

Week	Marking Period 1	Week	Marking Period 3
1	Our Nation's Geography	21	The Middle Colonies
2	Our Nation's Geography	22	The Southern Colonies
3	Our Nation's Geography	23	The Southern Colonies
4	Native Americans	24	The Southern Colonies
5	Native American	25	The Southern Colonies
6	Native Americans	26	The Colonies Unite
7	Native Americans	27	The Colonies Unite
8	The Age of Exploration	28	The Colonies Unite
9	The Age of Exploration	29	The Colonies Unite
10	The Age of Exploration	30	The Revolutionary War
Week	Marking Period 2	Week	Marking Period 4
11	The Age of Exploration	31	The Revolutionary War
12	Building The First Colonies	32	The Revolutionary War
13	Building The First Colonies	33	The Revolutionary War
14	Building The First Colonies	34	The Constitution
15	Building The First Colonies	35	The Constitution
16	New England Colonies	36	The Constitution
17	New England Colonies	37	Holocaust Requirement
18	New England Colonies	38	Holocaust Requirement
19	The Middle Colonies	39	Holocaust Requirement
20	The Middle Colonies	40	Holocaust Requirement

<b>Time Frame</b>	<b>SEPTEMBER</b>
<b>Topic</b>	
<ul style="list-style-type: none"><li>• <b>OUR NATION'S GEOGRAPHY</b></li></ul>	
<b>Big Idea</b>	
<ul style="list-style-type: none"><li>• People interact with their environment and are affected by it. (United States History)</li></ul>	
<b>Essential Question</b>	
<ul style="list-style-type: none"><li>• How do geography and the climate of the United States differ from region to region? (United States History)</li></ul>	
<b>Enduring Understanding</b>	
<ul style="list-style-type: none"><li>• Where we live influences how we live. (United States History)</li></ul>	
<b>Alignment to NJCCCS</b>	
6.1.8.B.1.b	
<b>Key Concepts and Skills</b>	
Students will be able to <ul style="list-style-type: none"><li>• describe the relative location of the five regions of the United States.</li><li>• identify and describe the landform regions of the United States.</li><li>• identify and locate major bodies of water in the United States.</li><li>• describe the climate regions of the United States.</li><li>• explain how physical features affect human settlement patterns.</li></ul>	
<b>Learning Activities</b>	
Students will work independently and/or collaboratively to <ul style="list-style-type: none"><li>• play the state and capital guessing game.</li><li>• simulate the climate zone weather report.</li><li>• research a landform in the United States.</li><li>• write a song on how to use latitude and longitude.</li><li>• write and explain about a landform in the United States and how it was formed.</li><li>• give an oral presentation on an imaginary hiking/camping trip in the Colorado Rockies.</li><li>• write a travelogue about an inspiring journey.</li><li>• create a two- or three-dimensional physical map of the United States.</li><li>• use an online geography program to perform United States geography activities.</li></ul>	

### Assessments

- Authentic performance assessments
- Oral presentations
- Written research reports
- Informal observations (checklists, anecdotal notes, etc.)
- Oral writes/quizzes/tests (emphasizing written communication skills)
- Project- based assessments (using rubrics)
- Portfolios
- Student self-evaluation
- Notes
- Outlines
- Homework and Practice Book activities
- Venn Diagrams
- Cause and Effect charts
- Timelines
- Analyzing maps
- Historical writing
- Games (Bingo, Jeopardy)
- Interpreting pictures
- Comparison of Primary and Secondary sources
- Team learning
- Debates
- Letter writing
- Poetry
- Graphing
- Drawing

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

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

### Interdisciplinary Connections

- English Language Arts:
  - RH.6-8.1-2 & 4-10
- Mathematics
- Science
- Music
- Art
- Technology

## Technology Integration

- Computer applications
  - Images of maps of the United States  
[http://www.google.com/images?hl=en&q=geography+of+the+United+States&um=1&ie=UTF-8&source=univ&ei=xgQqTO6iEMK78gaCw8HSCA&sa=X&oi=image\\_result\\_group&ct=title&resnum=4&ved=0CDwQsAQwAw](http://www.google.com/images?hl=en&q=geography+of+the+United+States&um=1&ie=UTF-8&source=univ&ei=xgQqTO6iEMK78gaCw8HSCA&sa=X&oi=image_result_group&ct=title&resnum=4&ved=0CDwQsAQwAw)
  - Geography quiz <http://www.lizardpoint.com/fun/geoquiz/usaquiz.html>
- Smart Board
- Elmo
- Overhead Projectors
- DVDs
- Microphone
- Tape Recorder
- Audiotapes

<b>Time Frame</b>	<b>OCTOBER</b>
<b>Topic</b>	
<ul style="list-style-type: none"> <li>• <b>NATIVE AMERICANS</b></li> </ul>	
<b>Big Idea</b>	
<ul style="list-style-type: none"> <li>• People interact with their environment and are affected by it. (United States History)</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What was the impact of early North American civilizations? (United States History)</li> <li>• How did geography and climate affect North American groups? (United States History)</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Early North American civilizations adapted to their environments in order to survive. (United States History)</li> <li>• People learn to utilize their environmental resources to increase their chances of survival. (United States History)</li> </ul>	
<b>Alignment to NJCCCS</b>	
6.1.8.A.1.a 6.1.8.B.1.a 6.1.8.D.1.a	
<b>Key Concepts and Skills</b>	
Students will be able to <ul style="list-style-type: none"> <li>• identify possible explanations of how people came to live in the Americas.</li> <li>• describe how the Eastern Woodlands peoples adapted to their environment.</li> <li>• compare and contrast the ways of life of the different Plains groups.</li> <li>• identify the life ways of other peoples of the Southwest and West.</li> <li>• understand how the peoples of the Arctic survived in a cold climate with limited resources.</li> </ul>	
<b>Learning Activities</b>	
Students will work independently and/or collaboratively to <ul style="list-style-type: none"> <li>• locate pertinent articles about Native American villages.</li> <li>• use the Internet to assist with information about the villages.</li> <li>• locate pictures of Native American villages through use of the computer.</li> <li>• read <i>The Buffalo Hunt</i> play and discuss major concepts.</li> <li>• write a how-to piece: The Birth of Agriculture.</li> </ul>	

- write a legend about a Native American group.
- write a comic strip about a buffalo hunt.
- write a newspaper documentary of an early Arctic village.
- play the game *Name That Tribe*.
- create a mural on any Native American region.
- create a diagram or three-dimensional model of any Native American shelter and a report to accompany it describing construction of the shelter.
- design a one- page magazine advertisement for a Pueblo employment opportunity.
- create a two- or three-dimensional map that shows the distribution of the Native American tribes.
- create a portfolio of Native American tribal facts.
- create a PowerPoint slide show on the various Native American tribes, including illustrative pictures obtained from Internet sources.
- listen to Native American music and prepare a report defining its rhythms, meanings, and history.
- develop a Native American interactive Smart Board activity and present it to the class.

### **Assessments**

- Authentic performance assessments
- Oral presentations
- Written research reports
- Informal observation (checklists, anecdotal notes, etc.)
- Oral writes/quizzes/tests (emphasizing written communication skills)
- Project- based assessments (using rubrics)
- Portfolios
- Student self-evaluation
- Notes
- Outlines
- Homework and Practice Book activities
- Venn Diagrams
- Cause and Effect charts
- Timelines
- Analyzing maps
- Historical writing
- Games (Bingo, Jeopardy)
- Interpreting pictures
- Comparison of Primary and Secondary sources
- Team learning
- Debates
- Letter writing
- Poetry
- Graphing
- Drawing

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

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

## Interdisciplinary Connections

- English Language Arts:
  - RH.6-8.1-2 & 4-10
- Mathematics
- Science
- Music
- Art
- Technology

## Technology Integration

- Computer applications
  - Tribal directory <http://www.indians.org/Resource/FedTribes99/fedtribes99.html>
  - North American tribal map  
[http://www.mce.k12tn.net/indians/navigation/native\\_american\\_territories.htm](http://www.mce.k12tn.net/indians/navigation/native_american_territories.htm)
  - Map locations of Native American tribes <http://www.native-languages.org/states.htm>
- Smart Board
- Elmo
- Overhead Projectors
- DVDs
- Microphone
- Tape Recorder
- Audiotapes

<b>Time Frame</b>	<b>NOVEMBER</b>
<b>Topic</b>	
<ul style="list-style-type: none"><li>• <b>THE AGE OF EXPLORATION</b></li></ul>	
<b>Big Idea</b>	
<ul style="list-style-type: none"><li>• Cultural differences and competition for land led to conflicts among different groups of people in the Americas. (United States History)</li></ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>• Why did Europeans begin to explore different areas of the world? (United State History)</li><li>• How did European explorations change the lives of Native Americans? (United States History)</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>• Europeans began to explore different areas of the world in order to find a trade route to the East. (United States History)</li><li>• European explorations affected Native Americans in both positive and negative ways (i.e., disease, enslavement, introduction of religion, habitation, introduction of literacy, etc.)</li></ul>	
<b>Alignment to NJCCCS</b>	
6.1.8.B.1.b 6.1.8.C.1.a-b 6.1.8.D.1.b	
<b>Key Concepts and Skills</b>	
Students will be able to <ul style="list-style-type: none"><li>• explain the reasons for European exploration.</li><li>• explain the technology that made ocean exploration possible.</li><li>• describe the aims, obstacles, and accomplishments of early explorers.</li><li>• trace the routes of a major explorer onto maps .</li></ul>	
<b>Learning Activities</b>	
Students will work independently and/or collaboratively to <ul style="list-style-type: none"><li>• read the play <i>New Worldly Interview Renaissance Explorers</i>.</li><li>• play the <i>Marco-Columbus</i> game.</li><li>• write a short poem about an explorer giving details about the person’s explorations and discoveries.</li></ul>	



- create a circle graph that shows the amount of land claimed by England, Spain, France, and the Netherlands by 1650.
- create portraits and profiles of Renaissance celebrities.
- create and label a diagram of a Renaissance invention.
- create a PowerPoint slide show on a major explorer and the effects his exploration had on the world.
- develop and present an interactive Smart Board activity, such as matching, on various explorers.

### **Assessments**

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

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

### **Interdisciplinary Connections**

- English Language Arts:

- RH.6-8.1-2 & 4-10
- Mathematics
- Science
- Art
- Technology

### **Technology Integration**

- Computer applications
  - Information on Explorers <http://www.mrnussbaum.com/age.htm>
  - Timelines  
[http://www.google.com/search?q=The+Age+of+Exploration&hl=en&prmd=b&tbs=tl:1&tbo=u&ei=mhMqTLKRO8G78gaX\\_4zVCA&sa=X&oi=timeline\\_result&ct=title&resnum=11&ved=0CEsQ5wIwCg](http://www.google.com/search?q=The+Age+of+Exploration&hl=en&prmd=b&tbs=tl:1&tbo=u&ei=mhMqTLKRO8G78gaX_4zVCA&sa=X&oi=timeline_result&ct=title&resnum=11&ved=0CEsQ5wIwCg)
  - Primary Sources Information  
<http://www.historyteacher.net/APEuroCourse/WebLinks/WebLinks-AgeOfExploration.html>
- Smart Board
- Elmo
- Overhead Projectors
- DVDs
- Microphone
- Tape Recorder
- Audiotapes

<b>Time Frame</b>	<b>DECEMBER</b>
<b>Topic</b>	
<ul style="list-style-type: none"> <li><b>BUILDING THE FIRST COLONIES</b></li> </ul>	
<b>Big Idea</b>	
<ul style="list-style-type: none"> <li>The Thirteen English colonies were founded in different regions of North America and for different reasons. (United States History)</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>Why did different people come to the English Colonies? (United States History)</li> <li>How did colonization impact Native American groups? (United States History)</li> <li>What new ideas came from colonization? (United States History)</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>People came to the English Colonies for religious freedom and opportunity. (United States History)</li> <li>Native American groups were forced to move westward due to European exploration. (United States History)</li> <li>Self- government and majority rule, new economies, and other new ideas developed in the colonies. (United States History)</li> </ul>	
<b>Alignment to NJCCCS</b>	
6.1.8.A.2.a-c 6.1.8.B.2.a-b 6.1.8.C.2.a-c 6.1.8.D.2.a-b	
<b>Key Concepts and Skills</b>	
Students will be able to <ul style="list-style-type: none"> <li>summarize how slavery developed in America.</li> <li>analyze the failures and successes of Jamestown.</li> <li>summarize how self-rule and aid from the Indians helped the Plymouth colony succeed.</li> <li>analyze Spain's main goal in settling the borderlands.</li> </ul>	
<b>Learning Activities</b>	
Students will work independently and/or collaboratively to <ul style="list-style-type: none"> <li>simulate the conflict in Jamestown.</li> </ul>	

- design an imaginary website for the Plymouth Colony.
- create an imaginary press release regarding the disappearance of the Roanoke colonists.
- give an anti-tobacco campaign speech.
- conduct an imaginary interview with William Bradford.
- draw a diagram of the Mississippi River and its tributaries on a US map.
- go on Internet field trip to Jamestown.
- write a fictional diary or journal account of life at Plymouth during the first year.
- make a model of the Jamestown settlement or the Plymouth Colony that shows how land was utilized to support its inhabitants.

### Assessments

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- Drawing

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

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

### Interdisciplinary Connections

- English Language Arts:
  - RH.6-8.1-2 & 4-10
- Mathematics
- Science
- Art
- Technology

### Technology Integration

- Computer applications
  - Images of Early Colonies  
[http://www.google.com/images?hl=en&q=Early+colonies&um=1&ie=UTF-8&source=univ&ei=oRUqTP7yC8G88gax9YzTCA&sa=X&oi=image\\_result\\_group&ct=title&resnum=4&ved=0CDwQsAQwAw](http://www.google.com/images?hl=en&q=Early+colonies&um=1&ie=UTF-8&source=univ&ei=oRUqTP7yC8G88gax9YzTCA&sa=X&oi=image_result_group&ct=title&resnum=4&ved=0CDwQsAQwAw)
  - Time lines  
[http://www.google.com/search?q=Early+colonies&hl=en&prmd=ib&tbs=tl:1&tbo=u&ei=oRUqTP7yC8G88gax9YzTCA&sa=X&oi=timeline\\_result&ct=title&resnum=17&ved=0CFcQ5wIwEA](http://www.google.com/search?q=Early+colonies&hl=en&prmd=ib&tbs=tl:1&tbo=u&ei=oRUqTP7yC8G88gax9YzTCA&sa=X&oi=timeline_result&ct=title&resnum=17&ved=0CFcQ5wIwEA)
- Smart Board
- Elmo
- Overhead Projectors
- DVDs
- Microphone
- Tape Recorder
- Audiotapes

<b>Time Frame</b>	<b>JANUARY</b>
<b>Topic</b>	
<ul style="list-style-type: none"> <li>• <b>THE NEW ENGLAND COLONIES</b></li> </ul>	
<b>Big Idea</b>	
<ul style="list-style-type: none"> <li>• The Pilgrims left England due to religious persecution and migrated to North America where they colonized. (United States History)</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What was life like in a New England Colony? (United States History)</li> <li>• How did New England's economy depend on the regions natural resources? (United States History)</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• The Puritans were a religious group that lived, worked, and worshipped together in small towns. (United States History)</li> <li>• Colonists in New England depended on the region's natural resources to survive. (United States History)</li> </ul>	
<b>Alignment to NJCCCS</b>	
6.1.8.A.2.a-c 6.1.8.B.2.a-b 6.1.8.C.2.a-c 6.1.8.D.2.a-b	
<b>Key Concepts and Skills</b>	
Students will be able to <ul style="list-style-type: none"> <li>• identify the people who founded colonies in New England.</li> <li>• examine relations between Native Americans and settlers.</li> <li>• describe the religious beliefs and practices of the Puritans.</li> <li>• analyze the importance of town meetings and self-government in the English colonies.</li> <li>• describe the triangular trade routes and how they affected the slave trade.</li> </ul>	
<b>Learning Activities</b>	
Students will work independently and/or collaboratively to <ul style="list-style-type: none"> <li>• create folder facts pull-through on New England colonies.</li> </ul>	

- simulate Ann Hutchinson’s defense regarding freedom of religion.
- write a one page syllabus on the New England colonies.
- design a Social Studies hornbook.
- simulate a New England town meeting.
- write minutes of a New England town meeting.
- create and present a PowerPoint slide show on daily life in a New England Colony.
- create a model of a typical New England Colony town that shows how land was used to support its inhabitants.
- create a two- or three-dimensional labeled map of the New England Colonies.

### Assessments

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- Oral presentations
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- Comparison of Primary and Secondary sources
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### 21<sup>st</sup> Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
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### Interdisciplinary Connections

- English Language Arts:
  - RH.6-8.1-2 & 4-10
- Mathematics
- Science
- Art
- Technology

### Technology Integration

- Computer applications
  - Information for Kids on the New England Colonies  
[http://www.kidinfo.com/american\\_history/colonization\\_ne\\_colonies.html](http://www.kidinfo.com/american_history/colonization_ne_colonies.html)
  - Daily Life in the New England Colonies  
[http://www.east-buc.k12.ia.us/00\\_01/ca/13c6.htm](http://www.east-buc.k12.ia.us/00_01/ca/13c6.htm)
  - Hornbook information  
<http://www.fortat4.org/education/lessons/hornbook/hornbook.php>
- Smart Board
- Elmo
- Overhead Projectors
- DVDs
- Microphone
- Tape Recorder
- Audiotapes



<b>Time Frame</b>	<b>JANUARY</b>
<b>Topic</b>	
<ul style="list-style-type: none"> <li>• <b>THE MIDDLE COLONIES</b></li> </ul>	
<b>Big Idea</b>	
<ul style="list-style-type: none"> <li>• The Middle Colonies attracted people from many different places and backgrounds largely because of its thriving economy, geographic location and climate, and opportunities for religious tolerance and choice. (United States History)</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What attracted settlers to the Middle Colonies? (United States History)</li> <li>• How did geography affect the economy of the Middle Colonies? (United States History)</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Fertile land and a good climate attracted settlers to the Middle Colonies. (United States History)</li> <li>• Religious tolerance, the rise of cultural centers, and a thriving economy attracted settlers to the Middle Colonies and allowed them to prosper. (United States History)</li> </ul>	
<b>Alignment to NJCCCS</b>	
<p>6.1.8.A.2.a-c          6.1.8.B.2.a-b          6.1.8.C.2.a-c          6.1.8.D.2.a-b</p>	
<b>Key Concepts and Skills</b>	
<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• describe how religion affected the founding of the colonies.</li> <li>• understand the importance of religious diversity in the Middle Colonies.</li> <li>• identify the significance of the Great Awakening in the Middle Colonies.</li> <li>• identify the types of jobs and businesses that people had in the Middle Colonies.</li> </ul>	
<b>Learning Activities</b>	
<p>Students will work independently and/or collaboratively to</p> <ul style="list-style-type: none"> <li>• create a brochure on the Middle Colonies.</li> <li>• create a short story about a stroll through Philadelphia during the 1700's.</li> <li>• trace the growth of large cultural centers, such as Philadelphia and New York, and explain</li> </ul>	

why the growth took place.

- read the play *Chain of Friendship* and discuss its major concepts.
- interpret Ben Franklin's proverbs from Poor Richard's Almanac.
- create a two- or three-dimensional labeled map of the Middle Colonies.

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x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
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### Interdisciplinary Connections

- English Language Arts:
  - RH.6-8.1-2 & 4-10
- Mathematics

- Science
- Art
- Technology

### **Technology Integration**

- Computer applications
  - Information for Kids on Middle Colonies  
[http://www.kidinfo.com/american\\_history/colonization\\_mid\\_colonies.html](http://www.kidinfo.com/american_history/colonization_mid_colonies.html)
  - Timeline information  
[http://www.google.com/search?q=Middle+Colonies&hl=en&prmd=i&tbs=tl:1&tbo=u&ei=-xkqTP72FML78AbBrODSCA&sa=X&oi=timeline\\_result&ct=title&resnum=18&ved=0CF0Q5wIwEQ](http://www.google.com/search?q=Middle+Colonies&hl=en&prmd=i&tbs=tl:1&tbo=u&ei=-xkqTP72FML78AbBrODSCA&sa=X&oi=timeline_result&ct=title&resnum=18&ved=0CF0Q5wIwEQ)
- Smart Board
- Elmo
- Overhead Projectors
- DVDs
- Microphone
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- Audiotapes

<b>Time Frame</b>	<b>FEBRUARY</b>
<b>Topic</b>	
<ul style="list-style-type: none"> <li>• <b>THE SOUTHERN COLONIES</b></li> </ul>	
<b>Big Idea</b>	
<ul style="list-style-type: none"> <li>• Geographic and economic factors influenced the South's culture and way of life as well as the adoption of slavery. (United States History)</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What effects did settlers have on Native Americans in the Southern Colonies?</li> <li>• How did Southern colonists make their living?</li> <li>• How does geography influence the culture, economy, and politics of a region?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Supply and demand is a basic economic principle in a capitalist society. (United States History)</li> <li>• The human inhabitants of a region change over time. (United States History)</li> <li>• Regional geographic differences can result in social, economic and political differences. (United States History)</li> </ul>	
<b>Alignment to NJCCCS</b>	
6.1.8.A.2.a-c 6.1.8.B.2.a-b 6.1.8.C.2.a-c 6.1.8.D.2.a-b	
<b>Key Concepts and Skills</b>	
Students will be able to <ul style="list-style-type: none"> <li>• explain why the Southern Colonies were founded.</li> <li>• describe how slavery influenced daily life in the Southern Colonies.</li> <li>• identify ways in which enslaved Africans dealt with the hardships in their lives.</li> <li>• understand how geography affected the economy of the Southern Colonies.</li> </ul>	
<b>Learning Activities</b>	
Students will work independently and/or collaboratively to <ul style="list-style-type: none"> <li>• write a biographical sketch about James Oglethorpe.</li> </ul>	

- listen to songs sung by enslaved workers.
- go on an Internet field trip to Colonial Williamsburg.
- write a report about how enslaved Africans were able to keep their culture alive while living under very difficult conditions.
- create an African instrument archive including pictures and information about each instrument.
- create a model of a Southern plantation.

### Assessments

- Authentic performance assessments
- Oral presentations
- Written research reports
- Informal observation (checklists, anecdotal notes, etc.)
- Oral writes/quizzes/tests (emphasizing written communication skills)
- Project- based assessments (using rubrics)
- Portfolios
- Student self-evaluation
- Notes
- Outlines
- Homework and Practice Book activities
- Venn Diagrams
- Cause and Effect charts
- Timelines
- Analyzing maps
- Historical writing
- Games (Bingo, Jeopardy)
- Interpreting pictures
- Comparison of Primary and Secondary sources
- Team learning
- Debates
- Letter writing
- Poetry
- Graphing
- Drawing

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

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

### Interdisciplinary Connections

- English Language Arts:

- RH.6-8.1-2 & 4-10
- Mathematics
- Science
- Music
- Art
- Technology

### **Technology Integration**

- Computer applications
  - Information for Kids on the Southern Colonies  
[http://www.kidinfo.com/american\\_history/colonization\\_s\\_colonies.html](http://www.kidinfo.com/american_history/colonization_s_colonies.html)
  - Information for Kids on Farming in the Southern Colonies  
<http://www.socialstudiesforkids.com/articles/ushistory/13coloniesfarm.htm>
- Smart Board
- Elmo
- Overhead Projectors
- DVDs
- Microphone
- Tape Recorder
- Audiotapes

<b>Time Frame</b>	<b>MARCH</b>
<b>Topic</b>	
<ul style="list-style-type: none"> <li>• <b>THE COLONIES UNITE</b></li> </ul>	
<b>Big Idea</b>	
<ul style="list-style-type: none"> <li>• Britain's new tax laws upset many colonists who believed they had a right to be represented in the government that taxed them. (United States History)</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What were some of the reasons why many colonists called for independence? (United States History)</li> <li>• What were the causes of the fighting at Lexington and Concord? (United States History)</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Governments can change based on the needs of people, their society, and their culture. (United States History)</li> <li>• Citizens can influence government in many ways if they choose to participate. (United States History)</li> </ul>	
<b>Alignment to NJCCCS</b>	
6.1.8.A.3.a	
<b>Key Concepts and Skills</b>	
<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• describe how alliances between Native Americans and colonists affected the French and Indian War.</li> <li>• explain the importance of the Committees of Correspondence.</li> <li>• describe why fighting broke out at Lexington and Concord.</li> <li>• understand the importance of the Battle of Bunker Hill.</li> <li>• identify the people and events associated with the Declaration of Independence.</li> </ul>	
<b>Learning Activities</b>	
<p>Students will work independently and/or collaboratively to</p> <ul style="list-style-type: none"> <li>• conduct a debate between the Patriots and Loyalists regarding American independence.</li> <li>• create a bumper sticker for the Sons of Liberty.</li> <li>• create a colonial newspaper.</li> <li>• write lyrics to their own folk songs about the Declaration of Independence, taxation, or a</li> </ul>	

Revolutionary War battle.

- write a narrative about what Independence Day means.
- develop a PowerPoint slide show that depicts the sequence of events leading up to the onset of the Revolutionary War.
- create a PowerPoint slide show about the Declaration of Independence and its significance.

### Assessments

- Authentic performance assessments
- Oral presentations
- Written research reports
- Informal observation (checklists, anecdotal notes, etc.)
- Oral writes/quizzes/tests (emphasizing written communication skills)
- Project- based assessments (using rubrics)
- Portfolios
- Student self-evaluation
- Notes
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- Venn Diagrams
- Cause and Effect charts
- Timelines
- Analyzing maps
- Historical writing
- Games (Bingo, Jeopardy)
- Interpreting pictures
- Comparison of Primary and Secondary sources
- Team learning
- Debates
- Letter writing
- Poetry
- Graphing
- Drawing

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

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

### Interdisciplinary Connections

- English Language Arts:
  - RH.6-8.1-2 & 4-10
- Mathematics
- Science



- Music
- Art
- Technology

### **Technology Integration**

- Computer applications
  - Exact text of the Declaration of Independence  
<http://www.earlyamerica.com/earlyamerica/freedom/doi/text.html>
  - Images of the Declaration of Independence  
[http://www.google.com/images?hl=en&q=the+Declaration+of+Independence&um=1&ie=UTF-8&source=univ&ei=CyAqTOHwMYP58AbUxpnSCA&sa=X&oi=image\\_result\\_group&ct=title&resnum=16&ved=0CHAQsAQwDw](http://www.google.com/images?hl=en&q=the+Declaration+of+Independence&um=1&ie=UTF-8&source=univ&ei=CyAqTOHwMYP58AbUxpnSCA&sa=X&oi=image_result_group&ct=title&resnum=16&ved=0CHAQsAQwDw)
  - The Road to Revolution from PBS
- Smart Board
- Elmo
- Overhead Projectors
- DVDs
- Microphone
- Tape Recorder
- Audiotapes

<b>Time Frame</b>	<b>APRIL</b>
<b>Topic</b>	
<ul style="list-style-type: none"><li>• <b>THE REVOLUTIONARY WAR</b></li></ul>	
<b>Big Idea</b>	
<ul style="list-style-type: none"><li>• Americans faced personal and economic hardships during the Revolutionary War. (United States History)</li></ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>• How did the war affect colonial families? (United States History)</li><li>• Why did some African Americans decide to fight in the Revolutionary War? (United States History)</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>• The American dream promotes the idea that anyone can achieve their goals with appropriate effort. (United States History)</li><li>• Both the physical characteristics and human inhabitants of regions change over time. (United States History)</li></ul>	
<b>Alignment to NJCCCS</b>	
6.1.8.A.3.a	
<b>Key Concepts and Skills</b>	
Students will be able to <ul style="list-style-type: none"><li>• describe the personal and economic effects of the war.</li><li>• explain the roles of women, African Americans, and Native Americans during the war.</li><li>• identify the major battles, campaigns and turning points of the Revolution.</li><li>• describe how individuals and other nations contributed to the war's outcome.</li></ul>	
<b>Learning Activities</b>	
Students will work independently and/ or collaboratively to <ul style="list-style-type: none"><li>• read the play <i>Reflections At Valley Forge</i> and discuss its major concepts.</li><li>• create an encyclopedia entry about George Washington.</li><li>• create a political cartoon about people and events during the period from 1750-1800.</li><li>• create a paper slide show about people who played important roles in various battles of the American Revolution.</li><li>• develop a PowerPoint slide show depicting the chronology of events during the</li></ul>	

Revolutionary War.

- create a portrait of a Revolutionary War hero.
- investigate music from the Revolutionary War period and present findings on its effects on society at the time.

### Assessments

- Authentic performance assessments
- Oral presentations
- Written research reports
- Informal observation (checklists, anecdotal notes, etc.)
- Oral writes/quizzes/tests (emphasizing written communication skills)
- Project- based assessments (using rubrics)
- Portfolios
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- Debates
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- Graphing
- Drawing

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

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

### Interdisciplinary Connections

- English Language Arts:
  - RH.6-8.1-2 & 4-10
- Mathematics
- Science
- Music
- Art

- Technology

### Technology Integration

- Computer applications
  - Music of the Revolutionary War Period  
<http://www.earlyamerica.com/music/revolutionary.htm>
  - Growth of A Nation Animated Timeline <http://www.animatedatlas.com/movie.html>
  - Archiving Early America <http://earlyamerica.com/series.html>
  - Time capsule <http://dmarie.com/timecap>
  - Digital History <http://www.digitalhistory.uh.edu>
  - The Road to Revolution from PBS
- Smart Board
- Elmo
- Overhead Projectors
- DVDs
- Microphone
- Tape Recorder
- Audiotapes

<b>Time Frame</b>	<b>MAY</b>
<b>Topic</b>	
<ul style="list-style-type: none"> <li>• <b>THE CONSTITUTION</b></li> </ul>	
<b>Big Idea</b>	
<ul style="list-style-type: none"> <li>• The Constitution, which was ratified in 1788 and later had the Bills of Rights added to it in 1791, is the document upon which our government is based. (United States History)</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Why do you think the Bill of Rights is still important today? (United States History)</li> <li>• Why might the delegates to the Constitutional Convention have made it so hard to change the Constitution? (United States History)</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Our government was founded on the principles of fairness, equality and respect for diversity. (United States History)</li> <li>• The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens. (United States History)</li> </ul>	
<b>Alignment to NJCCCS</b>	
6.1.8.A.3.b	
<b>Key Concepts and Skills</b>	
<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• describe how the Constitution set up the government of the United States.</li> <li>• explain the importance of the Great Compromise.</li> <li>• explain the purpose if the Constitution.</li> <li>• compare the powers and functions of the three branches of government.</li> <li>• explain the rights guaranteed in the Bill of Rights.</li> <li>• identify the principles of a constitutional amendment.</li> </ul>	
<b>Learning Activities</b>	
<p>Students will work independently and/ or collaboratively to</p> <ul style="list-style-type: none"> <li>• read the play <i>Working Toward Compromise</i> and discuss its major concepts.</li> <li>• write a proposal for a constitutional amendment.</li> <li>• conduct a mock presidential debate.</li> </ul>	

- give a presidential inauguration speech.
- create a chart displaying the three branches of government and what each branch does.
- choose an amendment of the Constitution and describe why you feel it is one of the most important amendments ever made. Support your argument with historical facts.
- write an essay identifying which civil right mentioned in the Bill of Rights you feel is the most important and why.

### Assessments

- Authentic performance assessments
- Oral presentations
- Written research reports
- Informal observation (checklists, anecdotal notes, etc.)
- Oral writes/quizzes/tests (emphasizing written communication skills)
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### 21<sup>st</sup> Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

### Interdisciplinary Connections

- English Language Arts:
  - RH.6-8.1-2 & 4-10
- Mathematics

- Science
- Theater
- Art
- Technology

### **Technology Integration**

- Computer applications
  - Growth of A Nation
  - Archiving Early America <http://earlyamerica.com/series.html>
  - Digital History <http://www.digitalhistory.uh.edu>
  - Images for the Constitution of the United States  
[http://www.google.com/images?hl=en&q=constitution+of+the+us&um=1&ie=UTF-8&source=univ&ei=4ikqTPazKYOB8gavpLDcCA&sa=X&oi=image\\_result\\_group&ct=title&resnum=5&ved=0CEYQsAQwBA](http://www.google.com/images?hl=en&q=constitution+of+the+us&um=1&ie=UTF-8&source=univ&ei=4ikqTPazKYOB8gavpLDcCA&sa=X&oi=image_result_group&ct=title&resnum=5&ved=0CEYQsAQwBA)
  - The Constitution for Kids <http://www.usconstitution.net/constkids4.html>
  - History for Kids  
<http://www.historyforkids.org/learn/northamerica/after1500/government/constitution.htm>
- Smart Board
- Elmo
- Overhead Projectors
- DVDs
- Microphone
- Tape Recorder
- Audiotapes

<b>Time Frame</b>	<b>JUNE</b>
<b>Topic</b>	
<ul style="list-style-type: none"> <li>• <b>HOLOCAUST REQUIREMENT</b></li> </ul>	
<b>Big Idea</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. (Active Citizenship in the 21<sup>st</sup> Century)</li> <li>• The study of United States history enables learners to see the interrelationship between past and present and to view current national issues with an historical perspective that informs both thinking and action. (United States History)</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What lessons has society learned, if any, from the Holocaust? (Active Citizenship in the 21<sup>st</sup> Century)</li> <li>• How do bullying and cyber-bullying affect our society? (Active Citizenship in the 21<sup>st</sup> Century)</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• There is value as well as the potential for misunderstanding in fostering cultural diversity. (Active Citizenship in the 21<sup>st</sup> Century)</li> <li>• Media must be critically analyzed in order to assess different viewpoints and to detect bias, opinion, and stereotypes. (Active Citizenship in the 21<sup>st</sup> Century)</li> <li>• Strategies for managing and resolving conflict must be collaboratively developed and practiced for peace to thrive. (Active Citizenship in the 21<sup>st</sup> Century)</li> <li>• The actions or inactions of individuals, groups, and nations can have intended and unintended consequences. (Active Citizenship in the 21<sup>st</sup> Century)</li> </ul>	
<b>Alignment to NJCCCS</b>	
6.3.8.A.1 & 3 6.3.8.D.1	
<b>Key Concepts and Skills</b>	
Students will be able to <ul style="list-style-type: none"> <li>• tap prior knowledge of WWII and the Holocaust.</li> <li>• identify the meaning of key terms related to genocide such as prejudice, discrimination, scapegoating, anti-Semitism, and racism.</li> </ul>	



- interpret a map of Germany's domination during the Holocaust.
- examine a timeline of World War II.
- answer literal and inferential questions.
- express opinions about relevant events.
- make predictions about later events.
- identify key characters.
- understand main ideas.
- relate events in the past to present world problems.
- appreciate the need for tolerance of other people.

### Learning Activities

Students will work independently and/or collaboratively to

- determine prior knowledge of WW II and the Holocaust using an Anticipation Guide.
- construct word pictures of important vocabulary words related to the Holocaust.
- complete journal entries related to novel reading.
- prepare a web quest based on children of the Holocaust.
- express thoughtful opinions about relevant events discussed in a novel.
- read and discuss novel about the Holocaust such as *Jacob's Rescue*.
- examine a timeline of a survivor of the Holocaust.
- complete one project-based assessment (poem, story, art, or research) at the completion of the unit.
- construct a Venn Diagram showing a comparison with a character in a Holocaust novel.
- make an identity map.
- use a cereal box to construct a book-in-box activity for a character in a Holocaust novel.
- examine the physical and political features, the land, climate, vegetation, land use, natural resources and people of Asia, the Middle East, Australia, the Pacific Rim, Antarctica and the Arctic.
- analyze and discuss current news articles about through use of the Internet and newspaper, and *Time for Kids* magazine.

### Assessments

- Authentic performance assessments
- Oral presentations
- Written research reports
- Informal observation (checklists, anecdotal notes, etc.)
- Oral writes/quizzes/tests (emphasizing written communication skills)
- Project- based assessments (using rubrics)
- Portfolios
- Student self-evaluation
- Notes
- Outlines
- Homework and Practice Book activities

- Venn Diagrams
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### **21<sup>st</sup> Century Skills**

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

### **Interdisciplinary Connections**

- English Language Arts:
  - RH.6-8.1-2 & 4-10
- Mathematics
- Music
- Art
- Technology

### **Technology Integration**

- Computer applications
  - Kids News Room
  - History Mystery
  - Scholastic News <http://teacher.scholastic.com/scholasticnews/>
  - Digital History <http://www.digitalhistory/uh.edu>
- Elmo
- Overhead Projector
- DVDs
- Microphone
- Tape recorder
- Audiotapes