Social Studies Curriculum

“Aligned to the CCCS 2009”

This Curriculum is reviewed and updated annually as needed

This Curriculum was approved at the Board of Education Meeting
Mission
Stafford Township School District, together with parents and community, shall provide a secure, nurturing environment that promotes a positive self-image through solid educational achievements that promote attainment of the core curriculum content standards and promotes behavior enabling our students to become life-long learners in a technological society.

Philosophy
Social studies is the integrated study of the social sciences to prepare young people to become responsible citizens. The purpose of the Stafford Township School District social studies curriculum is to develop social understanding and civic efficacy (the readiness and willingness to assume citizenship responsibilities and to make informed and reasoned decisions for the public good as citizens of a democratic society.) This social studies curriculum builds the following capacities in young people: disciplinary knowledge, thinking skills, commitment to American democratic values, and citizen participation in a global society.

This social studies curriculum is aligned with the New Jersey Core Curriculum Content Standards for Social Studies. It is divided into six strands – social studies skills, civics, world history, United States/New Jersey history, geography, and economics. These strands are subtopics that help teachers identify the specific skills and content for each grade level. Every child will be provided with the opportunity to acquire the knowledge and skills needed for competent participation in social, political, and economic life.

Promoting and respecting individual student growth, the social studies program recognizes that:

- Students gain an understanding and appreciation of American traditions and values based on knowledge of history and of the development and functioning of the American constitutional system of government;
- Develop critical thinking skills which enable them to function as lifelong learners and to examine and evaluate issues of importance to all Americans;
- Acquire basic literacy in the core disciplines of social studies and have the understandings needed to apply this knowledge to their lives and citizens;
- Understand world history as the context for United States history and as a record of the great civilizations and cultures of the past and present;
- Participate in activities that enhance the common good and increase the general welfare.

As a result, teachers in the Stafford Township School District have clear responsibilities to help all children think, read, write, listen, and speak. Therefore, they will:

- Have high expectations for all students.
- Promote the teaching of critical thinking.
- Value the needs of students as key elements in instructional planning.
- Provide adequate resources for children to explore the content area.
- Relate current events as needed to enhance content area instruction.
- Communicate regularly and clearly with parents/guardians and encourage them to be a part of the learning process.
- Teach the full spectrum of social studies outlined by the provided strands.
Vision/Statement of Beliefs
The focus of teaching and learning social studies skills, civics, economics, world and U.S history, and geography is for the development of essential knowledge and skills. Students must develop a thorough knowledge of basic concepts that can apply in a wide range of situations. They must also develop the broad-based skills that are vital to succeed in the world of work: they must learn to evaluate different points of view and examine information critically to solve problems and make decisions on a variety of issues. Overall, social studies learning seeks to examine and understand communities, from the local to the global, their various heritages, physical systems, and the nature of citizenship within them. Students acquire knowledge of key social studies concepts, including change, culture, environment, power, and the dynamics of the marketplace. They learn about the United States and the role of citizens in a democratic society within a culturally diverse and interdependent world. They also acquire skills of inquiry and communication through field studies and other research projects; through the use of maps, globes, and models; and through the consideration of various forms of historical evidence. Students apply these skills to develop an understanding of American identity and democratic values, to evaluate different points of view, and to examine information critically in order to solve problems and make decisions on issues that are relevant to their lives.

General expectations for every grade level include the following:

- Students and teachers are focused on what is to be learned.
- Students are aware of why it is important to learn the task at hand.
- Students are taught explicitly through explanation and modeling.
- Teachers use authentic tasks to ensure application of learning and not those materials created solely for the practice of a particular skill.
- Teachers monitor student progress and make adjustments in their teaching to ensure the success of all students.
- Teachers know that certain skills and strategies need to be taught to automaticity but do not impede student progress by holding them back until they are mastered. Instead they find alternate ways to promote understanding as they continue to move forward.

Curriculum Integration
Many opportunities exist to integrate the social studies standards into other content areas. Curriculum integration can often save limited instructional time while providing students an additional opportunity to apply previously learned skills and knowledge. Curriculum integration is encouraged.

Character Counts!
Character Counts! is a nationally recognized program based on six shared values – values that are clear and unequivocal – that should be taught to all age groups. This program has been endorsed by The Stafford Township Board of Education. Efforts are underway to focus on these six values or pillars through building and/or community activities. The six pillars of character are trustworthiness, caring, respect, responsibility, fairness, and citizenship.

Holidays
Holidays that focus on historical figures and/or events provide natural opportunities for reflection, review, and for building a greater depth of understanding about the contributions individuals and organized groups have made to our history.

The revised standards align with the knowledge and skills needed by all students for post-secondary opportunities, which may encompass: four-year college, community college, technical training, military service, direct entry into the workplace, and an array of future careers—including some that are just being envisioned and others that are currently unforeseen. In addition, the standards by necessity reflect a framework for teaching and learning that responds to the needs of 21st-century digital learners by incorporating the ‘new literacies’ required in an innovation economy: the ability to effectively access, evaluate, and synthesize vast amounts of information; to apply knowledge and skills to personal, workplace, and global challenges; to work collaboratively in cross-cultural settings; to solve problems creatively; and to act ethically as citizens of the world community.

These 21st-century student outcomes require a deeper understanding of academic content at much higher levels than ever before. The revised standards facilitate this in-depth learning in all content areas through the systematic and transparent integration of 21st-century knowledge, skills, and themes; global perspectives; cross content connections; and technology. Consequently, successful implementation of the revised standards requires rethinking of traditional curricular and assessment approaches, as well as the creation of 21st-century learning environments in which teachers and students work across and beyond traditional disciplines and boundaries as engaged co-learners, critical and creative thinkers, and problem solvers. -Source: http://www.njcccs.org
**About the Common Core Standards...**

In 2009, 48 states, 2 territories and the District of Columbia signed a memorandum of agreement with the National Governors Association (NGA) and Council of Chief State School Officers (CCSSO), committing to a state-led process – the Common Core State Standards Initiative (CCSSI). On June 2, 2010, the Common Core State Standards for English Language Arts/Literacy and Mathematics (CCSS) were released. Building on the strength of current state standards, the CCSS are designed to be focused, coherent, clear and rigorous; internationally benchmarked; anchored in college and career readiness; and evidence and research based. Created by teachers, parents, education experts, and other from across the country, the Common Core Standards provide clear, consistent expectations for what students should be learning at each grade in order to be prepared for college and career.

**Ocean County Social Studies Curriculum**

**Aligned to the 2009 Standards**

Ocean County School Districts have a Curriculum Council that is comprised of Curriculum Directors and Administrators that meet on a regular basis to discuss state mandates and initiates. This Council works together to understand the state’s new mandates and how best to implement these initiatives. When New Jersey adopted the Common Core Standards, school districts were faced with the expensive task of updating their current curriculum to the new Common Core Standards. The Ocean County Curriculum Council came up with the idea for all school districts in Ocean County to pull their resources and work together to look at the Common Core Standards and together write a county curriculum that addresses the new standards. Over the 2011-12 school year, teachers and administrators from most of the school districts in Ocean County met to develop the County Social Studies Curriculum document. After the County Curriculum team wrote the document, each school district took the document, added in the resources and materials that were specific to their own district, and then had the document approved by their board of education.
# 2012 Ocean County Social Studies Curriculum Project

Aligned to the 2009 New Jersey Common Core Curriculum Content Standards

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS**

<table>
<thead>
<tr>
<th>Content Area:</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title:</td>
<td>Elementary</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>2</td>
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## Curriculum Design Template

<table>
<thead>
<tr>
<th>Unit Plan 1: Communities</th>
<th>September/October</th>
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<tbody>
<tr>
<td>All About Communities</td>
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<tr>
<th>Unit Plan 2: Geography</th>
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<td>Our Earth</td>
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<tr>
<th>Unit Plan 3: Citizenship</th>
<th>January/February</th>
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<td>Working Together</td>
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<tr>
<th>Unit Plan 4: Economics</th>
<th>March/April</th>
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<tr>
<td>Connecting to the World</td>
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<tr>
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<th>May/June</th>
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<td>People and Places in History</td>
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<table>
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<tr>
<th>Unit Plan 6: Culture</th>
<th>On-going</th>
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<tr>
<td>Celebrating Our Heritage</td>
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**Date Created:** March 2012

**Board Approved on:**

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**K-2 Contributors to Curriculum Development**

J. Capper-Patterson (Lakewood), C. Conrad, S. Esarey, T. Sherrier, K. Turner, W. Yeager (LBI), S. Cummings (Manchester), S. Toth (Point Pleasant Boro), J. Mulholland (Tuckerton)
Unit One Overview

<table>
<thead>
<tr>
<th>Content Area:</th>
<th>Social Studies</th>
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</thead>
<tbody>
<tr>
<td>Unit Title:</td>
<td>All About Communities</td>
</tr>
<tr>
<td>Target Course/Grade Level:</td>
<td>Social Studies/2</td>
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</tbody>
</table>

Unit Summary
Communities are places where people live. Communities develop in urban, rural, and suburban areas. In communities people help each other and follow rules. Transportation and communication in communities have changed over time.

Primary Interdisciplinary Connections: ELA, Math, Science, Physical Education, Art, and Drama

21st Century Themes:
- All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.
- **9.1 21st Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- **9.2 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
- **9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
- **9.4 Career and Technical Education** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

For further clarification refer to NJ World Class Standards Introduction at [www.njcccs.org](http://www.njcccs.org)

**Learning Targets**

**New Jersey Social Studies Standards**

- **6.1 U.S. History: America in the World:** All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- **6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Common Core Standards for History/Social Studies are integrated into the K-5 reading standards.**

- Reading Standards for Informational Text K-5: 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.10
- Writing Standards K-5: 2.8
- Speaking and Listening Standards K-5: 2.1, 2.2, 2.4, 2.5, 2.6
- Language Standards K-5: 2.4, 2.6

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CPI # | Cumulative Progress Indicator (CPI)
--- | ---
6.1.4.A.1 | Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.3 | Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.
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.B.5 | Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.C.1 | Apply opportunity cost to evaluate individuals’ decisions, including ones made in their communities.
6.1.4.C.2 | Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.5 | Explain the role of specialization in the production and exchange of goods and services.
6.3.4.A.1 | Evaluate what makes a good rule or law.
6.3.4.A.2 | Contact local officials and community members to acquire information and/or discuss local issues.
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.

Unit Essential Questions
- What is a community?
- What are neighbors?
- What different kinds of communities are there?
- What are laws?
- What is a good citizen?

Unit Objectives
*Students will...*
- Learn that people live in communities.
- Recognize that community members work together for the common good.
- Recognize the characteristics of cities, suburbs, and rural areas.
- Identify the significance of community and landmarks.

Unit Enduring Understandings
*Students will understand that...*
- A community is a place where people live, work, and have fun together.
- A neighbor is someone who lives in the same neighborhood.
- There are suburban, rural, and urban areas.
- Laws are rules people in a community must follow.
- A good citizen is a member of the community who helps others.

Unit Objectives
*Students will be able to...*
- Identify where they live using a world address.
- Discuss why communities exist.
- Identify the characteristics of different communities, including specific landmarks.
- Discuss different types of transportation and communication available in their community.
- Apply the qualities of good citizenship by
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Curriculum Development Resources/Instructional Materials/Equipment Needed/Teacher Resources:

**Literature:**
- *Franklin’s Neighborhood* by Paulette Bourgeoise
- *Uptown* by Bryan Collier
- *Next Stop Grand Central* by Maira Kalman
- *Town and Country* by Alice Provensen and Martin Provensen
- *Madlenka* by Peter Sis
- *Mei-Mei Loves The Morning* by Margaret Tsubakiyama
- *Grandpa’s Corner Store* by Dyanne Disalvo-Ryan
- *Yard Sale!* by Mitra Modarressi

**Websites:**
- [www.scholastic.com](http://www.scholastic.com)
- [www.lessonplanet.com](http://www.lessonplanet.com)
- [www.socialstudiesforkids.com](http://www.socialstudiesforkids.com)
- [www.apples4theteacher.com](http://www.apples4theteacher.com)
- [www.brainpop.com](http://www.brainpop.com)
- [www.primarygames.com](http://www.primarygames.com)
- [www.congressforkids.net](http://www.congressforkids.net)
- [http://goodnightstories.com/](http://goodnightstories.com/)
- [http://www.cdm.org](http://www.cdm.org)
- [http://www.planning.org/kidsandcommunity/](http://www.planning.org/kidsandcommunity/)
- [http://www.mapzone.co.uk/pagesGames/mapman/game.htm](http://www.mapzone.co.uk/pagesGames/mapman/game.htm)
- [http://www.pbskids.org](http://www.pbskids.org)
- [http://www.pacificislandtravel.com/nature_gallery/howtoreadamap.htm](http://www.pacificislandtravel.com/nature_gallery/howtoreadamap.htm)

**Teacher Notes:**

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJ DOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study.
  - *NJ Standards 9 Introduction 21st-Century Life and Career Standards (with links to CPIs)*
- As indicated in the Common Core Standards, the ELA standards will be integrated throughout Social Studies/ History Courses. In addition, when possible, fiction and nonfiction reading should be integrated in social studies courses for an integrated approach. For more information on the ELA standards, see *Common Core ELA Standards*. Particularly helpful to secondary history courses is this link: [http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)
- PBL (Problem Based Learning) tasks found through the resources can be adapted to address various historical/cultural units.
• In-text vocabulary should be incorporated into every unit. Word journals, word/vocabulary walls and/or various other activities should be utilized by the instructor to teach vocabulary.
• The research process must be integrated within each course curriculum. Students will investigate issues emergent from thematic/historical units of study. As the Common Core Standards indicate, students will develop proficiency with MLA format.
• Students must engage in technology applications integrated throughout the curriculum.
• Civics, geography, economics, and the use of primary sources must be integrated throughout the Social Studies curriculum.

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Unit Two Overview

Content Area: Social Studies

Unit Title: Our Earth

Target Course/Grade Level: Social Studies/2

Unit Summary

Our Earth tells about the people, plants, and animals that live on Earth. Maps and globes help us learn about different landforms on Earth. Earth’s seasons and its resources affect our lives.

Primary Interdisciplinary Connections: ELA, Math, Science, Physical Education, Art, and Drama

21st Century Themes:

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Learning Targets

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- 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

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Aligned to the 2009 New Jersey Common Core Curriculum Content Standards
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

<table>
<thead>
<tr>
<th>CPI #</th>
<th>Cumulative Progress Indicator (CPI)</th>
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<tbody>
<tr>
<td>6.1.4.B.1</td>
<td>Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.</td>
</tr>
<tr>
<td>6.1.4.B.2</td>
<td>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.</td>
</tr>
<tr>
<td>6.1.4.B.3</td>
<td>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.</td>
</tr>
<tr>
<td>6.1.4.B.4</td>
<td>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.</td>
</tr>
<tr>
<td>6.1.4.B.5</td>
<td>Describe how human interaction impacts the environment in New Jersey and the United States.</td>
</tr>
<tr>
<td>6.1.4.C.1</td>
<td>Apply opportunity cost to evaluate individuals’ decisions, including ones made in their communities.</td>
</tr>
<tr>
<td>6.1.4.C.2</td>
<td>Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</td>
</tr>
<tr>
<td>6.1.4.C.9</td>
<td>Compare and contrast how access to and use of resources affects people across the world differently.</td>
</tr>
<tr>
<td>6.3.4.A.2</td>
<td>Contact local officials and community members to acquire information and/or discuss local issues.</td>
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<tr>
<td>6.3.4.A.3</td>
<td>Select a local issue and develop a group action plan to inform school and/or community members about the issue.</td>
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Unit Essential Questions
- How does geography help me?
- What are important characteristics of our country and world?
- What different landforms make up our country?
- What are the four seasons and how do they affect our lives?
- What is a natural resource and how do we use them?
- How can we protect the Earth?

Unit Enduring Understandings
*Students will understand that...*
- Geography tells about the Earth, people, plants, and animals that live on Earth.
- Our country is made up of capitals and states. Our world is made up of seven continents and four oceans.
- Our country is made up of various landforms and bodies of water.
- Summer, fall, winter, and spring affect our daily lives by making us adapt to changes.
- A natural resource is something that is in nature that is ready for people for use.
- We can protect the earth by making...
## 2012 Ocean County Social Studies Curriculum Project
Aligned to the 2009 New Jersey Common Core Curriculum Content Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

### Minimal changes and practicing recycling.

### Unit Objectives

**Students will...**

- Identify the United States and its neighbors on a map and globe.
- Identify the oceans and seven continents on a map and globe.
- Identify major landforms and bodies of water on maps and globes.
- Learn how to use a compass rose, map key, and map scale.
- Recognize the difference between weather and seasons.
- Find out how weather patterns affect people’s activities.
- Explain what natural resources are.
- Explain how people depend on natural resources to satisfy their basic needs.
- Learn how the Earth has been changed by people and identify ways in which people have changed her.
- Identify ways of protecting Earth.
- Recognize ways people can conserve and replenish natural resources.

**Students will be able to...**

- Utilize a map and a globe to identify the United States and her border neighbors.
- Utilize a map and a globe to identify the oceans, continents, major landforms, and bodies of water.
- Explain how to use a compass rose, map key, and map scale.
- Distinguish between weather and seasons vocabulary words.
- Discuss how weather influences personal activity.
- Describe natural resources and how people are dependent on them to satisfy basic needs.
- Explain how the Earth has been changed by people.
- Illustrate how people can protect the Earth and conserve and replenish her resources.

### Evidence of Learning

#### Formative Assessment

- Classroom Discussion
- Anecdotal Notes
- Exit Slips
- Checklists
- Presentations or Projects
- Portfolios
- Cooperative Learning Groups
- Open Ended Questions
- Vocabulary Quizzes
- Rubrics

#### Summative Assessment

- Participation and teacher observation
- Pre-test, post-test, and daily work
- State assessments
- Chapter tests
- District benchmarks or interim assessments
- End of unit tests
- Anecdotal records
- Student Report Card grades

### Modifications (ELLs, Special Education, Gifted and Talented)

**ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**Special Education:**

- Allow extra time to complete assignments or tests

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• Work in a small group
• Allow answers to be given orally or dictated
• Use large print books, Braille, or books on CD (digital text)
• Follow all IEP modifications/504 plan

**Gifted and Talented:**
• Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
• Provide options, alternatives and choices to differentiate and broaden the curriculum
• Organize and offer flexible small group learning activities
• Provide whole group enrichment explorations
• Teach cognitive and methodological skills
• Use center, stations, or contracts
• Organize integrated problem-solving simulations
• Propose interest-based extension activities

**Curriculum Development Resources/Instructional Materials/Equipment needed/Teacher Resources:**
Computer, Document cameras, Whiteboards, Audio materials, Print materials, Manipulatives, Journals, Sticky Notes, Graphic Organizers

**Literature:**
*The Earth and I* by Frank Asch
*Our Earth* by Anne Rockwell
*Earthdance* by Joanne Ryder
*In November* by Cynthia Rylant
*On the Same Day in March: A Tour of the World’s Weather* by Marilyn Singer
*Letter to the Lake* by Susan Swanson
*Our Big Home: An Earth Poem* by Linda Glaser
*River Friendly, River Wild* by Jane Kurtz

**Websites:**
*www.scholastic.com*
*www.lessonplanet.com*
*www.socialstudiesforkids.com*
*www.apples4theteacher.com*
*www.brainpop.com*
*www.primarygames.com*
*www.congressforkids.net*
*http://goodnightstories.com/*
*http://bensguide.gpo.gov/k-2/government/index.html*
*http://www.cdm.org*
*http://www.planning.org/kidsandcommunity/*
*http://www.mapzone.co.uk/pagesGames/mapman/game.htm*
*http://www.pbskids.org*
*http://www.pacificislandtravel.com/nature_gallery/howtoreadmap.htm*

**Teacher Notes:**
Unit Three Overview

Content Area: Social Studies

Unit Title: Working Together

Target Course/Grade Level: Social Studies/2

Unit Summary
A citizen is a person who belongs to a country. Good citizens make our country a better place. They follow rules and laws so that they get along. They vote to choose leaders. Citizens of the United States have songs, symbols, and sayings that help celebrate our country.

Primary Interdisciplinary Connections: ELA, Math, Science, Physical Education, Art, and Drama

21st Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

9.1 21st Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

For further clarification refer to NJ World Class Standards Introduction at www.njcccs.org

Learning Targets

New Jersey Social Studies Standards

- 6.1 U.S. History: America in the World: All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Common Core Standards for History/Social Studies are integrated into the K-5 reading standards.

- Reading Standards for Informational Text K-5: 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.10
- Writing Standards K-5: 2.8
- Speaking and Listening Standards K-5: 2.1,2.2, 2.4, 2.5, 2.6
- Language Standards K-5: 2.4, 2.6
## 2012 Ocean County Social Studies Curriculum Project

Aligned to the 2009 New Jersey Common Core Curriculum Content Standards

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS**

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<td>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.</td>
</tr>
<tr>
<td>6.1.4.A.3</td>
<td>Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.</td>
</tr>
<tr>
<td>6.1.4.A.7</td>
<td>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.</td>
</tr>
<tr>
<td>6.1.4.A.8</td>
<td>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.</td>
</tr>
<tr>
<td>6.1.4.A.9</td>
<td>Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.</td>
</tr>
<tr>
<td>6.1.4.A.10</td>
<td>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.</td>
</tr>
<tr>
<td>6.1.4.B.5</td>
<td>Describe how human interaction impacts the environment in New Jersey and the United States.</td>
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<td>Apply opportunity cost to evaluate individuals’ decisions, including ones made in their communities.</td>
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<td>Explain how key events led to the creation of the United States and the state of New Jersey.</td>
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<td>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.</td>
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<tr>
<td>6.1.4.D.6</td>
<td>Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</td>
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**K-2 Contributors to Curriculum Development**

J. Capper-Patterson (Lakewood), C. Conrad, S. Esarey, T. Sherrier, K. Turner, W. Yeager (LBI), S. Cummings (Manchester), S. Toth (Point Pleasant Boro), J. Mulholland (Tuckerton)
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<td>Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</td>
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<td>6.3.4.A.1</td>
<td>Evaluate what makes a good rule or law.</td>
</tr>
<tr>
<td>6.3.4.A.2</td>
<td>Contact local officials and community members to acquire information and/or discuss local issues.</td>
</tr>
<tr>
<td>6.3.4.A.3</td>
<td>Select a local issue and develop a group action plan to inform school and/or community members about the issue.</td>
</tr>
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</table>

**Unit Essential Questions**
- What makes a good citizen?
- What does a good citizen do?
- What are some symbols that represent the United States?

**Unit Objectives**
*Students will...*
- Identify different types of groups.
- Explain the need for groups to have rules.
- Explain the need for rules and laws in the home, school, and community.
- Give examples of rules or laws that establish order, provide security, or manage conflict.
- Identify leadership roles in community, state, and country.
- Describe the responsibilities and characteristics of a good leader.
- Identify the qualities of good citizenship as demonstrated by ordinary people.
- Identify and use voting as a way to make decisions.
- Identify symbols of national identity, such as our flag and the Pledge of Allegiance.
- Recognize characteristics of good citizenship, such as belief in justice, truth, equality, and responsibility.

**Unit Enduring Understandings**
*Students will understand that...*
- A good citizen makes his or her country and community a better place.
- A good citizen follows the rules.
- The American flag, Statue of Liberty, Liberty Bell, the bald eagle, etc. are some symbols of the United States.

**Unit Objectives**
*Students will be able to...*
- Distinguish between different types of groups and explain the need for rules in all groups.
- Define rules and laws.
- Illustrate a leader in the community, state, or country.
- List the responsibilities and characteristics of a good leader.
- Define the qualities of a good citizen in their community.
- Discuss how the community makes decisions.
- Participate in an election.
- List historical figures who exemplify characteristics of good citizenship.
- Illustrate and label symbols of our national identity related to citizenship.
- Listen to and discuss patriotic songs.

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• Identify historic figures who were good citizens.
• Demonstrate understanding and skills through material such as songs.

### Evidence of Learning

**Formative Assessment**
- Classroom Discussion
- Anecdotal Notes
- Exit Slips
- Checklists
- Presentations or Projects
- Portfolios
- Cooperative Learning Groups
- Open Ended Questions
- Vocabulary Quizzes
- Rubrics

**Summative Assessment**
- Participation and teacher observation
- Pre-test, post-test, and daily work
- State assessments
- Chapter tests
- District benchmarks or interim assessments
- End of unit tests
- Anecdotal records
- Student Report Card grades

**Modifications (ELLs, Special Education, Gifted and Talented)**

**ELL:**
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**Special Education:**
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

**Gifted and Talented:**
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- Provide options, alternatives and choices to differentiate and broaden the curriculum
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- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

**Curriculum Development Resources/Instructional Materials/Equipment needed/Teacher Resources:**
Computer, Document cameras, Whiteboards, Audio materials, Print materials, Manipulatives, Journals, Sticky Notes, Graphic Organizers

**Literature:**
- *Woodrow, the White House Mouse* by P.C. Barnes
- *Washington, D.C.: A Scrapbook* by Laura Lee Benson
- *The Honest to Goodness Truth* by Patricia McKissack

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The American Flag by Patricia Ryon Quiri
The Day Gogo Went to Vote, South Africa, 1994 by Elinor Sisulu
If I Were President by Catherine Stier
A Big Cheese for the White House: The True Tale of a Tremendous Cheddar by Candace Fleming
So You Want To Be President by Judith St. George

Websites:
www.scholastic.com
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Teacher Notes:
## Unit Four Overview

**Content Area:** Social Studies  
**Unit Title:** Connecting to the World  
**Target Course/Grade Level:** Social Studies/2

### Unit Summary

By working, people get the things they need and want. Some people are producers, but not all are consumers. More products and services are available through trade. Technology has changed the way people meet their wants and needs.

### Primary Interdisciplinary Connections

ELA, Math, Science, Physical Education, Art, and Drama

### 21st Century Themes

- All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

#### 9.1 21st Century Life & Career Skills

All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

#### 9.2 Personal Financial Literacy

All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

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All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

#### 9.4 Career and Technical Education

All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

For further clarification refer to NJ World Class Standards Introduction at [www.njcccs.org](http://www.njcccs.org)

## Learning Targets

### Content Standards

#### New Jersey Social Studies Standards

- **6.1 U.S. History: America in the World:** All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- **6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

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<td>Explain why incentives vary between and among producers and consumers.</td>
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<td>6.1.4.C.4</td>
<td>Describe how supply and demand influence price and output of products.</td>
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<td>Explain the role of specialization in the production and exchange of goods and services.</td>
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<td>Compare and contrast how access to and use of resources affects people across the world differently.</td>
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<td>Explain the role of money, savings, debt, and investment in individuals’ lives.</td>
</tr>
<tr>
<td>6.1.4.C.11</td>
<td>Recognize the importance of setting long-term goals when making financial decisions within the community.</td>
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**Unit Essential Questions**

- Why do people work?
- What is a tax and what is it used for?
- What is a volunteer?
- What are needs and wants?
- What are goods and services?
- What are producers and consumers?
- What is a factory?
- What is trade?
- What is technology?

**Unit Enduring Understandings**

Students will understand that…

- People work to earn money.
- A tax is money that people pay to a community to pay the workers for what they do.
- Volunteers do important jobs without getting paid.
- Needs are things people must have in order to live, like shelter. Wants are things that people would like to have but do not need in order to live.
- Goods are things that are made or grown. A service is something that people do for others.
- A producer makes or grows goods to sell and a consumer uses the goods. We are all consumers.
- A factory is a building where things are made.
- Trade is when we give something and then get something back. Different countries trade using various routes.
- Technology is an advantage that makes things faster, easier, or better.
### Unit Objectives

**Students will...**

- Understand that people work to earn money and help others.
- Explain the choices people make about earning money.
- Identify needs and wants.
- Explain the choices people make about spending and saving.
- Distinguish between goods and services.
- Learn what producers and consumers are.
- Distinguish between producing and consuming.
- Trace a product from a natural resource to finished goods.
- Understand trade.
- Identify ways in which science and technology have affected communication, transportation, and recreation.

**Unit Objectives**

**Students will be able to...**

- Explain why people work.
- List examples of needs and wants and discuss choices people make when earning, saving, and spending money.
- Define goods, services, producers, and consumers.
- Sequence the process of creating finished goods from a natural resource.
- Participate in the trade process.
- Explain how communication, transportation, and recreation have been affected by science and technology.

### Evidence of Learning

**Formative Assessment**

- Classroom Discussion
- Anecdotal Notes
- Exit Slips
- Checklists
- Presentations or Projects

**Summative Assessment**

- Participation and teacher observation
- Pre-test, post-test, and daily work
- State assessments
- Chapter tests
- District benchmarks or interim assessments
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- Anecdotal records
- Student Report Card grades

**Modifications (ELLs, Special Education, Gifted and Talented)**

**ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
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- Computer, Document cameras, Whiteboards, Audio materials, Print materials, Manipulatives, Journals, Sticky Notes, Graphic Organizers

### Literature:
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- *E-Mail* by Larry Dane Brimner
- *Market Day* by Lois Ehlert
- *A Busy Day at Mr. Kang’s Grocery Store* by Alice K. Flanagan
- *Madlenka* by Peter Sis
- *Joseph Had a Little Overcoat* by Simms Taback
- *Click Clack Moo: Cows that Type* by Doreen Cronin
- *Trashy Town* by Andrea Zimmerman

### Websites:
- [www.scholastic.com](http://www.scholastic.com)
- [www.lessonplanet.com](http://www.lessonplanet.com)
- [www.socialstudiesforkids.com](http://www.socialstudiesforkids.com)
- [www.apples4theteacher.com](http://www.apples4theteacher.com)
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- [http://academic.brooklyn.cuny.edu/geology/leveson/core/linksa/direct.html](http://academic.brooklyn.cuny.edu/geology/leveson/core/linksa/direct.html)
- [http://www.mapsonus.com](http://www.mapsonus.com)
- [http://www.m-w.com/maps/mwmapssn.html](http://www.m-w.com/maps/mwmapssn.html)
- [http://www.cookman.edu/about_BCU/history/our_founder.html](http://www.cookman.edu/about_BCU/history/our_founder.html)
- [http://usflag.org/](http://usflag.org/)
- [http://ipledgeallegiance.com/](http://ipledgeallegiance.com/)
- [http://www.state.gov/r/pa/eli/bgn/4142.htm](http://www.state.gov/r/pa/eli/bgn/4142.htm)
- [http://mhschool.com](http://mhschool.com)

### Teacher Notes:
### Unit Five Overview

**Content Area:** Social Studies  
**Unit Title:** People and Places in History  
**Target Course/Grade Level:** Social Studies/2

**Unit Summary**
Beginning with Native Americans and continuing through the American revolution, the United States slowly grew and changed. New people came to America and continue to do so today.

**Primary Interdisciplinary Connections:** ELA, Math, Science, Physical Education, Art, and Drama

**21st Century Themes:**
- **All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.**
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### Learning Targets

**Content Standards**

**New Jersey Social Studies Standards**
- **6.1 U.S. History: America in the World:** All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
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- Language Standards K-5: 2.4, 2.6
### CPI # | Cumulative Progress Indicator (CPI)
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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.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.13 | Describe how culture is expressed through and influenced by the behavior of people.
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.

### Unit Essential Questions
- What is a Native American?
- What are traditions?
- What is an explorer?
- What is a colony?
- How did the Native Americans help the Pilgrims?
- What key historical people and document led to the development of our nation?
- What is a pioneer?
- What is an immigrant?

### Unit Enduring Understandings
*Students will understand that...*
- Native Americans were the first people to live in America, including the Lenni Lenape of New Jersey.
- A tradition is a special way of doing something to what is passed down over time.
- An explorer is a person who traveled to learn about a new place. Explorers come from Europe to America.
- A colony is a place where colonists live and is ruled by another country.
Native Americans helped the Pilgrims to survive by showing them how to fish, hunt, and grow food.

George Washington, Thomas Jefferson, and Benjamin Franklin were important to the development of the United States history and development. The Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights are important documents that led to the development of our nation.

Pioneers leave their homes to inhabit a land they do not know.

An immigrant is a person who leaves a country to live in another.

Unit Objectives

Students will...

- Identify Native Americans as the first people to live in North America.
- Explain Native American traditions.
- Learn about early explorers to America.
- Recognize how the Pilgrims overcame hardship with the help of Native Americans.
- Explain how the original 13 colonies became the United States.
- Identify contributions of historical figures who have influenced the nation.
- Identify and explain the importance of historical documents to the development of the United States.
- Describe how the United States grew over time.

Unit Objectives

Students will be able to...

- Recognize Native Americans as the first people to live in North America.
- Describe Native American traditions.
- Identify early explorers to America.
- List how the Native Americans helped the Pilgrims overcome hardship.
- Identify the thirteen colonies.
- Name historical figures and documents and describe how they contributed to our history.
- Show the growth of the United States.

Evidence of Learning

Formative Assessment

- Classroom Discussion
- Anecdotal Notes
- Exit Slips
- Checklists
- Presentations or Projects

- Portfolios
- Cooperative Learning Groups
- Open Ended Questions
- Vocabulary Quizzes
- Rubrics
Summative Assessment

- Participation and teacher observation
- Pre-test, post-test, and daily work
- State assessments
- Chapter tests
- District benchmarks or interim assessments
- End of unit tests
- Anecdotal records
- Student Report Card grades

Modifications (ELLs, Special Education, Gifted and Talented)

**ELL:**
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**Special Education:**
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

**Gifted and Talented:**
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Curriculum Development Resources/Instructional Materials/Equipment needed:
Computer, Document cameras, Whiteboards, Audio materials, Print materials, Manipulatives, Journals, Sticky Notes, Graphic Organizers

**Literature:**

- *Where Did Your Family Come From? A Book About Immigrants* by Melvin and Gilda Berger
- *Frank’s Great Museum Adventure* by Rod Clement
- *Museums* by Jason Cooper
- *Covered Wagons, Bumpy Trails* by Verla Kay
- *Grandmother’s Dreamcatcher* by Becky Ray McCain
- *Who Came Down That Road?* by George Ella Lyon
- *How Chipmunk Got His Stripes: A Tale of Bragging and Teasing* by Joseph Bruchac and James Bruchac
- *Red Flower Goes West* by Ann Turner
Websites:
www.socialstudiesforkids.com
www.apples4theteacher.com
www.primarygames.com
www.congressforkids.net
http://www.bbc.co.uk/history/discovery/exploration/map_navigation_animation.shtml
http://www.terrafly.com
http://www.census.gov/cgi-bin/gazetteer

Teacher Notes:
Unit Six Overview

Content Area: Social Studies

Unit Title: Celebrating Our Heritage

Target Course/Grade Level: Social Studies/2

Unit Summary
Holidays will be discussed during the appropriate time of the school year.

Primary Interdisciplinary Connections: ELA, Math, Science, Physical Education, Art, and Drama

21st Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

9.1 21st Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

For further clarification refer to NJ World Class Standards Introduction at www.njcccs.org

Learning Targets

Content Standards
New Jersey Social Studies Standards

- 6.1 U.S. History: America in the World: All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Common Core Standards for History/Social Studies are integrated into the K-5 reading standards.

- Reading Standards for Informational Text K-5: 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.10
- Writing Standards K-5: 2.8
- Speaking and Listening Standards K-5: 2, 1.2.2, 2.4, 2.5, 2.6
- Language Standards K-5: 2.4, 2.6

K-2 Contributors to Curriculum Development
J. Capper-Patterson (Lakewood), C. Conrad, S. Esarey, T. Sherrrier, K. Turner, W. Yeager (LBI), S. Cummings (Manchester), S. Toth (Point Pleasant Boro), J. Mulholland (Tuckerton)
Cumulative Progress Indicator (CPI)

<table>
<thead>
<tr>
<th>CPI #</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>6.1.4.A.9</td>
<td>Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.</td>
</tr>
<tr>
<td>6.1.4.A.10</td>
<td>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.</td>
</tr>
<tr>
<td>6.1.4.D.13</td>
<td>Describe how culture is expressed through and influenced by the behavior of people.</td>
</tr>
<tr>
<td>6.1.4.D.17</td>
<td>Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</td>
</tr>
<tr>
<td>6.1.4.D.18</td>
<td>Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.</td>
</tr>
<tr>
<td>6.1.4.D.19</td>
<td>Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</td>
</tr>
<tr>
<td>6.3.4.A.2</td>
<td>Contact local officials and community members to acquire information and/or discuss local issues.</td>
</tr>
<tr>
<td>6.3.4.A.3</td>
<td>Select a local issue and develop a group action plan to inform school and/or community members about the issue.</td>
</tr>
</tbody>
</table>

Unit Essential Questions
- What is Labor Day?
- What is Thanksgiving?
- What is Dr. Martin Luther King Jr. Day?
- What is Presidents’ Day?
- What is Memorial Day?
- What is Independence Day?

Unit Enduring Understandings
- Labor Day is when we show respect for our country’s working people.
- Thanksgiving Day is when we remember the feast shared by the Pilgrims and Native Americans.
- Martin Luther King Jr. Day is celebrated in remembrance of the changes in laws that he influenced to help African Americans earn equal rights.
- Presidents’ Day is when we celebrate the work of Presidents George Washington and Abraham Lincoln.
- Memorial Day is when we show respect for the soldiers who died for our country.
- Independence Day is when we celebrate our country’s birthday and independence from British rule.

Unit Objectives

Students will...
- Explain how selected celebrations reflect an American love of individualism and freedom
- Discuss how holidays reflect our local and national heritage

Unit Objectives

Students will be able to...
- Identify major holidays and relate how different people celebrate them.
- Explain why certain holidays are related to history.
## Evidence of Learning

### Formative Assessment
- Classroom Discussion
- Anecdotal Notes
- Exit Slips
- Checklists
- Presentations or Projects
- Portfolios
- Cooperative Learning Groups
- Open Ended Questions
- Vocabulary Quizzes
- Rubrics

### Summative Assessment
- Participation and teacher observation
- Pre-test, post-test, and daily work
- State assessments
- Chapters tests
- District benchmarks or interim assessments
- End of unit or tests
- Anecdotal records
- Student Report Card grades

### Modifications (ELLs, Special Education, Gifted and Talented)

**ELL:**
- Work toward longer passages as skills in English increase
- Use visuals
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- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**Special Education:**
- Allow extra time to complete assignments or tests
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**Gifted and Talented:**
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

### Curriculum Development Resources/Instructional Materials/Equipment needed/Teacher Resources:
- Computer, Document cameras, Whiteboards, Audio materials, Print materials, Manipulatives, Journals, Sticky Notes, Graphic Organizers

### Literature:
- *Labor Day* by Carmen Bredeson
- *Thanksgiving is for Giving Thanks* by Margaret Sutherland and Sonja Lamut
- *What is Thanksgiving?* by Michelle Medlock Adams
- *In November* by Cynthia Rylant
- *A Picture Book of Martin Luther King, Jr.* by David A. Adler

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**K-2 Contributors to Curriculum Development**

J. Capper-Patterson (Lakewood), C. Conrad, S. Esarey, T. Sherrier, K. Turner, W. Yeager (LBI), S. Cummings (Manchester), S. Toth (Point Pleasant Boro), J. Mulholland (Tuckerton)
Martin Luther King, Jr. by Pam Parker
Celebrating Presidents’ Day by Kimberly Jordano
Presidents’ Day by David F. Marx
Memorial Day by Jacqueline S. Cotton
Memorial Day Surprise by Theresa Golding
Independence Day by Trudy Stain Trueit
The Fourth of July Story by Ashley Dagliess

Websites:
www.scholastic.com
www.lessonplanet.com
www.socialstudiesforkids.com
www.apples4theteacher.com
www.brainpop.com
www.primarygames.com
www.congressforkids.net
www.holidadayzone.com

Teacher Notes:
After our district participated in creating the Ocean County Social Studies Curriculum we shared the document with our staff. The County Curriculum addresses the Common Core Standards and had an enormous amount of resources for our staff to use, but still did not give teachers a clear understanding of how to implement the standards in their classrooms. Over the 2011-12 School Year, we looked at the materials and resources that we have available in Stafford, and worked with teachers to create grade level expectations and pacing guides. These documents outline what teachers need to cover in specific grade levels and timeframes. The purpose is to create consistency within a grade level to ensure that all students at a specific grade level will be exposed to specific skills, strategies, expectations, and assignments.
Stafford Township School District
Social Studies Topics
Second Grade

September/October – Communities
November/December – Geography
January/February – Citizenship
March/April – Economics
May/June – History
Ongoing throughout the year – Culture
**Appropriate Benchmark Assessment**

The primary purpose of benchmark assessment and evaluation is to improve student learning. Information gathered through benchmark assessment helps teachers determine students' strengths and weaknesses in their achievement of the curriculum expectations in each grade. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices. Benchmark assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a subject. As part of benchmark assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. Benchmark assessment and evaluation will be based on the curriculum expectations and the achievement levels outlined in this document. In order to ensure that benchmark assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use benchmark assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement;
- are communicated clearly to students and parents at the beginning of the school year and at other appropriate points throughout the year.
Additional Resources:
- http://www.sfssocialstudies.com/
- http://streaming.discoveryeducation.com/
- http://www.maps101.com/
- http://www.state.nj.us/education/njpep/index.html
- Primary documents, software, videotapes, maps, globes
- Teacher directed materials

Technology

*Students will use technology in social studies classrooms to:*
- Access and retrieve information responsibly to support learning.
- Present social studies information in a variety of visual forms.
- Use simulations to acquire an understanding of social studies concepts.
- Communicate understandings of social studies content and processes.
ADDITIONAL INFORMATION:

Grade 1

Suggested Vocabulary Words

- celebration
- choice
- citizen
- community
- culture
- fairness
- family
- family tree
- future
- globe
- job
- map
- money
- need
- past
- present
- problems
- rules
- solutions
- symbol
- tradition

Famous People/Events

- Martin Luther King, Jr.
- Abraham Lincoln
- Pilgrims
- Squanto
- Harriet Tubman
- George Washington
- Columbus Day
- Election Day
- Flag Day
- Independence Day
- Labor Day
- Memorial Day
- Presidents' Day
- Thanksgiving
- Veterans' Day

Famous American Landmarks/Symbols

- American Flag
- Pledge of Allegiance
- Statue of Liberty
- White House

Geography Words

- Atlantic Ocean
- Earth
- New Jersey
- North America
- Pacific Ocean
- South America
- United States of America
- Washington, D.C.

Suggested Topics/Materials

- Family and Community/Scott Foresman Big Book and leveled readers
- People and Places/Scott Foresman Big Book and leveled readers
- Holidays/Scott Foresman Big Book and leveled readers
Grade 2

Suggested Topics/Materials

- My Community/Scott Foresman Big Book and leveled readers
- Citizenship and Jobs/Scott Foresman Big Book and leveled readers
- Holidays/Scott Foresman Big Book and leveled readers

Suggested Vocabulary Words: Vocabulary should be studied throughout the year, not in isolation.

<table>
<thead>
<tr>
<th>characteristic</th>
<th>communication</th>
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<tr>
<td>continents</td>
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<td>government</td>
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<td>laws</td>
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<td>tradition</td>
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<td>transportation</td>
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Famous People/Events

- Susan B. Anthony
- Sacajawea
- Columbus Day
- Independence Day
- Presidents’ Day
- Martin Luther King, Jr.
- Harriet Tubman
- Election Day
- Labor Day
- Thanksgiving
- Abraham Lincoln
- George Washington
- Flag Day
- Memorial Day
- Veterans’ Day

Famous American Landmarks/Symbols

- American Flag
- Pledge of Allegiance
- Statue of Liberty
- White House

Geography Words

- Arctic Ocean
- Indian Ocean
- Pacific Ocean
- Atlantic Ocean
- New Jersey
- United States of America
- Earth
- North America
- Washington, D.C.
Grade 3

Suggested Topics/Materials

- Pilgrims/National Geographic Big Book and Scott Foresman leveled readers
- Native Americans/National Geographic Big Book and Scott Foresman leveled Readers
- Communities Across America/National Geographic Big Book and Scott Foresman leveled readers

Suggested Vocabulary Words

<table>
<thead>
<tr>
<th>role</th>
<th>interaction</th>
<th>past</th>
<th>citizen</th>
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<td>present</td>
<td>time span</td>
<td>fact</td>
<td>pilgrim</td>
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<td>fiction</td>
<td>authority</td>
<td>citizenship</td>
<td>colonies</td>
</tr>
<tr>
<td>heritage</td>
<td>settlement</td>
<td>colony</td>
<td>community</td>
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<td>cause</td>
<td>effect</td>
<td>federal</td>
<td>rural</td>
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<tr>
<td>document</td>
<td>economic system</td>
<td>product</td>
<td>landforms</td>
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<td>country</td>
<td>continent</td>
<td>suburb</td>
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<td>mountain range</td>
<td>society</td>
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<td>resources</td>
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<tr>
<td>tax</td>
<td>ancestors</td>
<td>environment</td>
<td>geography</td>
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<tr>
<td>skyscraper</td>
<td>budget</td>
<td>manufacturing</td>
<td>Lenape</td>
</tr>
</tbody>
</table>

US Cities

New Orleans, LA  New York, NY  Philadelphia, PA
Washington, DC  Orlando, FL  Atlantic City, NJ
Boston, MA  Chicago, IL  Denver, CO
Los Angeles, CA  Seattle, WA  San Francisco, CA
San Antonio, TX

Famous Events/People

1906 San Francisco Earthquake  Martin L. King, Jr.  Thanksgiving
George Washington  Abraham Lincoln  Christopher Columbus
Current President  Governor, Mayor

Famous American Landmarks/Symbols

- Golden Gate Bridge
- Big Bend National Park
- Lighthouses
- Tower of the Americas
- Statue of Liberty
- Gateway Arch
- Alamo
- Ellis Island
- Mount Rushmore
Grade 4

Suggested Topics/Materials

- Geography and Map Skills/Scott Foresman “Regions” book, leveled readers, on-line access to Scott Foresman
- Regions/ Scott Foresman “Regions” book, leveled readers, on-line access to Scott Foresman

Suggested Vocabulary Words

decades  centuries  generations
immigrants  county  government
representative democracy  responsibility  citizenship
belief  opportunity  tradition
culture  heritage  slavery
folklore  inventions  artifacts
economics  latitude  longitude
scale  consequence  population
customs  ethnic groups  constitution

US Cities

Atlanta, GA  San Francisco, CA  Trenton, NJ
Dallas, TX  Pittsburgh, PA  Phoenix, AZ
Nashville, TN  New Orleans, LA  Miami, FL

Famous American Landmarks/Symbols

Statue of Liberty  Tomb of the Unknown  Liberty Bell
Golden Gate Bridge  Gateway Arch  Ellis Island
Washington Monument  Lincoln Memorial
Grade 5

Suggested Topics/Materials

- Geography and Map Skills
- Scott Foresman “The United States” book, leveled readers, on-line access to Scott Foresman
- American History (Revolution-Reconstruction)/Scott Foresman “The United States” book, leveled readers, on-line access to Social Studies Program

Suggested Vocabulary Words

<table>
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<tr>
<th>compass rose</th>
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<tr>
<td>boundary/boundaries</td>
<td>isthmus</td>
<td>inset</td>
<td>consumer</td>
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<td>armistice</td>
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<td>competitor</td>
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<td>migrant</td>
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<td>cardinal directions</td>
<td>map key</td>
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<td>equator</td>
<td>confederacy</td>
<td>prime meridian</td>
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<td>civil</td>
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<td>blockade</td>
<td>tributary</td>
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<td>continental divide</td>
<td>epidemic</td>
<td>mass transit</td>
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<td>inaugural</td>
<td>urbanization</td>
<td>Reconstruction</td>
<td>skyscraper</td>
</tr>
<tr>
<td>borough</td>
<td>imperialism</td>
<td>carpet bagger</td>
<td>tenement</td>
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<tr>
<td>sharecropper</td>
<td>melting pot</td>
<td>territory</td>
<td>reformer</td>
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<td>rebels (rebs)</td>
<td>homesteader</td>
<td>suffrage</td>
<td>Yankees</td>
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<tr>
<td>protectorate</td>
<td>labor union</td>
<td>population</td>
<td>sweatshop</td>
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</table>

US Cities

- Cleveland, OH
- Sacramento, CA
- San Antonio, TX
- Detroit, MI
- Montgomery, AL
- Honolulu, HA
- Las Vegas, NV
- Tallahassee, FL
- Albuquerque, NM

Famous People/Events

- Martin Luther King, Jr.
- Benjamin Franklin
- George Washington
- William Penn
- Powhatan
- John Smith
- Andrew Johnson

Famous American Landmarks/Symbols

- United Nations
- Williamsburg, VA
- Philadelphia, PA
- Ellis Island
- Massachusetts Bay Colony
- Jamestown, VA
Grade 6

Suggested Topics/Materials

- Geography and Map Skills/Scott Foresman “The World” book, leveled readers, on-line access to Social Studies Program

Suggested Vocabulary Words

<table>
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<tr>
<th>Protestantism</th>
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<td>Trojan War</td>
<td>Olympic games</td>
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<td>plague</td>
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<td>consul</td>
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<tr>
<td>tribune</td>
<td>patriotism</td>
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<tr>
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<td>gladiator</td>
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</tr>
<tr>
<td>pyramid</td>
<td>pharaoh</td>
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Locations

<table>
<thead>
<tr>
<th>Mediterranean Sea</th>
<th>Aegean Sea</th>
<th>Crete</th>
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<tbody>
<tr>
<td>Troy</td>
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<td>Marathon</td>
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<td>Colosseum</td>
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<td>Florence</td>
<td>Venice</td>
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<td>West Indies</td>
<td>Brazil</td>
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<td>Jamestown</td>
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<td>England</td>
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<td>London</td>
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<td>Danube River</td>
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People

<table>
<thead>
<tr>
<th>Plato</th>
<th>Socrates</th>
<th>Aristotle</th>
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<tr>
<td>Homer</td>
<td>Pericles</td>
<td>Charlemagne</td>
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<td>William the Conqueror</td>
<td>King John</td>
<td>Raphael</td>
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<td>Michelangelo</td>
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<td>Galileo</td>
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<td>Martin Luther</td>
<td>Johannes Gutenberg</td>
<td>Henry the Navigator</td>
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<td>Ferdinand Magellan</td>
<td>Christopher Columbus</td>
<td>Elizabeth I</td>
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<td>Vasco da Gama</td>
<td>James Cook</td>
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Accommodations for Special Education Students as Specified in Their IEP & for English Language Learners

Access to Special Equipment and Instructional Materials
- Calculator.
- Tape recorder/CD player.
- Slant board.
- Special pens, pencils and paper.
- Computer.
- FM systems.
- Communication board /augmentative communication devices.

Class Work Curricular Procedures
- Allow additional time to complete work.
- Assist in organizing materials.
- Cue students’ attention.
- Functional or practical emphasis (specify in IEP).
- Limit oral reading unless student volunteers.
- Modify reading assignments.
- Modify writing requirements.
- Ongoing monitoring of work produced during class.
- Peer tutoring or partner learning.
- Preferential seating.
- Provide alternate content objectives (specify in IEP).
- Provide copies of class notes.
- Provide organizational aids (folders, schedules).
- Provide repetition/practice.
- Provide student a daily schedule/established routine.
- Provide study guides.
- Reading assistance in content area.
- Reduce content objectives.
- Reduce length/number of written assignments.
- Review, restate and repeat directions.
- Simplify verbal/written directions.
- State expectations clearly.
- Teach to learner’s auditory style.
- Teach to learner’s multi sensory style.
- Teach to learner’s visual style.
Facilitating Appropriate Behavior

- Assign activities which require some movement.
- Avoid the use of confrontational techniques.
- Consistently enforce school rules.
- Designate a “time-out” location within the classroom.
- Encourage student to accept responsibility for behavior.
- Ignore minor annoying behaviors.
- Involve parents/guardians to coordinate approach.
- Minimize situations that the student may perceive as embarrassing.
- Monitor levels of tolerance and be mindful of signs of frustration.
- Provide clear and concise classroom expectation and consequences.
- Provide student with alternative.
- Reinforce student for appropriate behaviors.
- Speak privately, without the audience of peers, to student about inappropriate behavior.
- Use praise generously.
- Check for student behavior plan.

Homework

- Homework assignment book checked by special education mainstream. teacher(s) and parent/guardian daily.
- Reduce length of assignments.
- Reduced alternative reading work.
- Reduced alternative written work.
- Time in school to complete.

Modifying Test

- Allow open book tests/open note tests (circle).
- Allow student to edit a “first draft” on essay questions and grade final edited copy.
- Allow student to give answers orally.
- Allow student to type.
- Allow student to make corrections on returned tests for additional credit.
- Allow test to be given by special education teacher.
- Allow use of instructional aids (calculator, computer, etc.).
- Improve font/spatial organization of test.
- Math tools for tests (fact chart, number line calculator).
- Minimize essay questions.
- Modify test format.
- Modify the content of the test.
- Retake failed tests using alternative strategies.
- Test only on key concepts.
- Time of test determined by instructor.
- Use word banks.
Modifying the Environment
- Frequently check the organization of the student’s notebook.
- Help keep the student’s work area free of unnecessary materials.
- Monitor the student’s use of his/her assignment sheet.
- Provide a specific place for turning in completed assignments.
- Provide opportunities for movement/activity change.
- Seat student in an area free of distractions.
- Use checklists to help the student get organized.
- Use preferential seating.
- Use study carrels.

Modifying the Grading
- Allow for spelling errors.
- Grade determined through collaboration of general/special education teacher.
- Modify homework/class work expectations.

Modifying the Presentation of Materials
- Assign tasks at an appropriate reading level.
- Break assignment into segments of shorter tasks.
- Cue student by calling his/her name before asking questions.
- Familiarize student with any new vocabulary before beginning the lesson.
- Frequently check on progress of independent work.
- Give additional presentations by varying the methods using repetition, simpler explanations, more examples and modeling.
- Give written directions to supplement verbal directions.
- Highlight important concepts to be learned in text of material.
- Monitor the student’s comprehension of language used during instruction.
- Provide a checklist for long, detailed tasks.
- Provide clear and well defined worksheets.
- Provide clear, concise directions and concrete examples for homework/class work assignments.
- Provide due date on written assignments.
- Provide graph paper for math computation.
- Reduce the number of concepts presented at one time.
- Student qualifies for Books on Tape.
- Use concrete examples of concepts before teaching the abstract.
- Utilize manipulative, hands-on activities.
- Utilize visual aids such as charts and graphs.
Instructional Strategies and Techniques that Address Learning Style

- Multi-sensory approach.
- Stress visual presentation.
- Stress auditory presentation.
- Modify written expectations.
- Provide positive reinforcement.
- Provide support/encouragement.
- Provide structured environment.
- Set clear limits and consequences.
- Use concrete examples.
- Simplify directions.
- Provide repetition and practice.
- Allow frequent activity changes.
- Provide small group instruction.
- Reduce work increments.
- Set short-term goals.
- Preferential seating.
- Use study carrels to increase concentration.
- Seat in area of minimal distraction.
- Model skills/techniques to be mastered.
- Have student repeat directions.
- Utilize peer buddy as needed.