

Week	Marking Period 1	Week	Marking Period 3
1	Introduction of map skills	21	Revolutionary War
2	Regions of the U.S. - Northeast	22	Revolutionary War
3	Regions of the U.S. - East Central	23	Founding a New Nation
4	Regions of the U.S. - Southeast	24	Founding a New Nation
5	Regions of the U.S. - South Central	25	Underground Railroad
6	Regions of the U.S. - Central	26	Underground Railroad
7	Regions of the U.S. - North Central	27	Inventors
8	Regions of the U.S. - Northwest	28	Inventors
9	Regions of the U.S. - Southwest	29	Industrial Revolution
10	Regions of the U.S. - Alaska and Hawaii	30	Industrial Revolution
Week	Marking Period 2	Week	Marking Period 4
11	Geography of New Jersey	31	Immigration
12	Geography of New Jersey	32	Immigration
13	The Natural Regions of New Jersey	33	The Government of New Jersey
14	The Natural Regions of New Jersey	34	The Government of New Jersey
15	Early Explorers in North America	35	The Government of New Jersey
16	Early Explorers in North America	36	Life in Modern New Jersey
17	Native Americans in New Jersey - Lenape	37	Life in Modern New Jersey
18	Native Americans in New Jersey - Lenape	38	Economy of New Jersey
19	Europeans in New Jersey	39	Economy of New Jersey
20	Europeans in New Jersey	40	Economy of New Jersey

**NOTE:** Due to the sharing of instructional materials, each school will determine exactly when the Regions of the United States will be taught. The map skills unit is designed to be completed in one marking period; therefore, one to two teachers working with the materials per marking period is ideal in completing all of the necessary lessons.

<b>Time Frame</b>	<b>SEPTEMBER</b>
<b>Topic</b>	
<b>REGIONS OF THE UNITED STATES: NORTHEAST, EAST CENTRAL, SOUTHEAST, AND SOUTH CENTRAL</b>	
<b>Big Ideas</b>	
<ul style="list-style-type: none"> <li>• The development of social studies skills enables learners to apply the concepts of time, location, distance, relationships and points of view to the study of contemporary and past peoples, places, issues, and events.</li> <li>• Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places, and the environment for problem solving and historical understanding.</li> <li>• When conducting research, we must seek information from credible sources and respect the laws regarding plagiarism.</li> <li>• We must use precaution, cyber safety, and rules of Netiquette when navigating the Internet.</li> <li>• All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How do we locate legitimate sources?</li> <li>• How do geographic tools and technologies pose and answer questions about spatial distributions and patterns on Earth?</li> <li>• How does human migration affect a region?</li> <li>• How do natural resources affect the course of history?</li> <li>• What can be done to resolve various types of conflicts?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• There are credible and questionable sources of information about historical and contemporary events.</li> <li>• Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</li> <li>• Places are jointly characterized by their physical and human properties.</li> <li>• The physical environment can both accommodate and be endangered by human activities.</li> <li>• Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</li> <li>• Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.</li> <li>• Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.</li> <li>• Active citizens in the 21<sup>st</sup> century <ul style="list-style-type: none"> <li>○ recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.</li> <li>○ identify stereotyping, bias, prejudice, and discrimination in their lives and communities.</li> <li>○ are aware of their relationships to people, places, and resources in the local community and beyond.</li> <li>○ make informed and reasoned decisions by seeking and assessing information, asking</li> </ul> </li> </ul>	

- questions, and evaluating alternate solutions.
- develop strategies to reach consensus and resolve conflict.
- demonstrate understanding of the need for fairness and take appropriate action against unfairness.

### **Alignment to 2009 NJCCCS**

- **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.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.
- **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.
- **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.
- **6.1.4.B.7** Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- **6.1.4.B.8** Compare ways people choose to use and divide natural resources.
- **6.1.4.C.9** Compare and contrast how access to and use of resources affects people across the world differently.
- **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.
- **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.
- **6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### **Key Concepts and Skills**

Students will be able to

- locate the following regions of the United States: Northeast, East Central, Southeast, and South Central.
- locate and utilize political and physical maps of these regions.
- identify major landforms of each of the above regions.
- identify major bodies of water in each of the above regions.
- identify the states in each of the above regions.
- identify the major cities in each of the above regions.
- identify other major characteristics of the above regions.
- locate time zones, latitude, longitude, and use the global grid.
- develop an understanding of the relationship between humans and the above-listed environments.
- compare/contrast the above regions for similarities and differences.
- analyze the effect a region's characteristics have had on its development.
- gain knowledge of the appropriate use of operations and related applications of technology

and digital tools.

- use digital tools to enhance creativity and construct knowledge.
- use technological advancements to create societal concerns regarding the practice of safe, legal, and ethical behaviors.
- understand how the use of digital tools can help gather and manage information.
- understand how the use of digital tools can help generate solutions and make decisions.
- respond correctly to open-ended questions, using RACE elements, about the topics under discussion/study.
- understand the concept of cyber safety through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- understand and adhere to the rules about plagiarism through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- use a Works Cited when conducting research.
- continue to learn about which Internet sources are credible when conducting research through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- continue to increase their understanding of bullying, intimidation, and harassment as inappropriate and unacceptable behaviors.

### **Learning Activities**

Students will work independently and/or collaboratively to

- further geography skill development through participation in Smart Board interactive activities.
- locate pertinent news articles about these regions through use of the Internet and newspaper.
- problem solve location, distance, and direction questions through use of the Internet.
- obtain weather reports for these regions by using various sources, such as the Internet, TV, and/or newspaper.
- locate maps of these regions through use of the computer.
- demonstrate effective use physical and political maps as well as thematic maps and atlases to locate and identify the regions covered in this unit.
- use map keys to identify major landforms, bodies of water, and major cities in the above regions.
- use compass roses to determine directionality relationships.
- use globes and the global grid to locate time zones, latitude, and longitude.
- use a scale of miles to determine the distance between two points on a map.
- demonstrate different ways to measure distance, e.g. miles, kilometers, time, etc.
- design a travel brochure inviting people to visit a particular region.
- develop a commercial to visit a particular region.
- research population densities of major cities in a region of choice. Using a simple spreadsheet, enter the data and interpret the information.
- interview local people about the local environment to determine what they feel is the most important community issue. Produce a media-rich digital story based on the interview.
- interview local people about an important local event. Evaluate their responses and produce a media-rich presentation including graphs, charts, or tables that show outcomes of the interviews numerically.
- blog or skype with a student who lives in one of the regions under study to exchange information about what life is like in both regions.

- research a region, using the Internet as a primary resource, in order to produce a report and/or project that demonstrates understanding of a particular region and its relationship to humans.
- create a two- or three-dimensional political or physical map of an imaginary state.
- create a PowerPoint slide show that will serve to attract people to the region under discussion. Include weather/climate, economy, landforms, natural resources, and attractions. Present to the class.
- choose an environmental issue at the local or state level and propose possible solutions. Inform others about the issue through the creation of a PowerPoint show.
- respond to open-ended questions using the RACE formula.
- discuss cyber safety and the hazards that can arise from improper use of the Internet.
- use a Works Cited form to reference sources of information.
- discuss plagiarism and its consequences.
- continue to learn about which Internet sources are legitimate and credible when conducting research (done in Computer Lab as well as during Library periods).
- continue discussions about bullying situations and discussing possible resolutions to the conflict.
- role play bullying scenarios to discuss possible ways to resolve them.

### Assessments

- Benchmark assessments
- Formative and summative assessments (unit tests and quizzes)
- Authentic performance assessments
- Portfolio assessment
- Observational assessments
- Class work assignments
- Quick writes
- Written responses to open-ended questions
- Student self- assessment
- Oral discussions
- Oral presentations
- Informal observation (checklists, anecdotal notes, etc.)
- Literacy projects
- Art projects
- Science projects
- Math projects

### 21<sup>st</sup> Century Skills

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
x	Life and Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations & Concepts		

## Interdisciplinary Connections

- English Language Arts
- Mathematics
- Science
- Art
- Theater
- Character Education
- Technology

## Technology Integration

CPI #	Activity	Proficiency Level
<b>8.1.4.A.3</b>	Create a multimedia presentation on a region of choice that includes graphics. Create an “All About Me” PowerPoint presentation that includes graphics.	Introductory
<b>8.1.4.A.4</b>	Research population densities of major cities in the US. Create a simple spreadsheet, enter the data, and interpret the information.	Introductory
<b>8.1.4.D.1</b>	Discuss with peers the importance of cyber safety, cyber security, and cyber ethics as individuals and member of the global community when using existing and emerging technologies.	Introductory
<b>8.1.4.D.2</b>	Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic-information sources in library class.	Introductory
<b>8.1.4.E.1</b>	Choose a local environmental problem/issue to investigate using digital tools and resources, and evaluate findings in order to be able to present possible solutions.	Introductory
<b>8.1.4.F.1</b>	Select and apply digital tools to collect, organize, and analyze data that support a scientific finding.	Introductory

## Technology Resources

- Computer applications
  - [www.sfsocialstudies.com](http://www.sfsocialstudies.com)
  - <http://www.goodcharacter.com>
  - [www.animatedatlas.com/movie.html](http://www.animatedatlas.com/movie.html)
  - [www.nystromnet.com](http://www.nystromnet.com)
  - <http://www.proteacher.com>
  - <http://ewwnet.com> (one Nystrom site)
  - <http://juniorgeographer.com> (accompanies hands-on Junior Geographer Atlas program)
  - [www.internet4classrooms.com](http://www.internet4classrooms.com)
  - [www.kidinfo.com](http://www.kidinfo.com)
  - [www.mrnussbaum.com](http://www.mrnussbaum.com)
  - [www.sheppardsoftware.com](http://www.sheppardsoftware.com)
  - <http://geography.mrdonn.org/landforms.html>
  - <http://www.weatherwizkids.com/weather-climate.htm>
  - [www.kidport.com](http://www.kidport.com)

- [www.scholastic.com](http://www.scholastic.com)
- [www.gamequarium.com](http://www.gamequarium.com)
- [www.digitalhistory.uh.edu](http://www.digitalhistory.uh.edu)
- Brain Pop!
- Kidspiration
- Place the State
- MapZone
- MathBlasters
- National Geographic Education
- National Geographic Kids
- NASA World Wind
- Google Earth and related Google applications
- NASA World Wind
- NationMaster
- StateMaster
- How Far Is It?
- Regions of the United States web quests
- GPS sites
- Brain Pop
- Enchanted Learning
- Fun Brain
- Study Island
- Character Education videos
- Scholastic News
- Time for Kids
- Smart Board activities
- CD player and CDs
- ELMO
- Software programs/tools
  - Word
    - Word Art
    - Clip Art
  - PowerPoint
  - Excel
  - Publisher

<b>Time Frame</b>	<b>OCTOBER</b>
<b>Topic</b>	
<b>REGIONS OF THE UNITED STATES: CENTRAL, NORTH CENTRAL, NORTHWEST, AND SOUTHWEST</b>	
<b>Big Ideas</b>	
<ul style="list-style-type: none"> <li>• The development of social studies skills enables learners to apply the concepts of time, location, distance, relationships and points of view to the study of contemporary and past peoples, places, issues, and events.</li> <li>• Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places, and the environment for problem solving and historical understanding.</li> <li>• When conducting research, we must seek information from credible sources and respect the laws regarding plagiarism.</li> <li>• We must use precaution, cyber safety, and rules of Netiquette when navigating the Internet.</li> <li>• All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How do you locate legitimate sources?</li> <li>• How do geographic tools and technologies pose and answer questions about spatial distributions and patterns on Earth?</li> <li>• How does human migration affect a region?</li> <li>• How do natural resources affect the course of history?</li> <li>• What can be done to resolve various types of conflicts?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• There are credible and questionable sources of information about historical and contemporary events.</li> <li>• Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</li> <li>• Places are jointly characterized by their physical and human properties.</li> <li>• The physical environment can both accommodate and be endangered by human activities.</li> <li>• Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</li> <li>• Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.</li> <li>• Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.</li> <li>• Active citizens in the 21<sup>st</sup> century <ul style="list-style-type: none"> <li>○ recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.</li> <li>○ identify stereotyping, bias, prejudice, and discrimination in their lives and communities.</li> <li>○ are aware of their relationships to people, places, and resources in the local community and beyond.</li> <li>○ make informed and reasoned decisions by seeking and assessing information, asking</li> </ul> </li> </ul>	



- questions, and evaluating alternate solutions.
- develop strategies to reach consensus and resolve conflict.
- demonstrate understanding of the need for fairness and take appropriate action against unfairness.

### **Alignment to 2009 NJCCCS**

- **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.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.
- **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.
- **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.
- **6.1.4.B.7** Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- **6.1.4.B.8** Compare ways people choose to use and divide natural resources.
- **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.
- **6.1.4.C.9** Compare and contrast how access to and use of resources affects people across the world differently.
- **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.
- **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.
- **6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### **Key Concepts and Skills**

Students will be able to

- locate the following regions of the United States: Central, North Central, Northwest, and Southwest
- locate and utilize political and physical maps of these regions.
- identify major landforms of each of the above regions.
- identify major bodies of water in each of the above regions.
- identify the states in each of the above regions.
- identify the major cities in each of the above regions.
- identify other major characteristics of the above regions.
- locate time zones, latitude, longitude, and use the global grid.
- develop an understanding of the relationship between humans and the above-listed environments.

- compare/contrast the above regions for similarities and differences.
- analyze the effect a region's characteristics have had on its development.
- gain knowledge of the appropriate use of operations and related applications of technology and digital tools.
- use digital tools to enhance creativity and construct knowledge.
- use technological advancements to create societal concerns regarding the practice of safe, legal, and ethical behaviors.
- understand how the use of digital tools can help gather and manage information.
- understand how the use of digital tools can help generate solutions and make decisions.
- respond correctly to open-ended questions, using RACE elements, about the topics under discussion/study.
- understand the concept of cyber safety through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- understand and adhere to the rules about plagiarism through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- use a Works Cited when conducting research.
- continue to learn about which Internet sources are credible when conducting research through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- continue to increase their understanding of bullying, intimidation, and harassment as inappropriate and unacceptable behaviors.

## **Learning Activities**

Students will work independently and/or collaboratively to

- further geography skill development through participation in Smart Board interactive activities.
- locate pertinent news articles about these regions through use of the Internet and newspaper.
- problem solve location, distance, and direction questions through use of the Internet.
- obtain weather reports for these regions by using various sources, such as the Internet, TV, and/or newspaper.
- locate maps of these regions through use of the computer.
- demonstrate effective use physical and political maps as well as thematic maps and atlases to locate and identify the regions covered in this unit.
- use map keys to identify major landforms, bodies of water, and major cities in the above regions.
- use compass roses to determine directionality relationships.
- demonstrate different ways to measure distance, e.g. miles, kilometers, time, etc.
- use globes and the global grid to locate time zones, latitude, and longitude.
- design a travel brochure inviting people to visit a particular region.
- create a commercial to visit a particular region.
- research population densities in a region of choice. Enter the data on a simple spreadsheet and interpret the information.
- design a brochure that will attract people to the region for vacation purposes, employment opportunities, etc.
- blog or skype with a student who lives in one of the regions under study to exchange information about what life is like in both regions.
- create a relief map of a region showing the major landforms of the region. Present orally to

the class.

- research a region, using the Internet as a primary resource, in order to produce a report and/or project that demonstrates understanding of a particular region and its relationship to humans.
- create a two- or three-dimensional political or physical map for an imaginary state.
- create a PowerPoint slide show that will serve to attract people to the region.
- choose an environmental issue at the local or state level and propose possible solutions. Inform others about the issue.
- respond to open-ended questions using the RACE formula.
- discuss cyber safety and the hazards that can arise from improper use of the Internet.
- use a Works Cited form to reference sources of information.
- discuss plagiarism and its consequences.
- continue to learn about which Internet sources are legitimate and credible when conducting research (done in Computer Lab as well as during Library periods).
- continue discussions about bullying situations and discussing possible resolutions to the conflict.
- role play bullying scenarios and discuss how to resolve them.
- write an essay for “Respect Me” Day that lists the reasons why people should respect one another.

### Assessments

- Benchmark assessments
- Formative and summative assessments (unit tests and quizzes)
- Authentic performance assessments
- Portfolio assessment
- Observational assessments
- Class work assignments
- Quick writes
- Written responses to open-ended questions
- Student self- assessment
- Oral discussions
- Oral presentations
- Informal observation (checklists, anecdotal notes, etc.)
- Literacy projects
- Art projects
- Science projects
- Math projects

### 21<sup>st</sup> Century Skills

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
x	Life and Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations & Concepts		

## Interdisciplinary Connections

- English Language Arts
- Mathematics
- Science
- Art
- Theater
- Character Education
- Technology

## Technology Integration

CPI #	Activity	Proficiency Level
<b>8.1.4.A.3</b>	Create a multimedia presentation on a region of choice that includes graphics.	Developing
<b>8.1.4.A.4</b>	Research population densities in a region of choice in the US. Create a simple spreadsheet, enter the data, and interpret the information.	Developing
<b>8.1.4.D.1</b>	Discuss with peers the importance of cyber safety, cyber security, and cyber ethics as individuals and member of the global community when using existing and emerging technologies.	Developing
<b>8.1.4.D.2</b>	Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic-information sources in library class.	Developing
<b>8.1.4.E.1</b>	Choose a local environmental problem/issue to investigate using digital tools and resources, and evaluate findings in order to be able to present possible solutions.	Developing
<b>8.1.4.F.1</b>	Select and apply digital tools to collect, organize, and analyze data that support a scientific finding.	Developing

## Technology Resources

- Computer applications
  - [www.nystromnet.com](http://www.nystromnet.com)
  - <http://www.proteacher.com>
  - <http://ewwnet.com> (one Nystrom site)
  - <http://juniorgeographer.com> (accompanies hands-on Junior Geographer Atlas program)
  - [www.sfsocialstudies.com](http://www.sfsocialstudies.com)
  - [www.animatedatlas.com/movie.html](http://www.animatedatlas.com/movie.html)
  - [www.kidport.com](http://www.kidport.com)
  - [www.scholastic.com](http://www.scholastic.com)
  - [www.gamequarium.com](http://www.gamequarium.com)
  - [www.digitalhistory.uh.edu](http://www.digitalhistory.uh.edu)
  - Brain Pop!

- Kidspiration
- Place the State
- MapZone
- MathBlasters
- National Geographic’s “Xpeditions”
- NASA World Wind
- Google Earth and related Google applications
- NASA World Wind
- NationMaster
- StateMaster
- How Far Is It?
- Regions of the United States web quests
- Enchanted Learning
- Fun Brain
- Study Island
- Character Education videos
- Scholastic News
- Time for Kids
- Smart Board activities
- CD player and CDs
- ELMO
- Software programs/tools
  - Word
    - Word Art
    - Clip Art
  - PowerPoint
  - Excel
  - Publisher

<b>Time Frame</b>	<b>NOVEMBER</b>
<b>Topics</b>	
<ul style="list-style-type: none"> <li>● <b>REGIONS OF THE UNITED STATES: ALASKA AND HAWAII</b></li> <li>● <b>GEOGRAPHY OF NEW JERSEY</b></li> </ul>	
<b>Big Ideas</b>	
<ul style="list-style-type: none"> <li>● The development of social studies skills enables learners to apply the concepts of time, location, distance, relationships and points of view to the study of contemporary and past peoples, places, issues, and events.</li> <li>● Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places, and the environment for problem solving and historical understanding.</li> <li>● When conducting research, we must seek information from credible sources and respect the laws regarding plagiarism.</li> <li>● We must use precaution, cyber safety, and rules of Netiquette when navigating the Internet.</li> <li>● All students will acquire the skills needed to be active, informed citizens who value diversity</li> </ul>	

and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

### Essential Questions

- How do you locate legitimate sources?
- How do geographic tools and technologies pose and answer questions about spatial distributions and patterns on Earth?
- How does human migration affect a region?
- How do natural resources affect the course of history?
- What can be done to resolve various types of conflicts?

### Enduring Understandings

- There are credible and questionable information sources about historical and contemporary events.
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Places are jointly characterized by their physical and human properties.
- The physical environment can both accommodate and be endangered by human activities.
- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- Regional geographic differences can result in social, economic, and political differences.
- Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.
- Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
- Active citizens in the 21<sup>st</sup> century
  - recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
  - identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
  - are aware of their relationships to people, places, and resources in the local community and beyond.
  - make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
  - develop strategies to reach consensus and resolve conflict.
  - demonstrate understanding of the need for fairness and take appropriate action against unfairness.

### Alignment to 2009 NJCCCS

- **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.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.
- **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.

- **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.
- **6.1.4.B.7** Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- **6.1.4.B.8** Compare ways people choose to use and divide natural resources.
- **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.
- **6.1.4.C.9** Compare and contrast how access to and use of resources affects people across the world differently.
- **6.1.4.C.14** Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
- **6.1.4.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.
- **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.
- **6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### Key Concepts and Skills

Students will be able to

- locate various type of maps of Alaska and Hawaii through use of the computer.
- identify major landforms of each of the above regions.
- identify major bodies of water in each of the above regions.
- identify the states in each of the above regions.
- identify the major cities in each of the above regions.
- identify other major characteristics of the above regions.
- locate time zones, latitude, longitude, and use the global grid.
- develop an understanding of the relationship between humans and the above-listed environments.
- compare/contrast the above regions for similarities and differences.
- analyze the effect a region's characteristics have had on its development.
- explain the nature, characteristics, and distribution of renewable and non-renewable resources.
- locate various types of maps of New Jersey through use of the computer.
- identify the main features that attract people to New Jersey.
- identify some prominent New Jersey figures. Tell what they did and how they contributed to society as well as New Jersey's development.
- describe the geography of New Jersey, including the Atlantic Coastal Plain, the Jersey Shore, the Pinelands, the Central Corridor/Piedmont, the Highlands, and the Appalachian Ridge Valley.
- identify major cities of New Jersey and the factors involved in their development, such as transportation, food, religion, etc.
- describe the development of transportation networks in New Jersey.
- describe basic components of Earth's physical systems, including landforms, the water cycle, weather, and climate.

- understand that natural resources can be living and nonliving.
- gain knowledge of the appropriate use of operations and related applications of technology and digital tools.
- use digital tools to enhance creativity and construct knowledge.
- use digital tools and environments to support the learning process and foster collaboration in solving local and global problems.
- use technological advancements to create societal concerns regarding the practice of safe, legal, and ethical behaviors.
- understand how the use of digital tools can help gather and manage information.
- understand how the use of digital tools can help generate solutions and make decisions.
- respond correctly to open-ended questions, using RACE elements, about the topics under discussion/study.
- understand the concept of cyber safety through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- understand and adhere to the rules about plagiarism through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- use a Works Cited when conducting research.
- continue to learn about which Internet sources are credible when conducting research through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- continue to increase their understanding of bullying, intimidation, and harassment as inappropriate and unacceptable behaviors.

## **Learning Activities**

Students will work independently and/or collaboratively to

- further geography skill development through participation in Smart Board interactive activities.
- locate pertinent news articles about these regions through use of the Internet and newspaper.
- problem solve location, distance, and direction questions through use of the Internet.
- obtain weather reports for these regions by using various sources, such as the Internet, TV, and/or newspaper.
- locate maps of these regions through use of the computer.
- use physical and political maps as well as globes to locate and identify these regions.
- use map keys to identify major landforms, bodies of water, and major cities in the above regions.
- use compass roses to determine directionality relationships.
- use globes to locate time zones, latitude, longitude, and the global grid.
- use a scale of miles to determine the distance between two points on a map.
- demonstrate different ways to measure distance, e.g. miles, kilometers, time, etc.
- design a travel brochure inviting people to visit a particular region.
- develop a commercial to visit a particular region.
- research a region, using the Internet as a primary resource, and produce a report and/or project that demonstrates understanding of a particular region and its relationship to humans.
- communicate/collaborate online with a student in Alaska to understand Alaskans perspectives on the problem of global warming.
- create a model of the Hawaiian Islands and, using the Internet, accompany it with a report on how the islands were formed.
- create a graph showing the population densities of some major cities in New Jersey.



- create a two- or three-dimensional physical or political map for an imaginary state.
- create a PowerPoint slide show that will serve to attract people to this region.
- compute the number of miles of major roadways in New Jersey, such as the Garden State Parkway, the Turnpike, Rt. 80, etc. Identify the directions the roads follow and compare the mileage data by placing it in a chart or table. Which is the longest? Which is the most direct between two points?
- read the following books and set up literature circles to discuss the main highlights: *New Jersey: Facts and Symbols* by Shelley Swanson Sateren (easy); *New Jersey: The New Jersey Experience* by Carole Marsh (on-level); and *New Jersey* by R. Conrad Stein (challenging).
- respond to open-ended questions using the RACE formula.
- discuss cyber safety and the hazards that can arise from improper use of the Internet.
- use a Works Cited form to reference sources of information.
- discuss plagiarism and its consequences.
- continue to learn about which Internet sources are legitimate and credible when conducting research (done in Computer Lab as well as during Library periods).
- continue discussions about bullying situations and discussing possible resolutions to the conflict.
- role play bullying scenarios and discuss possible ways to resolve conflict.

### Assessments

- Benchmark assessments
- Formative and summative assessments (unit tests and quizzes)
- Authentic performance assessments
- Portfolio assessment
- Observational assessments
- Class work assignments
- Quick writes
- Written responses to open-ended questions
- Student self- assessment
- Oral discussions
- Oral presentations
- Informal observation (checklists, anecdotal notes, etc.)
- Literacy projects
- Art projects
- Science projects
- Math projects

### 21<sup>st</sup> Century Skills

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
x	Life and Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations & Concepts		

## Interdisciplinary Connections

- English Language Arts
- Mathematics
- Science
- Art
- Theater
- Character Education
- Technology

## Technology Integration

CPI #	Activity	Proficiency Level
8.1.4.A.3	Create a multimedia presentation on a region of choice that includes graphics.	Developing
8.1.4.C.1	Have an online discussion with a student in Alaska about the problem of global warming to gain insight into the Alaskan perspective.	Introductory
8.1.4.D.1	Discuss with peers the importance of cyber safety, cyber security, and cyber ethics as individuals and member of the global community when using existing and emerging technologies.	Developing
8.1.4.D.2	Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic-information sources in library class.	Developing
8.1.4.E.1	Choose a local environmental problem/issue to investigate using digital tools and resources, and evaluate findings in order to be able to present possible solutions.	Developing/Mastery
8.1.4.F.1	Select and apply digital tools to collect, organize, and analyze data that support a scientific finding.	Developing

## Technology Resources

- Computer applications
  - [www.sfsocialstudies.com](http://www.sfsocialstudies.com)
  - <http://www.goodcharacter.com>
  - [www.animatedatlas.com/movie.html](http://www.animatedatlas.com/movie.html)
  - [www.nystromnet.com](http://www.nystromnet.com)
  - <http://ewwnet.com> (Nystrom site)
  - <http://juniorgeographer.com> (accompanies hands-on Junior Geographer Atlas program)
  - [www.internet4classrooms.com](http://www.internet4classrooms.com)
  - [www.kidinfo.com](http://www.kidinfo.com)
  - [www.mrnussbaum.com](http://www.mrnussbaum.com)
  - [www.sheppardsoftware.com](http://www.sheppardsoftware.com)
  - <http://geography.mrdonn.org/landforms.html>
  - [http://www.weatherwizkids.com/weather\\_climate.htm](http://www.weatherwizkids.com/weather_climate.htm)
  - [www.kidport.com](http://www.kidport.com)
  - [www.scholastic.com](http://www.scholastic.com)
  - [www.gamequarium.com](http://www.gamequarium.com)
  - [www.digitalhistory.uh.edu](http://www.digitalhistory.uh.edu)
  - Brain Pop!

- Kidspiration
- Google Earth
- NASA World Wind
- NationMaster
- StateMaster
- How Far Is It?
- Place the State
- MapZone
- Math Blasters
- National Geographic's "Xpeditions"
- NASA World Wind
- Regions of the United States web quests
- Enchanted Learning
- Fun Brain
- Study Island
- Character Education videos
- Scholastic News
- Time for Kids
- Smart Board activities
- CD player and CDs
- ELMO
- Software programs/tools
  - Word
    - Word Art
    - Clip Art
  - PowerPoint
  - Excel
  - Publisher

<b>Time Frame</b>	<b>DECEMBER</b>
<b>Topics</b>	
<ul style="list-style-type: none"> <li>• <b>THE NATURAL REGIONS OF NEW JERSEY</b></li> <li>• <b>EARLY EUROPEANS IN NORTH AMERICA</b></li> </ul>	
<b>Big Ideas</b>	
<ul style="list-style-type: none"> <li>• The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to the study of contemporary and past peoples, places, issues, and events.</li> <li>• The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</li> <li>• Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places, and the environment for problem solving and historical understanding.</li> <li>• When conducting research, we must seek information from credible sources and respect the laws regarding plagiarism.</li> <li>• We must use precaution, cyber safety, and rules of Netiquette when navigating the Internet.</li> <li>• All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How do you locate legitimate sources?</li> <li>• How do geographic tools and technologies pose and answer questions about spatial distributions and patterns on Earth?</li> <li>• How does human migration affect a region?</li> <li>• How do natural resources affect the course of history?</li> <li>• What can be done to resolve various types of conflicts?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• There are credible and questionable sources of information about historical and contemporary events.</li> <li>• Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</li> <li>• Places are jointly characterized by their physical and human properties.</li> <li>• The physical environment can both accommodate and be endangered by human activities.</li> <li>• Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</li> <li>• The study of American folklore and popular historical figures enables American with diverse cultural backgrounds to feel connected to a national heritage.</li> <li>• Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.</li> <li>• Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</li> </ul>	

- Cultures struggle to maintain traditions in a changing society.
- Personal, family, and community history is a source of information for individuals about the people and places around them.
- Key historical events, documents, and individuals led to the development of our nation.
- Active citizens in the 21<sup>st</sup> century
  - recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
  - identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
  - are aware of their relationships to people, places, and resources in the local community and beyond.
  - make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
  - develop strategies to reach consensus and resolve conflict.
  - demonstrate understanding of the need for fairness and take appropriate action against unfairness.

### **Alignment to 2009 NJCCCS**

- **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.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.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.
- **6.1.4.B.5** Describe how human interaction impacts the environment in New Jersey and the United States.
- **6.1.4.D.2** Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- **6.1.4.D.3** Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
- **6.1.4.D.11** Determine how local and state communities have changed over time, and explain the reasons for changes.
- **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.
- **6.1.4.D.15** Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
- **6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### **Key Concepts and Skills**

Students will be able to

- describe the geographical regions of New Jersey.
- identify the physical and human characteristics of the regions of New Jersey.
- understand that there are endangered species within the Pine Barrens of New Jersey
- describe how the physical and human characteristics of the regions of New Jersey have changed over time.
- identify the basic components of the Earth's physical systems, including landforms, water, erosion, weather, and climate and discuss their impact on human development.

- use a scale of miles.
- use an Internet mapping program to determine the distance between two locations.
- gain knowledge of the appropriate use of operations and related applications of technology and digital tools.
- use technological advancements to create societal concerns regarding the practice of safe, legal, and ethical behaviors.
- understand the patterns and processes of early migration.
- explain why the first New Jerseyans came here.
- describe the first people of New Jersey.
- describe the effect the land had on lives of early New Jerseyans.
- gain knowledge of the appropriate use of operations and related applications of technology and digital tools.
- use technological advancements to create societal concerns regarding the practice of safe, legal, and ethical behaviors.
- respond correctly to open-ended questions, using RACE elements, about the topics under discussion/study.
- understand the concept of cyber safety through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- understand and adhere to the rules about plagiarism through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- use a Works Cited when conducting research.
- continue to learn about which Internet sources are credible when conducting research through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- continue to increase their understanding of bullying, intimidation, and harassment as inappropriate and unacceptable behaviors.

## **Learning Activities**

Students will work independently and/or collaboratively to

- further geography skill development through participation in Smart Board interactive activities.
- use newspapers, periodicals, and the Internet to obtain news articles about New Jersey.
- use a scale of miles to determine the distance between two points on a map.
- construct two- and three-dimensional maps that show the geographical regions of New Jersey.
- draw various New Jersey landscapes to compare/contrast the kinds of regions found in the state.
- interview local people to discover their reasons for choosing to live in this part of New Jersey. Collect the data on a spreadsheet and develop a graph from the data.
- conduct research on the Internet to collect information about endangered species within the Pine Barrens of New Jersey. Develop a presentation, including graphics, that lists the species and present to the class.
- construct a 3-dimensional map of New Jersey that shows the prevalent landforms.
- compose a song about New Jersey.
- construct a map displaying the early migration routes that led to populating New Jersey.
- conduct research, using the Internet, that can be used to describe the life and culture of the first people of New Jersey.
- use a scale of miles to determine the distance between two points on a map.

- use an Internet mapping program to determine the distance between two locations.
- develop a presentation on how land use in New Jersey has changed over the past few centuries and the consequences of that use.
- write a fictional news account of the migration route taken by the early New Jerseyans.
- create a timeline showing the arrival of European explorers to the mid-Atlantic region of North America, and in particular, New Jersey.
- use MapQuest to determine the shortest distance between two locations in New Jersey.

### **Assessments**

- Benchmark assessments
- Formative and summative assessments (unit tests and quizzes)
- Authentic performance assessments
- Portfolio assessment
- Observational assessments
- Class work assignments
- Quick writes
- Written responses to open-ended questions
- Student self- assessment
- Oral discussions
- Oral presentations
- Informal observation (checklists, anecdotal notes, etc.)
- Literacy projects
- Art projects
- Science projects
- Math projects

### **21<sup>st</sup> Century Skills**

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
x	Life and Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations & Concepts		

### **Interdisciplinary Connections**

- English Language Arts
- Mathematics
- Science
- Music
- Art
- Character Education
- Technology

## Technology Integration

CPI #	Activity	Proficiency Level
<b>8.1.4.A.3</b>	Create a multimedia presentation about a particular region in New Jersey and include graphics.	Developing
<b>8.1.4.A.4</b>	Create a simple spreadsheet, enter data, and interpret the information.	Developing/Mastery
<b>8.1.4.D.1</b>	In small groups, discuss the importance of cyber safety, cyber security, and cyber ethics when using existing technologies. Make a list and compare and contrast with other lists made by other groups.	Developing
<b>8.1.4.D.2</b>	Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources.	Developing

## Technology Resources

- Computer applications
  - [www.sfsocialstudies.com](http://www.sfsocialstudies.com)
  - <http://www.goodcharacter.com>
  - [www.animatedatlas.com/movie.html](http://www.animatedatlas.com/movie.html)
  - [www.nystromnet.com](http://www.nystromnet.com)
  - <http://ewwnet.com> (one Nystrom site)
  - <http://juniorgeographer.com> (accompanies hands-on Junior Geographer Atlas program)
  - [www.internet4classrooms.com](http://www.internet4classrooms.com)
  - [www.kidinfo.com](http://www.kidinfo.com)
  - [www.mrnussbaum.com](http://www.mrnussbaum.com)
  - [www.sheppardsoftware.com](http://www.sheppardsoftware.com)
  - <http://geography.mrdonn.org/landforms.html>
  - [http://www.weatherwizkids.com/weather\\_climate.htm](http://www.weatherwizkids.com/weather_climate.htm)
  - [www.kidport.com](http://www.kidport.com)
  - [www.scholastic.com](http://www.scholastic.com)
  - [www.gamequarium.com](http://www.gamequarium.com)
  - [www.digitalhistory.uh.edu](http://www.digitalhistory.uh.edu)
  - [www.kids.brittanica.com](http://www.kids.brittanica.com)
  - [www.sfsocialstudies.com](http://www.sfsocialstudies.com)
  - Place the State
  - MapZone
  - Math Blasters
  - National Geographic's "Xpeditions"
  - NASA World Wind
  - NationMaster
  - StateMaster
  - How Far Is It?
  - Google Earth
  - NASA World Wind
  - Brain Pop!
  - Kidspiration
- Smart Board
- ELMO
- CDs and players
- Software programs/tools
  - Word



- Word Art
- Clip Art
- PowerPoint
- Excel
- Publisher
- Character Education videos

<b>Time Frame</b>	<b>JANUARY</b>
<b>Topics</b>	
<ul style="list-style-type: none"> <li>• <b>LENAPE INDIANS</b></li> <li>• <b>EUROPEANS IN NEW JERSEY</b></li> </ul>	
<b>Big Ideas</b>	
<ul style="list-style-type: none"> <li>• The study of the United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</li> <li>• All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How am I connected to the past?</li> <li>• How are present events related to past events?</li> <li>• How does family heritage and tradition influence current family life?</li> <li>• What impact has New Jersey made on American history?</li> <li>• What can be done to resolve various types of conflicts?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Many cultural traditions and heritages contribute to our state's and nation's diversity.</li> <li>• Historians establish justifiable timelines to connect significant events.</li> <li>• Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</li> <li>• Personal, family and community history is a source of information for individuals about the people and places around them.</li> <li>• Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.</li> <li>• The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.</li> <li>• American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.</li> <li>• Cultures struggle to maintain traditions in a changing society.</li> <li>• 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.</li> <li>• People view and interpret events differently because of the time in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.</li> <li>• Active citizens in the 21<sup>st</sup> century <ul style="list-style-type: none"> <li>○ recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.</li> <li>○ identify stereotyping, bias, prejudice, and discrimination in their lives and communities.</li> <li>○ are aware of their relationships to people, places, and resources in the local community and beyond.</li> </ul> </li> </ul>	

- make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
- develop strategies to reach consensus and resolve conflict.
- demonstrate understanding of the need for fairness and take appropriate action against unfairness.
- There are credible and questionable information sources about historical and contemporary events.

### **Alignment to 2009 NJCCCS**

- **6.1.4.D.1** Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- **6.1.4.D.2** Summarize reasons why various groups voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- **6.1.4.D.3** Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
- **6.1.4.D.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.10** Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- **6.1.4.D.11** Determine how local and state communities have changed over time, and explain the reasons for changes.
- **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.
- **6.1.4.D.13** Describe how culture is expressed through and influenced by the behavior of people.
- **6.1.4.D.14** Trace how the American identity evolved over time.
- **6.1.4.D.15** Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
- **6.1.4.D.18** Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- **6.1.4.D.19** Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- **6.1.4.D.20** Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### **Key Concepts and Skills**

Students will be able to

- describe how the Lenape way of life was affected by the environment.
- describe the characteristics of Lenape culture.
- explain how families long ago expressed beliefs and values through stories, songs, and celebrations.
- describe how the Lenape way of life was affected by European exploration.
- describe the earliest European explorations in New Jersey.
- explain why various groups immigrated to the New World and describe the problems they encountered.

- describe distribution of populations in West Jersey and East Jersey.
- explain why tolerance was important in a New Jersey colonial community and is still important in today's New Jersey communities.
- describe the importance of farms in the history of New Jersey.
- discuss the value of the American national heritage including diverse folklore, history and values that are celebrated in American songs, slogans, symbols, and major holidays.
- gain knowledge of the appropriate use of operations and related applications of technology and digital tools.
- use digital tools to enhance creativity and construct knowledge.
- use technological advancements to create societal concerns regarding the practice of safe, legal and ethical behaviors.
- respond correctly to open-ended questions, using RACE elements, about the topics under discussion/study.
- understand the concept of cyber safety through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- understand and adhere to the rules about plagiarism through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- use a Works Cited when conducting research.
- continue to learn about which Internet sources are credible when conducting research through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- continue to increase their understanding of bullying, intimidation, and harassment as inappropriate and unacceptable behaviors.

## **Learning Activities**

Students will work independently and/or collaboratively to

- research the Lenape Indians and their culture through use of Internet web sites, write a report based on the findings, and orally present the report to the class.
- create a model of a Lenape village complete with longhouse. Prepare a presentation, using digital tools, that explains their way of life and why the longhouse was a good mode of shelter for this region.
- define the following terms: nomads, agriculture, longhouse, forage, expedition, peninsula, colony, persecuted and artifacts.
- construct a two- or three-dimensional map of New Jersey showing the distribution of population.
- role play a meeting between the European explorers and the Lenni Lenape.
- conduct research on the Internet to find names of famous early New Jerseyans
- . Construct a timeline that shows when they lived and when their influence impacted New Jersey.
- write a letter to William Penn telling him why you wish to leave England and come to West Jersey to live under his leadership.
- construct a model of a typical farm in New Jersey's early history and giving an oral presentation on how early farming relates to life today in New Jersey.
- list and discuss the reasons tolerance was important in early New Jersey communities.
- compare/contrast family life in a community of the past to life in a community of the present.
- use the Internet (classroom links, email, and research) to learn about students and their families in other New Jersey schools, towns, and counties, and prepare an oral presentation on the information derived.

- role play various bullying scenarios and discuss possible ways to resolve conflict.

### **Assessments**

- Benchmark assessments
- Formative and summative assessments (unit tests and quizzes)
- Authentic performance assessments
- Portfolio assessment
- Observational assessments
- Class work assignments
- Quick writes
- Written responses to open-ended questions
- Student self- assessment
- Oral discussions
- Oral presentations
- Informal observation (checklists, anecdotal notes, etc.)
- Literacy projects
- Art projects
- Science projects
- Math projects

### **21<sup>st</sup> Century Skills**

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
x	Life and Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations & Concepts		

### **Interdisciplinary Connections**

- English Language Arts
- Mathematics
- Science
- Music
- Art
- Technology
- Theater
- Character Education

## Technology Integration

CPI #	Activity	Proficiency Level
<b>8.1.4.A.5</b>	Determine the benefits of a wide range of digital tools by using them to solve problems.	Introductory
<b>8.1.4.B.1</b>	Interview someone whose ancestors came from another country. Discover why they chose to settle in New Jersey. Produce a media-rich digital story about the history related to you.	Developing/Mastery
<b>8.1.4.D.1</b>	Discuss the importance of cyber safety, cyber security, and cyber ethics as individuals and member of the global community when using existing and emerging technologies.	Developing
<b>8.1.4.D.2</b>	Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources.	Developing

## Technology Resources

- Computer applications
  - [www.sfsocialstudies.com](http://www.sfsocialstudies.com)
  - <http://www.goodcharacter.com>
  - [www.kidport.com](http://www.kidport.com)
  - [www.scholastic.com](http://www.scholastic.com)
  - [www.bigorrin.org](http://www.bigorrin.org)
  - [www.nanticoke-lenape.org](http://www.nanticoke-lenape.org)
  - <http://kids.britannica.com/comptons/article-205463/New-Jersey>
  - <http://www.nj.gov/hangout>
  - <http://www.state.nj.us/history>
  - <http://www.gti.net>
  - <http://americanhistory.pppst.com/symbols.html>
  - [http://bensguide.gpo.gov/files/Ben\\_Activity\\_webversion.pdf](http://bensguide.gpo.gov/files/Ben_Activity_webversion.pdf)
  - <http://netstate.com/states/index.html>
  - <http://literature.pppst.com/talltales.html>
  - [http://www.education.com/files/95301\\_95400/95324/file\\_95324.pdf](http://www.education.com/files/95301_95400/95324/file_95324.pdf)
  - [www.internet4classrooms.com](http://www.internet4classrooms.com)
  - [www.kidinfo.com](http://www.kidinfo.com)
  - [www.mrnussbaum.com](http://www.mrnussbaum.com)
  - [www.sheppardsoftware.com](http://www.sheppardsoftware.com)
  - Brain Pop!
  - Kidspiration
  - New Jersey State Department of Agriculture
- Character Education videos
- Smart Board
- ELMO
- Character Education videos
- Software programs/tools
  - Word
    - Word Art
    - Clip Art
  - PowerPoint
  - Excel
  - Publisher

<b>Time Frame</b>	<b>FEBRUARY</b>
<b>Topics</b>	
<ul style="list-style-type: none"> <li>• <b>EUROPEANS IN NEW JERSEY</b></li> <li>• <b>THE REVOLUTIONARY WAR</b></li> </ul>	
<b>Big Ideas</b>	
<ul style="list-style-type: none"> <li>• The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to the study of contemporary and past peoples, places, issues, and events.</li> <li>• The study of the United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</li> <li>• All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How are present events related to past events?</li> <li>• What impact has New Jersey had on American history?</li> <li>• Why is it important for people of different cultures to collaborate in finding solutions to challenges?</li> <li>• What can be done to resolve various types of conflicts?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• There are varying perspectives on the meaning of historical events.</li> <li>• Historians establish justifiable timelines to connect significant events.</li> <li>• Americans have a common American heritage in addition to the heritage they possess from their countries of origin.</li> <li>• Many cultural traditions and heritages contribute to our state's and nation's diversity.</li> <li>• In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.</li> <li>• Key historical events, documents, and individuals led to the development of our nation.</li> <li>• The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.</li> <li>• Active citizens in the 21<sup>st</sup> century <ul style="list-style-type: none"> <li>○ recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.</li> <li>○ identify stereotyping, bias, prejudice, and discrimination in their lives and communities.</li> <li>○ are aware of their relationships to people, places, and resources in the local community and beyond.</li> <li>○ make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.</li> <li>○ develop strategies to reach consensus and resolve conflict.</li> <li>○ demonstrate understanding of the need for fairness and take appropriate action against</li> </ul> </li> </ul>	

unfairness.

- There are credible and questionable information sources about historical and contemporary events.

### Alignment to 2009 NJCCCS

- **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.
- **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.6** Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- **6.1.4.D.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.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.
- **6.1.4.D.14** Trace how the American identity evolved over time.
- **6.1.4.D.15** Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
- **6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### Key Concepts and Skills

Students will be able to

- explain how lifestyles of North Americans and European settlers differed.
- discuss reasons why various groups immigrated to America and New Jersey and identify the problems they encountered.
- understand that Americans come from different parts of the world yet have a common American heritage in addition to the heritage they have from their countries of origin.
- explain why it is important to understand diverse peoples, ideas, and cultures.
- discuss situations in which people from diverse backgrounds work together to solve common problems.
- define stereotyping and discuss how it impacts self-image and interpersonal relationships.
- explain how diversity within a culture can be affected by race, religion, or class.
- identify reasons for why Revolutionary leaders fought for independence from Britain.
- discuss New Jersey's early role in the American Revolution.
- explain the colonial resistance to the British taxation.
- identify accomplishments and key actions of the First and Second Continental Congresses.
- analyze varying viewpoints of the Patriots and the Loyalists.
- gain knowledge of the appropriate use of operations and related applications of technology and digital tools.
- use technological advancements to create societal concerns regarding the practice of safe, legal, and ethical behaviors.
- respond correctly to open-ended questions, using RACE elements, about the topics under



discussion/study.

- understand the concept of cyber safety through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- understand and adhere to the rules about plagiarism through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- use a Works Cited when conducting research.
- continue to learn about which Internet sources are credible when conducting research through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- continue to increase their understanding of bullying, intimidation, and harassment as inappropriate and unacceptable behaviors.

## Learning Activities

Students will work independently and/or collaboratively to

- conduct research on the computer that culminates in a written report/oral presentation on the comparisons/contrasts between family life in a community of the past to life in a community of the present.
- conduct research on the computer that culminates in a written report/oral presentation on students and their families in other countries.
- participate in corresponding with a group of students in another country through email.
- present a “World Cultures Day” in which students celebrate their individual heritage as well as their heritage as Americans.
- conduct research on Governor William Livingston to discover his contribution to New Jersey history and development. Present orally to the class.
- devise a situation in which people of varying backgrounds must work together to resolve problems and then role playing it for their peers.
- present a debate highlighting viewpoints of the Patriots and the Loyalists.
- compose a song with lyrics about the Revolutionary War.
- develop a timeline that shows the major battles of the Revolutionary War.
- create a PowerPoint presentation that shows the chronological timing of major events in the Revolutionary War.
- write a fictional account (diary or journal) of the trip that was made by early Europeans who traveled across the Atlantic Ocean to America.

## Assessments

- Benchmark assessments
- Formative and summative assessments (unit tests and quizzes)
- Authentic performance assessments
- Portfolio assessment
- Observational assessments
- Class work assignments
- Quick writes
- Written responses to open-ended questions
- Student self- assessment
- Oral discussions
- Oral presentations
- Informal observation (checklists, anecdotal notes, etc.)

- Literacy projects
- Art projects
- Science projects
- Math projects

### 21<sup>st</sup> Century Skills

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
x	Life and Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations & Concepts		

### Interdisciplinary Connections

- English Language Arts
- Mathematics
- Science
- Music
- Theater
- Technology
- Character Education

### Technology Integration

CPI #	Activity	Proficiency Level
<b>8.1.4.A.3</b>	Create a multimedia presentation that includes graphics, i.e., a PowerPoint presentation that shows the timing of the major events of the Revolutionary War.	Developing
<b>8.1.4.D.1</b>	Discuss the importance of cyber safety, cyber security, and cyber ethics as individuals and member of the global community when using existing and emerging technologies.	Developing
<b>8.1.4.D.2</b>	Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources.	Developing

### Technology Resources

- Computer applications
  - [www.sfsocialstudies.com](http://www.sfsocialstudies.com)
  - <http://www.goodcharacter.com>
  - [www.mapmakers.rutgers.edu](http://www.mapmakers.rutgers.edu)
  - [www.aboutnewjersey.com](http://www.aboutnewjersey.com)
  - [www.socialstudiesforkids.com](http://www.socialstudiesforkids.com)
  - [www.state.nj.us/state/historykids/NJHistoryKids.htm](http://www.state.nj.us/state/historykids/NJHistoryKids.htm)
  - <http://americanhistory.pppst.com/symbols.html>
  - [www.internet4classrooms.com](http://www.internet4classrooms.com)
  - [www.kidinfo.com](http://www.kidinfo.com)
  - [www.mrnussbaum.com](http://www.mrnussbaum.com)
  - [www.sheppardsoftware.com](http://www.sheppardsoftware.com)

- Brain Pop!
- Kidspiration
- Revolutionary War web sites
- Smart Board
- ELMO
- Character Education videos
- Software programs/tools
  - Word
    - Word Art
    - Clip Art
  - PowerPoint
  - Excel
  - Publisher

<b>Time Frame</b>	<b>MARCH</b>
<b>Topics</b>	
<ul style="list-style-type: none"> <li>• <b>THE REVOLUTIONARY WAR</b></li> <li>• <b>FOUNDING A NEW NATION</b></li> </ul>	
<b>Big Ideas</b>	
<ul style="list-style-type: none"> <li>• The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to the study of contemporary and past peoples, places, issues, and events.</li> <li>• An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world.</li> <li>• The study of the United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</li> <li>• All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How do you locate legitimate sources?</li> <li>• How are present events related to past events?</li> <li>• What is government and what can it do?</li> <li>• Why do rules, laws, and government not always preserve individual rights and the common good? What can be done about it?</li> <li>• How does the government established by the Constitution embody the purposes, value, and principles of the American way of life?</li> <li>• What impact has New Jersey had on American history?</li> <li>• What can be done to resolve various types of conflicts?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Societies require rule, laws, and government.</li> <li>• Governments can change based on the needs of people, their society, and their culture.</li> <li>• Our government was founded on the principles of fairness, equality, and respect for diversity.</li> <li>• Documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, define major roles, responsibilities, and principles of our democratic form of government.</li> <li>• Key historical events, documents, and individuals led to the development of our nation.</li> <li>• Many cultural traditions and heritages contribute to our state's and nation's diversity.</li> <li>• Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.</li> <li>• Availability of resources affects economic outcomes.</li> <li>• Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.</li> <li>• The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</li> </ul>	

- Active citizens in the 21<sup>st</sup> century
  - recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
  - identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
  - are aware of their relationships to people, places, and resources in the local community and beyond.
  - make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
  - develop strategies to reach consensus and resolve conflict.
  - demonstrate understanding of the need for fairness and take appropriate action against unfairness.
- There are credible and questionable information sources about historical and contemporary events.

### **Alignment to 2009 NJCCCS**

- **6.1.4.A.9** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- **6.1.4.C.9** Compare and contrast how access to and use of resources affects people across the world differently.
- **6.1.4.C.12** Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
- **6.1.4.C.13** Determine the qualities of entrepreneurs in a capitalistic society.
- **6.1.4.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.6** Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- **6.1.4.D.8** Determine the role of Governor William Livingston in the development of New Jersey government.
- **6.1.4.D.9** Determine the significance of New Jersey's role in the American Revolution.
- **6.1.4.D.17** Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- **6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### **Key Concepts and Skills**

Students will be able to

- describe the reasons that the Revolutionary leaders fought for independence from Britain.
- understand the sequence of events during the Battles of Trenton, Princeton, and Monmouth by reading a timeline.
- explain New Jersey's important role in the American Revolution.
- identify the Declaration of Independence as a major document in American history.
- explain democracy and its virtues as well as the benefits it provides American citizens.
- explain how the Constitution is a basic plan for the United States government.
- identify the Constitution and the Bill of Rights as key documents defining our form of government.
- identify national symbols, such as the Statue of Liberty, the flag, and the eagle and explain the meaning behind each.
- compare/contrast family life in a community today with that of the past.

- identify and discuss major scientific discoveries and inventions, the scientists and inventors who developed them, and their impact on contemporary life.
- describe characteristics of effective citizenship and discuss ways to influence public policy.
- discuss the value of the American national heritage including diverse folklore and cultural contributions from New Jersey and other regions in the United States.
- discuss the value of the American national heritage including history and values celebrated in American songs, symbols, slogans, and major holidays.
- discuss the value of the American national heritage including historical preservation of primary documents, buildings, places of memory, and significant artifacts.
- respond correctly to open-ended questions, using RACE elements, about the topics under discussion/study.
- understand the concept of cyber safety through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- understand and adhere to the rules about plagiarism through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- use a Works Cited when conducting research.
- continue to learn about which Internet sources are credible when conducting research through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- continue to increase their understanding of bullying, intimidation, and harassment as inappropriate and unacceptable behaviors.

## **Learning Activities**

Students will work independently and/or collaboratively to

- access important historical documents for examination and analysis through use of the computer.
- develop a timeline that depicts the sequence of events during the Battles of Trenton, Princeton, and Monmouth.
- participate in group discussions about the basic elements found in our most important historical documents and determine how those elements have shaped our government and way of life.
- read a critically important document to our democracy, such as the Declaration of Independence or the Bill of Rights, and analyze its major points. Evaluate how it has impacted our national identity.
- research various battles that took place in New Jersey and prepare written reports on them to present orally to the class.
- develop an essay, emphasizing written communication skills, on the virtues and benefits of democracy and present orally to the class.
- create a report that describes one's personal family life as it is influenced and affected by their American citizenship.
- conduct research on the Internet about a famous inventor from New Jersey, such as Alexander Graham Bell or Thomas A. Edison. Create a multi-media rich presentation to present to the class.
- write a folk song about New Jersey.
- write a poem about a battle that took place in New Jersey.
- research the role of the abolitionists in New Jersey through the use of Internet sources.
- describe the role slavery played in dividing the country prior to and during the Civil War.
- analyze and evaluate the major points of the Emancipation Proclamation or the Gettysburg Address.

- research Internet sources to gather data on enlistments from New Jersey citizens during the Civil War. Graph the data.
- describe the role Lincoln played in freeing the slaves.
- select an invention that has obviously helped to transform our country from an agricultural society to an industrial society. Research the invention and its inventor and evaluate how it has benefitted our society over time. Use a wide range of digital tools to present your findings.
- blog or Skype with other students in the US or another country to discuss the issue of prejudice. Discuss varying perspectives and evaluate what they are doing to resolve this issue in their school and local community. Present the results to the class orally.
- gain knowledge of the appropriate use of operations and related applications of technology and digital tools.
- use technological advancements to create societal concerns regarding the practice of safe, legal, and ethical behaviors.

### Assessments

- Benchmark assessments
- Formative and summative assessments (unit tests and quizzes)
- Authentic performance assessments
- Portfolio assessment
- Observational assessments
- Class work assignments
- Quick writes
- Written responses to open-ended questions
- Student self- assessment
- Oral discussions
- Oral presentations
- Informal observation (checklists, anecdotal notes, etc.)
- Literacy projects
- Art projects
- Science projects
- Math projects

### 21<sup>st</sup> Century Skills

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
x	Life and Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations & Concepts		

### Interdisciplinary Connections

- English Language Arts
- Mathematics
- Science
- Art
- Music

- Technology
- Character Education

### **Technology Integration**

CPI #	Activity	Proficiency Level
<b>8.1.4.A.5</b>	Use a wide range of digital tools to solve a problem and determine their benefits based on your use of them.	Developing
<b>8.1.4.D.1</b>	Discuss the importance of cyber safety, cyber security, and cyber ethics as individuals and member of the global community when using existing and emerging technologies.	Developing
<b>8.1.4.D.2</b>	Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources.	Developing

### **Technology Resources**

- Computer applications
  - [www.sfsocialstudies.com](http://www.sfsocialstudies.com)
  - <http://www.goodcharacter.com>
  - [www.aboutnewjersey.com](http://www.aboutnewjersey.com)
  - [www.socialstudiesforkids.com](http://www.socialstudiesforkids.com)
  - [http://bensguide.gpo.gov/files/Ben\\_Activity\\_webversion.pdf](http://bensguide.gpo.gov/files/Ben_Activity_webversion.pdf)
  - <http://americanhistory.pppst.com/symbols.html>
  - [www.state.nj.us/state/historykids/NJHistoryKids.htm](http://www.state.nj.us/state/historykids/NJHistoryKids.htm)
  - [www.internet4classrooms.com](http://www.internet4classrooms.com)
  - [www.kidinfo.com](http://www.kidinfo.com)
  - [www.mrnussbaum.com](http://www.mrnussbaum.com)
  - Brain Pop!
  - Kidspiration
  - Library of Congress web site
  - Civil War web sites
  - Lincoln web sites
- Smart Board
- CDs and CD player
- ELMO
- Character Education videos
- Software programs/tools
  - Word
    - Word Art
    - Clip Art
  - PowerPoint
  - Excel
  - Publisher



<b>Time Frame</b>	<b>APRIL</b>
<b>Topic</b>	
<ul style="list-style-type: none"> <li>• <b>UNDERGROUND RAILROAD</b></li> <li>• <b>INVENTORS / INDUSTRIAL REVOLUTION</b></li> <li>• <b>IMMIGRATION</b></li> </ul>	
<b>Big Ideas</b>	
<ul style="list-style-type: none"> <li>• An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world</li> <li>• The study of the United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</li> <li>• Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places, and the environment for problem solving and historical understanding.</li> <li>• All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Why have people from other countries immigrated to the United States?</li> <li>• How does someone become a citizen of the United States?</li> <li>• How do geographic tools and technologies pose and answer questions about spatial distributions and patterns on Earth?</li> <li>• What can be done to resolve various types of conflicts?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• The study of American folklore and popular historical figures enables American with diverse cultural backgrounds to feel connected to a national heritage.</li> <li>• American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.</li> <li>• Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</li> <li>• Advancements in science and technology can have unintended consequences that impact individuals and/or societies.</li> <li>• Our government was founded on the principles of fairness, equality, and respect for diversity.</li> <li>• Immigrants can become and obtain the rights of American citizens.</li> <li>• Technological tools such as GIS, GPS, and the Internet assist with solving problems related to understanding location, distance, time, and direction.</li> <li>• Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.</li> <li>• Advancements in science and technology can have unintended consequences that impact individuals and/or societies.</li> <li>• In an interconnected world, increased collaboration is needed by individuals, groups, and</li> </ul>	

nations to solve global problems.

- Active citizens in the 21<sup>st</sup> century
  - recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
  - identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
  - are aware of their relationships to people, places, and resources in the local community and beyond.
  - make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
  - develop strategies to reach consensus and resolve conflict.
  - demonstrate understanding of the need for fairness and take appropriate action against unfairness.
- There are credible and questionable information sources about historical and contemporary events.

### Alignment to 2009 NJCCCS

- **6.1.4.A.13** Describe the process by which immigrants become United States 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.
- **6.1.4.C.12** Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
- **6.1.4.C.13** Determine the qualities of entrepreneurs in a capitalistic society.
- **6.1.4.C.17** Determine the role of science and technology in the in the transition from an agricultural society to an industrial society, and then to the information age.
- **6.1.4.C.18** Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the united States and the world.
- **6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- **6.1.4.D.3** Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
- **6.1.4.D.13** Determine the qualities of entrepreneurs in a capitalistic society.
- **6.1.4.D.16** Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- **6.1.4.D.20** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

### Key Concepts and Skills

Students will be able to

- explain that the world is divided into many nations consisting of territory and people with their own government, languages, customs, and laws.
- understand the various reasons people immigrated to the United States.
- compare/contrast the challenges immigrants faced in their in leaving their home countries and coming to the United States.
- describe the experience of an immigrant entering through Ellis Island.
- describe the requirements for citizenship in the United States.
- understand why it is important for nations to communicate and resolve disagreements via peaceful means.
- discuss the purpose of the United Nations.
- understand that the United States interacts with other nations of the world through trade, treaties, and agreements, diplomacy, cultural contacts, and sometimes through the use of

military force.

- gain knowledge of the appropriate use of operations and related applications of technology and digital tools.
- use digital tools and environments to support the learning process and foster collaboration in solving local and global problems.
- use technological advancements to create societal concerns regarding the practice of safe, legal, and ethical behaviors.
- understand how the use of digital tools can help generate solutions and make decisions.
- identify current issues that may have a global impact and discuss ways to address them.
- identify the major countries, continents, bodies of water, and mountain ranges of the world.
- respond correctly to open-ended questions, using RACE elements, about the topics under discussion/study.
- understand the concept of cyber safety through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- understand and adhere to the rules about plagiarism through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- use a Works Cited when conducting research.
- continue to learn about which Internet sources are credible when conducting research through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- continue to increase their understanding of bullying, intimidation, and harassment as inappropriate and unacceptable behaviors.

## **Learning Activities**

Students will work independently and/or collaboratively to

- conduct research on students and their families in other countries through the use of classroom links, email, and the Internet.
- conduct a first-person interview of someone whose ancestry is from another country. Find out why his/her ancestors came to the United States and settled in New Jersey. Produce a media-rich digital story about it.
- use the Internet to locate genealogical information about one's family ancestry.
- create an essay, short story, or poem that describes the challenges their own ancestors may have faced in immigrating to the United States.
- research Ellis Island and the Statue of Liberty on the Internet and gather information to organize into a written report to present orally to the class.
- determine what time it is in various places in the world by using a time zone map.
- research the United Nations on the Internet in order to prepare and present a report that evaluates its importance and the role it plays in today's global society.
- conduct research on the Internet to gather information about where certain nationalities have settled in New Jersey. Produce a population map that shows the various locations.
- use the Internet, newspaper, and magazines to gain information about current global issues, such as global warming, pollution, and diseases for discussion and reporting.
- create a PowerPoint slide show that focuses on one particular global issue. Explain why it is critically in need of society's attention and pose possible solutions to alleviate the problem.
- collect and analyze data on the major mountain ranges of the world and present findings in an oral presentation to peers.
- research the effects of recent oil pollution incidents on animal and plant life and present orally to the class. Skype or blog with students from the local area where the damage

occurred. Discuss possible solutions.

- draw native costumes of the various immigrant communities in New Jersey.
- collect samples of the music of various cultures in New Jersey. Analyze what makes each culture’s music unique.
- create and enact a one-act play about a family arriving in America from another country.
- research the foods of various immigrant communities that have settled in New Jersey and organize a “Foods From Around the World in New Jersey” luncheon in the classroom.

### Assessments

- Benchmark assessments
- Formative and summative assessments (unit tests and quizzes)
- Authentic performance assessments
- Portfolio assessment
- Observational assessments
- Class work assignments
- Quick writes
- Written responses to open-ended questions
- Student self- assessment
- Oral discussions
- Oral presentations
- Informal observation (checklists, anecdotal notes, etc.)
- Literacy projects
- Art projects
- Science projects
- Math projects

### 21<sup>st</sup> Century Skills

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
x	Life and Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations & Concepts		

### Interdisciplinary Connections

- English Language Arts
- Mathematics
- Science
- Art
- Music
- Technology
- Character Education

### Technology Integration

CPI #	Activity	Proficiency Level
<b>8.1.4.A.5</b>	Create a multimedia presentation, including graphics, on the United Nations.	Developing

<b>8.1.4.C.1</b>	Engage in online discussions with other students from other countries to understand their perspective on	Mastery
<b>8.1.4.D.1</b>	Continue to discuss the importance of cyber safety, cyber security, and cyber ethics as individuals and member of the global community when using existing and emerging technologies.	Developing
<b>8.1.4.D.2</b>	Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources.	Developing
<b>8.1.4.F.1</b>	Select and apply digital tools to collect, organize, and analyze data that supports a scientific finding about pollution and its effects on animals.	Developing
<ul style="list-style-type: none"> <li>• Computer applications <ul style="list-style-type: none"> <li>○ <a href="http://www.jerseykids.net">www.jerseykids.net</a></li> <li>○ <a href="http://www.state.nj.us/state/historykids/NJHistoryKids.htm">www.state.nj.us/state/historykids/NJHistoryKids.htm</a></li> <li>○ <a href="http://www.aboutnewjersey.com">www.aboutnewjersey.com</a></li> <li>○ <a href="http://www.goodcharacter.com">http://www.goodcharacter.com</a></li> <li>○ Brain Pop!</li> <li>○ Kidspiration</li> <li>○ Ellis Island web sites</li> <li>○ Global warming, endangered species, pollution, recycling, and/or offshore oil drilling web sites</li> </ul> </li> <li>• Smart Board</li> <li>• CDs and CD player</li> <li>• ELMO</li> <li>• Character Education videos</li> <li>• Software programs/tools <ul style="list-style-type: none"> <li>○ Word <ul style="list-style-type: none"> <li>▪ Word Art</li> <li>▪ Clip Art</li> </ul> </li> <li>○ PowerPoint</li> <li>○ Excel</li> <li>○ Publisher</li> </ul> </li> </ul>		

<b>Time Frame</b>	<b>MAY / JUNE</b>
<b>Topics</b>	
<ul style="list-style-type: none"> <li>• <b>THE GOVERNMENT OF NEW JERSEY</b></li> <li>• <b>LIFE IN MODERN NEW JERSEY</b></li> <li>• <b>THE ECONOMY OF NEW JERSEY</b></li> </ul>	
<b>Big Ideas</b>	
<ul style="list-style-type: none"> <li>• The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to the study of contemporary and past peoples, places, issues, and events</li> <li>• An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world.</li> <li>• The study of economics fosters an understanding of the management of resources in the global, public, and private sectors and in individual decision-making.</li> <li>• All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What is state government and what can it do?</li> <li>• What are the basic values and principles of American democracy?</li> <li>• What are the basic virtues and benefits of American citizenship?</li> <li>• What is supply and demand and what is its effect on the economy?</li> <li>• What impact has New Jersey made on American history?</li> <li>• How does the United States interact with other nations?</li> <li>• How does supply and demand determine the goods and service we produce?</li> <li>• What can be done to resolve various types of conflicts?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• There are different branches within the state government, each with its own structure, leaders, and processes and each designed to address specific issues and concerns.</li> <li>• In a representative democracy, individuals elect representatives to act on the behalf of the people.</li> <li>• In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.</li> <li>• People make decisions based on their needs, wants, and the availability of resources.</li> <li>• Economics is driving force for the occurrence of various events and phenomena in societies.</li> <li>• Interaction among various institutions in the local, national, and global economies influences policymaking and societal outcomes.</li> <li>• Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.</li> <li>• Economic opportunities in New Jersey and other states are related to the availability of resources and technology.</li> <li>• Taxes are the primary source of money to provide goods and services to the people of New Jersey.</li> <li>• Supply and demand is a basic economic principle in a capitalist society.</li> <li>• The United States interacts with other nations in a global economy. (Civics)</li> <li>• The government provides some essential goods and services, such as transportation and</li> </ul>	

communication networks.

- Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
- Active citizens in the 21<sup>st</sup> century
  - recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
  - identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
  - are aware of their relationships to people, places, and resources in the local community and beyond.
  - make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
  - develop strategies to reach consensus and resolve conflict.
  - demonstrate understanding of the need for fairness and take appropriate action against unfairness.
- There are credible and questionable information sources about historical and contemporary events.

### Alignment to 2009 NJCCCS

- 6.1.4.A.6 Explain how national and state governments share power in the federal system of government.
- **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.
- **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.
- **6.1.4.C.2** Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- **6.1.4.C.3** Explain why incentives vary between and among producers and consumers.
- **6.1.4.C.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.
- **6.1.4.C.6** Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- **6.1.4.C.7** Explain how the availability of private and public good and services is influenced by the global market and government.
- **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.
- **6.1.4.C.10** Explain the role of money, savings, debt, and investment individuals' lives.
- **6.1.4.C.11** Recognize the importance of setting long-term goals when making financial decisions within the community.
- **6.1.4.C.12** Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
- **6.1.4.C.13** Determine the qualities of entrepreneurs in a capitalistic society.
- **6.1.4.C.14** Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
- **6.1.4.C.15** Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- **6.1.4.C.17** Determine the role of science and technology in the transition from an

agricultural society to an industrial society, and then to the information age.

- **6.1.4.D.17** Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- **6.3.4.A.4** Communicate with students from various countries about common issues of public concern and possible solutions.
- **6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### **Key Concepts and Skills**

Students will be able to

- describe the development of transportation and communication networks in New Jersey and analyze and evaluate their impact upon contemporary New Jersey business and life in general.
- describe situations in which people from diverse backgrounds work together to address various issues.
- distinguish between goods and services.
- distinguish between wants and needs and explain how to choose needed goods and services.
- discuss how natural, human, and capital resources are used to produce goods and to provide services.
- define and correctly use the following terms: economy, free enterprise, capitalism, market, goods, services, consumer, income budget, supply demand, scarcity, export, import, production, labor, wages, capital, and profit.
- define consumers as buyers and producers as workers and sellers.
- explain that people can improve their ability to earn income by gaining new knowledge, skills, and experiences.
- explain that prices are the money value of goods and services and that prices change as a result of supply and demand.
- define basic terms associated with international trade, such as imports, exports, quotas, embargoes, tariffs, and free trade.
- recognize that government exists at the community, county, state, and federal level and that states, as well as the federal government have three branches.
- summarize the roles of the three branches of government in New Jersey.
- recognize that government officials, whom we may contact, exist at every level of government.
- gain knowledge of the appropriate use of operations and related applications of technology and digital tools.
- use technological advancements to create societal concerns regarding the practice of safe, legal, and ethical behaviors.
- identify how states and local governments use tax money to provide community needs and services.
- understand how the use of digital tools can help generate solutions and make decisions.
- analyze how democratic values are exemplified in American songs, symbols, and slogans.
- explain the importance of democracy and identify the virtues and benefits of democracy.
- explain how using newspapers and the Internet help us to obtain information.
- use a song to communicate ideas and information about New Jersey.
- summarize the three functions of money in the economy.
- respond correctly to open-ended questions, using RACE elements, about the topics under discussion/study.
- understand the concept of cyber safety through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- understand and adhere to the rules about plagiarism through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.



- use a Works Cited when conducting research.
- continue to learn about which Internet sources are credible when conducting research through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library period.
- continue to increase their understanding of bullying, intimidation, and harassment as inappropriate and unacceptable behaviors.

### **Learning Activities**

Students will work independently and/or collaboratively to

- research transportation and/or communication networks in New Jersey on the computer. Use MapQuest or similar program to determine a transportation route that connects major cities in New Jersey. Create a display on a map.
- use the computer to access various American songs, symbols, and/or slogans that exemplify democratic values and present them to the class.
- discuss state government with government officials who have been invited to the classroom.
- increase their knowledge about state government by attending the annual trip to Trenton.
- role play characters representing the three branches of government in New Jersey.
- locate articles about New Jersey life in local newspapers and evaluate the quality of life available in this state in an oral presentation to peers.
- use the Internet, newspaper, and/or magazines to obtain specifically assigned information about New Jersey.
- design a travel brochure on New Jersey.
- design a map, 3-dimensional or otherwise, of New Jersey that shows all the major transportation routes, such as the Garden State Parkway and the New Jersey Turnpike.
- role play a scenario in which a producer and a consumer interact.
- using the Internet as a resource to discover what types of goods and services New Jersey produces.
- develop a PowerPoint that will serve to attract people to New Jersey for vacations, job opportunities, industry, etc.
- blog or Skype with students from other countries to discuss bullying, discrimination, prejudice, bias, and/or stereotyping and to discover how they are being taught to handle such situations. Present findings to the class.

### **Assessments**

- Benchmark assessments
- Formative and summative assessments (unit tests and quizzes)
- Authentic performance assessments
- Portfolio assessment
- Observational assessments
- Class work assignments
- Quick writes
- Written responses to open-ended questions
- Student self- assessment
- Oral discussions
- Oral presentations
- Informal observation (checklists, anecdotal notes, etc.)
- Literacy projects
- Art projects
- Science projects
- Math projects

## 21<sup>st</sup> Century Skills

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
x	Life and Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations & Concepts		

### Interdisciplinary Connections

- English Language Arts
- Mathematics
- Science
- Art
- Music
- Technology
- Character Education

### Technology Integration

CPI #	Activity	Proficiency Level
<b>8.1.4.A.5</b>	Develop a portfolio of digital photos that depict New Jersey as a modern state.	Mastery
<b>8.1.4.A.3 &amp; 8.1.4.F.1</b>	Research transportation and/or communication networks in New Jersey on the computer. Use MapQuest or similar program to determine a transportation route that connects major cities in New Jersey. Create a display on a map. Can you prove through your results that major cities tend to grow along major transportation routes?	Developing/Mastery
<b>8.1.4.D.1</b>	Continue to discuss the importance of cyber safety, cyber security, and cyber ethics as individuals and member of the global community when using existing and emerging technologies.	Developing
<b>8.1.4.D.2</b>	Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources.	Developing

### Technology Resources

- Computer applications
  - [www.state.nj.us/hangout\\_nj/](http://www.state.nj.us/hangout_nj/)
  - [www.state.nj.us/state/historykids/NJHistoryKids.htm](http://www.state.nj.us/state/historykids/NJHistoryKids.htm)
  - [www.apples4theteacher.com](http://www.apples4theteacher.com)
  - <http://www.jerseyseafood.nj.gov/justforkids.html>
  - <http://www.state.nj.us/history>
  - <http://government.mrdonn.org/3branches.html>
  - [http://education.com/files/95301\\_95400/95324/file\\_05324.pdf](http://education.com/files/95301_95400/95324/file_05324.pdf)
  - [http://bensguide.gpo.gov/files/Ben\\_Activity\\_webversion.pdf](http://bensguide.gpo.gov/files/Ben_Activity_webversion.pdf)
  - <http://www.netstate.com/states/index.html>
  - <http://www.goodcharacter.com>

- New Jersey State web sites
- Brain Pop!
- Kidspiration
- Smart Board
- CDs and CD player
- ELMO
- Character Education videos
- Software programs/tools
  - Word
    - Word Art
    - Clip Art
  - PowerPoint
  - Excel
  - Publisher