



# Westampton Township School District

Social Studies  
Curriculum Guide

Kindergarten – Eighth Grade

Approved by Westampton Township Board of Education: January 4, 2016



# **Westampton Township School District**

Social Studies  
Curriculum Guide

Kindergarten – Eighth Grade

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# Introduction

## **District Mission Statement**

The Westampton School District, in partnership with its Community, shall do whatever it takes to ensure that every child reaches his/her full potential.

Be open! Be creative! Be accountable!

## **Vision Statement**

To create a climate where the Community and District support the instructional process by incorporating an effective, comprehensive communication system that incorporates the whole child as its driving force involving parents, staff, and the Community by utilizing appropriate data to challenge the students and teachers to maximize each student's level of achievement.

## **Curriculum and Instruction Vision Statement**

Westampton Township School District's Office of Curriculum and Instruction is committed to supporting, implementing, and supervising K – 8 curriculum that is rigorous, meaningful, differentiated, culturally responsive, and academically challenging to ensure that students receive high-quality instruction that promotes excellence and high expectations, prepares all students for the rigors of high school and postsecondary education and produces dynamic student achievement and lifelong learners.

## **Social Studies Education Philosophy**

The mission of Social Studies education is to provide learners with the knowledge, skills and attitudes they need to be active, informed citizens and contributing members of local, state and world communities. Therefore, Social Studies education is essential to the development of lifelong learning in that it is through the understanding and evaluation of culture, experiences, and history that students begin to understand themselves in the context of local and global society. Therefore, social studies curriculum should afford students opportunities to gain an awareness of social issues and controversies, acquire core knowledge and comprehension of current and past event, and then use this information to critically reflect upon the past and present while construct new meaning for the future.

Social studies curriculum promotes the importance of active participation as contributing members of a community and responsible citizen in the United States and the world. Social studies should teach rights and responsibilities, unity and diversity, tradition and values, while also assisting students in the appreciation of culture and change over time. It is through social studies that students use a variety of skills learned in other content areas, especially language arts, in meaningful, relevant contexts that will ultimately cause students to foster a global perspective that is shaped, yet also informed by their own life experiences. Through the exploration of the unique democratic heritage of the United States as well as the study of the diversity and contributions of other ethnicities, countries, and cultures, students will learn the importance of global interdependence and see themselves as individuals with potential who can positively and responsibly contribute to the larger society.

Social studies curriculum will enable students to face the challenges and responsibilities that come from living in a global community, while also transferring the knowledge of culture and self-understanding to succeeding generations.

## **Curriculum Guide**

The Social Studies Literacy Curriculum is developed to reflect the mission and vision of the Westampton Township School District and is guided by the New Jersey Student Learning Standards. Its content, which includes instructional objectives, teaching strategies, learning activities, assessment, and resources, are tools should be utilized throughout the school year by teachers to ensure that all students receive a rigorous, standards-based instruction.

This guide is ongoing and continues to evolve as research changes and classroom practice determines new ways to teach students and increase student achievement. This document allows for ongoing dialogue and contributions by teachers and administrators to ensure that this guide provides the best education possible for all students.

**Alignment of Social Studies Units with NJSL – Kindergarten through Eighth Grade**

<b>GRADE</b>	<b>Standard 6.1 US History: America in the World</b>	<b>Standard 6.2 World History, Global Studies</b>	<b>Standard 6.3 Active Citizenship in the 21<sup>st</sup> Century</b>
<b>K</b>	<ul style="list-style-type: none"> <li>• Study of North America</li> <li>• Local Geography</li> </ul>		<ul style="list-style-type: none"> <li>• Community Members</li> <li>• Citizenship</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• American Heritage</li> <li>• American Symbols</li> </ul>	<ul style="list-style-type: none"> <li>• World cultures: Holidays and Customs</li> <li>• South American Studies</li> </ul>	<ul style="list-style-type: none"> <li>• American Heritage</li> <li>• American Symbols</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Early America-Columbus to Pilgrims</li> <li>• Early America-Colonial Times to Civil War</li> </ul>	<ul style="list-style-type: none"> <li>• Study of Africa</li> </ul>	<ul style="list-style-type: none"> <li>• NJ and American Symbols</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Geography of the United States</li> <li>• Government Structures</li> <li>• Economics</li> </ul>	<ul style="list-style-type: none"> <li>• Study of Asia</li> </ul>	<ul style="list-style-type: none"> <li>• Economics</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• NJ Government and Elections</li> <li>• Exploration and Settlement of NJ</li> <li>• Industry and Transportation of NJ</li> </ul>	<ul style="list-style-type: none"> <li>• Study of Europe</li> </ul>	<ul style="list-style-type: none"> <li>• NJ Government and Elections</li> </ul>
<b>5</b>		<ul style="list-style-type: none"> <li>• Beginning of Humans</li> <li>• Early Civilizations and Emergence of Pastoral People</li> <li>• Classical Civilizations of India and China</li> <li>• Classical Civilizations of Ancient Greece and Rome</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning of Humans</li> </ul>
<b>6</b>		<ul style="list-style-type: none"> <li>• Rise of New Empires</li> <li>• Early Modern World</li> <li>• Three Worlds Meet</li> <li>• Colonization and Settlement</li> </ul>	<ul style="list-style-type: none"> <li>• Colonization and Settlement</li> </ul>
<b>7</b>	<ul style="list-style-type: none"> <li>• Revolution</li> <li>• Colonization and Settlement</li> <li>• Confederation to Constitution</li> </ul>	<ul style="list-style-type: none"> <li>• Three Worlds Meet</li> </ul>	<ul style="list-style-type: none"> <li>• Revolution</li> <li>• Colonization and Settlement</li> <li>• Confederation to Constitution</li> </ul>
<b>8</b>	<ul style="list-style-type: none"> <li>• Stock Market, Depression</li> <li>• Early Republic</li> <li>• Changing Nation</li> <li>• Nation Divided and Rebuilt</li> </ul>		<ul style="list-style-type: none"> <li>• Stock Market, Depression</li> <li>• Early Republic</li> <li>• Changing Nation</li> <li>• Nation Divided and Rebuilt</li> </ul>



# **Social Studies Curriculum**

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Grades K Content Area: Social Studies

<b>Theme/Unit:</b> <b>Community Members – Family members and community workers</b>		<b>Suggested Sequence:</b> <b>1<sup>st</sup> Marking Period</b>
<b>NJSLS:</b> 6.1.4.A.2 - Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. 6.1.P.D.1 - Describe characteristics of oneself, one’s family, and others. 6.1.P.D.2 - Demonstrate an understanding of family roles and traditions. 6.1.P.D.3 - Express individuality and cultural diversity (e.g., through dramatic play). 6.1.P.D.4 - Learn about and respect other cultures within the classroom and community. 6.1.4.B.1 - Compare and contrast information that can be found on different types of maps and determine how the information may be useful. 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.5 - Describe how human interaction impacts the environment in New Jersey and the United States. 6.1.4.D.13 - Describe how culture is expressed through and influenced by the behavior of people. 6.1.4.D.15 – Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. 6.1.4.D.16 - Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present 6.1.4.D.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		
<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 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></ul>		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How have my family’s heritage and traditions influenced my current family life?</li><li>• How can citizens and groups participate effectively in the democratic process?</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>• Citizenship is a lifelong endeavor.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives</b> *Map skills and holidays will be integrated into each unit of study		
<b>Students will be able to.....</b> <ul style="list-style-type: none"><li>• identify school rules and workers in a community.</li><li>• define key vocabulary words such as tolerance, fairness and respect</li><li>• explain the need for rules, laws, and government.</li><li>• explain that a responsibility means something you must or should do.</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>-Trade books</li><li>-Charts/posters</li><li>-Graphic organizer</li><li>-Maps</li><li>-Graphing</li></ul>	<b>Suggested Vocabulary:</b> Member, responsibility, tolerance, fairness, respect Community <b>Technology &amp; Career Ready Practices:</b> <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate,	

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and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Recommended Instructional Activities:**

- identify school rules and how they are applied/enforced
- identify workers from the community and the job/duties of each
- define key vocabulary words such as tolerance, fairness and respect
- explain the need for rules in a community
- create rules/laws for the school community
- identify and tell how rules become laws
- explain that a responsibility means something you must or should do

**Extension Strategies/Activities:**

Create a presentation using Kidspiration or PowerPoint to illustrate some common rules of school and some common rules of the community

**Modification Strategies/Activities:**

- Highlight important information
- Books on tape
- Leveled readers

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- Reading window
- Pair visual learners with auditory learners
- Provide alternate form or assessment IE: projects, dioramas
- Pair low level readers with high level readers
- Retell story by drawing or speaking
- Visual aides
- Advance notice for tests
- Provide a copy of notes
- Provide study guide
- Modified tests as needed

**Cross-curricular Connections/Standards:**

**Reading Informational Text:**

**RI.K.1.** With prompting and support, ask and answer questions about key details in a text.

**RI.K.2.** With prompting and support, identify the main topic and retell key details of a text.

**RI.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text

**RI.K.4.** With prompting and support, ask and answer questions about unknown words in a text.

**RI.K.5.** Identify the front cover, back cover, and title page of a book.

**RI.K.6.** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

**RI.K.7.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

**RI.K.8.** With prompting and support, identify the reasons an author gives to support points in a text.

**RI.K.9.** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**RI.K.10.** Actively engage in group reading activities with purpose and understanding

**Suggested Assessments:**

Performance Task:

~identify laws/rules within the community and tell why they are important

~identify and tell jobs of community members

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<b>Theme/Unit:</b> <b>Citizenship – Rules and respect</b>		<b>Suggested Sequence:</b> <b>2<sup>nd</sup> Marking Period</b>
<b>NJSLS:</b>		
<p>6.1.4.A.10 - Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p> <p>6.1.4.A.14 - Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</p> <p>6.1.P.B.1 - Develop an awareness of the physical features of the neighborhood/community.</p> <p>6.1.P.B.2 - Identify, discuss, and role-play the duties of a range of community workers.</p> <p>6.1.4.B.1 - Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</p> <p>6.1.4.B.2 - Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence</p> <p>6.1.4.D.16 - Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present</p> <p>6.1.4.D.17 - Explain the role of historical symbols, monuments, and holidays and how they affect the American identity</p> <p>6.1.4.D.18 - Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.</p> <p>6.1.4.D.19 - Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <p>6.1.4.D.20 - Describe why it is important to understand the perspectives of other cultures in an interconnected World</p> <p>6.3.4.A.1 – Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).</p> <p>6.3.4.A.2 - Examine the impact or a local issue by considering the perspectives of different groups, including community members and local officials.</p> <p>6.3.4.A.4 - Communicate with students from various countries about common issues of public concern and possible solutions.</p> <p>6.3.4.D.1 - Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to Address such actions.</p>		
<b>Big Ideas:</b>		
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.		
<b>Essential Questions:</b>	<b>Enduring Understandings:</b>	
<ul style="list-style-type: none"> <li>• How can citizens and groups participate effectively in the democratic process?</li> <li>• Can the rights of American citizens ever cause conflict among them?</li> </ul>	<ul style="list-style-type: none"> <li>• Citizenship is a lifelong endeavor.</li> <li>• It is the responsibility of citizens to actively participate in government; otherwise, the country is run by a few for the few.</li> </ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b>		
*Map skills and holidays will be integrated into each unit of study		
<b>Students will be able to.....</b>		
<p>~ describe how American citizens can participate in community and political life.</p> <p>~identify the steps used in the decision making process.</p> <p>~ apply the decision making process to at least one problem.</p>		
<b>Instructional Materials/Resources:</b>	<b>Suggested Vocabulary:</b>	
-Trade books	Citizen, rules, vote, decision	
-Charts/posters	<b>Technology &amp; Career Ready Practices:</b>	
-Graphic organizer	<b>Technology:</b>	
-Maps	8.1- Educational Technology: All students will	

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<p>-Graphing</p>	<p>use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p><b>Career Ready Practices:</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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<p><b>Recommended Instructional Activities:</b></p>	
<p>~ Brainstorm different things people do within a community to help others or work together</p> <p>~identify ways people could help their community</p> <p>~identify how simple government (governor, mayor, president) officials help a community</p> <p>~identify how people within a community can participate in government</p> <p>~identify the steps used in the decision making process.</p> <p>~ apply the decision making process to at least one problem.</p>	
<p><b>Extension Strategies/Activities:</b></p> <p>Create a book using Kidspiration or PowerPoint that illustrates the steps for making a decision about a chosen topic</p>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"><li>• Highlight important information</li><li>• Books on tape</li><li>• Leveled readers</li><li>• Reading window</li></ul>

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- Pair visual learners with auditory learners
- Provide alternate form or assessment IE: projects, dioramas
- Pair low level readers with high level readers
- Retell story by drawing or speaking
- Visual aides
- Advance notice for tests
- Provide a copy of notes
- Provide study guide
- Modified tests as needed

**Cross-curricular Connections/Standards:**

**Reading Informational Text:**

**RI.K.1.** With prompting and support, ask and answer questions about key details in a text.

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**RI.K.4.** With prompting and support, ask and answer questions about unknown words in a text.

**RI.K.5.** Identify the front cover, back cover, and title page of a book.

**RI.K.6.** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

**RI.K.7.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

**RI.K.8.** With prompting and support, identify the reasons an author gives to support points in a text.

**RI.K.9.** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**RI.K.10.** Actively engage in group reading activities with purpose and understanding

**Suggested Assessments:**

Performance Task:

~use the decision process to solve a problem

~tell how people help within their communities and basic government

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<b>Theme/Unit:</b> <b>Study of North America</b>		<b>Suggested Sequence:</b> <b>3rd Marking Period</b>
<b>NJSLS:</b> 6.1.4.B.1 - Compare and contrast information that can be found on different types of maps and determine how the information may be useful. 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.10 – Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences. 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.		
<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></ul>		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• Whose point of view matters?</li><li>• How do you locate legitimate sources?</li><li>• How are present events related to past events?</li><li>• What is the formal and informal relationship of the United States to other nations?</li><li>• What social, political, and economic opportunities and problems arise when cultures interact?</li><li>• How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others?</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>• There are credible and questionable sources of information about historical and contemporary events.</li><li>• Historians establish justifiable timelines to connect significant events.</li><li>• Nations interact with each through trade, treaties and use of force.</li><li>• The earth is a global community where the actions of one country can affect lives in other countries.</li><li>• The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> *Map skills and holidays will be integrated into each unit of study		
<b>Students will be able to.....</b> <ul style="list-style-type: none"><li>• identify location and direction (cardinal) on a map.</li><li>• locate places of significance on maps and globes.</li><li>• create and use simple maps to identify the location of places in the classroom, school, community and beyond.</li><li>• identify keys and symbols on a map.</li><li>• identify the sun and seasons.</li></ul>		
<b>Instructional Materials/Resources:</b> -Trade books -Charts/posters	<b>Suggested Vocabulary:</b> Direction, map, globe, key, symbol, North, South, East, West	



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- Graphic organizer
- Maps
- Graphing

**Technology & Career Ready Practices:**

**Technology:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking –

Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Career Ready Practices:**

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

CRP2. Apply appropriate academic and technical skills.

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

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

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

**Recommended Instructional Activities:**

- Show students a map and a globe and identify differences and use of each
- Practice locating various places on map & globe
- Identify the four cardinal directions
- Use the four directions to locate places on a map
- Identify a map key and its use
- Use a map key and directions to locate and identify simple places on a map

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**Extension Strategies/Activities:**

Create a simple treasure map

**Modification Strategies/Activities:**

- Highlight important information
- Books on tape
- Leveled readers
- Reading window
- Pair visual learners with auditory learners
- Provide alternate form or assessment IE: projects, dioramas
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**RI.K.8.** With prompting and support, identify the reasons an author gives to support points in a text.

**RI.K.9.** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**RI.K.10.** Actively engage in group reading activities with purpose and understanding

**Suggested Assessments:**

Performance Task:

~locate and identify simple places on a map using cardinal directions and a map key

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<b>Theme/Unit:</b> <b>Local Geography- Neighborhood and community</b>		<b>Suggested Sequence:</b> <b>4<sup>th</sup> Marking Period</b>
<b>NJSLS:</b> 6.1.4.B.1 - Compare and contrast information that can be found on different types of maps and determine how the information may be useful. 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.10 – Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences. 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.18 - Explain how an individual’s beliefs, values, and traditions may reflect more than one culture. 6.3.4.C.1 - Develop and implement a group initiative that addresses an economic issue impacting children.		
<b>Big Ideas:</b> 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.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• Is geography destiny?</li><li>• Is America the land of opportunity?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Where we live influences how we live.</li><li>• The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> *Map skills and holidays will be integrated into each unit of study		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>-Trade books</li><li>-Charts/posters</li><li>-Graphic organizer</li><li>-Maps</li><li>-Graphing</li></ul>	<b>Suggested Vocabulary:</b> North America, Canada, Mexico, United States <b>Technology &amp; Career Ready Practices:</b> <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.  <b>Career Ready Practices:</b> CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.	

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- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Recommended Instructional Activities:**

- identify the three countries within North America
- identify facts specific to each regarding culture, food, holidays, geography
- compare each country and culture to that of the US (more specifically where students live)

**Extension Strategies/Activities:**

Use PowerPoint or Kidspiration to create a presentation or poster that illustrates five key points learned about North America.

**Modification Strategies/Activities:**

- Highlight important information
- Books on tape
- Leveled readers
- Reading window
- Pair visual learners with auditory learners
- Provide alternate form or assessment IE: projects, dioramas
- Pair low level readers with high level readers
- Retell story by drawing or speaking
- Visual aides
- Advance notice for tests
- Provide a copy of notes
- Provide study guide
- Modified tests as needed

**Cross-curricular Connections/Standards:**

**Reading Informational Text:**

- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text
- RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5. Identify the front cover, back cover, and title page of a book.
- RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they

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appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

**RI.K.8.** With prompting and support, identify the reasons an author gives to support points in a text.

**RI.K.9.** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**RI.K.10.** Actively engage in group reading activities with purpose and understanding

Suggested Assessments:

**Performance Task:**

Participation in North American Cultural activities

Multicultural projects

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<b>Theme/Unit:</b> <b>American Heritage - Location</b>	<b>Suggested Sequence:</b> <b>1<sup>st</sup> Marking Period</b>
<b>NJSLS:</b> 6.1.4.A.2 - Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. 6.1.4.A.11 - Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. 6.1.4.A.12 - Explain the process of creating change at the local, state, or national level. 6.1.4.A.14 - Describe how the world is divided into many nations that have their own governments, languages, customs, and laws. 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.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.B.1 - Compare and contrast information that can be found on different types of maps and determine how 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.C.16 - Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. 6.1.4.C.17 - Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age. 6.1.4.C.18 - Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world. 6.1.4.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.14 - Trace how the American identity evolved over time. 6.1.4.D.15 - Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. 6.1.4.D.16 - Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present	
<b>Big Ideas:</b> All students will demonstrate knowledge of United States and New Jersey history in order to understand live and events in the past and how they relate to the present and future	
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• Whose point of view matters?</li><li>• How do you locate legitimate sources?</li><li>• How are present events related to past events?</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></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Whose point of view matters?</li><li>• How do you locate legitimate sources?</li><li>• How are present events related to past events?</li><li>• Technological tools such as GIS, GPS and the Internet assist with solving problems related to understanding location, distance and direction.</li><li>• Both the physical characteristics and human inhabitants of regions change over time.</li></ul>
<b>Knowledge, Skills, and Instructional Objectives:</b> *Map skills and Holidays are integrated into each unit of utilizing study Students will be able to: <ul style="list-style-type: none"><li>• understand why immigrants have come to the United States from other parts of the world through stories that have been passed down</li></ul>	

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- analyze tall tales about people who helped America grow
- understand that all groups of people have customs
- analyze things Americans have in common
- identify the major holidays celebrated by different cultures within New Jersey and their main associated customs

**Instructional Materials/Resources:**

Trade books  
Internet Resources  
Charts/Posters  
Graphic Organizers

**Suggested Vocabulary:**

Hanukah, Kwanza, Ramadan, Jewish, Muslim, Hindu, culture

**Technology & Career Ready Practices:**

**Technology:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.  
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

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### Recommended Instructional Activities:

- Listen to immigrant stories that tell why they came to the United States and hardships/success they encountered
- Listen to tall tales about early American and settlers (Johnny Appleseed, Paul Bunya, etc.)
- Share customs of students and identify that all groups of people have customs
- Tell that all Americans have things in common, including common symbols and customs (Independence Day, Flag, etc.)
- Identify the major holidays celebrated by different cultures within New Jersey and their main associated customs
- Identify the different holidays celebrated by different cultures during the month of December and in conjunction with the New Year

### Extension Strategies/Activities:

Students share their cultures

Parents visit to share cultures of families

### Modification Strategies/Activities:

- Highlight important information
- Books on tape
- Leveled readers
- Reading window
- Pair visual learners with auditory learners
- Provide alternate for of assessment IE: projects; dioramas
- Pair low level readers with high level readers
- Visual aides
- Advance notice for tests
- Provide copy of notes
- Provide study guide
- Modified tests, as needed

### Cross-curricular Connections/Standards:

#### Reading Informational Text:

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RI.1.8. Identify the reasons an author gives to support points in a text.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.

### Suggested Assessments:

#### Performance Task:

- ✓ Individual projects associated with each holiday studied
- ✓ Book review for tall tale
- ✓ Student created tall tale

#### Other Assessment Evidence:

- ✓ Student participation and responses
- ✓ Chapter/Unit Test



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<b>Theme/Unit:</b> <b>World Cultures and Customs – Holidays Around the World</b>	<b>Suggested Sequence:</b> <b>2<sup>nd</sup> Marking Period</b>
<b>NJSLS:</b> 6.1.4.A.10 - Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. 6.1.4.B.1 - Compare and contrast information that can be found on different types of maps and determine how 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.D.13 - Describe how culture is expressed through and influenced by the behavior of people. 6.1.4.D.14 - Trace how the American identity evolved over time. 6.1.4.D.15 - Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. 6.1.4.D.16 - Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. 6.1.4.D.17 - Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. 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	
<b>Big Ideas:</b> <ul style="list-style-type: none"><li>• All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics</li><li>• All students will demonstrate knowledge of United States and New Jersey history in order to understand live and events in the past and how they relate to the present and future</li></ul>	
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• Whose point of view matters?</li><li>• How do you locate legitimate sources?</li><li>• How are present events related to past events?</li><li>• What is the formal and informal relationship of the United States to other nations?</li><li>• What social, political, and economic opportunities and problems arise when cultures interact?</li><li>• How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others</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>• There are credible and questionable sources of information about historical and contemporary events.</li><li>• Historians establish justifiable timelines to connect significant events.</li><li>• Nations interact with each through trade, treaties and use of force.</li><li>• The earth is a global community where the actions of one country can affect lives in other countries.</li><li>• The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.</li></ul>
<b>Knowledge, Skills, and Instructional Objectives:</b> *Map skills and Holidays are integrated into each unit of utilizing study	
<b>SWBAT:</b> tell about cultures and customs around the world	

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<p><b>Instructional Materials/Resources:</b> Trade books Internet Resources Charts/Posters Graphic Organizers</p>	<p><b>Suggested Vocabulary:</b> Culture, custom, holiday</p> <p><b>Technology &amp; Career Ready Practices:</b></p> <p><b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p><b>Career Ready Practices:</b> CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"><li>• Identify culture</li><li>• Identify custom</li><li>• Tell about various cultures and customs students observe within their homes</li><li>• Identify the various places that observe the same cultures/customs as students</li><li>• Identify various other cultures/customs from around the world</li></ul>	

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**Extension Strategies/Activities:**

Skype with students/classrooms in another country (compare cultures, customs, and holidays)

**Modification Strategies/Activities:**

- Highlight important information
- Books on tape
- Leveled readers
- Reading window
- Pair visual learners with auditory learners
- Provide alternate for of assessment IE: projects; dioramas
- Pair low level readers with high level readers
- Visual aides
- Advance notice for tests
- Provide copy of notes
- Provide study guide
- Modified tests, as needed

**Cross-curricular Connections/Standards:**

**Reading Informational Text:**

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RI.1.8. Identify the reasons an author gives to support points in a text.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.

**Suggested Assessments:**

**Performance Task:**

(P) – identify the difference between a culture and a custom and tell one of each that a student celebrates and why

(P) – Map skills

(P) – Cultural Projects

**Other Assessment Evidence:**

(F) – note taking

(S)-End of Unit Test

(F/S) – Map skills assessments

**Theme/Unit:**

**Study of South America**

**Suggested Sequence:**

**3<sup>rd</sup> Marking Period**

**NJSLS:**

6.1.4.B.1 - Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

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.

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- 6.1.4.B.10 – Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
- 6.3.4.A.4 - Communicate with students from various countries about common issues of public concern and possible solutions.
- 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

**Big Ideas:**

- All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics
- All students will demonstrate knowledge of United States and New Jersey history in order to understand live and events in the past and how they relate to the present and future

**Essential Questions:**

- Whose point of view matters?
- How do you locate legitimate sources?
- How are present events related to past events?
- What is the formal and informal relationship of the United States to other nations?
- What social, political, and economic opportunities and problems arise when cultures interact?
- How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others?

**Enduring Understandings:**

- There are varying perspectives on the meaning of historical events.
- There are credible and questionable sources of information about historical and contemporary events.
- Historians establish justifiable timelines to connect significant events.
- Nations interact with each through trade, treaties and use of force.
- The earth is a global community where the actions of one country can affect lives in other countries.
- The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.

**Knowledge, Skills, and Instructional Objectives:**

\*Map skills and Holidays are integrated into each unit of utilizing study

**SWBAT**

- research important things within South America and also see how South American culture compares to and enhances their own

**Instructional Materials/Resources:**

Trade Books  
Internet Resources  
Charts/Posters  
Graphic Organizers

**Suggested Vocabulary:**

South American

**Technology & Career Ready Practices:**

**Technology:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking –

Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Career Ready Practices:**

CRP1. Act as a responsible and contributing

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citizen and employee.  
CRP2. Apply appropriate academic and technical skills.  
CRP3. Attend to personal health and financial well-being.  
CRP4. Communicate clearly and effectively and with reason.  
CRP5. Consider the environmental, social and economic impacts of decisions.  
CRP6. Demonstrate creativity and innovation.  
CRP7. Employ valid and reliable research strategies.  
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
CRP9. Model integrity, ethical leadership and effective management.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.

**Recommended Instructional Activities:**

- identify the major countries within South America
- identify facts specific to each regarding culture, food, holidays, geography
- compare each country and culture to that of the US (more specifically where students live)

**Extension Strategies/Activities:**

Skype with students/classrooms in a South American country (compare cultures, customs and holidays)

**Modification Strategies/Activities:**

- Highlight important information
- Books on tape
- Leveled readers
- Reading window
- Pair visual learners with auditory learners
- Provide alternate for of assessment IE: projects; dioramas
- Pair low level readers with high level readers
- Visual aides
- Advance notice for tests
- Provide copy of notes
- Provide study guide
- Modified tests, as needed

**Cross-curricular Connections/Standards:**

**Reading Informational Text:**

- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

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**RI.1.6.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**RI.1.7.** Use the illustrations and details in a text to describe its key ideas.

**RI.1.8.** Identify the reasons an author gives to support points in a text.

**RI.1.9.** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**RI.1.10.** With prompting and support, read informational texts appropriately complex for grade 1.

### **Suggested Assessments:**

#### **Performance Task:**

(P) – Hallway Projects

(P) – Map skills assessments

#### **Other Assessment Evidence:**

(F) – note taking

(S)- End of Unit Test

(F/S) – Map skills and assessments

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<b>Theme/Unit: We Are America – American Symbols</b>		<b>Suggested Sequence: 4<sup>th</sup> Marking Period</b>
<b>NJSLS:</b> 6.1.4.A.10 - Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. 6.1.4.A.11 - Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. 6.1.4.A.12 - Explain the process of creating change at the local, state, or national level. 6.1.4.B.1 - Compare and contrast information that can be found on different types of maps and determine how the information may be useful. 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.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.17 - Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. 6.3.4.C.1 - Develop and implement a group initiative that addresses an economic issue impacting children. 6.3.4.D.1 - Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions		
<b>Big Ideas:</b> <ul style="list-style-type: none"><li>• All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics</li><li>• All students will demonstrate knowledge of World History in order to understand life and events in the past and how they relate to the present and the future</li></ul>		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• Whose point of view matters?</li><li>• How do you locate legitimate sources?</li><li>• How are present events related to past events?</li><li>• How much influence do individuals have in changing history?</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>• There are credible and questionable sources of information about historical and contemporary events.</li><li>• Historians establish justifiable timelines to connect significant events.</li><li>• Individuals have the power to make positive changes in society.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> *Map skills and Holidays are integrated into each unit of utilizing study Students will be able to: <ul style="list-style-type: none"><li>• identify national symbols including; the Statue of Liberty, Uncle Sam, the flag, the national anthem, and the bald eagle</li><li>• identify state symbols including; the state flag, the state seal, the state bird, the state flower, the state animal, the state insect, and the state tree.</li></ul>		
<b>Instructional Materials/Resources:</b> Trade Books Internet Resources Charts/Posters Graphic Organizers	<b>Suggested Vocabulary:</b> Uncle Same, Liberty, motto, Statue of Liberty, national anthem, bald eagle, flag, state seal	
	<b>Technology &amp; Career Ready Practices:</b> <b>Technology:</b>	



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	<p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p><b>Career Ready Practices:</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"><li>• Identify the important symbols of the United States (including the Statue of Liberty, Flag, Uncle Sam, bald eagle and national Anthem) and the discuss the history/importance of each</li><li>• Identify state symbols (including; the state flag, the state seal, the state bird, the state flower, the state animal, the state insect, and the state tree) and discuss the history/importance of each</li></ul>
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<p><b>Extension Strategies/Activities:</b></p> <p>Skype with students in another country to compare and contrast national symbols</p>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"><li>• Highlight important information</li><li>• Books on tape</li><li>• Leveled readers</li><li>• Reading window</li><li>• Pair visual learners with auditory learners</li><li>• Provide alternate for of assessment IE:</li></ul>
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- projects; dioramas
- Pair low level readers with high level readers
- Visual aides
- Advance notice for tests
- Provide copy of notes
- Provide study guide
- Modified tests, as needed

**Cross-curricular Connections/Standards:**

**Reading Informational Text:**

- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.
- RI.1.8. Identify the reasons an author gives to support points in a text.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.

**Suggested Assessments:**

**Performance Task:**

(P) – Map skills assessments

(P) – National Symbol Book

**Other Assessment Evidence:**

(S)- End of Unit Test

(F/S) – Map skills and Holidays assessments

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<b>Theme/Unit:</b> <b>Early American Culture – Columbus to Pilgrims</b>	<b>Suggested Sequence:</b> <b>1<sup>st</sup> Marking Period</b>
<b>NJSLS:</b> 6.1.4.A.13 - Describe the process by which immigrants become United States citizens. 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.B.1 - Compare and contrast information that can be found on different types of maps and determine how 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.10 – Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences. 6.1.4.C.16 - Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. 6.1.4.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.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.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.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.	
<b>Big Ideas:</b> <ul style="list-style-type: none"><li>• All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.</li><li>• All students will know, understand, and appreciate the values and principles of American democracy and the rights, responsibilities and roles of a citizen in the nation and the world.</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></ul>	
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How are present events related to past events?</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 have the basic values and principles of American democracy changed and in what ways have they been preserved?</li><li>• Why does racial prejudice still exist?</li><li>• Is America a land of opportunity?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Historians establish justifiable timelines to connect significant events. Societies require rules, 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. Individual and group efforts have shaped the civil rights struggle in America.</li><li>• The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li></ul>

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**Knowledge, Skills, and Instructional Objectives:**

- understand the concept of native and original people
  - research individual tribes – their location, culture, how they met their basic needs
  - map tribes studied by classes, use cardinal and intermediate directions
  - identify 7 continents
  - define pilgrim
  - understand cause for pilgrim emigration
  - compare/contrast pilgrim life to modern life in America
  - read about contributions of historical figures of this time period
- \*Map skills and holidays will be integrated into each unit of study

**Instructional Materials/Resources:**

- Trade books
- Charts/posters
- Graphic organizer
- Maps
- Graphing
- Timelines

**Suggested Vocabulary:**

American Indian or Native American (Chinook, Chumash, Powhatan, Navajo, Creek)  
Squanto  
Basic needs – food, shelter, clothing  
North America  
Tribe  
Continents  
Intermediate directions (northeast, northwest, southeast, southwest)  
Mayflower  
England  
Plymouth Plantation  
Wampanoag  
chores  
pilgrim

**Technology & Career Ready Practices:**

**Technology:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and

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economic impacts of decisions.  
CRP6. Demonstrate creativity and innovation.  
CRP7. Employ valid and reliable research strategies.  
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
CRP9. Model integrity, ethical leadership and effective management.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.

**Recommended Instructional Activities:**

- read alouds
- sequencing events
- diagraming
- compare and contrast
- cause and effect

**Extension Strategies/Activities:**

**Modification Strategies/Activities:**

- Highlight important information
- Books on tape
- Leveled readers
- Reading window
- Pair visual learners with auditory learners
- Provide alternate form or assessment IE: projects, dioramas
- Pair low level readers with high level readers
- Retell story by drawing or speaking
- Visual aides
- Advance notice for tests
- Provide a copy of notes
- Provide study guide
- Modified tests as needed

**Cross-curricular Connections/Standards:**

**Reading Informational Text:**

- RI.2.1. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8. Describe how reasons support specific points the author makes in a text.
- RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

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**RI.2.10.** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Suggested Assessments:**

**Performance Task:**

- (P) Pilgrim Day
- (P) Map skills and holiday assessments

**Other Assessment Evidence:**

- (F) note taking
- (F) Native American Chart
- (S) End of Unit test
- (F/S) Map skills and holiday assessments

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<b>Theme/Unit:</b> <b>Early American Culture – Colonial Times to Civil War</b>	<b>Suggested Sequence:</b> <b>2<sup>nd</sup> Marking Period</b>
<b>NJSLS:</b> 6.1.4.A.9 - Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). 6.1.4.A.10 - Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. 6.1.4.A.11 - Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. 6.1.4.A.12 - Explain the process of creating change at the local, state, or national level. 6.1.4.B.1 - Compare and contrast information that can be found on different types of maps and determine how the information may be useful. 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.5 - Describe how human interaction impacts the environment in New Jersey and the United States. 6.1.4.D.1 - Determine the impact of European colonization on Native American populations, including the Leni 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.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.9 - Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals. 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 conflicts between maintaining traditional beliefs and practices and adopting new beliefs and practices. 6.1.4.D.16 - Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present 6.1.4.D.17 - Explain the role of historical symbols, monuments, and holidays and how they affect the American identity 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.A.1 – Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling). 6.3.4.A.2 – Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials. 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.	
<b>Big Ideas:</b> <ul style="list-style-type: none"><li>• All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.</li><li>• All students will know, understand, and appreciate the values and principles of American democracy and</li></ul>	

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the rights, responsibilities and roles of a citizen in the nation and the world.

- 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

### Essential Questions:

- How are present events related to past events? Standard What is government and what can it do?
- Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?
- How have the basic values and principles of American democracy changed and in what ways have they been preserved?
- How does the government established by the Constitution embody the purposes, values and principles of the American dream?
- How can citizens and groups participate effectively in the democratic process?
- How can a society as diverse as the United States ever fairly balance majority rule with minority rights?
- Why does racial prejudice still exist?
- How is price determined?
- How much can business be regulated in a democratic government?

### Enduring Understandings:

- Historians establish justifiable timelines to connect significant events.
- Governments can change based on the needs of people, their society and their culture.
- Citizens can influence government in many ways if they choose to participate. 6.2.B U1
- Societies require rules, laws and government.
- Governments can change based on the needs of people, their society and their culture.
- Citizens can influence government in
- Natural resources, hard work and innovation have shaped America.
- Individual and group efforts have shaped the civil rights struggle in America.
- Supply and demand is a basic economic principle in a capitalist society.
- Regulation of business works better in a democracy than a dictatorship.

### Knowledge, Skills, and Instructional Objectives:

- define colony and understand colonial as describing time period
- understand the relationship between the colonies and the King of England
- read about people, places, lifestyle during colonial times
- map colonies by region
- understand the causes and effects of the Revolutionary War
- learn about key historical figures of the Colonial and Civil War time period
- describe the life on a plantation for slave, master
- understand the economic dependence of southern states on slavery
- read about many ways the Underground Railroad worked
- \*Map skills and holidays will be integrated into each unit of study

### Instructional Materials/Resources:

- Trade books
- Charts/posters
- Graphic organizer
- Maps
- Graphing
- Timelines

### Suggested Vocabulary:

Colonial  
Colony  
Stamp Act  
Quartering Act  
Tea Act  
Sugar Act  
"taxation without representation"  
New England  
Middle Atlantic  
Southern  
Plantation  
Declaration of Independence  
Revolutionary War  
Patriots  
Loyal  
Freedom and liberty



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	<p>Slave Underground Railroad - Conductor, passenger, station, master, slave catcher, Canada Civil War North Star</p> <p><b>Technology &amp; Career Ready Practices:</b> <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p><b>Career Ready Practices:</b> CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>
<p><b>Recommended Instructional Activities:</b> -read alouds -sequencing events -diagraming -compare and contrast</p>	

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-cause and effect

**Extension Strategies/Activities:**

Create video skits of Colonial Life

**Modification Strategies/Activities:**

- Highlight important information
- Books on tape
- Leveled readers
- Reading window
- Pair visual learners with auditory learners
- Provide alternate form or assessment IE: projects, dioramas
- Pair low level readers with high level readers
- Retell story by drawing or speaking
- Visual aides
- Advance notice for tests
- Provide a copy of notes
- Provide study guide
- Modified tests as needed

**Cross-curricular Connections/Standards:**

**Reading Informational Text:**

**RI.2.1.** Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

**RI.2.2.** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

**RI.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**RI.2.4.** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

**RI.2.5.** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

**RI.2.6.** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**RI.2.7.** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

**RI.2.8.** Describe how reasons support specific points the author makes in a text.

**RI.2.9.** Compare and contrast the most important points presented by two texts on the same topic.

**RI.2.10.** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Suggested Assessments:**

**Performance Task:**

(P) Quilt Project

(P) Map skills and holiday assessments

**Other Assessment Evidence:**

(F) Note taking

(F) Harriet Tubman Timeline

(S) End of Unit test

(F/S) Map skills and holiday assessments

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<b>Theme/Unit:</b> <b>Study of Africa</b>		<b>Suggested Sequence:</b> <b>3<sup>rd</sup> Marking Period</b>
<b>NJSLS:</b> 6.1.4.A.12 - Explain the process of creating change at the local, state, or national 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.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.B.1 - Compare and contrast information that can be found on different types of maps and determine how 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.10 – Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences. 6.3.4.A.4 - Communicate with students from various countries about common issues of public concern and possible solutions 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.		
<b>Big Ideas:</b> <ul style="list-style-type: none"><li>• All students will utilize historical thinking, problem solving and research skills to maximize their understanding of civics, history, geography, and economics</li><li>• All students will know, understand, and appreciate the values and principles of American democracy and the rights, responsibilities and roles of a citizen in the nation and the world.</li></ul>		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• Whose point of view matters?</li><li>• How do you locate legitimate sources?</li><li>• How are present events related to past events?</li><li>• What is the formal and informal relationship of the United States to other nations?</li><li>• What social, political, and economic opportunities and problems arise when cultures interact?</li><li>• How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others?</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>• There are credible and questionable sources of information about historical and contemporary events.</li><li>• Historians establish justifiable timelines to connect significant events.</li><li>• Nations interact with each through trade, treaties and use of force.</li><li>• The earth is a global community where the actions of one country can affect lives in other countries.</li><li>• The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> -recognize Africa as a continent made up of many countries -map countries in Africa as studied by 2 <sup>nd</sup> grade -research culture of an African country -compare and contrast life in Africa to life in America *Map Skills and Holidays are integrated into each unit of study utilizing formative, performance, and summative assessments.		
<b>Instructional Materials/Resources:</b> Trade Books	<b>Suggested Vocabulary:</b> Continent, Africa – Kenya, Madagascar, Egypt,	

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<p>Internet Resources Charts, posters, graphic organizers Timelines</p>	<p>Nigeria, Tanzania, Climate, Culture Savannah</p> <p><b>Technology &amp; Career Ready Practices:</b></p> <p><b>Technology:</b></p> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p><b>Career Ready Practices:</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
<p><b>Recommended Instructional Activities:</b></p> <p>Read aloud Sequencing events Diagraming Compare and contrast Cause and effect</p>	

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**Extension Strategies/Activities:**

Skype with students from schools in Africa  
Compare cultures, customs, and routines of school

**Modification Strategies/Activities:**

- Highlight important information
- Books on tape
- Leveled readers
- Reading window
- Pair visual learners with auditory learners
- Provide alternate for of assessment IE: projects; dioramas
- Pair low level readers with high level readers
- Visual aides
- Advance notice for tests
- Provide copy of notes
- Provide study guide
- Modified tests, as needed

**Cross-curricular Connections/Standards:**

**Reading Informational Text:**

- RI.2.1.** Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- RI.2.2.** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- RI.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.4.** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI.2.5.** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6.** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7.** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8.** Describe how reasons support specific points the author makes in a text.
- RI.2.9.** Compare and contrast the most important points presented by two texts on the same topic.
- RI.2.10.** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Suggested Assessments:**

**Performance Task:**

(P) – Hallway Project

(P) – Map Skills

**Other Assessment Evidence:**

(F) – note taking

(F/S) – Map Skills

(S) – End of Unit Project

**Theme/Unit:**

**We are New Jersey – Symbols, Capital, Governor**

**Suggested Sequence:**

**4<sup>TH</sup> Marking Period**

**NJSLS:**

- 6.1.4.A.11 - Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 6.1.4.A.12 - Explain the process of creating change at the local, state, or national level.
- 6.1.4.B.1 - Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- 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.

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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.5 - Describe how human interaction impacts the environment in New Jersey and the United States.
- 6.1.4.B.10 – Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
- 6.1.4.C.16 - Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.4.C.18 - Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- 6.1.4.D.17 - Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.3.4.A.1 – Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
- 6.3.4.A.2 – Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
- 6.3.4.A.4 - Communicate with students from various countries about common issues of public concern and possible solutions.
- 6.3.4.C.1 - Develop and implement a group initiative that addresses an economic issue impacting children.

### Big Ideas:

- All students will utilize historical thinking, problem solving and research skills to maximize their understanding of civics, history, geography, and economics
- All students will know, understand, and appreciate the values and principles of American democracy and the rights, responsibilities and roles of a citizen in the nation and the world.
- All students will demonstrate knowledge of United States and New Jersey history in order to understand live and events in the past and how they relate to the present and future.

### Essential Questions:

- Whose point of view matters?
- How do you locate legitimate sources?
- How are present events related to past events?
- What is government and what can it do?
- Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?
- How have my family's heritage and traditions influenced my current family life?
- How am I connected to the past?
- Why can traditions sometimes not be maintained?
- What impact has New Jersey made on American history?

### Enduring Understandings:

- There are varying perspectives on the meaning of historical events.
- There are credible and questionable sources of information about historical and contemporary events.
- Historians establish justifiable timelines to connect significant events.
- Societies require rules, laws and government.
- Governments can change based on the needs of people, their society and their culture.
- Citizens can influence government in many ways if they choose to participate
- Our government was founded on the principles of fairness, equality and respect for diversity. Many cultural traditions and heritages contribute to our state's and nation's diversity.

### Knowledge, Skills, and Instructional Objectives:

- identify US as country on continent of North America
- identify New Jersey as a state in the United States
- learn facts about NJ

-research the different state symbols associated with NJ

\*Map Skills and Holidays are integrated into each unit of study utilizing formative, performance, and summative assessments.

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**Instructional Materials/Resources:**

Trade Books  
Internet Resources  
Charts, posters, graphic organizers  
Timelines

**Suggested Vocabulary:**

New Jersey  
State  
Country  
County  
Symbol  
State symbols – Eastern Goldfinch, Honeybee,  
State seal and flag, horse, blueberry, purple  
violet, red oak, knobbed whelk, brook trout,  
Hadrosaurus  
“liberty and prosperity”  
Legislation and legislature  
Governor  
Capital city  
Trenton

**Technology & Career Ready Practices:**

**Technology:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.  
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Career Ready Practices:**

CRP1. Act as a responsible and contributing citizen and employee.  
CRP2. Apply appropriate academic and technical skills.  
CRP3. Attend to personal health and financial well-being.  
CRP4. Communicate clearly and effectively and with reason.  
CRP5. Consider the environmental, social and economic impacts of decisions.  
CRP6. Demonstrate creativity and innovation.  
CRP7. Employ valid and reliable research strategies.  
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
CRP9. Model integrity, ethical leadership and effective management.  
CRP11. Use technology to enhance productivity.

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

**Recommended Instructional Activities:**

- Read aloud
- Sequencing events
- Diagraming
- Compare and contrast
- Cause and effect

**Extension Strategies/Activities:**

Create PowerPoint presentations or Kidspiration posters to illustrate 5 key points about the state to share with younger students

**Modification Strategies/Activities:**

- Highlight important information
- Books on tape
- Leveled readers
- Reading window
- Pair visual learners with auditory learners
- Provide alternate for of assessment IE: projects; dioramas
- Pair low level readers with high level readers
- Visual aides
- Advance notice for tests
- Provide copy of notes
- Provide study guide
- Modified tests, as needed

**Cross-curricular Connections/Standards:**

**Reading Informational Text:**

- RI.2.1. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8. Describe how reasons support specific points the author makes in a text.
- RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.
- RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Suggested Assessments:**

**Performance Task:**

(P) – Hat Project—Symbols of the state and nation

**(P) – Map Skills**

**Other Assessment Evidence:**

- (F) – note taking
- (F/S) – Map Skills
- (S) – End of Unit Project



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<b>Theme/Unit:</b> <b>American Holidays and US Symbols</b>		<b>Suggested Sequence:</b> <b>June</b>
<b>NJSLS:</b> 6.1.P.D.2 – Demonstrate an understanding of family roles and traditions. 6.1.P.D.4 – Learn about and respect other cultures within the classroom and community. 6.1.4.D.14 – Trace how the American identity evolved over time. 6.1.4.D.17 – Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. 6.1.4.D.18 – Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.		
<b>Big Ideas:</b> Individuals and families have unique characteristics. There are many different cultures within the classroom and community.  American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.  Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.  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.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• Whose point of view matters?</li><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>• Is America the land of opportunity?</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>• There are credible and questionable sources of information about historical and contemporary events.</li><li>• Historians establish justifiable timelines to connect significant events.</li><li>• Societies require rules, laws and government.</li><li>• Governments can change based on the needs of people, their society and culture.</li><li>• Citizens can influence government in many ways if they choose to participate.</li><li>• The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> Students will be able to: <ul style="list-style-type: none"><li>• explain the historical significance of major national holidays and American symbols.</li><li>• explain why and how Americans celebrate Independence Day.</li><li>• relate why important national buildings, statues and monuments are associated with our national history.</li><li>• demonstrate through patriotic songs and symbols what is special about America.</li><li>• identify symbols of American values and beliefs such as the American Flag and Statue of Liberty.</li></ul>		
<b>Instructional Materials/Resources:</b> Harcourt Brace Unit 1	<b>Suggested Vocabulary:</b> Independence Day Monument statue patriotic	
	<b>Technology &amp; Career Ready Practices:</b> <b>Technology:</b> 8.1- Educational Technology: All students will	

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	<p>use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p><b>Career Ready Practices:</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"><li>• Explain the historical significance of major national holidays and American symbols.</li><li>• Explain why and how Americans celebrate Independence Day.</li><li>• Relate why important national buildings, statues and monuments are associated with our national history.</li><li>• Demonstrate through patriotic songs and symbols what is special about America.</li><li>• Identify symbols of American values and beliefs such as the American Flag and Statue of Liberty.</li></ul>	
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<p><b>Extension Strategies/Activities:</b></p>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"><li>• Highlight important information</li><li>• Books on tape</li><li>• Leveled readers</li><li>• Reading window</li><li>• Pair visual learners with auditory learners</li></ul>
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	<ul style="list-style-type: none"><li>• Provide alternate form of assessment IE: projects, dioramas</li><li>• Pair low level readers with high level readers</li><li>• Retell story by drawing or speaking</li><li>• Visual aides</li><li>• Advance notice for tests</li><li>• Provide a copy of notes</li><li>• Books on tape</li></ul>
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**Cross-curricular Connections/Standards: Music**

**Suggested Assessments:**

Performance Task:

- ✓ Harcourt Brace Unit 1 test pg. 15 - 16

Other Assessment Evidence:

- ✓ Student participation and response

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<b>Theme/Unit: Geography of the US</b>		<b>Suggested Sequence: 1 Marking Period</b>
<b>NJSLS:</b> 6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful. 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationships 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.10 – Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.		
<b>Big Ideas:</b> 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.		
<b>Essential Questions:</b> How do geographic tools and technologies pose and answer questions about the spatial distributions and patterns on Earth?	<b>Enduring Understandings:</b> Regional geographic differences can result in social, economic and political differences.	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>SWBAT:</b> <ul style="list-style-type: none"><li>• apply map skills by using a map key</li><li>• apply geographical tools, including grid systems, legends, symbols, scales and compass roses to construct and interpret maps</li><li>• read and analyze various types of maps</li><li>• recognize and identify all 50 states on a United States maps</li></ul>		
<b>Instructional Materials/Resources:</b> Harcourt Brace textbook Supplemental maps	<b>Suggested Vocabulary:</b> Location, map, continent, ocean, globe, hemisphere, equator, symbol, map key, distance scale, compass rose, cardinal directions,	
	<b>Technology &amp; Career Ready Practices:</b> <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
	<b>Career Ready Practices:</b> CRP1. Act as a responsible and contributing citizen and employee.	

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CRP2. Apply appropriate academic and technical skills.  
CRP3. Attend to personal health and financial well-being.  
CRP4. Communicate clearly and effectively and with reason.  
CRP5. Consider the environmental, social and economic impacts of decisions.  
CRP6. Demonstrate creativity and innovation.  
CRP7. Employ valid and reliable research strategies.  
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
CRP9. Model integrity, ethical leadership and effective management.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.

**Recommended Instructional Activities:**

- Introduce map skills by using a map key
- Learning how to read the map.
- Introduce distance scale and create one.
- Learning how to read a landform map.
- Finding intermediate directions on a map.
- Introduce how to read a product map.
- Finding state capitals and borders
- Comparing maps from different times
- Using a Map Grid
- Population map

**Extension Strategies/Activities:**

Design a map incorporating a Map Grid  
Creating 3-D map of physical landforms

**Modification Strategies/Activities:**

- Highlight important information
- Books on tape
- Leveled readers
- Reading window
- Pair visual learners with auditory learners
- Provide alternate form of assessment IE: projects, dioramas
- Pair low level readers with high level readers
- Retell story by drawing or speaking
- Visual aides
- Advance notice for tests
- Provide a copy of notes
- Books on tape

**Cross-curricular Connections/Standards:**

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**Reading: Informational Text**

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Determine the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently

**Suggested Assessments:**

Performance Task: Units 1 – 6 book tests

Other Assessment Evidence: Weekly State Map quizzes, Map worksheets, Illustration of physical landforms

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<b>Theme/Unit: Government Structures</b>		<b>Suggested Sequence: 1 Marking Period</b>
<b>NJSLS:</b> 6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government. 6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government. 6.1.4.A.6 Explain how national and state governments share power in the federal system of government. 6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. 6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level. 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. 6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.		
<b>Big Ideas:</b> 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.		
<b>Essential Questions:</b> What is the government and what can it do?	<b>Enduring Understandings:</b> Societies require rules, laws, and government. Citizens can influence government in many ways if they choose to participate.	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>SWBAT:</b> <ul style="list-style-type: none"><li>analyze the functions of the different branches of government.</li><li>investigate the services provided by local, state and national government</li></ul>		
<b>Instructional Materials/Resources:</b> Harcourt Brace textbook	<b>Suggested Vocabulary:</b> Petition Council Election Governor Public property Private property Congress Supreme Court	
	<b>Technology &amp; Career Ready Practices:</b> <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world	



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as they relate to the individual, global society, and the environment.

**Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Recommended Instructional Activities:**

- Local Government; services provided, mayor, town council,
- Compare Iroquois Belt, the Mayflower Compact, and the Constitution
- State Government; Governor, Capital, Jury, Judge, Services
- National Government; 3 Branches of Government – Roles and duties

**Extension Strategies/Activities:**

3 Branches of Government Poster  
Write a letter to politician

**Modification Strategies/Activities:**

- Highlight important information
- Books on tape
- Leveled readers
- Reading window
- Pair visual learners with auditory learners
- Provide alternate form of assessment IE: projects, dioramas
- Pair low level readers with high level readers
- Retell story by drawing or speaking
- Visual aides
- Advance notice for tests
- Provide a copy of notes
- Books on tape

**Cross-curricular Connections/Standards:**

9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

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- 9.1.4.A.2 Identify potential sources of income
- 9.1.4.A.3 Explain how income affects spending and take-home pay
- 9.1.4.B.1 Differentiate between financial wants and needs
- 9.1.4.B.2 Identify age-appropriate financial goals
- 9.1.4.3 Explain what a budget is and why it is important
- 9.1.4.B.4 Identify common household expense categories and sources of income
- 9.1.4.B.5 Identify ways to earn and save
- 9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.
- 9.1.4.C.2 Identify common sources of credit (e.g. banks, credit card companies) and types of credit (e.g. loans, credit cards, mortgages)
- 9.1.4.C.3 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each
- 9.1.4.C.4 Determine the relationships among income, expense, and interest
- 9.1.4.C.5 Determine personal responsibility related to borrowing and lending.
- 9.1.4.C.6 Summarize ways to avoid credit problems
- 9.1.4.D.1 Determine various ways to save
- 9.1.4.D.2 Explain what it means to invest
- 9.1.4.D.3 Distinguish between saving and investing
- 9.1.4.E.1 Determine factors that influence consumer decisions related to money
- 9.1.4.E.2 Apply comparison shopping skills to purchasing decisions
- 9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations
- 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living
- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes

### **Reading: Informational Text**

- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3 Determine the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect
- RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently
- RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)
- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently

### **Suggested Assessments:**

Performance Task: Unit Book Tests

Other Assessment Evidence: Worksheets, Posters, Letter

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<b>Theme/Unit:</b> <b>Asia/Cultural Studies</b>		<b>Suggested Sequence:</b> <b>1 Marking Period</b>
<b>NJSLS:</b> <b>6.1.4.B.10</b> Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences. <b>6.1.4.C.8</b> 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. <b>6.1.4.D.13</b> Describe how culture is expressed through and influenced by the behavior of people. <b>6.1.4.D.15</b> Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. <b>6.1.4.D.18</b> Explain how an individual's beliefs, values, and traditions may reflect more than one culture. <b>6.1.4.D.19</b> Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. <b>6.1.4.D.20</b> Describe why it is important to understand the perspectives of other cultures in an interconnected world. <b>6.3.4.A.4</b> Communicate with students from various countries about common issues of public concern and possible solutions.		
<b>Big Ideas:</b> 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. The study of United States and New Jersey history enables learners to see the interrelationships between past and present and to view current state and national issues with a historical perspective that informs both thinking and action.		
<b>Essential Questions:</b> Why does racial/gender prejudice still exist? Is America a land of opportunity?	<b>Enduring Understandings:</b> Individual and group efforts have shaped the civil rights struggle in America. The American dream promotes the idea that anyone can achieve their goals with appropriate effort.	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>SWBAT:</b> <ul style="list-style-type: none"><li>research important things within Asia and also compare how Asia culture compares to and enhances their own</li></ul>		
<b>Instructional Materials/Resources:</b> Computer Encyclopedia Trade Books	<b>Suggested Vocabulary:</b> Equality Asia	
	<b>Technology &amp; Career Ready Practices:</b> <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world	

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as they relate to the individual, global society, and the environment.

**Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Recommended Instructional Activities:**

- 1) List of important facts about Asia
- 2) Choose a country to focus studies on
- 3) compare various aspects of life within that country to students own life~ compare and contrast

**Extension Strategies/Activities:**

**Modification Strategies/Activities:**

- Highlight important information
- Books on tape
- Leveled readers
- Reading window
- Pair visual learners with auditory learners
- Provide alternate form of assessment IE: projects, dioramas
- Pair low level readers with high level readers
- Retell story by drawing or speaking
- Visual aides
- Advance notice for tests
- Provide a copy of notes
- Books on tape

**Cross-curricular Connections/Standards:**

**Reading: Informational Text**

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

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RI.3.3 Determine the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently

### **Suggested Assessments:**

Performance Task: Power Point Presentation

Other Assessment Evidence: worksheets

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Grade 3 Content Area: Social Studies

<b>Theme/Unit: Economics</b>		<b>Suggested Sequence: 1 Marking Period</b>
<b>NJSLS:</b> <b>6.1.4.C.4</b> Describe how supply and demand influence price and output of products. <b>6.1.4.C.6</b> Describe the role and relationship among households, businesses, laborers, and governments within the economic system. <b>6.1.4.C.7</b> Explain how the availability of private and public goods and services is influenced by the global market and government. <b>6.1.4.C.8</b> 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. <b>6.1.4.C.9</b> Compare and contrast how the availability of resources affects people across the world differently. <b>6.3.4.C.1</b> Develop and implement a group initiative that addresses an economic issue impacting children.		
<b>Big Ideas:</b> 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. The study of economics fosters an understanding of the management of resources in the global, public, and private sectors and in individual decision making.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How is price determined?</li><li>• Why is the United States economically prosperous?</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.</li><li>• The rise of the standard of living in the United States is determined by a variety of factors.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> Students will be able to: <ul style="list-style-type: none"><li>• explain the relationship between natural resources of the United States and its development as a trade center</li><li>• analyze the role of ports in international trade</li><li>• describe the choices families had to make during the Great Depression</li><li>• explain that trading goods and services brings income to individuals as well as countries</li><li>• define the term currency</li><li>• list items produced and manufactured in New Jersey</li></ul>		
<b>Instructional Materials/Resources:</b> Houghton Mifflin New Jersey Studies, online resources, leveled readers	<b>Suggested Vocabulary:</b> Stock market, depression, unemployment, goods, services, supply, demand, economy, earning, saving, money, producer, consumer, export, import	
	<b>Technology &amp; Career Ready Practices:</b> <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design,	

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computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Career Ready Practices:**

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

CRP2. Apply appropriate academic and technical skills.

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

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

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

**Recommended Instructional Activities:**

- Tell why the stock market crashed in 1929 and how it led to the Great Depression
- Describe the hardships families faced during the Great Depression
- Compare/contrast goods and services
- Tell how New Jersey's natural resources dictate the types of jobs available within the state
- Describe the relationship between supply and demand
- Tell the importance of earning and saving
- Describe the relationship between producers and consumers
- Tell why New Jersey's ports are important and describe their role in imports and exports
- Describe the elements of a business

**Extension Strategies/Activities:**

Create budget and expense spreadsheet to track earnings and spending

**Modification Strategies/Activities:**

- Highlighting text and important information
- Books/resources on tape
- Leveled readers
- Reading windows
- Multiple hands on activities
- Pair visual learners with auditory learners
- Provide alternate forms of assessment including; projects, dioramas, presentations
- Pair lower readers with higher readers
- Retell important events through drawing or oral presentations
- Use of visual aids

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- Study guides for tests
- Advance notice of tests

### **Cross-curricular Connections/Standards:**

- 9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
- 9.1.4.A.2 Identify potential sources of income
- 9.1.4.A.3 Explain how income affects spending and take-home pay
- 9.1.4.B.1 Differentiate between financial wants and needs
- 9.1.4.B.2 Identify age-appropriate financial goals
- 9.1.4.3 Explain what a budget is and why it is important
- 9.1.4.B.4 Identify common household expense categories and sources of income
- 9.1.4.B.5 Identify ways to earn and save
- 9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.
- 9.1.4.C.2 Identify common sources of credit (e.g. banks, credit card companies) and types of credit (e.g. loans, credit cards, mortgages)
- 9.1.4.C.3 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each
- 9.1.4.C.4 Determine the relationships among income, expense, and interest
- 9.1.4.C.5 Determine personal responsibility related to borrowing and lending.
- 9.1.4.C.6 Summarize ways to avoid credit problems
- 9.1.4.D.1 Determine various ways to save
- 9.1.4.D.2 Explain what it means to invest
- 9.1.4.D.3 Distinguish between saving and investing
- 9.1.4.E.1 Determine factors that influence consumer decisions related to money
- 9.1.4.E.2 Apply comparison shopping skills to purchasing decisions
- 9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations
- 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living
- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes

### **Reading: Informational Text**

- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3 Determine the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect
- RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently
- RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)
- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently

### **Suggested Assessments:**

#### Performance Task:

- ✓ Venn Diagram of goods/services
- ✓ Lists of imports and exports
- ✓ Student created mini-economy



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Other Assessment Evidence:

- ✓ Student participation and responses
- ✓ Chapter/Unit Test

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Curriculum Guide

Grade 4 Content Area: Social Studies

<b>Theme/Unit:</b> <b>NJ Government (Including Elections)</b>		<b>Suggested Sequence:</b> <b>1 Marking Period</b>
<b>NJSLS:</b> <b>6.1.4.A.6</b> Explain how national and state governments share power in the federal system of government. <b>6.1.4.A.7</b> Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. <b>6.1.A.4.8</b> 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. <b>6.1.4.A.11</b> Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. <b>6.1.4.A.12</b> Explain the process of creating change at the local, state, or national level. <b>6.3.4.A.3</b> Select a local issue and develop a group action plan to inform school and/or community members about the issue. <b>6.3.4.D.1</b> Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.		
<b>Big Ideas:</b> 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 world.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><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>• Why have the roles and responsibilities of U.S citizens changed?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Societies require rules, laws and government.</li><li>• Governments can change based on the needs of people, their society and their culture.</li><li>• Citizens can influence government in many ways if they choose to participate.</li><li>• The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> Students will be able to: <ul style="list-style-type: none"><li>• explain how a bill becomes a law</li><li>• compare the three branches of state government</li><li>• compare the three branches of state government to the three branches of the United States government</li><li>• list some of the services local governments provide</li><li>• describe how citizens were involved in the reform movement</li><li>• tell how to fully participate as citizens and protectors of the republic</li><li>• analyze the fundamentals of our government, to appreciate the importance of these things, and to apply them to a variety of situations</li></ul>		
<b>Instructional Materials/Resources:</b> Houghton Mifflin New Jersey Studies, online sources, New Jersey government documents	<b>Suggested Vocabulary:</b> Bill, law, legislative branch, executive branch, judicial branch, senate, congress, assembly, president, mayor, senator, congress person, assembly member, citizen, election	
	<b>Technology &amp; Career Ready Practices:</b> <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and	

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Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Career Ready Practices:**

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

CRP2. Apply appropriate academic and technical skills.

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

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

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

**Recommended Instructional Activities:**

- Introduce the three branches of New Jersey government and identify the role of each branch
- Introduce the three branches of federal government and identify the role of each branch
- Compare/Contrast the branches and duties involved in each branch of the federal government with NJ's government
- Identify and List the services provided by local, state and federal government
- Describe the process of a bill becoming a law
- Identify the difference between the senate, congress, assembly and house of representatives and responsibilities of each
- Tell how each member of senate, congress, assembly and house of representative is elected and the job the perform
- Describe the job and responsibilities of the president and how he is elected
- Watch *School House Rock Election Rock* to better understand the process of an election
- Participate in mock elections
- Identify what it means to be a citizen and how to fully participate as citizens, including duties and responsibilities

**Extension Strategies/Activities:**

Trip to the New Jersey State House in Trenton, New Jersey

**Modification Strategies/Activities:**

- Highlighting text and important information
- Books/resources on tape
- Leveled readers
- Reading windows
- Multiple hands on activities

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- Pair visual learners with auditory learners
- Provide alternate forms of assessment including; projects, dioramas, presentations
- Pair lower readers with higher readers
- Retell important events through drawing or oral presentations
- Use of visual aids
- Study guides for tests
- Advance notice of tests

### Cross-curricular Connections/Standards:

#### Reading: Informational Text

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

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

RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text

RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range

### Suggested Assessments:

#### Performance Task:

- ✓ Create a branches of government poster that identifies the 3 branches and the job of each
- ✓ Venn diagram comparing the federal government to the state government
- ✓ Create a "Vote" poster to show the importance of voting and convince others to register and vote
- ✓ Participation and analysis of mock election
- ✓ Create a flow chart to show how a bill becomes a law

#### Other Assessment Evidence:

- ✓ Student participation and responses
- ✓ Chapter/Unit Test

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<b>Theme/Unit:</b> <b>Exploration and Settlement of NJ</b>		<b>Suggested Sequence:</b> <b>1 Marking Period</b>
<b>NJSLS:</b> 6.1.4.A.13 Describe the process by which immigrants become United States citizens. 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States. 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.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences. 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.4 Explain how key events led to the creation of the United States and the state of New Jersey. 6.1.4.D.7 Explain the role Governor William Livingston played in the development of New Jersey government. 6.1.4.D.8 Determine the significance of New Jersey's role in the American Revolution. 6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals. 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.		
<b>Big Ideas:</b> The development of social studies skills enable 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. The study of United States and New Jersey history enables learners to see the interrelationships between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How are present events related to past events?</li><li>• Is America a land of opportunity?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Historians establish justifiable timelines to connect significant events.</li><li>• The American dream promotes the idea that anyone can achieve their goals with appropriate effort.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> Students will be able to: <ul style="list-style-type: none"><li>• examine and analyze the impact exploration had on New Jersey and the Western Hemisphere</li><li>• identify Christopher Columbus and his importance in history</li><li>• identify reasons why European colonists settled in New Jersey and the Western Hemisphere</li><li>• trace the sequence of events that caused the colonies to protest British rule</li><li>• explain the causes and effects of colonization of New Jersey and the Western Hemisphere</li><li>• examine and analyze the impact colonization had on New Jersey and the Western Hemisphere</li></ul>		
<b>Instructional Materials/Resources:</b> Houghton Mifflin New Jersey Studies	<b>Suggested Vocabulary:</b> Surrender, assembly, pamphlet, tolerance, indentured servant, slavery, treaty, tax, revolution, declaration, democracy, boycott, repeal, delegate, patriot, loyalist,	
	<b>Technology &amp; Career Ready Practices:</b> <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students	

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will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Career Ready Practices:**

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

CRP2. Apply appropriate academic and technical skills.

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

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

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

**Recommended Instructional Activities:**

- Tell who the first colonists were and why the English were the first to establish colonies
- Identify why New Jersey split into East and West New Jersey
- Identify and describe the main aspects of daily colony life
- Identify the taxes that Britain began to impose on the colonists
- Describe the colonists reactions to British taxes and increased rules/laws
- Tell how and why the First Continental Congress was created
- Identify the main events that occurred in the days leading up to the American Revolution
- Identify the two groups of colonists (patriots and loyalists) and their role within the revolution
- Tell the importance New Jersey had during the war
- Identify the main battles fought within New Jersey
- Tell how and why the war ended
- Tell how the colonies were transformed from colonies to states

**Extension Strategies/Activities:**

Trip to the New Jersey Barracks Museum in Trenton, New Jersey

**Modification Strategies/Activities:**

- Highlighting text and important information
- Books/resources on tape
- Leveled readers
- Reading windows
- Multiple hands on activities
- Pair visual learners with auditory learners
- Provide alternate forms of assessment including; projects,

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- dioramas, presentations
- Retell important events through drawing or oral presentations
- Use of visual aids
- Study guides for tests
- Advance notice of tests

**Cross-curricular Connections/Standards:**

**Reading: Informational Text**

- RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text
- RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text
- RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text
- RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears
- RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text
- RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range

**Suggested Assessments:**

Performance Task:

- ✓ Create a map of the original colonies
- ✓ Develop a schedule of daily life in a colony
- ✓ Debate between roles of the British and American colonists during the revolution
- ✓ Create a battlefield map of the battles of the revolution

Other Assessment Evidence:

- ✓ Student participation and responses
- ✓ Chapter/Unit Test

**Theme/Unit:**  
**Industry and Transportation of NJ**

**Suggested Sequence:**  
**1 Marking Period**

**NJSLS:**

- 6.1.4.B.4** Describe how landforms, climate and weather, and the 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 and physical environment to understand the concept of regionalism.
- 6.1.4.B.8** Compare ways people choose to use and distribute natural resources.
- 6.1.4.B.9** Relate advances in science and technology to environmental concerns, and to actions taken to address them.
- 6.1.4.C.12** Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
- 6.1.4.C.13** Examine 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 play 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.

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- 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
- 6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- 6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.

### Big Ideas:

The study of United States and New Jersey history enables learners to see the interrelationships between past and present and to view current state and national issues with an historical perspective that informs both thinking and action. Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behaviors, places and the environment for problem solving and historical understanding.

### Essential Questions:

- Is it likely that the United States will remain a world superpower in the 21<sup>st</sup> century? Why or Why not?
- Is America a land of opportunity?
- How does human migration affect a region?
- Is geography destiny?

### Enduring Understandings:

- Natural resources, hard work and innovation have shaped America.
- The American dream promotes the idea that anyone can achieve their goals with appropriate effort.
- Both the physical characteristics and human inhabitants of regions change over time.
- Regional geographic differences can result in social, economic and political differences.
- Where we live influences how we live.

### Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- describe how technological innovations have affected our daily lives-past and present
- identify the key issues in the population shift in New Jersey
- explain how geographic factors have influenced the location of the economic development in New Jersey, the United States and the world.
- evaluate the impact of new forms of transportation and communication
- describe ways people have adapted to and modified their environment in New Jersey
- relate how changes in New Jersey have helped to develop its current economic and geographical conditions

### Instructional Materials/Resources:

Houghton Mifflin New Jersey Studies, online resources, leveled readers

### Suggested Vocabulary:

Thomas Edison, transportation, industry, immigrant, reform, canal, textile, union, strike, reform

### Technology & Career Ready Practices:

#### Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking –

Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society,



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and the environment.

**Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Recommended Instructional Activities:**

- Tell how the invention of new forms of transportation (railroads, cars) led to the growth of cities within New Jersey
- Connect the growth of cities with the growth of industry in New Jersey
- Identify the emerging large cities and their roots in transportation or industry
- Identify how the growth of industry and cities led to problems among workers
- Describe the steps of reform used to solve city wide problems
- Identify important women during the 19<sup>th</sup> century and their role in reform and women's rights
- Identify important inventors and scientists of the 19<sup>th</sup> century
- Identify the contributions of the important inventors and scientists of the 19<sup>th</sup> century

**Extension Strategies/Activities:**

Wax Museum—research individuals that had an impact on industry and transportation

**Modification Strategies/Activities:**

- Highlighting text and important information
- Books/resources on tape
- Leveled readers
- Reading windows
- Multiple hands on activities
- Pair visual learners with auditory learners
- Provide alternate forms of assessment including; projects, dioramas, presentations
- Pair lower readers with higher readers
- Retell important events through drawing or oral presentations
- Use of visual aids

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Curriculum Guide

Grade 4 Content Area: Social Studies

- Study guides for tests
- Advance notice of tests

### Cross-curricular Connections/Standards:

#### Reading: Informational Text

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

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

RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text

RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range

### Suggested Assessments:

#### Performance Task:

- ✓ Cereal box report about a famous woman from history
- ✓ Important City map (with transportation routes labeled)
- ✓ Scientist/Inventor Timeline

#### Other Assessment Evidence:

- ✓ Student participation and responses
- ✓ Chapter/Unit Test

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Curriculum Guide

Grade 4 Content Area: Social Studies

<b>Theme/Unit: Europe/Cultural Studies</b>		<b>Suggested Sequence: 1 Marking Period</b>
<b>NJSLS:</b> <b>6.1.4.A.14</b> Describe how the world is divided into many nations that have their own governments, languages, customs, and laws. <b>6.1.4.A.15</b> Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. <b>6.1.4.A.16</b> Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need. <b>6.1.4.B.10</b> Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences. <b>6.1.4.C.7</b> Explain how the availability of private and public goods and services is influenced by the global market and government. <b>6.1.4.C.8</b> 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. <b>6.1.4.D.13</b> Describe how culture is expressed through and influenced by the behavior of people. <b>6.1.4.D.15</b> Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. <b>6.1.4.D.18</b> Explain how an individual's beliefs, values, and traditions may reflect more than one culture. <b>6.1.4.D.19</b> Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. <b>6.1.4.D.20</b> Describe why it is important to understand the perspectives of other cultures in an interconnected world. <b>6.3.4.A.4</b> Communicate with students from various countries about common issues of public concern and possible solutions.		
<b>Big Ideas:</b> 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. The study of United States and New Jersey history enables learners to see the interrelationships between past and present and to view current state and national issues with a historical perspective that informs both thinking and action.		
<b>Essential Questions:</b> Why does racial/gender prejudice still exist? Is America a land of opportunity?	<b>Enduring Understandings:</b> Individual and group efforts have shaped the civil rights struggle in America. The American dream promotes the idea that anyone can achieve their goals with appropriate effort.	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>SWBAT:</b> <ul style="list-style-type: none"><li>research important things within Europe and also compare how European culture compares to and enhances their own</li></ul>		
<b>Instructional Materials/Resources:</b> Computer Encyclopedia Trade Books	<b>Suggested Vocabulary:</b> Equality Europe <b>Technology &amp; Career Ready Practices:</b> <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering,	

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Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Recommended Instructional Activities:**

- 1) List of important facts about Europe
- 2) Choose a country to focus studies on
- 3) compare various aspects of life within that country to students own life~ compare and contrast

**Extension Strategies/Activities:**

Skype with students in another country to compare cultures, customs, holidays, and traditions

**Modification Strategies/Activities:**

- Highlight important information
- Books on tape
- Leveled readers
- Reading window
- Pair visual learners with auditory learners
- Provide alternate form of assessment IE: projects, dioramas
- Pair low level readers with high level readers
- Retell story by drawing or speaking
- Visual aides
- Advance notice for tests
- Provide a copy of notes

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- Books on tape

**Cross-curricular Connections/Standards:**

**Reading: Informational Text**

- RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text
- RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text
- RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text
- RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears
- RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text
- RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range

**Suggested Assessments:**

Performance Task: Power Point Presentation, key facts of various European cultures

Other Assessment Evidence: worksheets

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Grade 5 Content Area: Social Studies

<b>Theme/Unit:</b> <b>The Beginnings of Human Society</b>		<b>Suggested Sequence:</b> <b>1<sup>st</sup> MP</b>
<b>NJSLS:</b> 6.2.8.A.1.a - Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. 6.2.8.B.1.a - Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies. 6.2.8.C.1.a – Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations. 6.2.8.C.1.b - Determine the impact of technological advancements on hunter/gatherer and agrarian societies 6.2.8.D.1.a - Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time. 6.2.8.D.1.b – Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure. 6.2.8.D.1.c - Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.		
<b>Big Ideas:</b> World History prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What causes societies to change overtime?</li><li>• How much influence do individuals have in changing history?</li><li>• Why is there political and social conflict?</li></ul>	<b>Enduring Understandings:</b> Students will understand that... <ul style="list-style-type: none"><li>• The past influences the present</li><li>• Societies are impacted by both internal and external factors</li><li>• Conflict is inherent in the nature of human organization</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will need to know:</b> Why early people lived and worked in groups. How changed affected the life of early people. <b>Student will learn:</b> :How early people interacted to meet basic needs The changes that occurred in the food supply of early people <b>Students will be able to:</b> Analyze the interactions among people that led to their development of separate cultures Analyze how the search for food caused the migration of groups of people Analyze the positive and negative effects of the sift from food collecting to food producing Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. Understand how the agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginnings of societies.		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Textbook- Harcourt Brace Social Studies “The World”</li><li>• Internet sites aligned to curriculum</li><li>• Textbook Supplemental</li></ul>	<b>Suggested Vocabulary:</b> Vocabulary from each chapter lesson <b>Technology &amp; Career Ready Practices:</b> <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.	

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Grade 5 Content Area: Social Studies

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Recommended Instructional Activities:**

- Whole Group, Small group, one-on-one, independent
- Complete vocabulary skills sheets
- Completion of teacher created interactive lessons
- Completion of textbook companion worksheets
- Completion of teacher created notes and or graphic organizers

**Extension Strategies/Activities:**

Various cooperative group lessons  
Oral presentations of lessons  
Simulation activities  
Play review games

**Modification Strategies/Activities:**

Reword and clarify instructions as needed  
Visual clues/ highlight important information  
Provide a copy of notes and study guide through class website  
Modified homework and assignments  
Heterogeneous groupings  
Advanced notice for tests  
Modified Assessments  
Special Needs

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Grade 5 Content Area: Social Studies

### **Cross-Curricular Standards:**

#### **Key Ideas and Details**

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

RI.5.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

#### **Craft and Structure**

RI.5.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.5.5 - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

#### **Integration of Knowledge and Ideas**

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

RI.5.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9 - Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

#### **Range of Reading and Complexity of Text**

RI.5.10—By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed

### **Suggested Assessments:**

#### **Performance Task:**

Create a large scale diorama documenting the story of a prehistoric village

Create a journal of typical day as a scribe, landowner, enslaved person, priest

#### **Other Assessment Evidence:**

Chapter Tests

Lesson quizzes

Teacher prepared assessments

Rubric assessments



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Grade 5 Content Area: Social Studies

<b>Theme/Unit:</b> <b>Early Civilizations and the Emergence of Pastoral Peoples</b>		<b>Suggested Sequence:</b> <b>2<sup>nd</sup> and 3<sup>rd</sup> MP</b>
<b>NJSLS:</b> 6.2.8.A.2.a - Explain how/why different early river valley civilizations developed similar forms of government and legal structures. 6.2.8.A.2.b - Determine the role of slavery in the economic and social structures of early river valley civilizations. 6.2.8.B.2.a - Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations. 6.2.8.B.2.b - Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now. 6.2.8.C.2.a - Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations. 6.2.8.D.2.a - Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.		
<b>Big Ideas:</b> World History prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What causes societies to change overtime?</li><li>• How much influence do individuals have in changing history?</li><li>• Why is there political and social conflict?</li></ul>	<b>Enduring Understandings:</b> Students will understand that... <ul style="list-style-type: none"><li>• The past influences the present</li><li>• Societies are impacted by both internal and external factors</li><li>• Conflict is inherent in the nature of human organization</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b><u>Students will need to know:</u></b> How new lifeways developed in ancient river valley civilizations( Mesopotamia, Egypt, Indus River, and the Yellow River Valley of China The major achievements of the Olmec and Mayan civilizations <b><u>Student will learn:</u></b> How technology changed life in ancient river valley civilizations. How innovations occurred to meet the needs of the civilization\ How social classes formed The impact of government and religion on the lives of the people The relationship between the physical environment and the development of the civilizations How writing can be both an agent of change and a contributor to continuity <b><u>Students will be able to:</u></b> Compare and contrast the geopolitical impact of these civilizations then and now Explain how codifying laws met the needs of ancient river valley societies Determine the extent to which geography influenced settlement, the development of trade networks and the sustainability of ancient river valley civilizations. Explain how technological advancements led to greater economic specialization Explain how the development of written language transformed all aspects of life in the ancient river valley civilizations. Analyze the factors that led to the rise and fall of these civilizations. Justify the major achievement of the ancient river valley civilizations		

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**Instructional Materials/Resources:**

- Textbook- Harcourt Brace Social Studies “The World”
- Internet sites aligned to curriculum
- Textbook Supplemental

**Suggested Vocabulary:**

Vocabulary from each chapter lesson

**Technology & Career Ready Practices:**

**Technology:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking –

Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Career Ready Practices:**

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

CRP2. Apply appropriate academic and technical skills.

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

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

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

**Recommended Instructional Activities:**

- Whole Group, Small group, one-on-one, independent
- Complete vocabulary skills sheets
- Completion of teacher created interactive lessons
- Completion of textbook companion worksheets
- Completion of teacher created notes and or graphic organizers

## Westampton Township School District

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Grade 5 Content Area: Social Studies

### **Extension Strategies/Activities:**

Various cooperative group lessons  
Oral presentations of lessons  
Simulation activities  
Play review games  
Make a poster depicting the seasons of the ancient Egyptian calendar  
Visual summary of each chapter

### **Modification Strategies/Activities:**

Reword and clarify instructions as needed  
Visual clues/ highlight important information  
Provide a copy of notes and study guide through class website  
Modified homework and assignments  
Heterogeneous groupings  
Advanced notice for tests  
Modified Assessments  
Special Needs

### **Cross-Curricular Standards:**

#### Key Ideas and Details

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

RI.5.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

#### Craft and Structure

RI.5.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.5.5 - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

#### Integration of Knowledge and Ideas

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

RI.5.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9 - Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

#### Range of Reading and Complexity of Text

RI.5.10—By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed

### **Suggested Assessments:**

#### **Performance Task:**

Students will select a river valley civilization and identify the positive features of the civilization. Students will then produce a commercial persuading people to live there.

Students will create a model of a monument or structure built by early civilizations.

#### **Other Assessment Evidence:**

Chapter Tests

Lesson quizzes

Teacher prepared assessments

Rubric assessments

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Grade 5 Content Area: Social Studies

Theme/Unit: The Classical civilizations of India and China		Suggested Sequence: 4 <sup>th</sup> MP
<b>NJSLS:</b> 6.2.8.A.3.a - Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires 6.2.8.A.3.b - Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations. 6.2.8.A.3.e - Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system. 6.2.8.B.3.a - Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. 6.2.8.C.3.a - Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia. 6.2.8.C.3.b- Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor. 6.2.8.D.3.a - Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. 6.2.8.D.3.b - Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China. 6.2.8.D.3.c – Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. 6.2.8.D.3.d - Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. 6.2.8.D.3.e - Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.		
<b>Big Ideas:</b> World History prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What causes societies to change overtime?</li><li>• How much influence do individuals have in changing history?</li><li>• Why is there political and social conflict?</li></ul>	<b>Enduring Understandings:</b> Students will understand that... <ul style="list-style-type: none"><li>• The past influences the present</li><li>• Societies are impacted by both internal and external factors</li><li>• Conflict is inherent in the nature of human organization</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives</b> <b>Students will need to know:</b> How the ideas that first arose during the Zhou dynasty still define Chinese civilization How the ruler of the Qin united the people and created the first Chinese empire What achievements made the years of the Han rule an outstanding time in Chinese history How the arrival of the Aryans changed the life for the people of India The methods used by Maurya and Gupta to unite India How strong leaders played a role in the development of the Persian Empire and its civilizations. <b>Student will learn:</b> How the economic and political systems of these civilizations influenced the ways of life of the people How international trade developed during the Han dynasty How China was unified How the caste system classified the Indian people		

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Curriculum Guide

Grade 5 Content Area: Social Studies

### **Students will be able to:**

Compare and contrast the methods used by rulers of China and India

Compare and contrast the rights and responsibilities of the people living in ancient China and India

Determine the extent to which early systems influenced the current legal system

Analyze how availability of resources and geography influence the development of the political, economic and cultural systems of ancient China and India

Understand how technology and innovation facilitated trade route expansion in the ancient classical civilizations of China and India.

Relate the Chinese dynastic system to the longevity of authoritarian rule in China

Determine the factors that led to the fall of Gupta India and Han China

Compare and contrast the various world religions around this time

Understand how the patterns of expansion for the religions has contributed to current challenges in the world

### **Instructional Materials/Resources:**

- Textbook- Harcourt Brace Social Studies "The World"
- Internet sites aligned to curriculum
- Textbook Supplemental

### **Suggested Vocabulary:**

Vocabulary from each chapter lesson

### **Technology & Career Ready Practices:**

#### **Technology:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking –

Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

#### **Career Ready Practices:**

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

CRP2. Apply appropriate academic and technical skills.

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

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

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

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<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• Whole Group, Small group, one-on-one, independent</li><li>• Complete vocabulary skills sheets</li><li>• Completion of teacher created interactive lessons</li><li>• Completion of textbook companion worksheets</li><li>• Completion of teacher created notes and or graphic organizers</li></ul>	
<b>Extension Strategies/Activities:</b> <p>Various cooperative group lessons Oral presentations of lessons Simulation activities Play review games Make a collage of the ideas found in Confucianism Make a cultural map of India and of one other country in the world</p>	<b>Modification Strategies/Activities:</b> <p>Reword and clarify instructions as needed Visual clues/ highlight important information Provide a copy of notes and study guide through class website Modified homework and assignments Heterogeneous groupings Advanced notice for tests Modified Assessments Special Needs</p>
<b>Cross-Curricular Standards:</b> <p><u>Key Ideas and Details</u> RI.5.1 - Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><u>Craft and Structure</u> RI.5.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. RI.5.5 - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><u>Integration of Knowledge and Ideas</u> RI.5.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9 - Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><u>Range of Reading and Complexity of Text</u> RI.5.10—By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed</p>	
<b>Suggested Assessments:</b> <p><u>Performance Task:</u> Students will create a booklet about ancient China and India Create a travel brochure of places to visit in China and India</p> <p><b><u>Other Assessment Evidence:</u></b> Chapter Tests Lesson quizzes Teacher prepared assessments</p>	

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Rubric assessments

**Theme/Unit:**

**The Classical Civilizations of Ancient Greece and Rome**

**Suggested Sequence:**

**1<sup>st</sup> MP**

**NJSLS:**

- 6.2.8.A.3.a - Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires
- 6.2.8.A.3.b - Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
- 6.2.8.A.3.e - Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system
- 6.2.8.B.3.a - Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion
- 6.2.8.B.3.b - Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.
- 6.2.8.C.3.a – Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
- 6.2.8.C.3.b - Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- 6.2.8.D.3.a - Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality
- 6.2.8.D.3.b - Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
- 6.2.8.D.3.e - Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

**Big Ideas:**

World History prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies

**Essential Questions:**

- What causes societies to change overtime?
- How much influence do individuals have in changing history?
- Why is there political and social conflict?

**Enduring Understandings:**

Students will understand that...

- The past influences the present
- Societies are impacted by both internal and external factors
- Conflict is inherent in the nature of human organization

**Knowledge, Skills, and Instructional Objectives:**

**Students will need to know:**

How a culture could gain or loose control of an area.

**Student will learn:**

How different cultures came to control Greece and Rome as time passed.

How the peoples of ancient Greece and Rome developed different ways of life.

How wary and peace affected of lives of ancient Greeks and Romans.

How the governments of Rome and Greece and their relationship to our modern democracy.

How the reasons that can unite a group of people and a nation.

**Students will be able to:**

Understand he beginnings of Christianity.

Examine he methods used by the rulers of Rome and Greece to control and unify their expanding empires.

Compare and contrast the rights and responsibilities of each social group in the political, economic and social

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structures of classical civilizations.

Compare and contrast the societies of Athens and Sparta; in particular the roles and responsibilities of its citizens.

Compare and contrast the American legal system and the legal systems of these civilizations.

Determine how the geography and natural resources of these areas influenced the development, growth and eventual demise of these civilizations.

Examine the influence of various belief systems on these classical societies.

Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.

Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin.

Explain how technology and innovation improved life and allowed for a greater division of labor.

### Instructional Materials/Resources:

1. Textbook- Harcourt Brace Social Studies "The World"
2. Internet sites aligned to curriculum
3. Junior Scholastic magazine
4. Textbook Supplemental material

### Suggested Vocabulary:

Vocabulary from each chapter lesson

### Technology & Career Ready Practices:

#### Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking –

Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

#### Career Ready Practices:

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

CRP2. Apply appropriate academic and technical skills.

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

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

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



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<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• Whole Group, Small group, one-on-one, independent</li><li>• Complete vocabulary skills sheets</li><li>• Completion of teacher created interactive lessons</li><li>• Completion of textbook companion worksheets</li><li>• Completion of teacher created notes and or graphic organizers</li></ul>	
<b>Extension Strategies/Activities:</b> <p>Jigsaw groupings- student turn and teach Oral presentations of lessons Simulation activities Play review games Picture time line (telescoping) Flipbook on the Roman Empire Arm chair Olympics project</p>	<b>Modification Strategies/Activities:</b> <p>Reword and clarify instructions as needed Visual clues/ highlight important information Provide a copy of notes and study guide through class website Modified homework and assignments Heterogeneous groupings Advanced notice for tests Modified Assessments Special Needs</p>
<b>Cross-Curricular Standards:</b> <p><u>Key Ideas and Details</u> RI.5.1 - Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><u>Craft and Structure</u> RI.5.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. RI.5.5 - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><u>Integration of Knowledge and Ideas</u> RI.5.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9 - Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><u>Range of Reading and Complexity of Text</u> RI.5.10—By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed</p>	
<b>Suggested Assessments:</b> <p><u>Performance Task:</u> Students will select from the following topics Greek or Roman myths, Greek or Roman gods, Greek or Roman daily life the geography of Greece or Rome</p>	

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Students will research information which will then be presented in a certain format, such as a poster, diorama, log, power point.

**Other Assessment Evidence:**

Chapter Tests

Lesson quizzes

Teacher prepared assessments

Rubric assessments

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<b>Theme/Unit:</b> <b>Rise of New Empires</b>	<b>Suggested Sequence:</b> <b>2nd and 3<sup>rd</sup> Marking Period</b>
<p><b>NJSLS:</b></p> <p>6.2.8.A.4.a - Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations</p> <p>6.2.8.A.4.b - Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.</p> <p>6.2.8.A.4.c - Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.</p> <p>6.2.8.B.4.a - Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world</p> <p>6.2.8.B.4.b - Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.</p> <p>6.2.8.B.4.c - Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.</p> <p>6.2.8.B.4.d - Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.</p> <p>6.2.8.B.4.e - Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.</p> <p>6.2.8.B.4.f - Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.</p> <p>6.2.8.D.4.a – Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.</p> <p>6.2.8.D.4.b - Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.</p> <p>6.2.8.D.4.c - Assess the demographic, economic, and religious impact of the plague on Europe.</p> <p>6.2.8.D.4.d - Determine which events led to the rise and eventual decline of European feudalism.</p> <p>6.2.8.D.4.e - Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.</p> <p>6.2.8.D.4.f - Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.</p> <p>6.2.8.D.4.g – Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time</p>	
<p><b>Big Ideas:</b></p> <p>World History prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• What causes societies to change overtime?</li><li>• How much influence do individuals have in changing history?</li><li>• Why is there political and social conflict?</li></ul>	<p><b>Enduring Understandings:</b></p> <p>Students will understand that...</p> <ul style="list-style-type: none"><li>• The past influences the present</li><li>• Societies are impacted by both internal and external factors</li><li>• Conflict is inherent in the nature of human organization</li></ul>
<p><b>Knowledge and Skills:</b></p> <p><b>Students will need to know:</b> How other civilizations have changed, interacted and progressed overtime</p> <p><b>Student will learn:</b> How people keep the ways of the past while changing with the times.</p> <p>How ideas about religion affect governments and their people's ways of life.</p> <p>How the actions of both individuals and groups change governments today</p>	

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**Students will be able to:**

- Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse population
- Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world
- Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations
- Analyze how religion both unified and divided people
- Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchal structures has on the lives of various groups of people
- Determine the extent to which the Byzantine Empire influenced the Islamic world and Western Europe
- Compare the major technological innovations and cultural civilizations of this period and justify which represent enduring legacies
- Analyze the immediate and long term impact on China and Europe of the open exchange between Europe and the Mongol Dynasty
- Analyze the causes and outcomes of the crusades from different perspectives, including the perspectives of European political and religious leaders, the crusades, Jews, Muslims and traders
- Assess the demographic, economic, and religious impact of the plague on Europe
- Determine the extent to which interaction between the Islamic world and Medieval Europe increased trade , enhanced technology innovation, and impacted scientific thought and the arts

**Instructional Materials/Resources:**

- Textbook- Harcourt Brace Social Studies "The World"
- Internet sites aligned to curriculum
- Junior Scholastic magazine
- Textbook Supplemental

**Suggested Vocabulary:**

Vocabulary from the chapter lessons

**Technology & Career Ready Practices:**

**Technology:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Career Ready Practices:**

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

CRP2. Apply appropriate academic and technical skills.

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

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental,

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social and economic impacts of decisions.  
CRP6. Demonstrate creativity and innovation.  
CRP7. Employ valid and reliable research strategies.  
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
CRP9. Model integrity, ethical leadership and effective management.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.

**Suggested Instructional Activities:**

- Whole Group, Small group, one-on-one, independent
- Complete vocabulary skills sheets
- Completion of teacher created interactive lessons
- Completion of textbook companion worksheets
- Completion of teacher created notes and or graphic organizers

**Extensions:**

Jigsaw groupings- student turn and teach  
Oral presentations of lessons  
Simulation activities  
Play review games

**Modifications:**

Reword and clarify instructions as needed  
Visual clues/ highlight important information  
Provide a copy of notes and study guide through class website  
Modified homework and assignments  
Heterogeneous groupings  
Advanced notice for tests  
Modified Assessments  
Special Needs

**Cross-curricular Connections/Standards:**

**Key Ideas and Details:**

- RL.6.1 - Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  
RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  
RL.6.3 - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution

**Craft and Structure:**

- RL.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  
RL.6.5 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme setting, or plot.  
RL.6.6 - Explain how an author develops the point of view of the narrator or speaker in a text.

**Integration of Knowledge and Ideas:**

- RL.6.7 - Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio clip, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

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RL.6.9 – Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

**Range of Reading and Level of Text Complexity:**

RL.6.10-By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed

**Suggested Assessments:**

**Performance Assessment**

Representative models of social classes

Research and create a model of a manor (feudal Europe)

**Other Assessments**

Chapter Tests

Lesson quizzes

Teacher prepared assessments

Rubric assessments

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<b>Theme/Unit:</b> <b>The Early Modern World</b>	<b>Suggested Sequence:</b> <b>4<sup>th</sup> Marking period</b>
<p><b>NJSLS:</b></p> <p>6.2.8.B.4.a - Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world</p> <p>6.2.8.B.4.b - Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.</p> <p>6.2.8.B.4.d - Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.</p> <p>6.2.8.B.4.f - Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.</p> <p>6.2.8.D.4.b - Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders</p> <p>6.2.8.D.4.d - Determine which events led to the rise and eventual decline of European feudalism</p> <p>6.1.8.B.1b - Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.</p> <p>6.1.8.C.1.a - Evaluate the impact of science, religion, and technology innovations on European exploration.</p>	
<p><b>Big Ideas:</b></p> <p>World History prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• What causes societies to change overtime?</li><li>• How much influence do individuals have in changing history?</li><li>• Why is there political and social conflict?</li></ul>	<p><b>Enduring Understandings:</b></p> <p>Students will understand that...</p> <ul style="list-style-type: none"><li>• The past influences the present</li><li>• Societies are impacted by both internal and external factors</li><li>• Conflict is inherent in the nature of human organization</li></ul>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p><b><u>Students will need to know:</u></b></p> <p>How other civilizations have changed, interacted and progressed overtime</p> <p><b><u>Student will learn:</u></b></p> <p>How changes in European thought encouraged individualism and creativity.</p> <p>The reasons why European society gradually changed.</p> <p>The reasons why European nations began to explore and claim lands overseas.</p> <p><b><u>Students will be able to</u></b></p> <p>Evaluate the effect of the fall of Constantinople on trade.</p> <p>Compare and contrast new African kingdoms south of the Sahara.</p> <p>Determine which events led to the rise and eventual decline of European feudalism.</p> <p>Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.</p> <p>Explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society.</p> <p>Determine the extent to which interaction between the Islamic world and medieval Europe increased trade enhanced technological innovation, and impacted scientific thought and the arts.</p>	

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Compare Greek and Roman culture with Renaissance thought.

Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.

Evaluate the impact of science, religion and technology innovations on European exploration.

**Instructional Materials/Resources:**

5. Textbook- Harcourt Brace Social Studies "The World"
6. Internet sites aligned to curriculum
7. Junior Scholastic magazine
8. Power Points
9. Textbook Supplemental

**Suggested Vocabulary:**

Vocabulary from each chapter lesson

**Technology & Career Ready Practices:**

**Technology:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking –

Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Career Ready Practices:**

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

CRP2. Apply appropriate academic and technical skills.

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

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

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



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### Recommended Instructional Activities:

- Whole Group, Small group, one-on-one, independent
- Complete vocabulary skills sheets
- Completion of teacher created interactive lessons
- Completion of textbook companion worksheets
- Completion of teacher created notes and or graphic organizers

### Extension Strategies/Activities:

Jigsaw groupings- student turn and teach  
Oral presentations of lessons  
Simulation activities  
Play review games

### Modification Strategies/Activities:

Reword and clarify instructions as needed  
Visual clues/ highlight important information  
Provide a copy of notes and study guide through class website  
Modified homework and assignments  
Heterogeneous groupings  
Advanced notice for tests  
Modified Assessments  
Special Needs

### Cross-curricular Connections/Standards:

#### Key Ideas and Details:

RL.6.1 - Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3 - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution

#### Craft and Structure:

RL.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.5 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme setting, or plot.

RL.6.6 - Explain how an author develops the point of view of the narrator or speaker in a text.

#### Integration of Knowledge and Ideas:

RL.6.7 - Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio clip, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RL.6.9 – Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

#### Range of Reading and Level of Text Complexity:

RL.6.10-By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed

### Suggested Assessments:

#### Performance Task:

Diorama

Students will take on the role of an explorer and write a persuasive letter to a monarch outlining the details of the voyage, and the reasons why the trip proposed should be financed.

#### Other Assessment Evidence:

Chapter Tests

Lesson quizzes

Teacher prepared assessments

Rubric assessments

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Grade 7 Content Area: Social Studies

<b>Theme/Unit:</b> <b>Three Worlds Meet</b>	<b>Suggested Sequence:</b> <b>1<sup>st</sup> MP</b>
<b>NJSLS:</b> 6.1.8.A.1.a - Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups. 6.1.8.C.1.a - Evaluate the impact of science, religion, and technology innovations on European exploration. 6.1.8.C.1.b - Explain why individuals and societies trade, how trade functions, and the role of trade during this period. 6.1.8.D.1.a - Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups. 6.1.8.D.1.b - Explain how interactions among African, European, and Native American groups began a cultural transformation. 6.1.8.D.1.c - Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives	
<b>Big Ideas:</b> 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	
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How have my family's heritage and traditions influenced my current family life?</li><li>• How am I connected to the past?</li><li>• Why can traditions sometimes not be maintained?</li><li>• What impact has New Jersey made on American history?</li><li>• As a nation of immigrants, how should immigration best be regulated?</li><li>• Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li><li>• How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li><li>• Why does racial prejudice still exist?</li><li>• Are we ethically responsible for resolving global problems?</li><li>• Is America a land of opportunity?</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>• The United States is a nation of immigrants.</li><li>• Natural resources, hard work and innovation have shaped America.</li><li>• Individual and group efforts have shaped the civil rights struggle in America.</li><li>• Wealthy nations have a responsibility to aid other countries</li><li>• The American dream promotes the idea that anyone can achieve their goals with appropriate</li></ul>

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**Knowledge, Skills, and Instructional Objectives:**

**The students will need to know:**

How the first people came to live in the Americas.

How sedentary societies differed from semi-sedentary societies and non-sedentary societies.

The causes and effects of warfare and military alliances on early societies.

The forms of governance, family structures and belief systems, gender roles and cultural practices among Native American, European and African societies.

**The students will learn:**

How the African kingdoms before 1200 were influenced by Africa’s three geographical zones.

The social, political and economic changes that occurred as modern Europe emerged.

The reasons for European exploration.

How mercantilism impacted on the goals of European exploration.

how slavery developed in the Americas

The impact of the forced migration of Africans to the Americas.

How the institution of slavery then compares with human trafficking today.

The impact of triangular trade on multiple nations and groups.

**The students will be able to:**

Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups

Describe migration and settlement patterns of Native American groups and explain how these patterns affected interactions in different regions of the Western Hemisphere

Discuss the reasons why individuals and societies trade, how trade functions, and the role of trade during this period.

Evaluate the impact of science, religion and technology innovations on European exploration.

Explain how interactions among African, European and Native American groups began a cultural transformation.

Analyze the world in spatial terms using historical maps to determine what led to the exploration of new land and water routes.

Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.

**Instructional Materials/Resources:**

McDougal Littell Text American History Chapters1 and 2

Maps and critical thinking questions

Learning stations information (teacher designed)

**Suggested Vocabulary:**

Vocabulary found in each chapter

**Technology & Career Ready Practices:**

**Technology:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking –

Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Career Ready Practices:**

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

CRP2. Apply appropriate academic and technical skills.

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- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Recommended Instructional Activities:**

- Whole Group, Small group, one-on-one, independent
- Complete vocabulary skills sheets
- Completion of teacher created interactive lessons
- Completion of textbook companion worksheets
- Completion of teacher created notes and or graphic organizers
- Completion of study guides
- Research of trends in U.S. trade today and analysis and application of information to answer questions about trade and identify on a map major trading partners.
- Completion of various activities related to slavery and triangular trade.
- Trace the routes of triangular trade.
- Evaluate the impact of this economy on the development of the slave trade.

**Extension Strategies/Activities:**

Various cooperative group lessons  
Oral presentations of lessons  
Simulation activities  
Play review games

**Modification Strategies/Activities:**

Reword and clarify instructions as needed  
Visual clues/ highlight important information  
Provide a copy of notes and study guide through class website  
Modified homework and assignments  
Heterogeneous groupings  
Advanced notice for tests  
Modified Assessments  
Special Needs

**Cross-curricular Connections/Standards:**

**Key Ideas and Details:**

- RI.7.1 - Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2 - Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.3 - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence

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individuals or events, or how individuals influence ideas or events).

### **Craft and Structure:**

RI.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone

RI.7.5 - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas

RI.7.6 - Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

### **Integration of Knowledge and Ideas**

RI.7.7 - Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8 - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9 - Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

### **Range of Reading and Level of Text Complexity**

RI.7.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed

### **Suggested Assessments:**

#### **Performance Task:**

Creation of a "snapshots of life during the 1200-1500 period in the Americas, Europe and Africa

Map activities related to Native Americans and exploration.

Research project on exploration

Analysis of ancient maps and routes

#### **Other Assessment Evidence:**

Chapter Tests

Lesson quizzes

Teacher prepared assessments

Rubric assessments

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<b>Theme/Unit:</b> <b>Colonization and Settlement</b>	<b>Suggested Sequence:</b> <b>2<sup>nd</sup></b>
<p><b>NJSLS:</b></p> <p>6.1.8.A.2.a - Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>6.1.8.A.2.b - Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</p> <p>6.1.8.A.2.c – Explain how early demographics (i.e, race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.</p> <p>6.1.8.B.2.a - Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</p> <p>6.1.8.B.2.b - Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.</p> <p>6.1.8.C.2.a – Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <p>6.1.8.C.2.b - Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <p>6.1.8.C.2.c - Analyze the impact of triangular trade on multiple nations and groups.</p> <p>6.1.8.D.2.a - Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p> <p>6.1.8.D.2.b - Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p>	
<p><b>Big Ideas:</b></p> <p>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</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• How have my family’s heritage and traditions influenced my current family life?</li><li>• How am I connected to the past?</li><li>• Why can traditions sometimes not be maintained?</li><li>• What impact has New Jersey made on American history?</li><li>• As a nation of immigrants, how should immigration best be regulated?</li><li>• Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or why not?</li><li>• How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</li><li>• Why does racial prejudice still exist?</li></ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>• Many cultural traditions and heritages contribute to our state’s and nation’s diversity.</li><li>• The United States is a nation of immigrants.</li><li>• Natural resources, hard work and innovation have shaped America.</li><li>• Individual and group efforts have shaped the civil rights struggle in America.</li><li>• Wealthy nations have a responsibility to aid other countries</li><li>• The American dream promotes the idea that anyone can achieve their goals with appropriate</li></ul>

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- Are we ethically responsible for resolving global problems?
- Is America a land of opportunity?

**Knowledge, Skills, and Instructional Objectives:**

**The students will need to know:**

The first English colonies.

What geographical factors influenced the development of the English colonies?

What were the unifying characteristics for each colonial region

The impact of climate between northern and southern regions on the history of the colonies

How the geography and natural resources affected the growth and development of the colonies

**The students will learn:**

The reasons for the success of the colonies

The role of diversity in the development of the colonies.

What values and ideals have helped America move beyond the religious and ethnic strife?

How the search for cheap labor led to slavery

How the African Americans resisted enslavement.

How ethnic diversity encouraged tolerance.

Why conflict developed between English colonists and other peoples of North America.

How the colonies contrasted with older societies

How the Great Awakening brought about changes in American society

How the ideas of the Enlightenment affected the colonies

**The students will be able to:**

Evaluate the issue of religious tolerance throughout the colonies.

Assess the impact of triangular trade on the prosperity of New England.

Compare examples of how New Englanders took economic advantage of their environment with modern examples of people

using natural resources to gain wealth today.

Formulate an opinion about immigration and a nation's strength

Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.

Explain how race, gender and status affected social, economic, and political opportunities during colonial times.

Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.

Explain the system of mercantilism and its impact on the economies of the colonies and European countries

Analyze the impact of triangular trade on multiple nations and groups

Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas

Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

**Instructional Materials/Resources:**

McDougal Littell Text American History Chapters 3,4 and 5

Maps and critical thinking questions

**Suggested Vocabulary:**

Vocabulary found in each chapter

**Technology & Career Ready Practices:**

**Technology:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking –

Programming: All students will develop an understanding of the nature and impact of

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technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Recommended Instructional Activities:**

- Whole Group, Small group, one-on-one, independent
  - Complete vocabulary skills sheets
  - Completion of teacher created interactive lessons
  - Completion of textbook companion worksheets
  - Completion of teacher created notes and or graphic organizers
- 
- Completion of study guides.
  - Completion of critical thinking questions from content
  - Completion of a compare and contrast chart about the English colonies.
  - Analysis of regional diversity among the colonies.
  - Use of graphic organizers to categorize information about the factors behind the development of the various colonies.

**Extension Strategies/Activities:**

Map activities related to colonial expansion, triangular trade.  
Criteria based decision making model.  
Justification of choice using criteria from decision making model  
Extension activity on various aspects of slavery connecting to modern day

**Modification Strategies/Activities:**

Reword and clarify instructions as needed  
Visual clues/ highlight important information  
Provide a copy of notes and study guide through class website  
Modified homework and assignments  
Heterogeneous groupings  
Advanced notice for tests



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Modified Assessments  
Special Needs

**Cross-curricular Connections/Standards:**

**Key Ideas and Details:**

- RI.7.1 - Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2 - Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.3 - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**Craft and Structure:**

- RI.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.5 - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas
- RI.7.6 - Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**Integration of Knowledge and Ideas**

- RI.7.7 - Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.7.8 - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- RI.7.9 - Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**Range of Reading and Level of Text Complexity**

- RL.7.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed

**Suggested Assessments:**

**Performance Task:**

- “Text message” about life in the colonies.
- Deciding where to go” postcard project
- Research project on a colony ( Creating a travel brochure)

**Other Assessment Evidence:**

- Chapter Tests
- Lesson quizzes
- Teacher prepared assessments
- Rubric assessments

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<b>Theme/Unit: Revolution</b>	<b>Suggested Sequence: 3<sup>rd</sup> MP</b>
<p><b>NJSLS:</b></p> <ul style="list-style-type: none"><li>6.1.8.B.3.a - Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.</li><li>6.1.8.B.3.c - Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.</li><li>6.1.8.B.3.d - Explain why New Jersey's location played an integral role in the American Revolution.</li><li>6.1.8.C.3.a - Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.</li><li>6.1.8.D.3.a - Explain how the consequences of the Seven Years War, changes in British policies toward American colonies and responses by various groups and individuals in the North American colonies led to the American Revolution</li><li>6.1.8.D.3.b - Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</li><li>6.1.8.D.3.c - Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States</li><li>6.1.8.D.3.d - Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution</li><li>6.1.8.D.3.e - Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.</li><li>6.1.8.D.3.f - Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.</li><li>6.1.8.D.3.g - Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.</li><li>6.1.8.A.3.a - Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period</li></ul>	
<p><b>Big Ideas:</b></p> <p>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.</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• How have my family's heritage and traditions influenced my current family life?</li><li>• How am I connected to the past?</li><li>• Why can traditions sometimes not be maintained?</li><li>• What impact has New Jersey made on American history?</li><li>• As a nation of immigrants, how should immigration best be regulated?</li><li>• Is it likely that the United States will remain world superpower in the 21<sup>st</sup> century? Why or</li></ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>• Many cultural traditions and heritages contribute to our state's and nation's diversity.</li><li>• The United States is a nation of immigrants.</li><li>• Natural resources, hard work and innovation have shaped America.</li><li>• Individual and group efforts have shaped the civil rights struggle in America.</li><li>• Wealthy nations have a responsibility to aid other countries</li><li>• The American dream promotes the idea that</li></ul>

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<p>why not?</p> <ul style="list-style-type: none"><li>• How can a society as diverse as the</li><li>• United States ever fairly balance</li></ul>	<ul style="list-style-type: none"><li>• anyone can achieve their goals with appropriate</li></ul>
<p><b>Knowledge, Skills, and Instructional Objectives:</b> <b><u>The students will need to know:</u></b> How geography impacted on the execution and outcome of the American Revolutionary War How the consequences of the Seven Years War, changes in British policies toward American colonies and the responses by the colonists led to the American Revolution How colonists organized to oppose British policies <b><u>The students will learn:</u></b> Why New Jersey’s location played an integral role in the American Revolution How prominent individuals and nations contributed to the causes, execution and outcomes of the American Revolution. How the colonists defied the rules of Parliament What factors determined the outcome of the American Revolution What were the ideals found in the Declaration of Independence <b><u>The students will be able to:</u></b> Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies. Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies Analyze the impact of George Washington as general of the Continental Army and as first president of the United States Evaluate the terms of the Treaty of Paris and how they affected relations with the Native Americans and other European powers that had territories in North America Analyze why colonists felt that Britain was interfering in their economic matters. Explain how a rebellion became a revolution Assess how the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.</p>	
<p><b>Instructional Materials/Resources:</b> McDougal Littell Text American History Chapters 6 and 7 Maps and critical thinking questions</p>	<p><b>Suggested Vocabulary:</b> Vocabulary found in each chapter</p> <p><b>Technology &amp; Career Ready Practices:</b> <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p><b>Career Ready Practices:</b> CRP1. Act as a responsible and contributing citizen and employee.</p>

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CRP2. Apply appropriate academic and technical skills.  
CRP3. Attend to personal health and financial well-being.  
CRP4. Communicate clearly and effectively and with reason.  
CRP5. Consider the environmental, social and economic impacts of decisions.  
CRP6. Demonstrate creativity and innovation.  
CRP7. Employ valid and reliable research strategies.  
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
CRP9. Model integrity, ethical leadership and effective management.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.

**Recommended Instructional Activities:**

- Whole Group, Small group, one-on-one, independent
- Complete vocabulary skills sheets
- Completion of teacher created interactive lessons
- Completion of textbook companion worksheets
- Completion of teacher created notes and or graphic organizers
- Completion of study guides
- Completion of critical thinking questions from content

**Extension Strategies/Activities:**

Various cooperative group lessons  
Oral presentations of lessons  
Simulation activities  
Play review games  
Research a prominent person of this period  
Create a “fake Facebook page” with the research  
Research and draw a map of an important battle of the Revolutionary War

**Modification Strategies/Activities:**

Reword and clarify instructions as needed  
Visual clues/ highlight important information  
Provide a copy of notes and study guide through class website  
Modified homework and assignments  
Heterogeneous groupings  
Advanced notice for tests  
Modified Assessments  
Special Needs

**Cross-curricular Connections/Standards:**

**Key Ideas and Details:**

- RI.7.1 - Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2 - Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.3 - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**Craft and Structure:**

RI.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative,

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. connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone  
RI.7.5 - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas

RI.7.6 - Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

### **Integration of Knowledge and Ideas**

RI.7.7 - Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8 - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9 - Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

### **Range of Reading and Level of Text Complexity**

RL.7.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed

### Suggested Assessments:

#### Performance Task:

Chapter Tests

Lesson quizzes

Teacher prepared assessments

Rubric assessments

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<b>Theme/Unit:</b> <b>Confederation to Constitution</b>	<b>Suggested Sequence:</b> <b>4<sup>th</sup> MP</b>
<p><b>NJSLS:</b></p> <p>6.1.8.A.3.b - Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time</p> <p>6.1.8.A.3.c - Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p> <p>6.1.8.A.3.d - Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government</p> <p>6.1.8.A.3.e – Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.</p> <p>6.1.8.A.3.f - Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.</p> <p>6.1.8.A.3.g - Evaluate the impact of the Constitution and Bill of Rights on current day issues.</p> <p>6.1.8.B.3.b - Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.</p> <p>6.1.8.C.3.b - Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.</p> <p>6.1.8.D.3.g - Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.</p>	
<p><b>Big Ideas:</b></p> <p>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</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><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 have the basic values and principles of American democracy changed and in what ways have they been preserved?</li><li>• How does the government established by the Constitution embody the purposes, values and principles of the American dream?</li><li>• How can a government decision be based on a Constitution that does not explicitly state the answer?</li><li>• Why have the roles and responsibilities of U.S. citizens changed?</li><li>• How can citizens and groups participate</li></ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>• Societies require rules, laws and government.</li><li>• Governments can change based on the needs of people, their society and their culture.</li><li>• Citizens can influence government in many ways if they choose to participate.</li><li>• Our government was founded on the principles of fairness, equality and respect for diversity.</li><li>• The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens.</li><li>• Citizenship is a lifelong endeavor.</li><li>• It is the responsibility of citizens to actively participate in government; otherwise, the country is run by a few for the few.</li><li>• Protecting the common good may require</li></ul>

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<p>effectively in the democratic process?</p> <ul style="list-style-type: none"><li>• Can the rights of American citizens ever cause conflict among them?</li></ul>	<p>sacrificing individual rights. Maintaining that fragile balance is the collective role of all citizens</p>
<p><b>Knowledge, Skills, and Instructional Objectives:</b> <b><u>The students will need to know:</u></b> What role compromise played in the creation and adoption of the Constitution and the Bill of Rights? How the geography of the United States influenced the debate over representation i.e. New Jersey Plan vs. Virginia Plan What are the differing perspectives of political parties How the 27 amendments protect individual rights and the common good. The challenges facing the delegates at the Constitutional Convention</p>	
<p><b><u>The students will learn:</u></b> Why the Alien and Sedition Acts were enacted and whether they undermined civil liberties How political parties were formed The goals and principles of the Constitution The strengths and weaknesses of the Articles of Confederation</p> <p><b><u>The students will be able to:</u></b> Compare and contrast the Articles of Confederation and United States Constitution in terms of the power of the federal government. Evaluate the effectiveness of the fundamental principles of the Constitution in establishing a federal government Evaluate the impact of the Constitution and Bill of Rights on current day issues. Evaluate the extent to which leadership and decisions of early administrations set the precedents for meeting the goals established in the preamble to the Constitution</p>	
<p><b>Instructional Materials/Resources:</b> McDougal Littell Text American History Chapters 8 and 9 Maps and critical thinking questions</p>	<p><b>Suggested Vocabulary:</b> Vocabulary found in each chapter</p> <p><b>Technology &amp; Career Ready Practices:</b> <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p><b>Career Ready Practices:</b> CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial</p>

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well-being.  
CRP4. Communicate clearly and effectively and with reason.  
CRP5. Consider the environmental, social and economic impacts of decisions.  
CRP6. Demonstrate creativity and innovation.  
CRP7. Employ valid and reliable research strategies.  
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
CRP9. Model integrity, ethical leadership and effective management.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.

**Recommended Instructional Activities:**

- Whole Group, Small group, one-on-one, independent
- Complete vocabulary skills sheets
- Completion of teacher created interactive lessons
- Completion of textbook companion worksheets
- Completion of teacher created notes and or graphic organizers
- Completion of study guides.
- Completion of critical thinking questions from content

**Extension Strategies/Activities:**

Various cooperative group lessons  
Oral presentations of lessons  
Simulation activities  
Play review games  
Pro Se court examination of Bill of Rights cases

**Modification Strategies/Activities:**

Reword and clarify instructions as needed  
Visual clues/ highlight important information  
Provide a copy of notes and study guide through class website  
Modified homework and assignments  
Heterogeneous groupings  
Advanced notice for tests  
Modified Assessments  
Special Needs

**Cross-curricular Connections/Standards:**

**Key Ideas and Details:**

- RI.7.1 - Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2 - Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.3 - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**Craft and Structure:**

- RI.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone
- RI.7.5 - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas



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RI.7.6 - Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

### **Integration of Knowledge and Ideas**

RI.7.7 - Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8 - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9 - Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

### **Range of Reading and Level of Text Complexity**

RI.7.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed

### **Suggested Assessments:**

#### **Performance Task:**

Bill of Rights project researching present day news that relates to the Bill of Rights

And making a presentation to the class

Creating a poster illustrating the goals and principles of the Constitution

#### **Other Assessment Evidence:**

Chapter Tests

Lesson quizzes

Teacher prepared assessments

Rubric assessments

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<b>Theme/Unit:</b> Stock market, Depression, War , Recovery – Chapter 2		<b>Suggested Sequence:</b> MP 1	
<b>NJSLS:</b> 6.1.8.C.4.C - Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted 6.1.8.C.4.A - Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.			
<b>Big Ideas:</b> 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.			
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• Whose point of view matters?</li><li>• How do you locate legitimate sources?</li><li>• How are present events related to past events?</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>• There are credible and questionable sources of information about historical and contemporary events.</li><li>• Historians establish justifiable timelines to connect significant events.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> Swbat: <ul style="list-style-type: none"><li>• Describe the effects of the stock market.</li><li>• Explain why the prosperity of the 1920s was misleading</li><li>• Identify events that led to the Great Depression</li><li>• Describe President Hoover’s policies for dealing with the Great Depression</li><li>• Summarize the steps FDR took to boost public confidence and bring relief to those who suffered economic distress</li><li>• Explain the purpose and scope of Roosevelt’s New Deal</li><li>• Identify reasons why the New Deal slowed down</li><li>• Describe the effects of the drought on the Great Plains and the effects of unemployment</li><li>• Explain how the Depression inspired artistic and cultural achievement</li><li>• Summarize way in which minorities were affected by the Depression</li></ul>			
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Stockmarket portfolio</li><li>• worksheets</li><li>• maps</li><li>• smartboard</li><li>• textbook</li></ul>		<b>Suggested Vocabulary:</b> <ul style="list-style-type: none"><li>• stock</li><li>• black Tuesday</li><li>• wall street</li><li>• great depression</li><li>• credit</li><li>• social security</li><li>• bull market</li><li>• bear market</li><li>• new deal</li><li>• Franklin Roosevelt</li><li>• Herbert Hoover</li></ul>	
		<b>Technology &amp; Career Ready Practices:</b> <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering,	

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	<p>Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p><b>Career Ready Practices:</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"><li>• Completion of teacher created notes and worksheets</li><li>• Completion of textbook companion worksheets</li><li>• Completion of created interactive lessons</li></ul>
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<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"><li>• Jigsaw grouping-student turn and teach</li><li>• Class posters or charts, illustrations, diagrams, cartoons</li><li>• Create plays and skits</li></ul>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"><li>• Reword and clarify instruction</li><li>• Visual clues</li><li>• Provide a copy of notes and study guide on web</li><li>• Advance notice for tests</li><li>• Modify assessments</li></ul>
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<p><b>Cross-curricular Connections/Standards:</b></p> <p><b>Key Ideas and Details:</b></p> <p>RI.8.1 - Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2 - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>
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RI.8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**Craft and Structure:**

RI.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5 – Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RI.8.6 - Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**Integration of Knowledge and Ideas**

RI.8.7 – Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9 - Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**Range of Reading and Level of Text Complexity**

RI.8.10 – By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed

**Suggested Assessments:**

Performance Task:

- Complete study guides related to topics
- Participation in hands on activities: skits. presentations
- Research based projects

Other Assessment Evidence:

- Test or teacher prepared assessment

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<b>Theme/Unit:</b> Unit 4 The Early Republic		<b>Suggested Sequence:</b> MP 2
<b>NJSLS:</b> 6.1.8.A.4.A - Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements . 6.1.8.A.4.B - Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war 6.1.8.B.4.B - Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans. 6.1.8.C.4.C - Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.		
<b>Big Ideas:</b> 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.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>Whose point of view matters?</li><li>How do you locate legitimate sources?</li><li>How are present events related to past events?</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>There are credible and questionable sources of information about historical and contemporary events.</li><li>Historians establish justifiable timelines to connect significant events.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> Swbat: <ul style="list-style-type: none"><li>Describe the decisions made by Washington and Congress t5hat established precedents for later yrs.</li><li>Summarize Hamilton's plan to address the nation's economic and financial issues.</li><li>Analyze the national bank</li><li>Assess the challenges posed by the whiskey</li><li>List reasons why the new nation remained neutral in European conflicts</li><li>Analyze political parties and the reasons why they grew.</li><li>Evaluate Adams presidency and the conflict over states'</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>worksheets</li><li>maps</li><li>smartboard</li><li>textbook</li><li>charts</li></ul>	<b>Suggested Vocabulary:</b> <ul style="list-style-type: none"><li>John Jay</li><li>cabinet</li><li>inaugurate</li><li>tariff</li><li>precedent</li><li>Whiskey Rebellion</li><li>Cede</li><li>Northwest Territory</li><li>John Adams</li><li>XYZ affair</li><li>Alien and Sedition Acts</li><li>Kentucky and Virginia Resolutions</li></ul>	<b>Technology &amp; Career Ready Practices:</b> <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create

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	<p>and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p><b>Career Ready Practices:</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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**Recommended Instructional Activities:**

- Completion of teacher created notes and worksheets
- Completion of textbook companion worksheets
- Completion of created interactive lessons
- Completion of face space

**Extension Strategies/Activities:**

- Jigsaw grouping-student turn and teach
- Class posters or charts, illustrations, diagrams, cartoons
- Create plays and skits

**Modification Strategies/Activities:**

- Reword and clarify instruction
- Visual clues
- Provide a copy of notes and study guide on web
- Advance notice for tests
- Modify assessments

**Cross-curricular Connections/Standards:**

**Key Ideas and Details:**

RI.8.1 - Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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RI.8.2 - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**Craft and Structure:**

RI.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5 – Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RI.8.6 - Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**Integration of Knowledge and Ideas**

RI.8.7 – Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9 - Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**Range of Reading and Level of Text Complexity**

RI.8.10 – By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed

**Suggested Assessments:**

Performance Task:

- Performance Task:
- Complete study guides related to topics
- Participation in hands on activities: skits. presentations
- Research based projects

Other Assessment Evidence:

- Test or teacher prepared assessment

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<b>Theme/Unit:</b> Unit 5 A Changing Nation		<b>Suggested Sequence:</b> M P 3
<b>NJSLS:</b> 6.1.8.A.4.C- Assess the extent to which voting rights were expanded during the Jacksonian period. 6.1.8.B.4.B - Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans. 6.1.8.C.4.A - Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation 6.1.8.C.4.C - Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.		
<b>Big Ideas:</b> 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.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>Whose point of view matters?</li><li>How do you locate legitimate sources?</li><li>How are present events related to past events?</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>There are credible and questionable sources of information about historical and contemporary events.</li><li>Historians establish justifiable timelines to connect significant events.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> Swbat: <ul style="list-style-type: none"><li>Evaluate the political divisions that appeared around the 1824 presidential election.</li><li>Identify economic issues that increased tension within the states.</li><li>Defend Jackson’s position on moving the native Americans westward</li><li>Identify causes and effects of Jackson’s destruction of the bank</li><li>Compile reasons why Americans moved west</li><li>Summarize the challenges people faced in settling the West.</li><li>Describe the sequence of events in the Texans’ revolt against Mexico</li><li>Summarize American support for manifest destiny</li><li>Identify the various immigrant groups in the mid-1800’s and explain why these people chose the come to America</li><li>Identify reform movements that attempted to improve society in America</li><li>Analyze the efforts of abolitionists in the 1800’s to end slavery</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>worksheets</li><li>maps</li><li>smartboard</li><li>textbook</li></ul>	<b>Suggested Vocabulary:</b> <ul style="list-style-type: none"><li>Andrew Jackson</li><li>Jacksonian democracy</li><li>John C. Calhoun</li><li>States’ rights</li><li>Trail of tears</li><li>Literacy</li><li>Panic of 1837</li><li>William Henry Harrison</li><li>inflation</li></ul>	
	<b>Technology &amp; Career Ready Practices:</b> <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate,	



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	<p>and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p><b>Career Ready Practices:</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"><li>• Completion of teacher created notes and worksheets</li><li>• Completion of textbook companion worksheets</li><li>• Completion of created interactive lessons</li></ul>	
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<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"><li>• Jigsaw grouping-student turn and teach</li><li>• Class posters or charts, illustrations, diagrams, cartoons</li><li>• Create plays and skits</li></ul>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"><li>• Reword and clarify instruction</li><li>• Visual clues</li><li>• Provide a copy of notes and study guide on web</li><li>• Advance notice for tests</li><li>• Modify assessments</li></ul>
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<p><b>Cross-curricular Connections/Standards:</b></p> <p><b>Key Ideas and Details:</b></p> <p>RI.8.1 - Cite the textual evidence and make relevant connections that most strongly supports an analysis of what</p>
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the text says explicitly as well as inferences drawn from the text.

RI.8.2 - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**Craft and Structure:**

RI.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5 – Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RI.8.6 - Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**Integration of Knowledge and Ideas**

RI.8.7 – Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9 - Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**Range of Reading and Level of Text Complexity**

RI.8.10 – By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed

**Suggested Assessments:**

Performance Task:

- Complete study guides related to topics
- Participation in hands on activities: skits. presentations
- Research based projects

Other Assessment Evidence:

- Test or teacher prepared assessment

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Grade 8 Content Area: Social Studies

<b>Theme/Unit:</b> Unit 6 A Nation Divided and Rebuilt		<b>Suggested Sequence:</b> MP 3
<b>NJSLS:</b> 6.1.8.A.5.a - Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life. 6.1.8.A.5.b - Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South . 6.1.8.B.5.a – Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War. 6.1.8.C.5.a - Assess the human and material costs of the Civil War in the North and South. 6.1.8.C.5.b - Analyze the economic impact of Reconstruction on the South from different perspectives. 6.1.8.D.5.a - Prioritize the causes and events that led to the Civil War from different perspectives. 6.1.8.D.5.b - Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war. 6.1.8.D.5.d - Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.		
<b>Big Ideas:</b> 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.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>Whose point of view matters?</li><li>How do you locate legitimate sources?</li><li>How are present events related to past events?</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>There are credible and questionable sources of information about historical and contemporary events.</li><li>Historians establish justifiable timelines to connect significant events.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> Swbat: <ul style="list-style-type: none"><li>Compare and contrast the economic paths of the North and the South</li><li>Summarize the effects of territorial expansion on the debate over slavery</li><li>Analyze how the Compromise of 1850 fueled the Union’s crisis</li><li>Explain how political tensions resulted in violence</li><li>Explain how the issue of slavery led to political divisions</li><li>Identify the events that brought the nation to the breaking point</li><li>Describe the reasons for, and responses to, the secession of seven Southern states</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>Worksheets</li><li>Maps</li><li>smartboard</li><li>textbook</li><li>computers</li><li>powerpoint</li></ul>	<b>Suggested Vocabulary:</b> <ul style="list-style-type: none"><li>Free soil party</li><li>Stephen Douglas</li><li>Compromise of 1850</li><li>Fugitive slave act</li><li>Republican party</li><li>James Buchanan</li><li>Dred Scott v Sanford</li><li>Abraham Lincoln</li><li>Confederate states of America</li></ul>	
	<b>Technology &amp; Career Ready Practices:</b> <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate,	

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Grade 8 Content Area: Social Studies

	<p>and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p><b>Career Ready Practices:</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"><li>• Completion of teacher created notes and worksheets</li><li>• Completion of textbook companion worksheets</li><li>• Completion of related interactive lessons</li></ul>
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<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"><li>• Jigsaw grouping-student turn and teach</li><li>• Class posters or charts, illustration, diagrams, cartoons</li><li>• Create plays and skits</li><li>• Create newspapers</li></ul>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"><li>• Reword and clarify instruction</li><li>• Visual clues</li><li>• Provide copy of notes and study guides on web</li><li>• Advance notice for tests</li><li>• Modify assessments</li></ul>
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<p><b>Cross-curricular Connections/Standards:</b></p> <p><b>Key Ideas and Details:</b></p> <p>RI.8.1 - Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
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RI.8.2 - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**Craft and Structure:**

RI.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5 – Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RI.8.6 - Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**Integration of Knowledge and Ideas**

RI.8.7 – Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9 - Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**Range of Reading and Level of Text Complexity**

RI.8.10 – By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed

**Suggested Assessments:**

Performance Task:

- Complete study guides related to topics
- Participation in hands on activities: skits, presentations
- Research based projects

Other Assessment Evidence:

- Test or teacher prepared assessments

# Support Documents

## Board Policies Applicable to Curriculum

### 2110 PHILOSOPHY OF EDUCATION

The Westampton Township Public Schools will provide a high quality, age appropriate educational experience that empowers children to reach their academic potentials, become well-rounded individuals and develop a love for learning within a safe, secure, nurturing social and academic environment.

The social environment is one which fosters: risk taking; development of positive self-concept; individuality; respect for diversity; social consciousness; positive social interaction, and encourages students to expand their roles as active participants in their community and world.

The academic environment will provide increased opportunities for students to: value learning; develop as creative and critical thinkers and problem solvers in both academic and social situations; and make critical connections between present learning and the world around them.

Adopted: 2 May 2008

### 2132 SCHOOL DISTRICT GOALS AND OBJECTIVES

The Board adopts the following goals and objectives for the operation of the educational program of the school district.

- Develop skills in reading, writing, speaking and listening.
- Develop skills in mathematics, science and computer science.
- Develop pride in work and a feeling of self-worth.
- Develop good character and self-respect.
- Gain a general education.
- Learn how to examine and use information.
- Learn to respect and get along with people with whom we work and live.
- Develop a desire for learning now and in the future.
- Learn about and try to understand the changes that take place in the world.
- Learn how to respect and get along with people who think, dress, and act differently.
- Learn how to be a good citizen.
- Understand and practice democratic ideas and ideals.
- Understand and practice the skills of family living.
- Learn how to be a good manager of money, property and resources.
- Learn how to use leisure time.
- Practice and understand the ideas of health and safety.
- Appreciate culture and beauty in the world.
- Develop skills to enter a specific field of work.
- Gain information needed to make job selections.

N.J.A.C. 6:8-2.1

N.J.S.A. 18A:7A-7

Adopted: 2 May 2014

## 2200 CURRICULUM CONTENT

### M

The Board of Education will provide the instruction and services mandated by law and rules as necessary for the implementation of a thorough and efficient system of free public education and such other instruction and services as the Board deems appropriate for the thorough and efficient education of the pupils of this district. The Board shall annually approve a list of all programs and courses that comprise the district's curriculum and shall approve any subsequent changes in the curriculum in accordance with Policy No. 2220.

For purposes of this policy "curriculum" means planned learning opportunities designed to assist pupils toward the achievement of the intended outcomes of instruction.

The curriculum will be reviewed by the Superintendent and approved annually by the Board. In accordance with law, the curriculum shall, as a minimum, include the curricular mandates of N.J.S.A. 18A - Education and N.J.A.C. 6 and 6A - Education and all of the New Jersey Student Learning Standards, Indicators and Frameworks.

The Superintendent is responsible for implementing the curriculum approved by the Board.

The Board directs that the curriculum be consistent with the educational goals and objectives of this district and responsive to identified pupil needs. The Superintendent shall, in consultation with teaching staff members, assure the effective articulation of curriculum across all grade levels and among the schools of this district, and among the constituent districts of the Rancocas Valley Regional School District.

The curriculum shall provide programs in accordance with Board policies and the New Jersey Student Learning Standards, including but not limited to:

1. Preparation of all pupils for employment or post secondary study upon graduation from high school.
2. Instruction in workplace readiness skills, visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies (including instruction on the Constitution of the United States, United States history, Community Civics, and the geography, history and civics of New Jersey) and World Languages;
3. Continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program of all pupils in accordance with Policy No. 2530;
4. Guidance and counseling to assist in career and academic planning for all pupils, in accordance with Policy No. 2411;
5. A continuum of educational programs and services for all children with disabilities, in accordance with Policy No. 2460 and Regulation Nos. 2460.1 through 2460.14;
6. Bilingual education, English as a Second Language, and English language services for pupils of limited English language proficiency, when the number of such pupils so necessitates, in accordance with Policy No. 2423;
7. Programs and services for pupils at risk who require remedial assistance in accordance with Policy Nos. 2414, 2415, and 5460;
8. Equal educational opportunity for all pupils in accordance with Policy Nos. 2260, 5750 and 5755;



9. Career awareness and exploration as required, and vocational education as appropriate;
10. Educational opportunities for pupils with exceptional abilities, in accordance with Policy No. 2464;
11. Instruction in accident and fire prevention;
12. A substance abuse prevention program;
13. A program for family life education; and
14. Programs that encourage the active involvement of representatives from the community, business, industry, labor and higher education in the development of educational programs aligned with the standards.

N.J.S.A. 18A:6-2; 18A:6-3; 18A:35-1 et seq.

N.J.A.C. 6A:8-1.1 et seq.; 6A:14 et seq.

N.J.A.C. 6:29-4.1; 6:29-6.6

Adopted: 17 October 2002

## 2210 CURRICULUM DEVELOPMENT

### M

The Board of Education is committed to the continuing improvement of the educational program of the district. To this end, the curriculum shall be evaluated and modified in accordance with a plan for curriculum development.

As educational leader of the district, the Superintendent shall be responsible to the Board for the development of curriculum and shall establish procedures for curriculum development that insure the effective participation of teaching staff members, pupils, the community, and members of the Board.

The Superintendent shall report to the Board the objectives, evaluative criteria and costs of each proposed program before seeking Board adoption. New programs and courses of study shall not be acted upon by the Board until the meeting following their presentation, in order for Board members to have an opportunity to review the proposed program.

Criteria by which the Board will judge the acceptability of new course offerings include:

1. Does it address an identified pupil need?
2. Is it relevant to the Board's philosophy and goals and does it offer real possibilities for progress toward these goals?
3. If the proposed course replaces an existing program, what defect in the previous program is it designed to overcome?
4. Does it include the criteria by which progress can be measured?
5. Has it been thoroughly studied and/or tested by district staff or by another district? What were the results?
6. Has a curriculum guide been completed? If not, when can it be expected?
7. Have the associated textbooks been recommended to the Board?
8. Have the costs and time of implementation been reviewed, including inservice training?

A five-year plan for updating curriculum shall be developed and implemented. The Superintendent shall report annually on all progress in curriculum development and the implementation of the five-year curriculum plan at the time of the Board's annual adoption of curriculum.

The Superintendent may conduct experimental programs that are not part of the duly adopted curriculum and are deemed to be necessary to the continuing growth of the instructional program; he or she shall report to the Board any such pilot program conducted, along with its objectives, evaluative criteria, and costs, before each such program is initiated.

The Superintendent shall report to the Board periodically on all progress in curriculum development.

Adopted: 2 May 2000

## 2220 ADOPTION OF COURSES

### M

The Board of Education shall provide a comprehensive instructional program to serve the needs of the children of this district. In furtherance of this goal and pursuant to law, the Board shall annually adopt the existing courses of study. Adoption includes both content and credit allocation. The Board's policy in this respect is to:

1. Adopt those core content standards mandated by the state in a form acceptable to the State Department of Education.
2. Adopt additional core content standards to meet the changing needs of pupils and the community.
3. Adapt and revise existing courses of study to meet the changing needs of pupils and the community.

Existing courses shall be reviewed at regular intervals and revised as necessary. No course of study shall be eliminated, revised or implemented without the approval of the Board.

The Board directs that the curriculum of this district:

1. Be consistent with written goals, objectives and identified pupil needs;
2. Develop individual talents and interests and serve diverse learning styles to motivate pupil achievement;
3. Provide for continuous learning through effective articulation;
4. Provide all pupils continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program;
5. Provide all pupils guidance and counseling to assist in career and academic planning;
6. Provide a continuum of educational programs and services for handicapped children, pursuant to law and regulation;
7. Provide bilingual programs for pupils whose dominant language is not English, pursuant to law and regulation;
8. Provide compensatory education programs for pupils, pursuant to law and regulation;
9. Provide all pupils equal educational opportunity, pursuant to law and regulation;
10. Provide career awareness and vocational education, pursuant to law and regulation;
11. Provide educational opportunities for exceptionally gifted and talented pupils.

The Superintendent shall maintain a current list of all courses of study offered by this district; shall furnish each member of the Board of Education with a copy upon request; and shall provide a copy in the district office for public referral.

Adoption of courses shall be by a recorded roll call majority vote of the full membership of the Board. This includes the courses in the special education and ESL/bilingual programs, and those for the adult high school.

N.J.S.A. 18A:4-25; 18A:4-28; 18A:7A-6; 18A:33-1; 18A:35-1 et seq.

N.J.A.C. 6:4-1.1 et seq.; 6:8-4.6; 6:8-7.1; 6:39-1.2

Adopted: 2 May 2000

## 2230 COURSE GUIDES

### M

The Superintendent shall oversee development of curriculum guides for every course and area of study for every grade level. Each guide shall contain objectives for concepts and skills to be taught and attitudes to be developed; necessary study skills; suggested materials and activities designed to achieve all of these; and evaluation criteria intended to test the extent to which learning objectives have been met.

Teachers shall use the guides as the core of their instructional planning. It shall be the responsibility of the building principal to ensure that curriculum guides are being followed.

A copy of each guide in use shall be kept on file in each school office. Such guides shall be available for inspection. Because curriculum guides are the means of implementing instruction in courses adopted by the Board as the curriculum of the district, the Board shall approve any new curriculum guides or any revision to an existing guide before they are put into effect.

N.J.S.A. 18A:33-1

Adopted: 2 May 2000

## Curriculum Revision Commentary

In order to achieve the district's philosophy of high quality educational experiences for all students, curriculum review and revision must become an ongoing process in Westampton Township Public Schools.

Recommended 5 Year Cycle - In an effort to streamline the process for future curriculum review and revision, the following five-year curriculum revision cycle will be implemented:

### *Year 1: Curriculum Evaluation and Development*

- Examine the state statues, state administrative code, and board policy to ensure compliance and develop direction for curriculum revision.
- Research current data, trends, and best practices in the content area.
- Complete curriculum audit, including teacher surveys and discussions, to determine curriculum strengths and areas of concern
- Develop K-8 curriculum maps in the respective content area
- Determine learning outcomes, and assessments based on state standards
- Select and purchase new programs and materials, if necessary
- Plan district wide articulation sessions focusing on new initiatives

### *Year 2: Initial Implementation and Revision*

- Create a new curriculum draft
- Plan professional development to facilitate the implementation of new instructional practices and programs relative to the new curriculum.
- Provide professional development for administrators to support the implementation and supervision of new curriculum.
- Use teacher feedback and recommendation to support revisions of the curriculum draft.
- Include additional instructional activities, cross-curricular connections and technology to move the document from being a work in progress to a finished product.
- Begin collecting and analyzing data to determine impact of new curriculum on student learning.

### *Years 3 and 4: Full Implementation*

- Implement revisions to the curriculum
- Monitor the implementation of curriculum with the new revisions.
- Continue to provide support and staff development
- Identify further areas of revision and amend the curriculum, if necessary.
- Continue to collect and analyze data to determine the impact of curriculum on student learning.

### *Year 5: Full Implementation/Revision Planning*

- Monitor the implementation of curriculum with the new revisions.
- Continue to provide support and staff development
- Identify further areas of revision and amend the curriculum, if necessary.
- Continue to collect and analyze data to determine the impact of curriculum on student learning.
- Plan for new curriculum revision cycle/curriculum evaluation and development.

It is important to note, however, that recent changes in NJ legislature states that if the NJSL standards change, no district will be allowed to wait until they are in a curriculum revision year (i.e. year 5 of a five-

year curriculum revision cycle) to revise the affected curriculum. Districts will have twelve months from the date the new standards are adopted to update and amend their curriculum document



# Modifications and Extensions: A Guide for Differentiated Instruction

(Formerly Instructional Adaptations in the Classroom for Students with Diverse Needs)

## Introduction

*The students populating U.S. classrooms today are a diverse lot. They come from differing cultures and have differing learning styles. They arrive at school with differing levels of emotional and social maturity. Their interests differ greatly, both in topic and intensity. At any given time, they reflect differing levels of academic readiness in various subjects-and in various facets of a single subject.*

*In life, kids can choose from a variety of clothing to fit their differing sizes, styles, and preferences. We understand, without explanation, that this makes them more comfortable and gives expression to their developing personalities. In school, modifying or differentiating instruction for students of differing readiness and interests is also more comfortable, engaging, and inviting. One-size-fits-all instruction will inevitably sag or pinch-exactly as single-size clothing would-student who differ in need, even if they are chronologically the same age.*

*While the goal for each student is challenge and substantial growth, teachers must often define challenge and growth differently in response to students' varying interests and readiness levels.*

– Carol Ann Tomlinson, *How to Differentiating Instruction in Mixed-Ability Classrooms*

The concept of differentiation, also referred to “differentiating instruction”, “differentiated instruction”, “differentiated learning”, “adaptations”, has become an important conversation in teaching and learning. This places students at the center of teaching and learning and upholds data and student needs as the vehicle to drive instructional planning and practices.

“Differentiating the curriculum” requires qualitative, proactive, and multiple approaches to learning in an effort to provide appropriate adjustments to content, teaching strategies, expectations of student mastery, and scope and sequence.

In a differentiated classroom, students work at different paces, have different strengths, and therefore, need instruction that is tailored to meet their individual needs. This need for differentiation is magnified when students have disabilities, are limited in English proficiency, or are advanced and need to be challenged academically to maintain motivation for learning.

This document is designed to offer support to teachers as a resource for strategies to use in their classroom considering that most classroom contain a broad range of levels, skills, and interests. Please note that while this document is categorized to reflect specific student subgroups, many of the strategies can overlap and prove to be effective instructional practices for all students.

## Practices that Support Students with Various Needs

### (Students include those supported under the umbrella of Special Education. 504 students and at-risk students)

#### Student Motivation

*Rationale:* Some students with disabilities and struggling learners may be reluctant to engage or persist in language arts literacy activities. This reluctance may be due to difficulties with aspects of language or literacy processes resulting in repeated failures despite students' initial efforts and desire to learn. Because of these difficulties motivational strategies are important to help students with disabilities become successfully involved in a variety of literacy experiences to develop proficiency, confidence, and enjoyment.

#### *Purpose:*

Create interest  
Develop persistence  
Build confidence  
Promote enjoyment  
Foster independence

#### *Strategies:*

Personally meaningful activity  
Activity choice  
Hands-on, multimodal activities  
"Doable" tasks  
Attention to learning style  
Student involvement in goal setting  
Modified assessment activities  
Choice to work with others or alone

#### Instructional Presentation

*Rationale:* Some students with disabilities and struggling learners may require instructional presentations that will enable them to acquire, comprehend, recall, and apply science content and related processes. In addition, instructional presentation adaptations can enhance a student's attention and ability to focus on instruction.

The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (*Instructional Preparation*); structure and organize information (*Instructional Prompts*); foster understanding of new concepts and processes (*Instructional Application*); and promote student self-reflection and self-management regarding tasks demands, goal attainment, and performance accuracy (*Instructional Monitoring*).

#### Instructional Preparation

#### *Purpose:*

Motivate  
Establish purpose and goals of lesson  
Activate prior knowledge  
Build background  
Focus

#### *Examples:*

Previewing information/materials  
Advanced organizers  
Brainstorming and webbing  
Questioning techniques  
K-W-L strategies



## Organize

## Warm-ups

Visual demonstrations, illustrations, models  
Mini-lessons

### Instructional Prompts

#### *Purpose:*

Organize information  
Build whole-part relationships  
Cue associations and connections  
Highlight essential concepts  
Generate categorization and comparisons  
Activate recall  
Summarize

#### *Examples:*

Graphic organizers  
Semantic organizers  
Outlines  
Mnemonics  
Analogies  
Feature analysis  
Color coding  
Key words/Labels  
Writing frames/templates  
Restating/clarifying oral directions  
Cue Cards  
Pictures  
Movement cues  
Notetaking guides  
Segmenting/chunking tasks  
Directions on overhead/board

### Instructional Application

#### *Purpose:*

Simplify abstract concepts  
Provide concrete examples  
Extend ideas and elaborate understanding  
Build connections and associations  
Relate to everyday experiences  
Promote generalization  
Engage multiple modalities

#### *Examples:*

Graphics and charts  
Data charts  
Flow charts  
Drawings and other illustrations  
Dramatics – role play  
Props and manipulatives  
Field trips  
Games and puzzles  
Models  
Interviews/surveys  
Think aloud - modeling  
Simulations  
Hands-on activities  
Constructions  
Dramatizations  
Music and movement  
Concept activities  
Application activities  
Real-life applications (write letter to editor)

### Instructional Monitoring

#### *Purpose:*

Provide checks for understanding  
Redirect attention  
Direct on-task behavior  
Promote participation  
Check progress  
Assist in goal setting  
Establish timelines  
Clarify assignments, directions, and directions  
Provide reinforcement and corrective feedback  
Promote strategy use and generalization  
Manage student behavior and interactions  
Develop self-questioning and self-regulation

#### *Examples:*

Self-monitoring checklists  
Think-alouds  
Journal entries  
Portfolios  
Interviews  
Questioning techniques  
Student contracts  
Reward system

### Instructional Grouping

#### *Purpose:*

Cooperative learning groups  
Peer partners  
Buddy Systems  
Teams

#### *Examples:*

Assist physically  
Clarify  
Prompt cue  
Gestures and signals  
Interpret  
Reinforce  
Highlight  
Organize  
Focus

### Student Response

*Rationale:* Some students with disabilities and struggling learners may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of language arts and other content area procession in a variety of situations with varied materials while they are developing proficiencies in these areas.

The primary purpose of student performance responses is to provide students with disabilities and struggling learners a means of demonstrating process toward the lesson objectives related to the New Jersey Student Learning Standards.

#### *Response Format Adaptation Examples:*

- Dictation
- Use of PC/multimedia for composition of response
- Video and audiotapes
- Braille writing

- Signing with Interpretation
- Information and graphic organizers
- Illustrations
- Diagrams
- Construction – models, dioramas, mobiles
- Songs, raps, and/or poems
- Brochure
- Game or puzzle
- Flip book
- Create test questions

*Response Procedure Adaptation Examples:*

- Extended time
- Practice Exercises
- Interpreter
- Use of preferred response format

### **Limited English Proficiency Students**

Teachers need to use a variety of strategies for monitoring student progress and to adjust their strategies and expectations to fit the level of language proficiency of the English language learner. With beginning language learners, emphasis should be on comprehension of named things and actions; more advanced students should begin demonstrating understanding of connections between things and subsequently their ability to articulate the relationship between ideas. Content area teachers should work closely with the bilingual/ESL teacher to identify instructional and assessment strategies that are appropriate to all aspects of the student's development and that permit teachers to expand expectations gradually over the school year.

Successful strategies for monitoring student progress in the content areas include:

- Providing periodic checks for understanding.
- Promoting nonverbal as well as verbal participation.
- Encouraging students to think aloud to practice concepts.
- Modeling responses that provide appropriate information using correct grammar.
- Breaking tasks down into sequentially developed parts using simple language.
- Structuring questions to student's language level (e.g., begin with yes/no and embedded questions and advance to open-ended questions).
- Avoiding use of questioning techniques that contain negative structures, such as "all but", "everything is \_\_\_\_\_ except", or "one is NOT the reason/cause."
- Rephrasing questions and information when students do not understand the first time.
- Observing student's behaviors for evidence that they understand assignments, directions, and instructions.
- Reviewing student's work for evidence that they understand assignments, directions, and instructions.

- Using visual reviews (e.g., lists and charts) that enable students to show what they know and can do.
- Providing increased “wait time” to allow students time to process questions before responding.
- Providing modified “double” grading to assess the content as well as the structure of responses.

Four over-arching strategies are most effective for assisting students from a background of limited English proficiency (LEP) to meet success in content area classes. These strategies include the following:

- integrate activities into thematic units
- tap students’ prior knowledge and experience
- teach learning strategies and scaffold complex tasks
- group students into a variety of learning groups

### **Academically Talented Learners**

Academically talented learners, also known as “gifted learners” or “gifted and talented,” are oftentimes overlooked in classroom instruction. Consequently, some students find school boring and uninspiring due to knowing many of the concepts being introduced in the regular classroom. The exceptionally able or gifted students are those who

- demonstrate a high degree of intellectual, creative, and/or artistic ability
- possess exceptional leadership skills
- excel in specific fields
- function above grade level
- need accommodations or special instruction to achieve at levels commensurate with a challenge to his or her abilities
- have the ability to grasp concepts rapidly and/or intuitively
- have an intense curiosity about principles and how things work
- have the ability to generate theories and hypotheses and pursue methods of inquiry
- produce products that express insight, creativity and/or excellence

In the past, the term “gifted” described people with high scores on I.Q. tests. Today, new concepts connected to creative thinking models and multiple intelligences have expanded the definition of intelligence to include other dimensions. Giftedness reflects a multifaceted, multicultural, and multidimensional perspective and is defined by aptitude, traits, and behaviors rather than changeless test performance. These students are found in all cultural groups and across all economic levels. Increased understanding of culturally determined and environmentally affected behaviors will enable teachers and administrators to interpret performance indicators of creative potential.

#### **Strategies for Academically Talented Learners**

Gifted students are more likely to develop study and production skills, experience success and struggle, and feel challenged in a classroom setting that encourages learners to master information more quickly.

Adaptation strategies include the following:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- community involvement
- cultural diversity
- internship, mentorship, and other forms of apprenticeship

### **Miscellaneous/All Learners**

#### Adaptations in the Classroom Environment

- Classical background music to enhance concentration
- Variety of workspace arrangement (individual, small, and large group)
- Privacy work seats – carrels
- Conferencing area for one-on-one teacher/student interaction
- Charts and poster to enhance memory and self-reliance
- Organization tools – labeled bins or cabinets for materials, assignments, or supplies
- Seating arrangements – minimize distractions, provide positive student models

#### Adaptive Equipment and Instructional Materials

- Leveled classroom libraries
- Books on tape
- Directions on tape
- Tape recorders
- Simplified written directions
- Adjusted formats of text
- Computers with adaptive software
- Speech synthesizer
- Communication boards
- Close-captioned video/television

***Modifications and Extensions: A Guide for Differentiated Instruction*** is a compilation of classroom practices with consultation from multiple sources, including the New Jersey Curriculum Framework.

## **WEB SITE INFORMATION**

- Law Mandating Holocaust/Genocide Education  
[http://www.state.nj.us/education/holocaust/about\\_us/mandate.html](http://www.state.nj.us/education/holocaust/about_us/mandate.html)
- Curriculum Guides Available  
<http://www.state.nj.us/education/holocaust/curriculum/>
- List of Holocaust/Genocide Resource Centers  
[http://www.state.nj.us/education/holocaust/centers/holocaust\\_centers.html](http://www.state.nj.us/education/holocaust/centers/holocaust_centers.html)
- Holocaust Rationale Statement  
[http://www.state.nj.us/education/holocaust/about\\_us/rationale.html](http://www.state.nj.us/education/holocaust/about_us/rationale.html)
- Recommended Books and Materials for School Libraries  
<http://www.state.nj.us/education/holocaust/resources/>
- The Prakhin International Literary Foundation Annual Award  
<http://www.state.nj.us/education/holocaust/stawards/Prakhin.pdf>
- Sister Rose Thering Fund Essay Contest  
<http://www.state.nj.us/education/holocaust/stawards/020113Thering.pdf>
- Teacher Workshops: (Continuously Updated During the Year)  
<http://www.state.nj.us/education/holocaust/programs/index.html>

## **Teaching Strategies Holocaust/Genocide Education**

### **Simulations –**

These activities are not recommended as a strategy to teach students about the issues of bias, prejudice and the Holocaust/genocide.

There are many other ways to provide content and effective approaches in the classroom. While on the surface it might sound like a good idea to have children simulate a death camp, a beating, etc., but it does not have a positive or lasting impact and might harm the child psychologically and prohibit real learning from taking place. For instance, you would not or should not have an individual be Hitler, a slave owner or a terrorist for the same reason and it may cause others to criticize that youngster. Films, stories, debates, trials, readings, first-hand accounts, discussions, etc., are much better and have a deeper, longer and lasting impact on the students. Teachers should consider their goal of the activity and what type of student learning they anticipate. For example, why reproduce the hate and discomfort when it would be so much better to explore the choices people made and why, and what the impact of those choices was. The bottom line is no matter how prepared the simulation it can never truly replicate the horror. We recommend simulation not be utilized, but the more in-depth approach that the students may learn and fully understand be utilized.

## Fictional Material –

The use of fictional material sounds like a good approach to reach students rather than through non-fiction documentaries, first-hand accounts, but it will work only if the fiction is first presented in a historical or factual context. The students may then utilize skills such as critical thinking, comparing, analysis, etc., when reading or viewing the fictional accounts. To just read the fictional account will not give the students a solid foundation of study as suggested in an excerpt from Lindquist, D. (1998). Developing Holocaust curricula: The content decision-making process. *The Clearing House*, 82(1), 27-33.

The matter of historical accuracy is especially critical when using literature to teach the Holocaust. Teachers must draw a careful distinction between historical truth and literary truth. Historical truth—the acknowledged factual record regarding a given situation—must coexist with literary truth—the establishment of the essence of a particular event—while allowing for literary license to be used as a means of advancing both the story line and the reader’s understanding of the situation. The historical record thus establishes what happened, whereas literary truth, if properly and carefully applied, addresses the tone of what happened. Several problems arise as Holocaust educators attempt to establish an appropriate balance between the imperative of historical accuracy and the ability of literature to enhance student learning through its power to express truths about the human experience.

When using literature to teach history, it is necessary to suspend belief at some level if the literature is to be allowed to develop fully. It is vital, however, that literature used to teach the Holocaust fulfills “the promise of truthfulness” (Wyschogrod 1998, 10), so that historical accuracy is maintained.

## KNOW THE A B C's OF REPORTING BIAS INCIDENTS/HATE CRIMES



**Take action, document and report the following:**

**A) WRITTEN OR VERBAL WORDS that target...**



Religion  
Race  
Gender  
Sexual Orientation

Physical Characteristics  
Disabilities/Challenges  
National Origin  
Culture

- B) AGGRESSIVE BEHAVIOR** (Based on A)  
Fights  
Sexual Harassment  
Gang Activity



- C) VANDALISM/GRAFFITI** (Based on A)

**BE SURE TO PRESERVE THE EVIDENCE AND DOCUMENT IT!**

### ***HOW TO REPORT***

**IN SCHOOL\*** - Guidance and/or the Principal  
**OUT OF SCHOOL\*** - The local police and/or the school

*\*The county prosecutor is an excellent office to call toward determining the level of the incident (possible hate crime) and recommendations for next step.*

### **REMEMBER**

**“Victims should know that they are not alone  
and that they have an ally—Be that ally!”**

**Schools must create a safe environment**

**The New Jersey Commission  
on Holocaust Education  
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