer teaching
D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

Resources:
The World Macmillan-McGraw Hill
Teacher's Manual
Teacher Created Materials
Student Practice and Project Book
Atlas of Our Country by Nystrom

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

Stage 1: Desired Results
Topic 10: The Middle Ages
6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. 6.2.8.A.4.b Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order. 6.2.8.A.4.c Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions. 6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world. 6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers. 6.2.8.B.4.e Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges. 6.2.8.B.4.g Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations. 6.2.8.C.4.a Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization. 6.2.8.C.4.b Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas. 6.2.8.C.4.c Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class. 6.2.8.C.4.e Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts. 6.2.8.D.4.a Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences. 6.2.8.D.4.b Analyze how religion both unified and divided people. 6.2.8.D.4.c Analyze the role of religion and economics in shaping each empire's social hierarchy, and

evaluate the impact these hierarchical structures had on the lives of various groups of people.
6.2.8.D.4.d
Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
6.2.8.D.4.e
Assess the demographic, economic, and religious impact of the plague on Europe.
6.2.8.D.4.f
Determine which events led to the rise and eventual decline of European feudalism.
6.2.8.D.4.g
Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
6.2.8.D.4.h
Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
6.2.8.D.4.j
Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.
9.1.8.A.1
Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.C.2
Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
9.1.8.C.3
Model leadership skills during classroom and extra-curricular activities.

Essential Questions	Enduring Understandings
• How did physical geography affect the development and growth of this society and other societies around the world? • How did this society's belief system affect its historical accomplishments? • What were the beliefs and values of people in this society? • What types of governments were formed in this society and how did they develop? • How did this society develop and organize its economic activities?	• Medieval Europe's economic and political system was feudalism, in which nobles granted vassals land in exchange for loyalty. • Local economic and political life was based on the manor system, in which people lived and worked on large estates owned by lords. • The Roman Catholic Church was a powerful force that touched nearly every aspect in people's lives. • An increase in trade led to the growth of towns and cities. • The new middle class organized craft and trade guilds. • The Crusades changed life in Europe: trade increased, towns grew, the use of money increased, and the learning of the Arab world came to Europe. • Nation building in Europe began as feudalism declined and kings increased their power.

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

Knowledge and Skills: Focus of Instruction)
Students will...

- Identify important cities, regions, and landforms in Medieval Europe.
- Explain the similarities and differences between Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
- Give examples of the causes and effects of the Crusades.
- Analyze the role of Catholic Church leaders used to unify and centrally govern expanding territories with diverse populations.
- Assess the demographic, economic, and religious impact of the plague on Europe.
- Analyze the role of religion and economics in shaping medieval Europe's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete

Integration of 21st Century Learning

Information Literacy

- Access and Evaluate Information
- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media

tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity

can influence beliefs and behaviors

- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

- Be accountable for results **LEADERSHIP AND RESPONSIBILITY** ***Guide and Lead Others*** • Use interpersonal and problem-solving skills to influence and guide others toward a goal • Leverage strengths of others to accomplish a common goal • Inspire others to reach their very best via example and selflessness • Demonstrate integrity and ethical behavior in using influence and power ***Be Responsible to Others*** • Act responsibly with the interests of the larger community in mind	

Stage 2: Evidence of Understanding

Assessment Methods:

Formative: (On-going)
•Observe and record
•Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning
Summative: (Culminating)
•Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)
•Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities.
•Project based learning
•Interdisciplinary lessons

Stage 3: Learning Plan	
For this unit consider how you will	
A	Engage Students •Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities
B	Show evidence of understanding by completing the following assessment: • Daily teacher observations/questioning of student learning and understandin through the use of • activities, projects, discussions/debates, and cooperative group learning • Unit assessments and teacher created materials
C	Provide differentiated instruction through any and all of the following strategies: • Readiness/ability • Adjusting questions

	• Compacting Curriculum • Tiered Assignments • Acceleration/Deceleration • Peer teaching
D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing
Resources: *The World* Macmillan-McGraw Hill Teacher's Manual Teacher Created Materials Student Practice and Project Book Atlas of Our Country by Nystrom	

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

Stage 1: Desired Results
Topic 11: Civilizations Asia
6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. 6.2.8.A.4.b Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order. 6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world. 6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers 6.2.8.B.4.d Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia. 6.2.8.B.4.e Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges. 6.2.8.B.4.f Explain how the geographies of China and Japan relationship with one another. 6.2.8.C.4.a Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization 6.2.8.C.4.b Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas. 6.2.8.C.4.c Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class. 6.2.8.D.4.a Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences. 6.2.8.D.4.b Analyze how religion both unified and divided people. 6.2.8.D.4.c Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people. 6.2.8.D.4.g Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty. 6.2.8.D.4.j

Great Meadows Regional Schools
K-8 Social Studies
Grade 6

Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

- The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.
- The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.
- While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

Essential Questions	Enduring Understandings
• How did physical geography affect the development and growth of this society and other societies around the world? • How did this society's belief system affect its historical accomplishments? • What were the beliefs and values of people in this society? • What types of governments were formed in this society and how did they develop? • How did this society develop and organize its economic activities?	• The Tang Dynasty began China's Golden Age, which increased Chinese territory and Chinese culture and trade flourished. • The Song Dynasty expanded the merit system and promoted the spread of knowledge. • Samuri and shoguns took control away from the Japanese emperor and closed Japan to outsiders. • During the Delhi Sultanate, Muslim rulers called sultans ruled India. • Mongols conquered India and established the Mughal Empire. • The Japanese developed an economic system of feudalism in which poor people are legally bound to work for wealthy landowners.

Learning Expectations/Objectives

Integration of 21st Century Skills	Integration of 21st Century Learning
FLEXIBILITY AND ADAPTABILITY ***Adapt to Change*** • Adapt to varied roles, jobs responsibilities, schedules and context • Work effectively in a climate of ambiguity and changing priorities ***Be Flexible*** • Incorporate feedback effectively • Deal positively with praise, setbacks and criticism • Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments **INITIATIVE AND SELF-DIRECTION** ***Manage Goals and Time***	***Information Literacy*** • Access and Evaluate Information • Access information efficiently (time) and effectively (sources) • Evaluate information critically and competently ***Use and Manage Information*** • Use information accurately and creatively for the issue or problem at hand • Manage the flow of information from a wide variety of sources • Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

- Participate actively, as well as be reliable and punctual - Present oneself professionally and with proper etiquette - Collaborate and cooperate effectively with teams - Respect and appreciate team diversity - Be accountable for results **LEADERSHIP AND RESPONSIBILITY** ***Guide and Lead Others*** • Use interpersonal and problem-solving skills to influence and guide others toward a goal • Leverage strengths of others to accomplish a common goal • Inspire others to reach their very best via example and selflessness • Demonstrate integrity and ethical behavior in using influence and power ***Be Responsible to Others*** • Act responsibly with the interests of the larger community in mind	

Stage 2: Evidence of Understanding
Assessment Methods: **Formative: (On-going)** •Observe and record •Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning **Summative: (Culminating)** •Unit assessments and teacher created materials
Other Evidence and Student Self-Assessment: (Project Based Learning) •Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities. •Project based learning •Interdisciplinary lessons

Stage 3: Learning Plan	
For this unit consider how you will	
A	Engage Students •Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities
B	Show evidence of understanding by completing the following assessment: • Daily teacher observations/questioning of student learning and understanding through the use of

	• activities, projects, discussions/debates, and cooperative group learning • Unit assessments and teacher created materials
C	Provide differentiated instruction through any and all of the following strategies: • Readiness/ability • Adjusting questions • Compacting Curriculum • Tiered Assignments • Acceleration/Deceleration • Peer teaching
D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing
Resources: *The World* Macmillan-McGraw Hill Teacher's Manual Teacher Created Materials Student Practice and Project Book Atlas of Our Country by Nystrom	

Great Meadows Regional Schools
K-8 Social Studies
Grade 7

Mission Statement:
Mission Statement: The Great Meadows Regional School District (GMRSD) Social Studies curriculum strives to integrate the social sciences in preparing students to become informed global citizens. Students analyze the change and continuity in the human condition through time and across cultures. Learning is promoted through skill integration designed to prepare students to function in a democratic society in a diverse interdependent world.

Without the social sciences, a society shares no common memory of where it has been, what its core values are or what decisions of the past account for the present circumstances. The Social Studies curriculum at GMRSD is designed to prepare the student in becoming an informed, discriminating citizen: a citizen who will study the choices and decisions of the past and confront the problems and choices of today. The students will develop a deeper understanding of the choices before them and the likely consequences of their decisions and actions by integrating the study of civics and government, geography, economics, history and technology. The student will inquire into families, communities, states, nations and various people of the world. The student will understand, demonstrate and apply knowledge in order to detect bias, weigh evidence and evaluate arguments.

The curriculum is designed around essential questions which meet the New Jersey Common Core Standards that address the need to inform, motivate and involve the students in the world around them while infusing technology.

TOPIC 1: Exploring North America

Stage 1: Desired Results	
Topic: Exploring North America	
Essential Questions	**Enduring Understandings**
• How did the Protestant Reformation affect North America? • Why did the activities of early traders encourage exploration?	- Throughout western Europe, people and nations divided into Catholics and Protestants. When these Europeans crossed the Atlantic, they took along their religious differences. Spanish and French Catholics worked to spread their faith to the Native Americans. The Spanish settled in the southwestern and south- eastern regions of North America, and the French settled in the northeast. Dutch and English Protestants established colonies in lands along the Atlantic coast between the French and the

	Spanish settlements. Some of the English settlements were founded by Protestants who wanted to practice their beliefs in peace. - Several countries in Europe competed for overseas territory that could produce wealth. They wanted to acquire colonies in the Americas that could provide valuable resources, such as gold and silver, or raw materials. The colonies would also serve as a place to sell European products.

6.1.8.B.1.b
Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.
6.1.8.C.1.a
Evaluate the impact of science, religion, and technology innovations on European exploration.
6.1.8.C.1.b
Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
6.1.8.D.1.c
Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.

Learning Expectations/Objectives

Integration of 21st Century Skills	Integration of 21st Century Learning
FLEXIBILITY AND ADAPTABILITY ***Adapt to Change*** • Adapt to varied roles, jobs responsibilities, schedules and context • Work effectively in a climate of ambiguity and changing priorities ***Be Flexible*** • Incorporate feedback effectively • Deal positively with praise, setbacks and criticism • Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments **INITIATIVE AND SELF-DIRECTION** ***Manage Goals and Time*** • Set goals with tangible and intangible success criteria • Balance tactical (short-term) and strategic (long-term) goals	***Information Literacy*** • Access and Evaluate Information • Access information efficiently (time) and effectively (sources) • Evaluate information critically and competently ***Use and Manage Information*** • Use information accurately and creatively for the issue or problem at hand • Manage the flow of information from a wide variety of sources • Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information **Media Literacy** ***Analyze Media*** • Understand both how and why media

- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

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- Conduct themselves in a respectable, professional manner

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- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively

messages are constructed, and for what purposes

- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

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Apply Technology Effectively

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- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

- Multi-task - Participate actively, as well as be reliable and punctual - Present oneself professionally and with proper etiquette - Collaborate and cooperate effectively with teams - Respect and appreciate team diversity - Be accountable for results **LEADERSHIP AND RESPONSIBILITY** ***Guide and Lead Others*** • Use interpersonal and problem-solving skills to influence and guide others toward a goal • Leverage strengths of others to accomplish a common goal • Inspire others to reach their very best via example and selflessness • Demonstrate integrity and ethical behavior in using influence and power ***Be Responsible to Others*** • Act responsibly with the interests of the larger community in mind	

Stage 2: Evidence of Understanding

Great Meadows Benchmarks: (Do or Say)

Students will be able to:

- Explain what the Protestant Reformation was and how it affect North America?
- Describe the activities of early traders and how these activities encouraged exploration.
- Analyze how events are related over time.
- Use critical thinking skills to interpret events, point of view, context, and recognize bias.
- Assess the credibility of primary and secondary sources.
- Analyze data in order to see persons and events in context.
- Formulate questions based on information needs.
- Use effective strategies for locating information.
- Compare and contrast competing interpretations of current and historical events.
- Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.
- Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.
- Summarize information in written, graphic, and oral formats.
- Construct and analyze timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.

Great Meadows Regional Schools
K-8 Social Studies
Grade 7

• Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
Assessment Methods: **Formative: (On-going)** * Observe and record * Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning **Summative: (Culminating)** * Unit assessments and teacher created materials
Other Evidence and Student Self-Assessment: (Project Based Learning) * Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities. * Project based learning * Interdisciplinary lessons

Stage 3: Learning Plan	
For this unit consider how you will	
A	**Engage Students** Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities.
B	Show evidence of understanding by completing the following assessment: • Show evidence of understanding by completing the following assessment: • Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning • Unit assessments and teacher created materials
C	Provide differentiated instruction through any and all of the following strategies: • Readiness/ability • Adjusting questions • Compacting Curriculum • Tiered Assignments • Acceleration/Deceleration • Peer teaching • IEP recommendations
D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing

Great Meadows Regional Schools
K-8 Social Studies
Grade 7

Resources:

Student Materials:

The American Republic to 1877 Glencoe McGraw-Hill
Making 13 Colonies by Joy Hakim

Technology:

http://www.mission-us.org/

http://www.educationworld.com/a_sites/sites016.shtml

http://odur.let.rug.nl/~usa/H/1994/chap3.htm

http://www.edhelper.com

http://www.smithsoniansource.org/display/topic/viewdetailshis.aspx?TopicId=1004

http://www.pbs.org/ktca/liberty/

http://usparks.about.com/od/revwarsitesnatl/Revolutionary_War_Sites_National_Parks.htm

http://www.history.org/

http://www.cybrary.org/colonial.htm

Teaching Materials:

Colonial Williamsburg Teaching Gazette
Teacher created material

TOPIC 2: Colonial America

Stage 1: Desired Results	
Topic: Colonial America	
Essential Questions	**Enduring Understandings**
• What crop saved the settlement and people of Jamestown? • How did early colonists receive political rights? • Why did the Pilgrims and the Puritans come to America? • How did the colonies of Connecticut, Rhode Island, and New Hampshire begin? • Why did the Middle colonies have the most diverse population in Colonial America? • Identify and explain America's first town planner. • Why were the Southern Colonies established? • Compare and contrast France's colony in North America with the English colonies. • What are the political, economic, and social roots of colonial settlements in the Americas? • What role did geography play in the settlement pattern? • How did settlers adapt to the new environments? • How did colonial life evolve?	- Tobacco saved Jamestown. - As the colony of Jamestown grew, the settlers complained about taking orders from the Virginia Company in London. In 1619 the company agreed to let the colonists have some say in their government. Ten towns in the colony each sent two representatives to an assembly. The assembly had the right to make local laws for the colony. - Pilgrims and Puritans came to America to flee the persecution they faced in England and for religious freedom. - Connecticut was founded out of dissatisfaction of Puritan rule; Rhode Island and New Hampshire was founded based upon the belief that government should not force ones religious belief along with the belief that the Native Americans should be treated in a civil manner. - To increase the number of permanent settlers in its colony, the Dutch West India Company sent over families from the Netherlands, Germany, Sweden, and Finland. The company gave a large estate to anyone who brought at least 50 settlers to work the land. - William Penn was a wealthy English gentleman that inherited land in America. Penn belonged to a Protestant group of dissenters called the Society of Friends, or Quakers. He saw Pennsylvania as a "holy experiment," a chance to put the Quaker ideals of toleration and equality into practice Penn designed the city of Philadelphia himself, making him America's first town planner. - Religious freedom, economic gain and offering some a chance for a fresh start all

• What kinds of political systems were created to provide order and justice? • What kinds of economic systems were created to answer the three basic economic questions: 1) What goods and services shall be produced? 2) How shall they be produced? 3) For whom shall they be produced?	led to the establishing of the Southern Colonies. - The French colony grew slower (resulting in very few if any Native Americans being pushed off of their lands) and showed a greater respect for the Native Americans than did the English. - Religious conflict, the revival of learning in Europe, the desire for gold and glory, the desire to find a shorter water route to Asia, and the desire to establish colonies were the main reasons why Europeans explored. - Slavery had been part of the social and economic system since ancient times and that most slaves in Africa were people who had been captured in war. - The Spanish, English, French, and Dutch set up types of government in their colonies based on their view of how best to control their colonies. - The way people made a living in the colonies depended on location, climate, and topography of the land.

6.1.8.A.1.a
Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1.8.B.1.a
Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
6.1.8.B.1.b
Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.
6.1.8.C.1.a
Evaluate the impact of science, religion, and technology innovations on European exploration.
6.1.8.C.1.b
Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
6.1.8.D.1.a
Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
6.1.8.D.1.b
Explain how interactions among African, European, and Native American groups began a cultural transformation.
6.1.8.D.1.c
Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.
6.1.8.A.2.a

Determine the roles of religious freedom and participatory government in various North American colonies.
6.1.8.A.2.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.
6.1.8.A.2.c
Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.
6.1.8.B.2.a
Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
6.1.8.B.2.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.
6.1.8.C.2.a
Relate slavery and indentured servitude to Colonial labor systems.
6.1.8.C.2.b
Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
6.1.8.C.2.c
Analyze the impact of triangular trade on multiple nations and groups.
6.1.8.D.2.a
Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
6.1.8.D.2.b
Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria

Integration of 21st Century Learning

Information Literacy

- Access and Evaluate Information
- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

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Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
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- Manage time and projects effectively - Multi-task - Participate actively, as well as be reliable and punctual - Present oneself professionally and with proper etiquette - Collaborate and cooperate effectively with teams - Respect and appreciate team diversity - Be accountable for results **LEADERSHIP AND RESPONSIBILITY** ***Guide and Lead Others*** • Use interpersonal and problem-solving skills to influence and guide others toward a goal • Leverage strengths of others to accomplish a common goal • Inspire others to reach their very best via example and selflessness • Demonstrate integrity and ethical behavior in using influence and power ***Be Responsible to Others*** • Act responsibly with the interests of the larger community in mind	

Stage 2: Evidence of Understanding

Great Meadows Benchmarks: (Do or Say)

Students will be able to:

• Analyze how events are related over time.
• Use critical thinking skills to interpret events, recognize bias, point of view, and context.
• Assess the credibility of primary and secondary sources.
• Analyze data in order to see persons and events in context.
• Examine and formulate questions based on information needs.
• Use effective strategies for locating information.
• Compare and contrast competing interpretations of current and historical events.
• Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.
• Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.
• Summarize information in written, graphic, and oral formats of current issues, events, or themes and relate them to past events.
• Discuss how millions of Africans, brought against their will from Central Africa to the Americas, including Brazil, Caribbean nations, North America and other destinations, retained their humanity, their families, and their cultures during enslavement.

Great Meadows Regional Schools
K-8 Social Studies
Grade 7

• Analyze the political, social, and cultural characteristics of the English colonies. • Describe the political, religious, social, and economic institutions that emerged in Colonial America, including New Netherland and colonial New Jersey. • Explain the differences in colonization of the Americas by England, the Netherlands, France, and Spain, including governance, relation to the mother countries, and interactions with other colonies and Native Americans. • Examine the interactions between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances and conflicts. • Describe Native American resistance to colonization, including the Cherokee War against the English, the French and Indian War, and King George's War. • Identify factors that account for the establishment of African slavery in the Americas. • Distinguish among the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and the utility of each in solving problems. • Translate maps into appropriate spatial graphics to display geographical information. • Explain the spatial concepts of relative and absolute location and distance. • Estimate distances between two places on a map using a scale of miles, and use cardinal and intermediate directions when referring to a relative location. • Use thematic maps to describe places (e.g., patterns of population, diseases, rainfall). • Describe and distinguish among the various map projections, including size, shape, distance, and direction. • Compare and contrast the physical and human characteristics of places in regions in New Jersey, the United States, and the world. • Compare the natural characteristics used to define a region. • Describe how physical and human characteristics of regions change over time. • Construct timelines of the events occurring during major eras. • Explain how major events are related to one another in time. • Select and use various geographic representations to compare information about people, places, regions, and environments. • Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems. • Compare and contrast differing interpretations of current and historical events. • Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
Assessment Methods: **Formative: (On-going)** * Observe and record * Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning **Summative: (Culminating)** * Unit assessments and teacher created materials
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Great Meadows Regional Schools
K-8 Social Studies
Grade 7

Stage 3: Learning Plan	
For this unit consider how you will	
A	**Engage Students** Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities.
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http://www.smithsoniansource.org/display/topic/viewdetailshis.aspx?TopicId=1004

http://www.pbs.org/ktca/liberty/

http://usparks.about.com/od/revwarsitesnatl/Revolutionary_War_Sites_National_Parks.htm

http://www.history.org/

http://www.cybrary.org/colonial.htm

Teaching Materials:
Colonial Williamsburg Teaching Gazette
Teacher created materials

Great Meadows Regional Schools
K-8 Social Studies
Grade 7

TOPIC 3: The Colonies Grow

Stage 1: Desired Results	
Topic: The Colonies Grow	
Essential Questions	**Enduring Understandings**
• What was the triangular trade and how did it affect colonial society? • How did the regions of the colonies differ economically from one another? • What factors led to the increase usage of enslaved workers? • Why did the Navigation Acts anger the colonists? • What were the requirements in order for one to gain the right to vote in colonial assemblies? • How did the European wars spread to the colonies in North America? • What was the Albany Plan of Union and what did it attempt to do? • What was the effect that William Pitt had on the French and Indian War/Seven Year's War? • How did Chief Pontiac unite his people to fight for their land?	- On one leg of such a route, ships brought sugar and molasses from the West Indies to the New England colonies. In New England, the molasses would be made into rum. Next, the rum and other goods were shipped to West Africa and traded for enslaved Africans. Economy flourished due to the triangular trade. - **New England-** Some industries, some farms, shipbuilding, fishing for cod, halibut, crabs, oysters, lobsters and whales for oil and whalebone. - **Middle Colonies**- Farms, some industries, lumbering, mining, and small-scale manufacturing. Iron mills- One iron mill in northern New Jersey employed several hundred workers, many of them from Germany. Other smaller ironworks operated in New Jersey and Pennsylvania. - **Southern Colonies**- agricultural: tobacco, rice, indigo. -The increase of slave labor was thought necessary to help keep the colonial economy booming. -The Navigation Acts, directed the flow of goods between England and the colonies. Colonial merchants who had goods to send to England could not use foreign ships— even if those ships offered cheaper rates. These also prevented the colonists from sending certain products, such as sugar or tobacco, outside England's empire. - Generally, white men who owned property had the right to vote; most women, indentured servants, landless poor, and African Americans could not vote. - Economic interests in North America led to the European wars spread to the colonies. - The Albany Plan of Union was Franklin's plan that called for "one general government" for 11 of the American colonies. An elected legislature would govern these colonies and would have the power to collect taxes, raise troops, and

	regulate trade. Not a single colonial assembly approved the plan. - Pitt decided that Great Britain would pay for supplies needed in the war—no matter the cost. He also sent over the best generals to North America. - Pontiac convinced the Native Americans that the British settlers threatened the Native American way of life.

6.1.8.A.1.a
Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1.8.B.1.a
Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
6.1.8.C.1.b
Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
6.1.8.D.1.a
Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
6.1.8.D.1.b
Explain how interactions among African, European, and Native American groups began a cultural transformation.
6.1.8.D.1.c
Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.
6.1.8.A.2.a
Determine the roles of religious freedom and participatory government in various North American colonies.
6.1.8.A.2.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.
6.1.8.A.2.c
Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.
6.1.8.B.2.a
Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
6.1.8.B.2.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.
6.1.8.C.2.a
Relate slavery and indentured servitude to Colonial labor systems.
6.1.8.C.2.b
Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
6.1.8.C.2.c
Analyze the impact of triangular trade on multiple nations and groups.

Great Meadows Regional Schools
K-8 Social Studies
Grade 7

6.1.8.D.2.a
Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
6.1.8.D.2.b
Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Integration of 21st Century Learning

Information Literacy

- Access and Evaluate Information
- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

Great Meadows Regional Schools
K-8 Social Studies
Grade 7

Interact Effectively with Others • Know when it is appropriate to listen and when to speak • Conduct themselves in a respectable, professional manner ***Work Effectively in Diverse Teams*** • Respect cultural differences and work effectively with people from a range of social and cultural backgrounds • Respond open-mindedly to different ideas and values • Leverage social and cultural differences to create new ideas and increase both innovation and quality of work **PRODUCTIVITY AND ACCOUNTABILITY** ***Manage Projects*** • Set and meet goals, even in the face of obstacles and competing pressure • Prioritize, plan and manage work to achieve the intended result ***Produce Results*** • Demonstrate additional attributes associated with producing high quality products including the abilities to: - Work positively and ethically - Manage time and projects effectively - Multi-task - Participate actively, as well as be reliable and punctual - Present oneself professionally and with proper etiquette - Collaborate and cooperate effectively with teams - Respect and appreciate team diversity - Be accountable for results **LEADERSHIP AND RESPONSIBILITY** ***Guide and Lead Others*** • Use interpersonal and problem-solving skills to influence and guide others toward a goal • Leverage strengths of others to accomplish a common goal	***Apply Technology Effectively*** • Use technology as a tool to research, organize, evaluate and communicate information • Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy • Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

• Inspire others to reach their very best via example and selflessness • Demonstrate integrity and ethical behavior in using influence and power ***Be Responsible to Others*** • Act responsibly with the interests of the larger community in mind	

Stage 2: Evidence of Understanding

Great Meadows Benchmarks: (Do or Say)

Students will be able to:

- Analyze how events are related over time.
- Use critical thinking skills to interpret events, point of view, context, and recognize bias.
- Assess the credibility of primary and secondary sources.
- Analyze data in order to see persons and events in context.
- Formulate questions based on information needs.
- Use effective strategies for locating information.
- Compare and contrast competing interpretations of current and historical events.
- Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.
- Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.
- Summarize information in written, graphic, and oral formats.
- Construct and analyze timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
- Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
- Define the triangular trade and explain how it affected American society.
- Understand how the regions in the colonies differed from one another.
- Understand why the use of enslaved workers increased in the colonies.
- Understand why the Navigation Acts angered the colonies.
- Identify the people who had the right to vote in colonial legislatures.
- Explain how wars in Europe spread to the American colonies.
- Understand the purpose of the Albany Plan of Union.
- Explain how British fortunes improved after William Pitt took over directing the war.
- Describe how Chief Pontiac united his people to fight for their land.

Assessment Methods:

Formative: (On-going)

* Observe and record

* Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning

Summative: (Culminating)

* Unit assessments and teacher created materials

Great Meadows Regional Schools
K-8 Social Studies
Grade 7

Other Evidence and Student Self-Assessment: (Project Based Learning)

* Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions,
  and think, pair, and share activities.
* Project based learning
* Interdisciplinary lessons

Stage 3: Learning Plan	
For this unit consider how you will	
A	**Engage Students** Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities.
B	Show evidence of understanding by completing the following assessment: • Show evidence of understanding by completing the following assessment: • Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning • Unit assessments and teacher created materials
C	Provide differentiated instruction through any and all of the following strategies: • Readiness/ability • Adjusting questions • Compacting Curriculum • Tiered Assignments • Acceleration/Deceleration • Peer teaching • IEP recommendations
D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing

Resources:

Student Materials:

The American Republic to 1877 Glencoe McGraw-Hill
Making 13 Colonies by Joy Hakim

Technology:

http://www.mission-us.org/

http://www.educationworld.com/a_sites/sites016.shtml

http://odur.let.rug.nl/~usa/H/1994/chap3.htm

http://www.edhelper.com

http://www.smithsoniansource.org/display/topic/viewdetailshis.aspx?TopicId=1004

http://www.pbs.org/ktca/liberty/

http://usparks.about.com/od/revwarsitesnatl/Revolutionary_War_Sites_National_Parks.htm

http://www.history.org/

http://www.cybrary.org/colonial.htm

Teaching Materials:
Colonial Williamsburg Teaching Gazette
Teacher Created Material

Great Meadows Regional Schools
K-8 Social Studies
Grade 7

TOPIC 4: The Road to Revolution

Stage 1: Desired Results	
Topic: The Road to Revolution	
Essential Questions	**Enduring Understandings**
• Describe why the British had problems in North America after the French and Indian War. • In what ways did the colonists respond to the unpopular British laws? • What were the events/causes of the Boston Massacre? • What were the ways that Great Britain tried to maintain control over the colonies? • What events took place at the Continental Congress? • What events led to the early skirmishes of the American Revolution? • What events took place at the Second Continental Congress? • Why was the Declaration of Independence drafted?	-The huge debt left by the French and Indian War left Great Britain in financial turmoil. - The colonists responded in both violent and non-violent methods (The Stamp Act Congress, boycotts, Sons of Liberty, the Continental Congress, circular letters, propaganda, Boston Tea Party, etc.) - Many colonists, especially those living in Boston, felt that the British had pushed them too far. First the British had passed a series of laws that violated colonial rights. Now they had sent an army to occupy colonial cities. To make matters worse, the soldiers stationed in Boston acted rudely and sometimes even violently toward the colonists. The redcoats earned little pay so some of them stole goods from local shops or scuffled with boys who taunted them in the streets. The soldiers also competed off-hours for jobs that Bostonians wanted. - Often times the passage of harsher acts/laws would follow colonial misbehavior (Declaratory Act, Coercive Acts/Intolerable Acts etc) - the 55 men had come to establish a political body to represent American interests and challenge British control. They drafted a statement of grievances calling for the repeal of 13 acts of Parliament passed since 1763. The delegates also voted to boycott all British goods and trade. They also endorsed the Suffolk Resolves. These resolutions called on the people of Sufolk County to arm themselves against the British. The people responded by forming militias. - British General Gage had instructions to take away the weapons of the Massachusetts militia and arrest the leaders. Gage learned that the militia was storing arms and ammunition at Concord. He ordered 700 troops under Lieutenant-Colonel Francis Smith to march to Concord, *where you will seize and destroy all the artillery and ammunition you can find.*

	- The British occupation of Boston caused colonial militia leaders to fortify Breed's Hill that overlooked Boston Harbor. The Battle of Bunker Hill ensued. - The Second Continental Congress governed the colonies. It authorized the printing of money and set up a post office with Franklin in charge. It established committees to communicate with Native Americans and with other countries. Congress created the Continental Army, while unanimously choosing George Washington to be the army's commander. They also created the Olive Branch Petition, it assured the king of the colonists' desire for peace while also creating the Declaration and Causes for Taking Up Arms. The Congress also drafted the Declaration of Independence. - Based upon Henry Lee's resolution –"*That these United Colonies are, and of right ought to be, free and independent States . . . and that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved.*"

6.1.8.A.3.a
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.
6.1.8.B.3.c
Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
6.1.8.B.3.d
Explain why New Jersey's location played an integral role in the American Revolution.
6.1.8.C.3.a
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.
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 Continental Army and first president of the United States.

Great Meadows Regional Schools
K-8 Social Studies
Grade 7

Learning Expectations/Objectives	
Integration of 21st Century Skills	**Integration of 21st Century Learning**
FLEXIBILITY AND ADAPTABILITY ***Adapt to Change*** • Adapt to varied roles, jobs responsibilities, schedules and context • Work effectively in a climate of ambiguity and changing priorities ***Be Flexible*** • Incorporate feedback effectively • Deal positively with praise, setbacks and criticism • Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments **INITIATIVE AND SELF-DIRECTION** ***Manage Goals and Time*** • Set goals with tangible and intangible success criteria • Balance tactical (short-term) and strategic (long-term) goals • Utilize time and manage workload efficiently ***Work Independently*** • Monitor, define, prioritize and complete tasks without direct oversight ***Be Self-directed Learners*** • Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise • Demonstrate initiative to advance skill levels towards a professional level • Demonstrate commitment to learning as a lifelong process • Reflect critically on past experiences in order to inform future progress **SOCIAL AND CROSS-CULTURAL SKILLS** ***Interact Effectively with Others*** • Know when it is appropriate to listen and when to speak • Conduct themselves in a respectable, professional manner ***Work Effectively in Diverse Teams*** • Respect cultural differences and work	***Information Literacy*** • Access and Evaluate Information • Access information efficiently (time) and effectively (sources) • Evaluate information critically and competently ***Use and Manage Information*** • Use information accurately and creatively for the issue or problem at hand • Manage the flow of information from a wide variety of sources • Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information **Media Literacy** ***Analyze Media*** • Understand both how and why media messages are constructed, and for what purposes • Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors • Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media ***Create Media Products*** • Understand and utilize the most appropriate media creation tools, characteristics and conventions • Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments **ICT Literacy** ***Apply Technology Effectively*** • Use technology as a tool to research, organize, evaluate and communicate information • Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and

effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects
- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others
- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others
- Act responsibly with the interests of the larger community in mind

social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

Great Meadows Regional Schools
K-8 Social Studies
Grade 7

Stage 2: Evidence of Understanding

Great Meadows Benchmarks: (Do or Say)

Students will be able to:

- ☐ Analyze how events are related over time.
- ☐ Use critical thinking skills to interpret events, point of view, context, and recognize bias.
- ☐ Assess the credibility of primary and secondary sources.
- ☐ Analyze data in order to see persons and events in context.
- ☐ Formulate questions based on information needs.
- ☐ Use effective strategies for locating information.
- ☐ Compare and contrast competing interpretations of current and historical events.
- ☐ Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.
- ☐ Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.
- ☐ Summarize information in written, graphic, and oral formats.
- ☐ Discuss the background and major issues of the American Revolution, including the political and economic causes and consequences of the revolution.
- ☐ Discuss the major events (e.g. Boston Tea Party, Battle of Trenton) and personalities (e.g., George Washington, John Adams, John Witherspoon, William Franklin, Benjamin Franklin, Thomas Jefferson) of the American Revolution.
- ☐ Identify major British and American leaders, and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approving the Declaration of Independence (1776), the publication of "Common Sense," and major battles of the Revolutionary War.
- ☐ New Jersey's critical role in the American Revolution, including major battles, the involvement of women and African Americans, and the origins of the movement to abolish slavery.
- ☐ Describe and map American territorial expansions and the settlement of the frontier during this period.
- ☐ Analyze the causes and consequences of continuing conflict between Native American tribes and colonists (e.g., Tecumseh's rebellion).
- ☐ Explain what taxes are, how they are collected, and how tax dollars are used by local, state, and national governments to provide goods and services.
- ☐ Construct timelines of the events occurring during major eras.
- ☐ Explain how major events are related to one another in time.
- ☐ Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
- ☐ Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Assessment Methods:

Formative: (On-going)

* Observe and record
* Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning

Summative: (Culminating)

* Unit assessments and teacher created materials
Other Evidence and Student Self-Assessment: (Project Based Learning) * Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities. * Project based learning * Interdisciplinary lessons

Stage 3: Learning Plan	
For this unit consider how you will	
A	**Engage Students** Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities.
B	Show evidence of understanding by completing the following assessment: • Show evidence of understanding by completing the following assessment: • Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning • Unit assessments and teacher created materials
C	Provide differentiated instruction through any and all of the following strategies: • Readiness/ability • Adjusting questions • Compacting Curriculum • Tiered Assignments • Acceleration/Deceleration • Peer teaching • IEP recommendations
D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing

Resources:

Student Materials:

The American Republic to 1877 Glencoe McGraw-Hill

The First American Army: The Untold Story of George Washington and the Men Behind America's First Fight for Freedom by Bruce Chadwick

Technology:

http://www.mission-us.org/

http://www.educationworld.com/a_sites/sites016.shtml

http://odur.let.rug.nl/~usa/H/1994/chap3.htm

http://www.edhelper.com

http://www.smithsoniansource.org/display/topic/viewdetailshis.aspx?TopicId=1004

http://www.pbs.org/ktca/liberty/

http://usparks.about.com/od/revwarsitesnatl/Revolutionary_War_Sites_National_Parks.htm

http://www.history.org/

http://www.cybrary.org/colonial.htm

Teaching Materials:
Colonial Williamsburg Teaching Gazette
Other teacher created material

Great Meadows Regional Schools
K-8 Social Studies
Grade 7

TOPIC 5: The American Revolution

Stage 1: Desired Results	
Topic: The American Revolution	
Essential Questions	**Enduring Understandings**
• Why would some Americans support the British? • What battle saved the Continental Army? • In what ways was the Battle of Saratoga a turning point of the war? • Why were other nations willing to aid the American cause? • How did Washington's army survive the winters at Morristown, NJ and at Valley Forge, PA? • What were the challenges the soldiers faced during the war? • What were the challenges faced by those on the home front during the war? • What were the challenges faced by the Second Continental Congress during the war? • What were the challenges General Washington overcame during the war? • How were the Native Americans involved in the war? • What impact did guerilla warfare have on the war, especially in the South? • In what ways did General Washington alter his military strategy throughout the war? • How were the Americans able to win the	- Some remained loyal because they were members of the Anglican Church, headed by the British king. Some depended on the British for their jobs. Many feared the disorder that would come from challenging the established government. Others simply could not understand what all the commotion was about. -The Battle of Trenton saved the Continental Army as Washington's enlistments would expire at the end of 1776. - This battle made European nations believe that the Continental Army had a chance at defeating Great Britain. - The European nations, especially France, realized that the United States might actually win its war against Great Britain. - General Washington was able to hold the army together during the winter months with strong determination, the Continental Army survived the winters, and conditions gradually improved. The troops built huts and gathered supplies from the countryside. Volunteers—including Washington's wife, Martha—made clothes for the troops and cared for the sick. New soldiers joined the ranks each spring. - The soldiers lacked food, clothing, shelter, payment, victories, harsh weather and support from the countryside. - Those left at home faced the threat of Native Americans, the British, and the overall responsibility of maintaining the farms, businesses and keeping the family together. -The Second Continental Congress was constantly on the move to avoid capture by British forces, they lacked the proper finances to conduct a war, made poor financial decisions that led to inflated prices. - Washington constantly was seen as an inferior general to those of the British and Continental Armies, he lacked the needed financial support to effectively run an army, he lacked disciplined and skilled soldiers.

war despite the many disadvantages they faced? • What was NJ's role in the American Revolution?	- Native Americans served on both sides of the war lending their expertise in the geography and unconventional warfare. - The hit and run techniques often caught the British forces that were highly skilled in the European style of warfare off-guard. - Washington altered his strategy to fit the strengths of his army and to highlight the weaknesses of his enemy. He incorporated a "Fabian Strategy" that involved strategic retreats causing the British Army be in a game of cat and mouse stretching supplies and energy to the max. - Great leadership (Washington, Greene), determination, and a strong will to gain liberty led the Continental Army to impress the necessary foreign nations to join the fight against Great Britain. - New Jersey served as the crossroads in the Revolution. While the majority were loyalists, those committed to the Patriot cause allowed numerous opportunities for the Continentals to fight another day.

6.1.8.A.3.a
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.
6.1.8.B.3.a
Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
6.1.8.B.3.c
Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
6.1.8.B.3.d
Explain why New Jersey's location played an integral role in the American Revolution.
6.1.8.C.3.a
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.
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.

Great Meadows Regional Schools
K-8 Social Studies
Grade 7

6.1.8.D.3.d
Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
6.1.8.D.3.e
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.
6.1.8.D.3.f
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.

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning

Integration of 21st Century Learning

Information Literacy

- Access and Evaluate Information
- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions

as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others
- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects
- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

Apply Technology Effectively
- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

• Use interpersonal and problem-solving skills to influence and guide others toward a goal • Leverage strengths of others to accomplish a common goal • Inspire others to reach their very best via example and selflessness • Demonstrate integrity and ethical behavior in using influence and power ***Be Responsible to Others*** • Act responsibly with the interests of the larger community in mind	

Stage 2: Evidence of Understanding

Great Meadows Benchmarks: (Do or Say)

Students will be able to:

☐ Analyze how events are related over time.
☐ Use critical thinking skills to interpret events, point of view, context, and recognize bias.
☐ Assess the credibility of primary and secondary sources.
☐ Analyze data in order to see persons and events in context.
☐ Formulate questions based on information needs.
☐ Use effective strategies for locating information.
☐ Compare and contrast competing interpretations of current and historical events.
☐ Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.
☐ Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.
☐ Summarize information in written, graphic, and oral formats.
☐ Construct and analyze timelines of the events occurring during major eras.
☐ Explain how major events are related to one another in time.
☐ Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
☐ Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
☐ Discuss the background and major issues of the American Revolution, including the political and economic causes and consequences of the revolution.
☐ Discuss the major events (e.g. Boston Tea Party, Battle of Trenton) and personalities (e.g., George Washington, John Adams, John Witherspoon, William Franklin, Benjamin Franklin, Thomas Jefferson) of the American Revolution.
☐ Identify major British and American leaders, and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approving the Declaration of Independence (1776), the publication of "Common Sense," and major battles of the Revolutionary War.
☐ New Jersey's critical role in the American Revolution, including major battles, the involvement of women and African Americans, and the origins of the movement to abolish slavery.
☐ Understand why some Americans would support the British.
☐ Explain how the Battle of Trenton saved the Continental Army.

Great Meadows Regional Schools
K-8 Social Studies
Grade 7

□ Describe the ways that the Battle of Saratoga was a turning point of the war. □ Understand why other nations were willing to aid the American cause. □ Describe how Washington's army survived the winters at Morristown, NJ and at Valley Forge PA. □ Understand the challenges the soldiers faced during the war. □ Understand the challenges faced by those on the home front during the war. □ Understand the challenges faced by the Second Continental Congress during the war. □ Describe the challenges General Washington overcame during the war. □ Understand the impact the involvement of Native Americans had on the war. □ Explain the impact that guerilla warfare had on the war, especially in the South. □ Describe the ways and reasons why General Washington altered his military strategy throughout the war. □ Explain how the Americans were able to win the war despite the many disadvantages they faced.
Assessment Methods: **Formative: (On-going)** * Observe and record * Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning **Summative: (Culminating)** * Unit assessments and teacher created materials
Other Evidence and Student Self-Assessment: (Project Based Learning) * Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities. * Project based learning * Interdisciplinary lessons

Stage 3: Learning Plan	
For this unit consider how you will	
A	**Engage Students** Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities.
B	Show evidence of understanding by completing the following assessment: • Show evidence of understanding by completing the following assessment: • Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning • Unit assessments and teacher created materials
C	Provide differentiated instruction through any and all of the following strategies: • Readiness/ability • Adjusting questions • Compacting Curriculum • Tiered Assignments

	• Acceleration/Deceleration • Peer teaching • IEP recommendations
D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing

Resources:

Student Materials:

The American Republic to 1877 Glencoe McGraw-Hill

The First American Army: The Untold Story of George Washington and the Men Behind America's First Fight for Freedom by Bruce Chadwick

Technology:

http://www.mission-us.org/

http://www.educationworld.com/a_sites/sites016.shtml

http://odur.let.rug.nl/~usa/H/1994/chap3.htm

http://www.edhelper.com

http://www.smithsoniansource.org/display/topic/viewdetailshis.aspx?TopicId=1004

http://www.pbs.org/ktca/liberty/

http://usparks.about.com/od/revwarsitesnatl/Revolutionary_War_Sites_National_Parks.htm

http://www.history.org/

http://www.cybrary.org/colonial.htm

Teaching Materials:

Colonial Williamsburg Teaching Gazette

Other teacher created material

TOPIC 6: A More Perfect Union

Stage 1: Desired Results	
Topic: A More Perfect Union	
Essential Questions	**Enduring Understandings**
• How did the weaknesses of the Articles of Confederation led to instability? • How were the western lands dealt with by the Confederation Congress? • How did the Constitutional Convention break the deadlock over the form the new government would take? • How did the delegates of the Constitutional Convention answer the question of representation? • What were the roots of the United States Constitution? • In what ways does the Constitution limit the power of government?	- The Articles of Confederation did not provide a government strong enough to handle the problems facing the United States. The Congress had limited authority. It could not pass a law unless nine states voted in favor of it. Any attempt to change the Articles required the consent of all 13 states, making it difficult for the Congress to pass laws when there was any opposition. - A plan proposed by Thomas Jefferson, divided the western territory into self-governing districts. When the number of people in a district reached the population of the smallest existing state, that district could petition to Congress for statehood. - In 1785 the Confederation Congress passed an Ordinance that established a procedure for surveying and selling the western lands north of the Ohio River. The new law divided this massive territory into townships six miles long and six miles wide. These townships were to be further divided into 36 sections of 640 acres each that would be sold at public auction for at least a dollar an acre. -The Northwest Ordinance, passed in 1787, created a single Northwest Territory out of the lands north of the Ohio River and east of the Mississippi River. The lands were to be divided into three to five smaller territories. When the population of a territory reached 60,000, the people could petition for statehood. Each new state would come into the Union with the same rights and privileges as the original 13 states. - Virginia Plan called for a two-house legislature, a chief executive chosen by the legislature, and a court system. The members of the lower house of the legislature would be elected by the people. The members of the upper house would be chosen by the lower house. In both houses the number of representatives would be proportional, or corresponding in size, to the population of each

	state. -The New Jersey Plan kept the Confederation's one-house legislature, with one vote for each state. Congress, however, could set taxes and regulate trade—powers it did not have under the Articles. Congress would elect a weak executive branch consisting of more than one person. - the **Great Compromise** proposed a two-house legislature. In the lower house—the House of Representatives—the number of seats for each state would vary according to the state's population. In the upper house—the Senate—each state would have two members. -**Three-Fifths Compromise,** was to count each enslaved person as three-fifths of a free person for both taxation and representation. - Many ideas embedded in the Constitution came from the study of European political institutions and political writers. British ideas and institutions particularly influenced the delegates (The Magna Carta, the English Bill of Rights, John Locke, Baron de Montesquieu). - The system of checks and balances limits the power of government.

6.1.8.A.3.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.
6.1.8.A.3.c
Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
6.1.8.A.3.d
Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.
6.1.8.A.3.g
Evaluate the impact of the Constitution and Bill of Rights on current day issues.
6.1.8.B.3.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.
6.1.8.D.3.g
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.
6.3.8.A.1
Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
6.3.8.A.2
Participate in a real or simulated hearing to develop a legislative proposal that addresses a public

issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
6.3.8.A.3
Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
6.3.8.B.1
Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.
6.3.8.C.1
Contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities.
6.3.8.D.1
Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise

Integration of 21st Century Learning

Information Literacy

- Access and Evaluate Information
- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
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Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

- Be accountable for results **LEADERSHIP AND RESPONSIBILITY** ***Guide and Lead Others*** • Use interpersonal and problem-solving skills to influence and guide others toward a goal • Leverage strengths of others to accomplish a common goal • Inspire others to reach their very best via example and selflessness • Demonstrate integrity and ethical behavior in using influence and power ***Be Responsible to Others*** • Act responsibly with the interests of the larger community in mind	

Stage 2: Evidence of Understanding

Great Meadows Benchmarks: (Do or Say)

Students will be able to:

☐ Analyze how events are related over time.
☐ Use critical thinking skills to interpret events, point of view, context, and recognize bias.
☐ Assess the credibility of primary and secondary sources.
☐ Analyze data in order to see persons and events in context.
☐ Formulate questions based on information needs.
☐ Use effective strategies for locating information.
☐ Compare and contrast competing interpretations of current and historical events.
☐ Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.
☐ Discuss the sources, purposes, and functions of law and the importance of the rule of law for the preservation of individual rights and the common good.
☐ Describe the underlying values and principles of democracy and distinguish these from authoritarian forms of government.
☐ Discuss the major characteristics of democratic governments.
☐ Explain how non-governmental organizations influence legislation and policies at the federal, state, and local levels.
☐ Analyze how certain values including individual rights, the common good, self-government, justice, equality and free inquiry are fundamental to American public life.
☐ Describe representative government and explain how it works to protect the majority and the minority.
☐ Discuss the major principles of the Constitution, including shared powers, checks and balances, separation of church and state, and federalism.
☐ Compare and contrast the purposes, organization, functions, and interactions of the legislative, executive, and judicial branches of national, state, and local governments and independent regulatory agencies.
☐ Discuss the role of political parties in the American democratic system including candidates, campaigns, financing, primary elections, and voting systems.
☐ Discuss major historical and contemporary conflicts over United States constitutional

principles, including judicial review in Marbury v. Madison, slavery in the Dred Scott Decision, separate but equal in Plessy v. Ferguson, and the rights of minorities.

☐ Research contemporary issues involving the constitutional rights of American citizens and other individuals residing in the United States, including voting rights, habeas corpus, rights of the accused, and the Patriot Act.

☐ Discuss the rights and responsibilities of American citizens, including obeying laws, paying taxes, serving on juries, and voting in local, state, and national elections.

☐ Discuss how the rights of American citizens may be in conflict with each other (e.g., right to privacy vs. free press).

☐ Describe major conflicts that have arisen from diversity (e.g., land and suffrage for Native Americans, civil rights, women's rights) and discuss how the conflicts have been addressed.

☐ Explain the benefits, costs, and conflicts of a diverse nation.

☐ Discuss basic contemporary issues involving the personal, political, and economic rights of American citizens (e.g., dress codes, sexual harassment, fair trial, free press, minimum wage).

☐ Analyze ways in which nation-states interact with one another through trade, diplomacy, cultural exchanges, treaties or agreements, humanitarian aid, economic incentives and sanctions, and the use or threat of military force.

☐ Discuss factors that lead to a breakdown of order among nation-states (e.g., conflicts about national interests, ethnicity, and religion; competition for territory or resources; absence of effective means to enforce international law) and describe the consequences of the breakdown of order.

☐ Compare and contrast the powers the Constitution gives to Congress, the President, the Senate Foreign Relations Committee, and the federal judiciary regarding foreign affairs.

☐ Evaluate current United States foreign policy issues and strategies and their impact on the nation and the rest of the world.

☐ Analyze how the life, culture, economics, politics, and the media of the United States impact the rest of the world.

☐ Analyze how prejudice and discrimination may lead to genocide as well as other acts of hatred and violence for the purposes of subjugation and exploitation.

☐ Discuss the political and philosophical origins of the United States Constitution and its implementation in the 1790s.

Assessment Methods:

Formative: (On-going)

* Observe and record
* Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning

Summative: (Culminating)

* Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)

* Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions,
  and think, pair, and share activities.
* Project based learning
* Interdisciplinary lessons

Great Meadows Regional Schools
K-8 Social Studies
Grade 7

Stage 3: Learning Plan	
For this unit consider how you will	
A	**Engage Students** Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities.
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C	Provide differentiated instruction through any and all of the following strategies: • Readiness/ability • Adjusting questions • Compacting Curriculum • Tiered Assignments • Acceleration/Deceleration • Peer teaching • IEP recommendations
D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing

Resources:
Student Materials:
The American Republic to 1877 Glencoe McGraw-Hill

Technology:
http://www.mission-us.org/

http://www.educationworld.com/a_sites/sites016.shtml

http://odur.let.rug.nl/~usa/H/1994/chap3.htm

http://www.edhelper.com

http://www.smithsoniansource.org/display/topic/viewdetailshis.aspx?TopicId=1004

http://www.pbs.org/ktca/liberty/

http://usparks.about.com/od/revwarsitesnatl/Revolutionary_War_Sites_National_Parks.htm

http://www.history.org/

http://www.cybrary.org/colonial.htm

Teaching Materials:
Colonial Williamsburg Teaching Gazette
Other teacher created material

Great Meadows Regional Schools
K-8 Social Studies
Grade 7

TOPIC 7: Civics in Action

Stage 1: Desired Results	
Topic: Civics in Action	
Essential Questions	**Enduring Understandings**
• What are the goals the United States Constitution set out to conquer? • What major principles are outlined in the United States Constitution? • What makes the United States Constitution a living document? • What three branches are outlined in the United States Constitution? • What are the responsibilities of each branch of government? • What are the basic rights of American citizen • What are the basic responsibilities of American citizens? • What are the main ideas of the twenty-seven amendments of the United States Constitution?	-The six main goals are to form a more perfect union, to establish justice, to insure domestic tranquility, to provide for the common defense, to promote the general welfare, and to secure the blessings of liberty. - The seven major principles are popular sovereignty, republicanism, limited government, federalism, separation of powers, checks and balances and individual rights. - The amendments make the United States Constitution a living document. - The Legislative, Executive, and Judicial branches of government. - Legislative Branch: lawmaking branch, of the government. Congress is composed of the House of Representatives and the Senate. The powers of Congress include collecting taxes, coining money, and regulating trade. Congress can also declare war and "raise and support armies." Finally it makes all laws needed to fulfill the functions given to it as stated in the Constitution. - Executive Branch: headed by the president, to carry out the nation's laws and policies. The president serves as commander in chief of the armed forces and conducts relations with foreign countries. - Judicial Branch: the court system, of the United States. The nation's judicial power resides in "one supreme Court" and any other lower federal courts that Congress might establish. The Supreme Court and the federal courts hear cases involving the Constitution, laws passed by Congress, and disputes between states. - The right to be protected from unfair actions of the government, to have equal treatment under the law, and to have basic freedoms. - The most important responsibility of American citizens is to VOTE! 1st-Rights to Religion, Speech, Press, Assembly, Petition

	2nd- Right to Bear Arms 3rd- Quartering of Soldiers 4th- Search and Seizure 5th- Grand Jury, Double Jeopardy, Self-Incrimination, Due Process 6th- Rights of Accused in Criminal Prosecutions: Rights to Jury Trial, to Confront Opposing Witnesses and to Counsel 7th- Jury Trial 8th- Protections against Excessive Bail, Cruel and Unusual Punishment 9th- Non-Enumerated Rights 10th- Rights Reserved to States 11th- Suits Against a State 12th- Election of President and Vice-President 13th- Abolition of Slavery and Involuntary Servitude 14th- Protects rights against state infringements, defines citizenship, prohibits states from interfering with privileges and immunities, requires due process and equal protection, punishes states for denying vote, and disqualifies Confederate officials and debts 15th- Voting Rights 16th- Federal Income Tax 17th- Popular Election of Senators 18th- Prohibition 19th- Women's Right to Vote 20th- Commencement of Presidential Term and Succession

Great Meadows Regional Schools
K-8 Social Studies
Grade 7

	21st- Repeal of 18th Amendment (Prohibition) 22nd- Two-Term Limitation on President 23rd- District of Columbia Presidential Vote 24th- Abolition of Poll Tax Requirement in Federal Elections 25th- Presidential Vacancy, Disability and Inability 26th- Right to Vote at Age 18 27th- Congressional Compensation

6.1.8.A.3.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.
6.1.8.A.3.c
Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
6.1.8.A.3.d
Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.
6.1.8.A.3.g
Evaluate the impact of the Constitution and Bill of Rights on current day issues.
6.1.8.B.3.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.
6.1.8.D.3.g
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.
6.3.8.A.1
Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
6.3.8.A.2
Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
6.3.8.A.3
Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
6.3.8.B.1
Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.

Great Meadows Regional Schools
K-8 Social Studies
Grade 7

6.3.8.C.1
Contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities.
6.3.8.D.1
Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
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- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

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Manage Goals and Time

- Set goals with tangible and intangible success criteria
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Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Integration of 21st Century Learning

Information Literacy

- Access and Evaluate Information
- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

Great Meadows Regional Schools
K-8 Social Studies
Grade 7

Interact Effectively with Others • Know when it is appropriate to listen and when to speak • Conduct themselves in a respectable, professional manner ***Work Effectively in Diverse Teams*** • Respect cultural differences and work effectively with people from a range of social and cultural backgrounds • Respond open-mindedly to different ideas and values • Leverage social and cultural differences to create new ideas and increase both innovation and quality of work **PRODUCTIVITY AND ACCOUNTABILITY** ***Manage Projects*** • Set and meet goals, even in the face of obstacles and competing pressure • Prioritize, plan and manage work to achieve the intended result ***Produce Results*** • Demonstrate additional attributes associated with producing high quality products including the abilities to: - Work positively and ethically - Manage time and projects effectively - Multi-task - Participate actively, as well as be reliable and punctual - Present oneself professionally and with proper etiquette - Collaborate and cooperate effectively with teams - Respect and appreciate team diversity - Be accountable for results **LEADERSHIP AND RESPONSIBILITY** ***Guide and Lead Others*** • Use interpersonal and problem-solving skills to influence and guide others toward a goal • Leverage strengths of others to accomplish a common goal	***Apply Technology Effectively*** • Use technology as a tool to research, organize, evaluate and communicate information • Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy • Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

• Inspire others to reach their very best via example and selflessness • Demonstrate integrity and ethical behavior in using influence and power ***Be Responsible to Others*** • Act responsibly with the interests of the larger community in mind	

Stage 2: Evidence of Understanding

Great Meadows Benchmarks: (Do or Say)

Students will be able to:

☐ Analyze how events are related over time.
☐ Use critical thinking skills to interpret events, point of view, context, and recognize bias.
☐ Assess the credibility of primary and secondary sources.
☐ Analyze data in order to see persons and events in context.
☐ Formulate questions based on information needs.
☐ Use effective strategies for locating information.
☐ Compare and contrast competing interpretations of current and historical events.
☐ Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.
☐ Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.
☐ Summarize information in written, graphic, and oral formats.
☐ Construct and analyze timelines of the events occurring during major eras.
☐ Explain how major events are related to one another in time.
☐ Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
☐ Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
☐ Explain what the goals of the United States Constitution set out to conquer.
☐ Describe the major principles that are outlined in the United States Constitution.
☐ Discuss what makes the United States Constitution a living document.
☐ Explain the three branches of government as outlined in the United States Constitution.
☐ Analyze the responsibilities of each branch of government.
☐ Explain the basic rights of American citizens.
☐ Describe the basic responsibilities of American citizens.
☐ Understand the main ideas of the twenty-seven amendments of the United States Constitution.

Assessment Methods:

Formative: (On-going)

* Observe and record
* Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning

Summative: (Culminating)

* Unit assessments and teacher created materials

Great Meadows Regional Schools
K-8 Social Studies
Grade 7

Other Evidence and Student Self-Assessment: (Project Based Learning)

* Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions,
  and think, pair, and share activities.
* Project based learning
* Interdisciplinary lessons

Stage 3: Learning Plan	
For this unit consider how you will	
A	**Engage Students** Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities.
B	Show evidence of understanding by completing the following assessment: • Show evidence of understanding by completing the following assessment: • Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning • Unit assessments and teacher created materials
C	Provide differentiated instruction through any and all of the following strategies: • Readiness/ability • Adjusting questions • Compacting Curriculum • Tiered Assignments • Acceleration/Deceleration • Peer teaching • IEP recommendations
D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing

Resources:
Student Materials:
The American Republic to 1877 Glencoe McGraw-Hill
Technology:
http://www.mission-us.org/
http://www.educationworld.com/a_sites/sites016.shtml
http://odur.let.rug.nl/~usa/H/1994/chap3.htm
http://www.edhelper.com
http://www.smithsoniansource.org/display/topic/viewdetailshis.aspx?TopicId=1004
http://www.pbs.org/ktca/liberty/
http://usparks.about.com/od/revwarsitesnatl/Revolutionary_War_Sites_National_Parks.htm
http://www.history.org/
http://www.cybrary.org/colonial.htm

Teaching Materials:
Colonial Williamsburg Teaching Gazette
Other teacher created material

TOPIC 8: A New Nation

Stage 1: Desired Results	
Topic: A New Nation	
Essential Questions	**Enduring Understandings**
• Describe what actions were taken to launch the new government. • What were Hamilton's proposals to strengthen the economy? • How did the federal government assert its power in the western lands? • Why (and in what ways) did the United States attempt to stay out of European conflict? • How did political parties begin? • What positions did the early parties support? • How did John Adams and Thomas Jefferson become candidates of opposing parties in the election of 1796?	- Congress created the State Department would handle relations with other nations, the Treasury Department would deal with financial matters, and the War Department would provide for the nation's defense. Congress also created the office of attorney general to handle the government's legal affairs and the office of postmaster general to direct the postal service. - Hamilton proposed that the new government pay off the millions of dollars in debts owed by the Confederation government to other countries and to individual American citizens. The states had fought for the nation's independence, Hamilton argued, so the national government should pay for the cost of their help. Hamilton also believed that federal payment of state debts would give the states a strong interest in the success of the national government. - Washington sent an army under General Arthur St. Clair to restore order in the Northwest Territory. - President Washington took action to discourage American involvement in European affairs. On April 22 he issued a Proclamation of Neutrality that prohibited American citizens from fighting in the British and French conflict and barred French and British warships from American ports. - In Washington's cabinet Hamilton and Jefferson often took opposing sides on issues. They disagreed on economic policy and foreign relations, on the power of the federal government, and on interpretations of the Constitution. - Federalist had first described someone who supported ratification of the Constitution. By the 1790s the word was applied to the group of people who supported the policies of the Washington administration.

	Generally Federalists stood for a strong federal government. They admired Britain because of its stability and distrusted France because of the violent changes following the French Revolution. Federalist policies tended to favor banking and shipping interests. Federalists received the strongest support in the Northeast, especially in New England, and from wealthy plantation owners in the South. - The Republicans wanted to limit government's power. They feared that a strong federal government would endanger people's liberties. They supported the French and condemned what they regarded as the Washington administration's pro-British policies. Republican policies appealed to small farmers and urban workers, especially in the Middle Atlantic states and the South. - In the presidential election of 1796, candidates sought office for the first time as members of a party. To prepare for the election, the Federalists and the Republicans held meetings called caucuses. At the caucuses members of Congress and other leaders chose their party's candidates for office. The Federalists nominated Vice President John Adams as their candidate for president and Charles Pinckney for vice president. The Republicans put forth former secretary of state Jefferson for president and Aaron Burr for vice president.
6.1.8.A.3.e Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties. 6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. 6.1.8.C.3.b Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time. 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.	

Great Meadows Regional Schools
K-8 Social Studies
Grade 7

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work

Integration of 21st Century Learning

Information Literacy

- Access and Evaluate Information
- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and

effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects
- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others
- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others
- Act responsibly with the interests of the larger community in mind

social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

Great Meadows Regional Schools
K-8 Social Studies
Grade 7

Stage 2: Evidence of Understanding
Great Meadows Benchmarks: (Do or Say) Students will be able to: ☐ Analyze how events are related over time. ☐ Use critical thinking skills to interpret events, point of view, context, and recognize bias. ☐ Assess the credibility of primary and secondary sources. ☐ Analyze data in order to see persons and events in context. ☐ Formulate questions based on information needs. ☐ Use effective strategies for locating information. ☐ Compare and contrast competing interpretations of current and historical events. ☐ Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians. ☐ Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events. ☐ Summarize information in written, graphic, and oral formats. ☐ Construct and analyze timelines of the events occurring during major eras. ☐ Explain how major events are related to one another in time. ☐ Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems. ☐ Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. ☐ Describe what actions were taken to launch the new government. ☐ Describe Hamilton's proposals to strengthen the economy. ☐ Evaluate how the federal government asserted its power in the western lands. ☐ Explain how the United States attempted to stay out of European conflict. ☐ Understand how political parties began and the positions the early parties supported? ☐ Explain how John Adams and Thomas Jefferson become candidates of opposing parties in the election of 1796.
Assessment Methods: **Formative: (On-going)** * Observe and record * Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning **Summative: (Culminating)** * Unit assessments and teacher created materials
Other Evidence and Student Self-Assessment: (Project Based Learning) * Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities. * Project based learning * Interdisciplinary lessons

Great Meadows Regional Schools
K-8 Social Studies
Grade 7

Stage 3: Learning Plan	
For this unit consider how you will	
A	**Engage Students** Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities.
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Resources:
Student Materials:
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Technology:
http://www.mission-us.org/

http://www.educationworld.com/a_sites/sites016.shtml

http://odur.let.rug.nl/~usa/H/1994/chap3.htm

http://www.edhelper.com

http://www.smithsoniansource.org/display/topic/viewdetailshis.aspx?TopicId=1004

http://www.pbs.org/ktca/liberty/

http://usparks.about.com/od/revwarsitesnatl/Revolutionary_War_Sites_National_Parks.htm

http://www.history.org/

http://www.cybrary.org/colonial.htm
Teaching Materials:
Colonial Williamsburg Teaching Gazette
Other teacher created material

Great Meadows Regional Schools
K-8 Social Studies
Grade 8

Mission Statement:
Mission Statement: The Great Meadows Regional School District (GMRSD) Social Studies curriculum strives to integrate the social sciences in preparing students to become informed global citizens. Students analyze the change and continuity in the human condition through time and across cultures. Learning is promoted through skill integration designed to prepare students to function in a democratic society in a diverse interdependent world.

Without the social sciences, a society shares no common memory of where it has been, what its core values are or what decisions of the past account for the present circumstances. The Social Studies curriculum at GMRSD is designed to prepare the student in becoming an informed, discriminating citizen: a citizen who will study the choices and decisions of the past and confront the problems and choices of today. The students will develop a deeper understanding of the choices before them and the likely consequences of their decisions and actions by integrating the study of civics and government, geography, economics, history and technology. The student will inquire into families, communities, states, nations and various people of the world. The student will understand, demonstrate and apply knowledge in order to detect bias, weigh evidence and evaluate arguments.

The curriculum is designed around essential questions which meet the New Jersey Common Core Standards that address the need to inform, motivate and involve the students in the world around them while infusing technology.

TOPIC: 1 The Jefferson Era

Stage 1: Desired Results	
Topic: The Jefferson Era	
Essential Questions	**Enduring Understandings**
• How was the election of 1800 resolved? • How was the Supreme Court strengthened? • How was the United States expanded in the early 1800s? • What were the objectives of the Lewis and Clark Expedition? • How did Tecumseh build a Native American confederacy? • Why did the War Hawks want to go to war? • How did the British seize and set fire to Washington DC? • Why did Andrew Jackson continue to fight after the War of 1812 was over?	• The House of Representatives decided the election of 1800 which led to the passing of the Twelfth Amendment. • Judiciary review strengthened the Supreme Court. • Lewis and Clark were given set goals by Thomas Jefferson in their exploration of the Louisiana Territory. •Tecumseh and his brother urged the Native Americans to return to the customs of their ancestors. •The War Hawks wanted to avenge British actions against the Americans and to expand the nation's power. •The American militia was overpowered by the British forces. •Before word of the Treaty of Ghent reached the US, the Battle of New Orleans found the Americans victorious and Jackson a hero.
6.1.8.A.4.a Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements. 6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.	

Great Meadows Regional Schools
K-8 Social Studies
Grade 8

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

Integration of 21st Century Learning

Information Literacy

- Access and Evaluate Information
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Use and Manage Information

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- Manage the flow of information from a wide variety of sources
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Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
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Create Media Products

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PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others

- Act responsibly with the interests of the larger community in mind

Stage 2: Evidence of Understanding

Great Meadows Benchmarks: (Do or Say)

Students will be able to:

- Analyze how events are related over time.
- Use critical thinking skills to interpret events, recognize bias, point of view, and context.
- Assess the credibility of primary and secondary sources.
- Analyze data in order to see persons and events in context.
- Formulate questions based on information needs.
- Use effective strategies for locating information.
- Compare and contrast competing interpretations of current and historical events.
- Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.
- Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.
- Summarize information in written, graphic, and oral formats.

- Discuss how the election of 1800 was resolved
- Explain how the Supreme Court was strengthened.
- Discuss how the United States expanded in the early 1800s.
- Review the expeditions of explorers such as Lewis and Clark
- Explain why Tecumseh built a Native American confederacy.
- Discuss why the War Hawks wanted to go to war.
- Describe how the British seized and set fire to Washington DC.
- Explain why Andrew Jackson fought a battle after the war was over.

Assessment Methods:

Formative: (On-going)

* Observe and record

* Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning

Summative: (Culminating)

* Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)

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Great Meadows Regional Schools
K-8 Social Studies
Grade 8

Resources:
Student Materials:
Prentice Hall, *The American Nation*, Pedro Castillo, James West Davidson
Oxford, *History of Us: Liberty for All?,* Joy Hakim
Technology: Will Vary
Teaching Materials: Will Vary
Teaching Resources: Internet

TOPIC 2: Growth and Expansion

Stage 1: Desired Results	
Topic: Growth and Expansion	
Essential Questions	**Enduring Understandings**
• How did the Industrial Revolution begin in the United States? • How did the United States change as it became more economically independent? • How did transportation improve in the early 1800s? • What ways did the Western settlements affect the nations economy and politics? • What were the reasons that sectional differences grew in the 1820s? What effect did the Monroe Doctrine have on foreign policy?	• The Industrial Revolution first began to take root in New England because of poor farming conditions. Many were willing, and some needed to, leave their farms. New England had the rushing rivers and streams to provide the waterpower necessary to run the machinery in the new factories along with abundant ports and its proximity to resources (coal, iron). • The United States was able to produce more goods for domestic use and for trade with other nations. As a result the United States became less dependent economically on other nations. • The building of turnpikes/toll roads, canals, invention of the steamboats and barges improved transportation in the early 1800s. • Western settlement allowed for an explosion in canal building and other forms of transportation that lowered the shipping costs and brought prosperity to the towns along the way. The settlements also led to the admission of new states. • Loyalty to ones region often led to sectionalism. Issues such as slavery, tariffs, a national bank, and projects for internal improvements. • The Monroe Doctrine asserted that the Western Hemisphere was not to be further colonized by European countries that the United States would neither interfere with existing European colonies nor meddle in the internal concerns of European countries.

6.1.8.A.4.a
Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.A.4.b
Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
6.1.8.A.4.c
ssess the extent to which voting rights were expanded during the Jacksonian period.
ɔ.1.8.B.4.a
Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.

6.1.8.B.4.b
Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.
6.1.8.C.4.a
Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
6.1.8.C.4.b
Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.
6.1.8.C.4.c
Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
6.1.8.D.4.a
Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

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LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others

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- Act responsibly with the interests of the larger community in mind

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Stage 2: Evidence of Understanding

Great Meadows Regional Schools
K-8 Social Studies
Grade 8

Great Meadows Benchmarks: (Do or Say)

Students will be able to:

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- Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.
- Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.
- Summarize information in written, graphic, and oral formats.
- Describe how the Industrial Revolution began in the United States.
- Describe how the United States changed as it became more economically independent.
- Explain how transportation improved in the early 1800s.
- Understand how Western settlements affected the nation's economy and politics.
- Describe why sectional differences grew in the 1820s.
- Identify the effect the Monroe Doctrine had on foreign policy.

Assessment Methods:

'ormative: (On-going)

* Observe and record

* Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning

Summative: (Culminating)

* Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)

* Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities.
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Oxford, *History of Us: Liberty For All?,* Joy Hakim
Technology: Will Vary
Teaching Materials: Will Vary
Teaching Resources: Will Vary

TOPIC 3: The Jackson Era

Stage 1: Desired Results	
Topic: The Jackson Era	
Essential Questions	**Enduring Understandings**
• Why was the nation's sixth president chosen by the House of Representatives? • What changes did President Jackson bring to the American political system? • What were the contributing factors for the genocide of Native Americans? • What are the effects of expansion? • How did President Jackson defy the Supreme Court? • What rational was behind Jackson wanting to destroy the Bank of the United States? • How did the Whigs gain power in 1840?	•The House selects the president when no candidate receives a majority of electoral votes. •Jackson incorporated the 'spoils system" into his presidency •Even though there was less discrimination based on social class, discrimination based on sex and race grew worse beginning in the 1820's. • Prejudice against Native Americans cause President Andrew Jackson to refuse to enforce a Supreme Court ruling. • A racist attitude led to the belief that the United States had the right to take over new lands. • Expansion had positive economic affects for the country but negatively impacted Native Americans, Chinese Americans, Mexican Americans, and African American. • The discovery of precious natural resources and the desire to achieve wealth caused people to migrate west. • Prejudice and the desire to achieve a better way of life caused white settlers to mistreat Native Americans and Asians. •Jackson believed that the structure of the bank did not allow the ordinary citizens to have control. •Campaigning (the log cabin campaign) led to the Whigs gaining power in 1840.

6.1.8.A.4.a
Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.A.4.b
Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
6.1.8.A.4.c
Assess the extent to which voting rights were expanded during the Jacksonian period.
6.1.8.B.4.a
Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
6.1.8.B.4.b
Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.
6.1.8.C.4.a
Analyze the debates involving the National Bank, uniform currency, and tariffs, and 'etermine the extent to which each of these economic tools met the economic challenges ıacing the new nation.
6.1.8.C.4.c
Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

Great Meadows Regional Schools
K-8 Social Studies
Grade 8

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

Integration of 21st Century Learning

Information Literacy

- Access and Evaluate Information
- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others

- Act responsibly with the interests of the larger community in mind

Stage 2: Evidence of Understanding

Great Meadows Benchmarks: (Do or Say)

Students will be able to:

- Analyze how events are related over time.
- Use critical thinking skills to interpret events, recognize bias, point of view, and context.
- Assess the credibility of primary and secondary sources.
- Analyze data in order to see persons and events in context.
- Formulate questions based on information needs.
- Use effective strategies for locating information.
- Compare and contrast competing interpretations of current and historical events.
- Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.

Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.

- Summarize information in written, graphic, and oral formats.
- Explain why the nation's sixth president was chosen by the House of Representatives.

Great Meadows Regional Schools
K-8 Social Studies
Grade 8

- Identify the changes President Jackson brought to the American political system.
- Understand how the Native Americans were forced off their lands in the Southeast.
- Explain how President Jackson defied the Supreme Court.
- Examine the reasons why Jackson wanted to destroy the Bank of the United States.
- Understand why the Whigs came to power in 1840.
- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
- Compare and contrast differing interpretations of current and historical events.
- Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
- Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Assessment Methods:

Formative: (On-going)

* Observe and record
* Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning

Summative: (Culminating)

* Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)

* Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities.
* Project based learning
* Interdisciplinary lessons

Stage 3: Learning Plan	
For this unit consider how you will	
A	**Engage Students** Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities.
B	Show evidence of understanding by completing the following assessment: • Show evidence of understanding by completing the following assessment: • Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning • Unit assessments and teacher created materials
C	Provide differentiated instruction through any and all of the following strategies: • Readiness/ability • Adjusting questions • Compacting Curriculum • Tiered Assignments • Acceleration/Deceleration • Peer teaching • IEP recommendations

D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing

Resources:
Student Materials:
Prentice Hall, *The American Nation*, Pedro Castillo, James West Davidson
Oxford, *History Of Us: Liberty For All?*, Joy Hakim
Technology: Will Vary
Teaching Materials: Will Vary
Teaching Resources: Will Vary

TOPIC 4: Manifest Destiny

Stage 1: Desired Results

Topic: Manifest Destiny

Essential Questions	Enduring Understandings
• Why did large numbers of settlers head for the Oregon country? • How did the idea of Manifest Destiny contributed to the nation's growth? • Why did problems arise between the Mexican government and the American settlers in Texas? • How did Texas achieved independence from Mexico and later became a state? • Why did Americans begin to settle in the Southwest? • How did the United States acquire New Mexico and California? • How did the hopes of getting rich quick draw thousands of people to California? • How did the search for religious freedom lead to the settlement of Utah?	• Some wanted to gain access of the Pacific Ocean, others saw the value of fur, fertile soil, while others hoped for new economic opportunities. • It was believed that the United States was set apart for a special purpose- in this case, to extend it's boundaries to the Pacific Ocean. • The Americans in Texas outnumbered the Mexicans by 1830 and had not adopted the Mexican culture. The Mexican government issued a decree that stopped all immigration from the United States but encouraged the immigration of Mexican and European families with generous land grants. Trade was also affected with a tax placed on imports from the United States. • Independence was gained with the Texas Declaration of Independence and statehood with the annexation of Texas. • Trade and the ideas set forth by Manifest Destiny were the main reason Americans began to settle in the Southwest. • The results of the war with Mexico and the Treaty of Guadalupe Hidalgo. • The idea of finding gold drew 80,000 people to California in 1849. • Present day Utah had been unsettled by the Mexican government (due to the harsh terrain) and to flee much of the violence that had followed the Mormon religion, they decided to settle there.

6.1.8.D.2.b
Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
6.1.8.A.4.a
Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.A.4.b
Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
6.1.8.B.4.a
Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
.1.8.B.4.b
Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.

Great Meadows Regional Schools
K-8 Social Studies
Grade 8

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

Integration of 21st Century Learning

Information Literacy

- Access and Evaluate Information
- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others

- Act responsibly with the interests of the larger community in mind

Stage 2: Evidence of Understanding

Great Meadows Benchmarks: (Do or Say)

Students will be able to:

- Analyze how events are related over time.
- Use critical thinking skills to interpret events, recognize bias, point of view, and context.
- Assess the credibility of primary and secondary sources.
- Analyze data in order to see persons and events in context.
- Formulate questions based on information needs.
- Use effective strategies for locating information.
- Compare and contrast competing interpretations of current and historical events.
- Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.
- Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.
- Summarize information in written, graphic, and oral formats.
- Describe and map American territorial expansions and the settlement of the frontier during this period.

Great Meadows Regional Schools
K-8 Social Studies
Grade 8

- Explain why large numbers of settlers headed for the Oregon country.
- Understand the various stops and landmarks of the Oregon country.
- Explain the successes and difficulties of those that traveled to the Oregon country.
- Explain how the ideas of Manifest Destiny contributed to the nation's growth.
- Understand why problems arose between the Mexican government and American settlers in Texas.
- Describe how Texas achieved independence from Mexico and later became a state.
- Explain why Americans began to settle in the Southwest.
- Describe how the United States acquired New Mexico and California.
- Understand how the hopes of getting rich quick drew thousands of people to California.
- Describe how the search for religious freedom ed to the settlement of Utah.
- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
- Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Assessment Methods:

Formative: (On-going)

* Observe and record
* Daily teacher observations/questioning of student learning and understanding through the use of activities, ojects, discussions/debates, and cooperative group learning

Summative: (Culminating)

* Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)

* Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities.
* Project based learning
* Interdisciplinary lessons

Stage 3: Learning Plan	
For this unit consider how you will	
A	**Engage Students** Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities.
B	Show evidence of understanding by completing the following assessment: • Show evidence of understanding by completing the following assessment: • Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning • Unit assessments and teacher created materials
C	Provide differentiated instruction through any and all of the following strategies: • Readiness/ability • Adjusting questions • Compacting Curriculum • Tiered Assignments • Acceleration/Deceleration

	• Peer teaching • IEP recommendations
D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing
Resources: Student Materials: Prentice Hall, *The American Nation*, Pedro Castillo, James West Davidson Oxford, *History of Us: Liberty for All?,* Joy Hakim Technology: Will Vary Teaching Materials: Will Vary Teaching Resources: Will Vary	

TOPIC 5: North and South

Stage 1: Desired Results	
Topic: North and South	
Essential Questions	**Enduring Understandings**
• How did advances in technology shape the economy of the North? • How did the advancements in transportation and communication spur economic growth? • How and why did working conditions in industries change? • What were the ways in which immigration affected American economic, political and cultural life? • What were the reasons settlements expanded in the South? • What were the reasons the economy of the South relied on agriculture? • Describe what life was like on Southern plantations. • How were enslaved workers able to maintain strong family and cultural ties?	• Technology allowed increased production in a shorter period of time. • Canals opened new shipping routes; railroads and steam locomotives sped the flow of goods; steamboats carried goods and passengers in a cheaper and faster way; clipper ships "clipped" time from their journeys; the telegraph allowed for faster communication. Railroads gave farmers greater access to new markets, while technology increased the size of harvest (steel-tipped plow, mechanical reaper, and the thresher). • Long hours, dangerous conditions, and unpleasant working conditions were altered through trade unions. • Immigrants were willing to work longer hours for less pay. The Know-Nothing Party formed in opposition of immigration- proposing stricter citizenship laws, extending citizenship 5-21 years, and banning foreign-born citizens from holding political office. Immigrants brought their own languages, customs, religions and ways of life with them. • Technological advances allowed an increase in crops processed. The Southern population spread inland from the coast. • The boom in cotton sales and profitable possibilities of agriculture led most Southerners to rely on farming. Much of the capital was invested in land and slaves rather than in industry. • Possibly several thousand acres, a comfortable farm-house, slaves (working in the house, fields, trades) working from sunup to sundown, supervised by a plantation manager. • They continued to practice African music and dance. They passed traditional African folk stories to their children. Some wrapped colored cloths around their heads in the African style.

6.1.8.B.4.a
Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
6.1.8.C.4.b
Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.
.1.8.C.4.c
Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
6.1.8.D.4.a
Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.

Great Meadows Regional Schools
K-8 Social Studies
Grade 8

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

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- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
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Integration of 21st Century Learning

Information Literacy

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- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

Apply Technology Effectively

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PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
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Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
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  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
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Be Responsible to Others

- Act responsibly with the interests of the larger community in mind

Stage 2: Evidence of Understanding

Great Meadows Benchmarks: (Do or Say)

Students will be able to:

- Analyze how events are related over time.
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- Assess the credibility of primary and secondary sources.
- Analyze data in order to see persons and events in context.
- Formulate questions based on information needs.
- Use effective strategies for locating information.
- Compare and contrast competing interpretations of current and historical events.
- Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.
- Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.
- Summarize information in written, graphic, and oral formats.
- Explain how major events are related to one another in time.
- Select and analyze information from a variety of sources to present a reasoned argument or position in a written

and/or oral format.
- Understand how advances in technology shaped the economy of the north.
- Explain how new kinds of transportation and communication spurred economic growth.
- Summarize how working conditions in industries changed.
- Compare and contrast how immigration affected American economic, political, and cultural life.
- Explain how settlement expanded in the South.
- Determine why the economy of the South relied on agriculture.
- Describe what life was like on Southern plantations.
- Understand how enslaved workers maintained strong family and cultural ties.
- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
- Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Assessment Methods:

Formative: (On-going)

* Observe and record
* Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning

ummative: (Culminating)

* Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)

* Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities.
* Project based learning
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Stage 3: Learning Plan	
For this unit consider how you will	
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Resources:
Student Materials:
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Oxford, *History of Us: Liberty for All?,* Joy Hakim
Technology: Will Vary
Teaching Materials: Will Vary
Teaching Resources: Will Vary

TOPIC 6: The Age of Reform

Stage 1: Desired Results	
Topic: The Age of Reform	
Essential Questions	**Enduring Understandings**
• How did religious and philosophical ideas inspired various reform movements? • Why did educational reformers believe all citizens should attend school? • What were the ways some Americans worked to eliminate slavery? • Why did many Americans fear the end of slavery? • How are the antislavery and the women's rights movement related? • What progress did women make toward equality during the 1800s?	• Some reformers sought to improve society by forming utopias-communities based on a vision of a perfect society. The Second Great Awakening increased church membership and inspired people to become involved in missionary work and social reform. This led to "the war against alcohol" or temperance movement to protect the nation against poverty, the breakup of families, crime and insanity. • The men and women who led the reform movement wanted to extend the nation's ideals of liberty and equality to all Americans. They believed the nation should live up to the noble goals stated in the Declaration of Independence and the Constitution. • William Lloyd Garrison founded *The Liberator*- an anti-slavery newspaper. This led to the New England Antislavery Society and grew into over 1,000 chapters. • Many feared that without slavery the Southern way of life would be over. • The American Woman's Rights movement grew out of abolitionism. The movement's early leaders began their fight for social justice with the cause of the slaves, and learned from Anti-Slavery Societies how to organize, publicize and articulate a political protest. • Progress was made in the areas of education, marriage and property laws, guardianship of children, and in professions (medicine and ministry).
6.1.8.D.4.b Explore efforts to reform education, women's rights, slavery, and other issues during the Antebellum period. 6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.	

Great Meadows Regional Schools
K-8 Social Studies
Grade 8

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

Integration of 21st Century Learning

Information Literacy

- Access and Evaluate Information
- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others

- Act responsibly with the interests of the larger community in mind

Stage 2: Evidence of Understanding

Great Meadows Benchmarks: (Do or Say)

Students will be able to:

- Analyze how events are related over time.
- Use critical thinking skills to interpret events, recognize bias, point of view, and context.
- Assess the credibility of primary and secondary sources.
- Analyze data in order to see persons and events in context.
- Formulate questions based on information needs.
- Use effective strategies for locating information.
- Compare and contrast competing interpretations of current and historical events.
- Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.

Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.

- Summarize information in written, graphic, and oral formats.
- Understand how religious and philosophical ideas inspired various reform movements.

- Explain why educational reformers thought all citizens should attend school.
- Describe the ways some Americans worked to eliminate slavery.
- Explore the reasons why many Americans feared the end of slavery.
- Tell how the antislavery and the woman's rights movements were related.
- Evaluate what progress women made toward equality during the 1800s.
- Explain the characteristics of political and social reform movements in the antebellum period in New Jersey, including the 1844 State Constitution, the temperance movement, the abolition movement, and the women's rights movement.
- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
- Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Assessment Methods:

Formative: (On-going)

* Observe and record
* Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning

Summative: (Culminating)

* Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)

* Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities.
* Project based learning
* Interdisciplinary lessons

Stage 3: Learning Plan	
For this unit consider how you will	
A	**Engage Students** Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities.
B	Show evidence of understanding by completing the following assessment: • Show evidence of understanding by completing the following assessment: • Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning • Unit assessments and teacher created materials
C	Provide differentiated instruction through any and all of the following strategies: • Readiness/ability • Adjusting questions • Compacting Curriculum • Tiered Assignments • Acceleration/Deceleration • Peer teaching • IEP recommendations

D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing

Resources:
Student Materials:
Prentice Hall, *The American Nation*, Pedro Castillo, James West Davidson
Oxford, *History of Us: War, Terrible War,* Joy Hakim
Technology: Will Vary
Teaching Materials: Will Vary
Teaching Resources: Will Vary

Topic 7: Road to the Civil War

Stage 1: Desired Results	
Topic: Road to the Civil War	
Essential Questions	**Enduring Understandings**
• How was the debate over slavery related to the admission of new states? • What did the Compromise of 1850 accomplish? • How did the Fugitive Slave Act and the Kansas-Nebraska Act further divide the North and South? • How did popular sovereignty lead to violence? • What were the reasons the Republican Party was formed? • In what ways did the *Dred Scott* decision, the Lincoln-Douglas debates, and John Brown's raid affected American's? • How did the 1860 election led to the breakup of the Union? • Why did secession lead to the Civil War?	• In 1819 there was a balance between slave and free states at 11 each- the admission of new states would upset the balance and the proportion of slave-states in Congress, and their influence on the voting. • California would be admitted as a free state. Second, the New Mexico Territory would have no restrictions on slavery. Third, the New Mexico–Texas border dispute would be settled in favor of New Mexico. Fourth, the slave trade, but not slavery itself, would be abolished in the District of Columbia. • The Fugitive Slave Act of 1850 required all citizens to help catch runaways. Anyone who aided a fugitive could be fined or imprisoned. Because of their location, Kansas and Nebraska seemed likely to become free states. • Both lay north of 36°30'N latitude, the line established in the Missouri Compromise as the boundary of slavery. Douglas knew that Southerners would object to having Kansas and Nebraska become free states because it would give the North an advantage in the Senate. • Thousands of proslavery supporters from Missouri had crossed the border just to vote in the election. These Missourians traveled in armed groups and became known as border ruffians. Soon after the election, the new Kansas legislature passed laws supporting slavery. The antislavery people refused to accept these laws. Instead they armed themselves, held their own elections, and adopted a constitution that banned slavery. With both groups arming themselves, the outbreak of violence was inevitable. John Brown and four of his sons killed five pro-slavery supporters. • The new party was determined to rally "for the establishment of liberty and the overthrow of the Slave Power." • Each of these led many Southerner's to believe/fear that there was a Northern conspiracy against the South.

	• Many Southerners believed that the Republican platform and victory would encourage slave revolts. • Lincoln said that secession would not be permitted, vowing to hold federal property in the South and to enforce the laws of the United States.

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

Integration of 21st Century Learning

Information Literacy

- Access and Evaluate Information
- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
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Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

Apply Technology Effectively

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- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information

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- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

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Guide and Lead Others

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- Leverage strengths of others to accomplish a common goal
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- Act responsibly with the interests of the larger community in mind

to successfully function in a knowledge economy

- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

Stage 2: Evidence of Understanding

Great Meadows Benchmarks: (Do or Say)

Students will be able to:

- Analyze how events are related over time.
  Use critical thinking skills to interpret events, recognize bias, point of view, and context.
- Assess the credibility of primary and secondary sources.
- Analyze data in order to see persons and events in context.
- Formulate questions based on information needs.

• Use effective strategies for locating information.
• Compare and contrast competing interpretations of current and historical events.
• Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.
• Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.
• Summarize information in written, graphic, and oral formats.
• Describe the political, economic, and social changes in New Jersey and American society preceding the Civil War, including the early stages of industrialization, the growth of cities, and the political, legal, and social controversies surrounding the expansion of slavery.
• Discuss American cultural, religious, and social reform movements in the antebellum period.
• Discuss sectional compromises associated with westward expansion of slavery, such as the Missouri Compromise (1820) and the continued resistance to slavery by African Americans.
• Understand the institution of slavery in the United States, resistance to it, and New Jersey's role in the Underground Railroad.
• Understand how African Americans suffered under slavery.
• Understand how the Cotton Gin caused slavery to expand in the South.
• Discuss how reformers tried to end slavery and how Americans reacted to the Anti-slavery Movement.
• Explain how the Dred Scott decision was a major setback for the antislavery forces and caused the nation to divide
Construct timelines of the events occurring during major eras.
• Explain how major events are related to one another in time.
• Select and use various geographic representations to compare information about people, places, regions, and environments.

Use maps and other documents to explain historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
• Compare and contrast differing interpretations of current and historical events.
• Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer- generated information.

Assessment Methods:

Formative: (On-going)

* Observe and record
* Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning

Summative: (Culminating)

* Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)

* Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities.
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Stage 3: Learning Plan	
For this unit consider how you will	
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Technology: Will Vary
Teaching Materials: Will Vary
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Topic 8: The Civil War

Stage 1: Desired Results	
Topic: The Civil War	
Essential Questions	**Enduring Understandings**
• Why did the border states play an important part in the war? • Compare Northern and Southern populations, industries, resources and war aims. • What were the Northern and Southern successes and failures in the early years of the war? • How did the North's naval blockade hurt the South? • Why did Lincoln issue the Emancipation Proclamation? • What role did the African Americans play in the Civil War? • What was life like for soldiers during the Civil War? • Identify the role that women played in the Civil War. • How did the war affect the economies of the North and South? • What battles turned the tide of the war in 1863? • What events led to the South's surrender in 1865?	• Losing the border states would seriously damage the North. All had strategic locations. Missouri could control parts of the Mississippi River and major routes to the West. Kentucky controlled the Ohio River. Delaware was close to the important Northern city of Philadelphia. • Maryland, perhaps the most important of the border states, was close to Richmond. Vital railroad lines passed through Maryland. Most significantly, Washington, D.C., lay within the state. If Maryland seceded, the North's government would be surrounded. • The North enjoyed the advantages of a larger population, more industry, and more abundant resources than the South. It had a better banking system, which helped to raise money for the war. The North also possessed more ships, and almost all the members of the regular navy remained loyal to the Union. Finally, the North had a larger and more efficient railway network. • One of the main advantages of the South was the strong support its white population gave the war. Southerners also had the advantage of fighting in familiar territory—defending their land, their homes, and their way of life. • The military leadership of the South, at least at first, was superior to the North's. Southern families had a strong tradition of military training and service, and military college graduates provided the South with a large pool of officers. • Northern Successes- blockade, *Monitor,* Fort Henry, Battle of Shiloh, New Orleans, Antietam • Southern Successes- Bull Run, Richmond • The blockade hindered the effort to supply the Confederate troops • Lincoln became convinced that slavery helped the South continue fighting. Every enslaved person who worked enabled a white Southerner to fight in the Confederate army. Lincoln also had political reasons for taking action on slavery. He

	believed it was important that the president rather than the antislavery Republicans in Congress make the decision on ending slavery. • African Americans were part of the Union navy, served as guides, spies, and as soldiers. • Most of the time the soldiers lived in camps. Camp life had its pleasant moments of songs, stories, letters from home, and baseball games. Often, however, a soldier's life was dull, a routine of drills, bad food, marches, and rain. • They became teachers, office workers, salesclerks, and government workers. They worked in factories and managed farms. They also suffered the loss of husbands, fathers, sons, and brothers. They rolled bandages, wove blankets, and made ammunition. Many women collected food, clothing, and medicine to distribute to the troops. They also raised money for supplies. Some women were spies while others were military nurses. • Both the Union and the Confederacy financed the war by borrowing money, increasing taxes, and printing paper money. The South issued so many bonds that people stopped buying them. Both sides imposed new taxes as well. The impact was more devastating on the South than on the North. The economy of the South suffered far more than that of the North. Because most fighting occurred in the South, Southern farmland was overrun and rail lines were torn up. By the end of the war, large portions of the South lay in ruins and thousands of people were homeless. • The Battles of Gettysburg and Vicksburg turned the tide of war. • Lee moved his army west of Richmond, hoping to link up with the small Confederate force that was trying to stop Sherman's advance. But the Union army blocked his escape route.
6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life. 6.1.8.A.5.b `ompare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South. 6.1.8.B.5.a Determine the role of geography, natural resources, demographics, transportation, and technology in the	

progress and outcome of the Civil War.
6.1.8.C.5.a
Assess the human and material costs of the Civil War in the North and South.
6.1.8.C.5.b
Analyze the economic impact of Reconstruction on the South from different perspectives.
6.1.8.D.5.a
Prioritize the causes and events that led to the Civil War from different perspectives.
6.1.8.D.5.b
Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.
6.1.8.D.5.c
Examine the roles of women, African Americans, and Native Americans in the Civil War.
6.1.8.D.5.d
Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
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SOCIAL AND CROSS-CULTURAL SKILLS

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Create Media Products

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ICT Literacy

Apply Technology Effectively

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
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Work Effectively in Diverse Teams

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Great Meadows Regional Schools
K-8 Social Studies
Grade 8

Stage 2: Evidence of Understanding

Great Meadows Benchmarks: (Do or Say)

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- Analyze data in order to see persons and events in context.
- Formulate questions based on information needs.
- Use effective strategies for locating information.
- Compare and contrast competing interpretations of current and historical events.
- Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.
- Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.
- Summarize information in written, graphic, and oral formats.
- Analyze different points of view in regard to New Jersey's role in the Civil War, including abolitionist sentiment in New Jersey and New Jersey's vote in the elections of 1860 and 1864.
- Explain the major events of the American Civil War including: The causes of the Civil War (slavery, states' rights), The course and conduct of the war (Antietam, Vicksburg, Gettysburg), Sectionalism, The Dred Scott and other Supreme Court decisions, The role of women, The role of African Americans, The Gettysburg Address, The Emancipation Proclamation, and Juneteenth Independence Day). .
- Compare and contrast differing interpretations of current and historical events.
  Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer- generated information.
- Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Assessment Methods:

Formative: (On-going)

* Observe and record
* Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning

Summative: (Culminating)

* Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)

* Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities.
* Project based learning
* Interdisciplinary lessons

Great Meadows Regional Schools
K-8 Social Studies
Grade 8

Stage 3: Learning Plan	
For this unit consider how you will	
A	**Engage Students** Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities.
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Resources: Student Materials: Prentice Hall, *The American Nation*, Pedro Castillo, James West Davidson Oxford, *History of Us: War, Terrible War,* Joy Hakim Technology: Will Vary Teaching Materials: Will Vary Teaching Resources: Will Vary	

Topic 9: Reconstruction and Its Aftermath

Stage 1: Desired Results	
Topic: Reconstruction and Its Aftermath	
Essential Questions	**Enduring Understandings**
• What was Lincoln's plan for Reconstruction and the plan of the Radical Republicans? • What was Andrew Johnson's proposal for handling Reconstruction? • What did some Southerners do to deprive freed people of their rights? How did Congress respond? • What were the main features of Radical Reconstruction? • What groups participated in the South's Reconstruction? • How did Southern life changed during Reconstruction? • What were the changes that occurred in the South during the last years of Reconstruction? • How were African Americans denied their rights?	• When 10 percent of the voters of a state took an oath of loyalty to the Union, the state could form a new government and adopt a new constitution banning slavery. The president offered amnesty to all white Southerners, except Confederate leaders, who were willing to swear loyalty to the Union. Lincoln also supported granting the right to vote to African Americans who were educated or had served in the Union Army. The Radical Republicans believed that Southern institutions must be broken up and re-laid. Congress voted to deny seats to representatives from any state reconstructed under Lincoln's plan. The Wade-Davis Bill was also passed by Congress. • "Restoration"- most Southerners would be granted amnesty once they swore an oath of loyalty to the Union. High-ranking Confederate officials and wealthy landowners, however, could pardoned only by applying personally to the president. This provision was Johnson's attack on the wealthy leaders who he believed had tricked the people of the South into seceding. Johnson also appointed governors to Southern states and required them to hold elections for state constitutional conventions. Only whites who had sworn their loyalty and been pardoned would be allowed to vote. Johnson opposed granting all freed African Americans equal rights or letting them vote. He believed that each Southern state should decide what to do about freed people. • In 1865 and early 1866, the new Southern state legislatures passed a series of laws called black codes. Congress responded with the passing of the Fourteenth Amendment. • First Reconstruction Act. The act called for the creation of new governments in the 10 Southern states that had not ratified the Fourteenth Amendment. The act divided the 10 Southern states into five military districts and placed each under the authority of a military commander until new

	governments were formed. The act also guaranteed African American males the right to vote in state elections, and it prevented former Confederate leaders from holding political office. To gain readmission to the Union, the states had to ratify the Fourteenth Amendment and submit their new state constitutions to Congress for approval. A Second Reconstruction Act, passed a few weeks later, required the military commanders to begin registering voters and to prepare for new state constitutional conventions. • African Americans who were overwhelmingly Republican. Support also came from white Southerners who supported Republican policies, and white settlers from the North. • After Reconstruction, violence against African Americans increased, education improved for both African Americans and whites. • Poll taxes, Literacy tests, and the Jim Crow Laws all contributed to African Americans being denied their rights.

Learning Expectations/Objectives	
Integration of 21st Century Skills	**Integration of 21st Century Learning**
FLEXIBILITY AND ADAPTABILITY ***Adapt to Change*** • Adapt to varied roles, jobs responsibilities, schedules and context • Work effectively in a climate of ambiguity and changing priorities ***Be Flexible*** • Incorporate feedback effectively • Deal positively with praise, setbacks and criticism • Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments **INITIATIVE AND SELF-DIRECTION** ***Manage Goals and Time*** • Set goals with tangible and intangible success criteria • Balance tactical (short-term) and strategic (long-term) goals • Utilize time and manage workload efficiently ***Work Independently*** • Monitor, define, prioritize and complete tasks without direct oversight ***Be Self-directed Learners*** • Go beyond basic mastery of skills and/or	***Information Literacy*** • Access and Evaluate Information • Access information efficiently (time) and effectively (sources) • Evaluate information critically and competently ***Use and Manage Information*** • Use information accurately and creatively for the issue or problem at hand • Manage the flow of information from a wide variety of sources • Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information **Media Literacy** ***Analyze Media*** • Understand both how and why media messages are constructed, and for what purposes • Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors • Apply a fundamental understanding of the

curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others
- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

'RODUCTIVITY AND ACCOUNTABILITY

Manage Projects
- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others
- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example

ethical/legal issues surrounding the access and use of media

Create Media Products
- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT Literacy

Apply Technology Effectively
- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

and selflessness • Demonstrate integrity and ethical behavior in using influence and power ***Be Responsible to Others*** • Act responsibly with the interests of the larger community in mind	

Stage 2: Evidence of Understanding

Great Meadows Benchmarks: (Do or Say)

Students will be able to:

• Analyze how events are related over time.
• Use critical thinking skills to interpret events, recognize bias, point of view, and context.
• Assess the credibility of primary and secondary sources.
• Analyze data in order to see persons and events in context.
• Formulate questions based on information needs.
• Use effective strategies for locating information.
• Compare and contrast competing interpretations of current and historical events.
• Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.
• Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.
• Summarize information in written, graphic, and oral formats. • Explain Reconstruction as a government action, how it worked, and its effects after the war.
• Discuss the impact of retaliatory state laws and general Southern resistance to Reconstruction.
• Analyze social and political trends in post Reconstruction America, including immigration restrictions, Jim Crow Laws and racial segregation, the rise of extra legal organizations such as the Ku Klux Klan, and the Plessy v. Ferguson decision

Assessment Methods:

Formative: (On-going)

* Observe and record
* Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning

Summative: (Culminating)

* Unit assessments and teacher created materials

Other Evidence and Student Self-Assessment: (Project Based Learning)

* Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities.
* Project based learning
* Interdisciplinary lessons

Great Meadows Regional Schools
K-8 Social Studies
Grade 8

Stage 3: Learning Plan	
For this unit consider how you will	
A	**Engage Students** Through the use of: Smart Board interactive lessons, questioning techniques, charts/diagrams, journaling, video clips, teacher created activities.
B	Show evidence of understanding by completing the following assessment: • Show evidence of understanding by completing the following assessment: • Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning • Unit assessments and teacher created materials
C	Provide differentiated instruction through any and all of the following strategies: • Readiness/ability • Adjusting questions • Compacting Curriculum • Tiered Assignments • Acceleration/Deceleration • Peer teaching • IEP recommendations
D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing

Resources:
Student Materials:
Prentice Hall, *The American Nation*, Pedro Castillo, James West Davidson
Oxford, *History of Us: Reconstructing America,* Joy Hakim

Technology:
Teaching Materials:
Teaching Resources:

Great Meadows Regional Schools
K-8 Social Studies
Grade 8

Topic 10: The Holocaust

Stage 1: Desired Results

Topic: The Holocaust

Essential Questions	Enduring Understandings
• What is the ultimate result of prejudice and discrimination? • How can we prevent genocide from happening in the future?	• In 1941 the Nazi decided to murder all Jews in the areas they controlled. • Genocide is the murder of an entire people. • More than 6 million Jews were killed during the Holocaust. • Four million Gypsies, Russians, Poles, and others were also murdered. • The Nuremberg trials established the principle that following orders was no excuse for taking part in genocide. • People are responsible for their actions, even in wartime.

6.1.12.A.11.e
Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
.1.12.D.11.d
Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
6.1.12.D.11.e
Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Integration of 21st Century Learning

Information Literacy

- Access and Evaluate Information
- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
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Produce Results

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  - Work positively and ethically
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  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others

differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors

- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

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• Use interpersonal and problem-solving skills to influence and guide others toward a goal • Leverage strengths of others to accomplish a common goal • Inspire others to reach their very best via example and selflessness • Demonstrate integrity and ethical behavior in using influence and power ***Be Responsible to Others*** • Act responsibly with the interests of the larger community in mind	

Stage 2: Evidence of Understanding
Great Meadows Benchmarks: (Do or Say) Students will be able to: • Study the history of the Jewish holocaust of WWII. • Explore the issues of genocide. • Recognize the uses of concentration camps. • Study the maps, graphs, diagrams and charts of the above places, issues and events.
Assessment Methods: **Formative: (On-going)** * Observe and record * Daily teacher observations/questioning of student learning and understanding through the use of activities, projects, discussions/debates, and cooperative group learning **Summative: (Culminating)** * Unit assessments and teacher created materials
Other Evidence and Student Self-Assessment: (Project Based Learning) * Student self-assessment through the use of charts/diagrams, journal writings, exit slips, group discussions, and think, pair, and share activities. * Project based learning * Interdisciplinary lessons

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	• Acceleration/Deceleration • Peer teaching • IEP recommendations
D	Students will ***reflect, rethink, revise, and refine*** by: • Reconsidering key assumptions • Reflection logs • Peer Critiquing
Resources: Student Materials: *An Introduction To The Holocaust For The Young Reader. A Brief Lesson in History...* Technology: Will Vary Teaching Materials: Will Vary Teaching Resources: Will Vary	