

Deal School Curriculum

Grades K - 4 Social Studies

Active Citizenship in the 21st Century

Desired Outcomes

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.

Enduring Understandings

- Active, informed citizens value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Essential Questions

- Is new technology always better than that which it will replace?
- How do new technologies result in broader social change?
- How does whom you are help determine your perception of progress?
- How do the various levels of technological development affect different cultures?

Learners will know...

- Active citizens in the 21st century:
- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
 - Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
 - Are aware of their relationships to people, places, and resources in the local community and beyond.
 - Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
 - Develop strategies to reach consensus and resolve conflict.
 - Demonstrate understanding of the need for fairness and take appropriate action against

Learners will be able to....

- Evaluate what makes a good rule or law.
- Contact local officials and community members to acquire information and/or discuss local issues.
- Select a local issue and develop a group action plan to inform school and/or community members about the issue.
- Communicate with students from various countries about common issues of public concern and possible solutions.
- Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
- Develop and implement a group initiative that addresses an

unfairness.	<p>economic issue impacting children.</p> <ul style="list-style-type: none"> ● Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
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Assessment Evidence

Summative:

- Chapter lesson assessments
- Weekly/Chapter assessment
- Collaborative/Group projects
- Quizzes

Formative:

- Exit Tickets
- Homework
- Notebook Checks
- Workbook Assignments
- Daily Independent Practice Worksheets

Alternative:

- Flip Grid Submissions
- Content Specific projects
- Organizational assessments: including notes and chapter work

Suggested Learning Plan

Grades K - 2

Anticipated daily sequence of activities: The structure of the daily lesson will be in the format of a 90-minute reading workshop. There will be rotations every 15 minutes that follow the format:

- 15 minutes- Whole Group Instruction
- 15 minutes-Small Group Instruction/Independent and Small group Independent Practice Workstations.
- 15 minutes- Whole Group Instruction
- 15 minutes-Small Group Instruction/Independent and Small group Independent Practice Workstations.
- 15 minutes- Whole Group Instruction

15 minutes-Small Group Instruction/Independent and Small group Independent Practice Workstations.

Grades 3 and 4

Anticipated daily sequence - Whole group direct instruction from the teacher, work through text lessons: discuss content, go over vocabulary and people pertinent to the topic. Work in small groups where appropriate; assign lesson assessment for homework or to complete in class. Pretest review prior to chapter assessment.

Geography- Small group or whole group instruction depending on the topic. Work with atlases or text maps, possibly print outs used as well. Use smart board maps to accompany lesson where needed to complete map work.
Pretest review prior to all assessments.

Suggested Learning Resources

Grades K – 2

<http://guest.portaportal.com/dealschool>

<http://connected.mcgraw-hill.com/connected/login.do>

Macmillan /McGraw Hill Treasures Teacher Resource Units 1-6

TIME for Kids

3rd Grade

- Harcourt Social Studies- Our Communities (textbook/workbook)
- Harcourt World Communities (textbook)
- Scholastic Map Skills (workbook)
- National Geographic Kids World Atlas
- Globe
- Smart board resources
- Content appropriate handouts
- Supplemental age and topic appropriate reading materials
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, ipads, computers,

4th Grade

- Harcourt Social Studies- States and Regions (textbook/workbook)
- Scholastic Map Skills (workbook)
- National Geographic Kids World Atlas
- Globe
- Smart board resources
- Native American Arts and Cultures
- New Jersey Adventures (textbook/workbook)
- New Jersey USA (workbook)
- Content appropriate handouts
- Supplemental age and topic appropriate reading materials
- National Geography Bee
- US Geography State and Capitals handouts
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, computers, ipads

Scope and Sequence

<http://treasures.macmillanmh.com/assets/extras/0001/3359/ScopeSequence.pdf>

21st Century Life and Careers

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
CRP6. Demonstrate creativity and innovation

Career Awareness Exploration and Preparation

- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Career and Technical Education

- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Personal Financial Literacy

- 9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.
9.1.4.A.2 Identify potential sources of income.

Accommodations and Modifications

Gifted and Talented

- Provide appropriate challenge for wide ranging skills and development areas.
- Participate in inquiry and project-based learning units of study.

English Language Learners

- Pair visual prompts with verbal presentations
- Provide students with visual models, sentence stems, concrete objects, and hands on materials.

Students with IEPs/504

- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

At Risk Learners

- Provide Title 1 services to students not meeting academic standards in ELA and/or Math
- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom

Interdisciplinary Connections

English Language Arts

Text read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the “nonfiction” unit of study.

- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.
- **Mentor Texts**
 - Henry’s Freedom Box
 - When Jessie Came Across the Sea
 - Women Explorers
 - The Other Side- Segregation
 - Let’s Celebrate Thanksgiving
 - Back to School Rules
 - Helpers in My Community

Writing

3.5.K.4.NJSLSA.W10 Write routinely over extended time frames (time for research reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks purposes and audiences.

Math

4.8.7.D.3

Solve real-world and mathematical problems involving the four operations with rational numbers.

Integration of 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 collaboratively and to create and communicate knowledge.

8.2 Technology Education, Engineering, and Design: 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 environment.

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Deal School Curriculum
Grades K - 4 Social Studies
Civics, Government, and Human Rights

Desired Outcomes

6.1 All students will acquire the 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.

Enduring Understandings

- 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.

Essential Questions

- What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

Learners will know...

- Rules and laws are developed to protect people's rights and the security and welfare of society.
- The United States Constitution

Learners will be able to...

- Compare and contrast information that can be found on different types of maps, and determine when the information

<p>and Bill of Rights guarantee certain fundamental rights for citizens.</p> <ul style="list-style-type: none">● American constitutional government is based on principles of limited government, shared authority, fairness, and equality.● There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.● In a representative democracy, individuals elect representatives to act on the behalf of the people.● The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.● The United States democratic system requires active participation of its citizens.● Immigrants can become and obtain the rights of American citizens.● The world is comprised of nations that are similar to and different from the United States.● In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.● In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.	<p>may be useful.</p> <ul style="list-style-type: none">● 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.● 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.● 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.● Describe how human interaction impacts the environment in New Jersey and the United States.● Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.● Explain why some locations in New Jersey and the United States are more suited for settlement than others.● Compare ways people choose to use and divide natural resources.● Relate advances in science and technology to environmental concerns, and to actions taken to address them.● Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to
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understand tangible and intangible cultural differences.

Assessment Evidence

Summative:

- Chapter lesson assessments
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- Collaborative/Group projects
- Quizzes

Formative:

- Exit Tickets
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Alternative:

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- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, ipads, computers,

4th Grade

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- National Geography Bee
- US Geography State and Capitals handouts
- Movies- age and content appropriate
- Websites- age and content appropriate
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- Use of laptops, computers, ipads

Scope and Sequence

<http://treasures.macmillanmh.com/assets/extras/0001/3359/ScopeSequence.pdf>

<http://www.state.nj.us/education/cccs/2004/>

21st Century Life and Careers

Career Ready Practices

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

CRP6. Demonstrate creativity and innovation

Career Awareness Exploration and Preparation

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Personal Financial Literacy

9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them

Career and Technical Education

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Accommodations and Modifications

Gifted and Talented

- Provide appropriate challenge for wide ranging skills and development areas.
- Participate in inquiry and project-based learning units of study.

English Language Learners

- Pair visual prompts with verbal presentations
- Provide students with visual models, sentence stems, concrete objects, and hands on materials.

Students with IEPs/504

- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504
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At Risk Learners

- Provide Title 1 services to students not meeting academic standards in ELA and/or Math
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Interdisciplinary Connections

English Language Arts

Text read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the “nonfiction” unit of study.

- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.

- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.
- **Mentor Texts**
 - Henry’s Freedom Box
 - When Jessie Came Across the Sea
 - Women Explorers
 - The Other Side- Segregation
 - Martin’s Big Words
 - The Sneetches
 - Chrysanthemum

Writing

3.5.K.4.NJSLSA.W10 Write routinely over extended time frames (time for research reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks purposes and audiences.

Math

4.8.7.D.3

Solve real-world and mathematical problems involving the four operations with rational numbers.

Integration of 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 collaboratively and to create and communicate knowledge.

8.2 Technology Education, Engineering, and Design: 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 environment.

**Deal School Curriculum
 Grades K - 4 Social Studies
 Economics, Innovation, and Technology**

Desired Outcomes

6.1 U.S. History: America in the World All students will acquire the 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.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Past and present interactions of people, cultures, and the environment shape the American heritage. ● Informed decisions may reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. 	<ul style="list-style-type: none"> ● Why do we have money? ● What does it mean to make a living? ● How does something acquire a value? ● What effect does the economy have on society? ● How do economic systems affect your life and the lives of others? ● How are economic resources distributed? ● What impact does scarcity have on the production, distribution, and consumption of goods and services?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● People make decisions based on their needs, wants, and the availability of resources. ● Economics is a driving force for the occurrence of various events and phenomena in societies. ● Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes. ● Availability of resources affects economic outcomes. ● Creativity and innovation affect lifestyle, access to information, and the creation of new products and services. ● Economic opportunities in New Jersey and other states are related to the availability of resources and technology. ● Creativity and innovation have led to improvements in lifestyle, 	<ul style="list-style-type: none"> ● Apply <u>opportunity cost</u> to evaluate individuals' decisions, including ones made in their communities. ● Distinguish between needs and wants and explain how <u>scarcity</u> and choice influence decisions made by individuals, communities, and nations. ● Explain why <u>incentives</u> vary between and among producers and consumers. ● Describe how supply and demand influence price and output of products. ● Explain the role of specialization in the production and exchange of goods and services. ● Describe the role and relationship among households, businesses, laborers, and governments within the economic system. ● Explain how the availability of

<p>access to information, and the creation of new products.</p>	<p>private and public goods and services is influenced by the global market and government.</p> <ul style="list-style-type: none">● 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.● Compare and contrast how access to and use of resources affects people across the world differently.● Explain the role of money, savings, debt, and investment in individuals' lives.● Recognize the importance of setting long-term goals when making financial decisions within the community.● Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.● Determine the qualities of entrepreneurs in a capitalistic society.● Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.● Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.● Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.● Determine the role of science and technology in the transition from
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	<p>an agricultural society to an industrial society, and then to the information age.</p> <ul style="list-style-type: none"> ● Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
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Assessment Evidence

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21st Century Themes and Skills

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- CRP1. Act as a responsible and contributing citizen and employee.
- CRP6. Demonstrate creativity and innovation

Career Awareness Exploration and Preparation

- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Personal Financial Literacy

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- **Mentor Texts**
 - When Jessie Came Across the Sea
 - Women Explorers
 - E is for Economics
 - Lily Learns About Wants and Needs
 - Johnny’s Big Decision

Writing

3.5.K.4.NJSLSA.W10 Write routinely over extended time frames (time for research reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks purposes and audiences.

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Deal School Curriculum

Grades K - 4 Social Studies

Geography, People, and the Environment

Desired Outcomes

6.1 U.S. History: America in the World All students will acquire the 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.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Past and present interactions of people, cultures, and the environment shape the American heritage. ● Informed decisions may reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. 	<ul style="list-style-type: none"> ● How does geography influence lifestyle and point of view? ● How do geography, climate, and natural resources affect the way people live and work? ● What story do maps and globes tell? ● What makes places unique and different? ● How do maps and globes reflect history, politics, and economics?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. ● Places are jointly characterized by their physical and human properties. ● The physical environment can both accommodate and be endangered by human activities. ● Regions form and change as a result of unique physical/ecological conditions, economies, and cultures. ● Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time. 	<ul style="list-style-type: none"> ● Compare and contrast information that can be found on different types of maps, and determine when the information may be useful. ● 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. ● 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.

<ul style="list-style-type: none"> ● Advancements in science and technology can have unintended consequences that impact individuals and/or societies. ● Urban areas, worldwide, share common physical characteristics, but may also have cultural differences. 	<ul style="list-style-type: none"> ● 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. ● Describe how human interaction impacts the environment in New Jersey and the United States. ● Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism. ● Explain why some locations in New Jersey and the United States are more suited for settlement than others. ● Compare ways people choose to use and divide natural resources. ● Relate advances in science and technology to environmental concerns, and to actions taken to address them. ● Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences. ●
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Assessment Evidence

<p>Summative:</p> <ul style="list-style-type: none"> ● Chapter lesson assessments ● Weekly/Chapter assessment ● Collaborative/Group projects ● Quizzes <p>Formative:</p> <ul style="list-style-type: none"> ● Exit Tickets ● Homework ● Notebook Checks ● Workbook Assignments
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- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, ipads, computers,

4th Grade

- Harcourt Social Studies- States and Regions (textbook/workbook)
- Scholastic Map Skills (workbook)
- National Geographic Kids World Atlas
- Globe
- Smart board resources
- Native American Arts and Cultures
- New Jersey Adventures (textbook/workbook)
- New Jersey USA (workbook)
- Content appropriate handouts
- Supplemental age and topic appropriate reading materials
- National Geography Bee
- US Geography State and Capitals handouts
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, computers, ipads

Scope and Sequence

<http://treasures.macmillanmh.com/assets/extras/0001/3359/ScopeSequence.pdf>
<http://www.state.nj.us/education/cccs/2004/>

21st Century Themes and Skills

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.
 CRP6. Demonstrate creativity and innovation

Career Awareness Exploration and Preparation

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Personal Financial Literacy

9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them

Career and Technical Education

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Accommodations and Modifications

Gifted and Talented

- Provide appropriate challenge for wide ranging skills and development areas.
- Participate in inquiry and project-based learning units of study.

English Language Learners

- Pair visual prompts with verbal presentations
- Provide students with visual models, sentence stems, concrete objects, and hands on materials.

Students with IEPs/504

- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

At Risk Learners

- Provide Title 1 services to students not meeting academic standards in ELA and/or Math
- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom

Interdisciplinary Connections

English Language Arts

Text read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the “nonfiction” unit of study.

- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

- **Mentor Texts**

- When Jessie Came Across the Sea
- Women Explorers
- Me on the Map
- Helpers in My Community
- Me and My Family Tree

Writing

3.5.K.4.NJSLSA.W10 Write routinely over extended time frames (time for research reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks purposes and audiences.

Math

4.8.7.D.3

Solve real-world and mathematical problems involving the four operations with rational numbers.

Integration of 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 collaboratively and to create and communicate knowledge.

8.2 Technology Education, Engineering, and Design: 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 environment.

<p>Deal School Curriculum</p> <p>Grades 5 - 8 Social Studies</p> <p>U.S. History: America in the World</p> <p>Civil War and Reconstruction (1850-1877)</p>	
<p>Desired Outcomes</p>	
<p>6.1 U.S. History: America in the World All students will acquire the 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.</p>	
<p>Enduring Understandings</p>	<p>Essential Questions</p>
<ol style="list-style-type: none"> 1. Past and present interactions of people, cultures, and the environment shape the American heritage. 2. Informed decisions can be made that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. 	<ul style="list-style-type: none"> ● What does it mean to be civilized? ● Are modern civilizations more “civilized” than ancient ones? ● What are the significant symbols and icons of civilizations/cultures? ● How does the evaluation of past events help us to make future decisions? ● How can we know if we weren’t there? ● How am I connected to those in the past?
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. ● The Civil War and Reconstruction had a lasting impact on the development of the United States. 	<ul style="list-style-type: none"> ● Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life. ● Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South. ● Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War. ● Assess the human and material

	<p>costs of the Civil War in the North and South.</p> <ul style="list-style-type: none"> ● Analyze the economic impact of Reconstruction on the South from different perspectives. ● Prioritize the causes and events that led to the Civil War from different perspectives. ● Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war. ● Examine the roles of women, African Americans, and Native Americans in the Civil War. ● Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
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Assessment Evidence

<p>Summative:</p> <ul style="list-style-type: none"> ● Chapter lesson assessments ● Weekly/Chapter assessment ● Collaborative/Group projects ● Quizzes <p>Formative:</p> <ul style="list-style-type: none"> ● Exit Tickets ● Homework ● Notebook Checks ● Workbook Assignments ● Daily Independent Practice Worksheets <p>Alternative:</p> <ul style="list-style-type: none"> ● Flip Grid Submissions ● Content Specific projects ● Organizational assessments: including notes and chapter work

Suggested Learning Plan

Anticipated daily sequence - Whole group direct instruction from the teacher, work through text lessons: discuss content, go over vocabulary and people pertinent to the topic. Work in small groups where appropriate; assign lesson assessment for homework or to complete in class. Pretest review prior to chapter assessment.

Geography- Small group or whole group instruction. Work with atlases or text maps, possibly print outs used as well. Use smart board maps to accompany lesson

where needed to complete map work. Pretest review prior to all assessments.

Suggested Learning Resources

5th Grade

- Harcourt Social Studies-The United States (textbook/workbook)
- Scholastic Map Skills (workbook)
- National Geographic Kids World Atlas
- Globe
- Smart board resources
- Content appropriate handouts
- Supplemental age and topic appropriate reading materials
- National Geography Bee
- Western Hemisphere Countries and Capitals handouts
- US States and Capitals handouts
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, computers, Ipads

6th Grade

- Holt-McDougal-World History (textbook/workbook)
- Scholastic Map Skills (workbook)
- National Geographic Kids World Atlas
- Globe
- Smart board resources
- Content appropriate handouts
- Supplemental age and topic appropriate reading materials
- National Geography Bee
- Jr. Scholastic Current Events
- US States and Capitals handouts
- World Countries and Capitals and Bodies of Water handouts
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games – age and content appropriate
- Use of laptops, computers, Ipads

7th Grade

- Holt-McDougal-United States History Beginnings to 1877 (textbook/workbook)
- National Geographic Kids World Atlas
- Globe
- Smart board resources
- Content appropriate handouts
- Supplemental age and topic appropriate reading materials
- National Geography Bee
- Jr. Scholastic Current Events

- US States and Capitals handouts
- World Countries and Capitals and Bodies of Water handouts
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, computers, iPads

8th Grade

- Holt-McDougal-United States History Civil War to Present (textbook/workbook)
- National Geographic Kids World Atlas
- Globe
- Smart board resources
- Content appropriate handouts
- Supplemental age and topic appropriate reading materials
- National Geography Bee
- Jr. Scholastic Current Events
- US States and Capitals handouts
- World Countries and Capitals and Bodies of Water handouts
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, computers, iPads

Scope and Sequence

<http://www.state.nj.us/education/cccs/2004/>

Link to Literacy Standards for Social Studies

<http://www.corestandards.org/ELA-Literacy/RH/6-8/>

21st Century Themes and Skills

Career Ready Practices

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

CRP6. Demonstrate creativity and innovation

Career Awareness Exploration and Preparation

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Career and Technical Education

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Personal Financial Literacy

9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.

9.1.4.A.2 Identify potential sources of income.

Accommodations and Modifications

Gifted and Talented

- Provide appropriate challenge for wide ranging skills and development areas.
- Participate in inquiry and project-based learning units of study.

English Language Learners

- Pair visual prompts with verbal presentations
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At Risk Learners

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- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom

Interdisciplinary Connections

- ELA
Text read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the “nonfiction” unit of study.
- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.
- **Mentor Texts**
 - Henry’s Freedom Box
 - Great Escapes
 - The Mostly True Adventures of Homer P Figg
 - Rebels and Revolutions

Writing

3.13.8.1.WHST.6-8.2

Write informative explanatory texts including the narration of historical events scientific procedures experiments or technical processes.

3.13.8.1.WHST.6-8.1 Write arguments focused on discipline-specific content.

Art

1.1D Grade 8 CPI 1, Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.

1.1D Grade 8 CPI 2, Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

- 1.2A Grade 8 CPI 1, Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
- 1.2A Grade 8 CPI 2, Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
- 1.2A Grade 8 CPI 3, Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
- 1.3D Grade 8 CPI 1, Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
- 1.4A Grade 8 CPI 1, Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
- 1.4A Grade 8 CPI 2, Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
- 1.4A Grade 8 CPI 3, Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
- 1.4A Grade 8 CPI 7, Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
- 1.4B Grade 8 CPI 3, Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Math

4.8.7.D.3

Solve real-world and mathematical problems involving the four operations with rational numbers.

Technology Integration

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

8.2 Technology Education, Engineering, and Design: 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 environment.

Deal School Curriculum

Grades 5 - 8 Social Studies

**U.S. History: America in the World
Colonization and Settlement (1585-1763)**

Desired Outcomes

6.1 U.S. History: America in the World All students will acquire the knowledge

<p>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.</p>	
<p>Enduring Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> 3. Past and present interactions of people, cultures, and the environment shape the American heritage. 4. Informed decisions can be made that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. 	<ul style="list-style-type: none"> ● What does it mean to be civilized? ● Are modern civilizations more “civilized” than ancient ones? ● What are the significant symbols and icons of civilizations/cultures? ● How does the evaluation of past events help us to make future decisions? ● How can we know if we weren’t there? ● How am I connected to those in the past?
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. ● The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture. 	<ul style="list-style-type: none"> ● Determine the roles of religious freedom and participatory government in various North American colonies. ● 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 how race, gender, and status affected social, economic, and political opportunities during Colonial times. ● Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies. ● 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. ● Relate slavery and indentured

	<p>servitude to Colonial labor systems.</p> <ul style="list-style-type: none"> ● 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.
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Assessment Evidence

<p>Summative:</p> <ul style="list-style-type: none"> ● Chapter lesson assessments ● Weekly/Chapter assessment ● Collaborative/Group projects ● Quizzes <p>Formative:</p> <ul style="list-style-type: none"> ● Exit Tickets ● Homework ● Notebook Checks ● Workbook Assignments ● Daily Independent Practice Worksheets <p>Alternative:</p> <ul style="list-style-type: none"> ● Flip Grid Submissions ● Content Specific projects ● Organizational assessments: including notes and chapter work

Suggested Learning Plan

Anticipated daily sequence - Whole group direct instruction from the teacher, work through text lessons: discuss content, go over vocabulary and people pertinent to the topic. Work in small groups where appropriate; assign lesson assessment for homework or to complete in class. Pretest review prior to chapter assessment.

Geography- Small group or whole group instruction. Work with atlases or text maps, possibly print outs used as well. Use smart board maps to accompany lesson

where needed to complete map work. Pretest review prior to all assessments.

Suggested Learning Resources

5th Grade

- Harcourt Social Studies-The United States (textbook/workbook)
- Scholastic Map Skills (workbook)
- National Geographic Kids World Atlas
- Globe
- Smart board resources
- Content appropriate handouts
- Supplemental age and topic appropriate reading materials
- National Geography Bee
- Western Hemisphere Countries and Capitals handouts
- US States and Capitals handouts
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, computers, Ipads

6th Grade

- Holt-McDougal-World History (textbook/workbook)
- Scholastic Map Skills (workbook)
- National Geographic Kids World Atlas
- Globe
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- Supplemental age and topic appropriate reading materials
- National Geography Bee
- Jr. Scholastic Current Events
- US States and Capitals handouts
- World Countries and Capitals and Bodies of Water handouts
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games – age and content appropriate
- Use of laptops, computers, Ipads

7th Grade

- Holt-McDougal-United States History Beginnings to 1877 (textbook/workbook)
- National Geographic Kids World Atlas
- Globe
- Smart board resources
- Content appropriate handouts
- Supplemental age and topic appropriate reading materials
- National Geography Bee
- Jr. Scholastic Current Events

- US States and Capitals handouts
- World Countries and Capitals and Bodies of Water handouts
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, computers, iPads

8th Grade

- Holt-McDougal-United States History Civil War to Present (textbook/workbook)
- National Geographic Kids World Atlas
- Globe
- Smart board resources
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Use of laptops, computers, Ipads

Scope and Sequence

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21st Century Themes and Skills

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Interdisciplinary Connections

ELA

Text read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the “nonfiction” unit of study.

- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

Examples -

Caddie Woodlawn

Historic Communities - Colonial Crafts

Games From Long Ago

Writing

3.13.8.1.WHST.6-8.2

Write informative explanatory texts including the narration of historical events scientific procedures experiments or technical processes.

3.13.8.1.WHST.6-8.1 Write arguments focused on discipline-specific content.

Art

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4.8.7.D.3

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Deal School Curriculum

Grades 5 - 8 Social Studies

U.S. History: America in the World
Expansion and Reform (1801-1861)

Desired Outcomes

6.1 U.S. History: America in the World All students will acquire the 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.	
Enduring Understandings	Essential Questions
<p>5. Past and present interactions of people, cultures, and the environment shape the American heritage.</p> <p>6. Informed decisions can be made that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<ul style="list-style-type: none"> ● What does it mean to be civilized? ● Are modern civilizations more “civilized” than ancient ones? ● What are the significant symbols and icons of civilizations/cultures? ● How does the evaluation of past events help us to make future decisions? ● How can we know if we weren’t there? ● How am I connected to those in the past?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions. 	<ul style="list-style-type: none"> ● Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements. ● Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war. ● Assess the extent to which voting rights were expanded during the Jacksonian period. ● Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States. ● Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans. ● 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. ● Explain how major technological developments revolutionized

	<p>land and water transportation, as well as the economy, in New Jersey and nation.</p> <ul style="list-style-type: none"> ● Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted. ● Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted. ● Explore efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period. Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.
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Assessment Evidence

Summative:

- Chapter lesson assessments
- Weekly/Chapter assessment
- Collaborative/Group projects
- Quizzes

Formative:

- Exit Tickets
- Homework
- Notebook Checks
- Workbook Assignments
- Daily Independent Practice Worksheets

Alternative:

- Flip Grid Submissions
- Content Specific projects
- Organizational assessments: including notes and chapter work

Suggested Learning Plan

Anticipated daily sequence - Whole group direct instruction from the teacher, work through text lessons: discuss content, go over vocabulary and people pertinent to the topic. Work in small groups where appropriate; assign lesson assessment for homework or to complete in class. Pretest review prior to chapter assessment.

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- US States and Capitals handouts
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- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games – age and content appropriate
- Use of laptops, computers, Ipads

7th Grade

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- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
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8th Grade

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- Globe
- Smart board resources
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Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.
CRP6. Demonstrate creativity and innovation

Career Awareness Exploration and Preparation

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Career and Technical Education

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Personal Financial Literacy

9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.
9.1.4.A.2 Identify potential sources of income.

Accommodations and Modifications

Gifted and Talented

- Provide appropriate challenge for wide ranging skills and development areas.
- Participate in inquiry and project-based learning units of study.

English Language Learners

- Pair visual prompts with verbal presentations
- Provide students with visual models, sentence stems, concrete objects, and hands on materials.

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- Review student individual educational plan and/or 504 plan
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- Provide Title 1 services to students not meeting academic standards in ELA and/or Math
- Differentiated instruction
- Basic Skills
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Interdisciplinary Connections

- **ELA**
Text read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the “nonfiction” unit of study.
- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.
Examples -
Remember the Journey of School Integration
Vision of Beauty
A Nation Divided Causes of the Civil War

Writing

3.13.8.1.WHST.6-8.2

Write informative explanatory texts including the narration of historical events scientific procedures experiments or technical processes.

3.13.8.1.WHST.6-8.1 Write arguments focused on discipline-specific content.

Art

1.1D Grade 8 CPI 1, Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.

1.1D Grade 8 CPI 2, Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2A Grade 8 CPI 1, Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.

1.2A Grade 8 CPI 2, Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2A Grade 8 CPI 3, Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

1.3D Grade 8 CPI 1, Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

1.4A Grade 8 CPI 1, Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art

1.4A Grade 8 CPI 2, Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.

1.4A Grade 8 CPI 3, Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

1.4A Grade 8 CPI 7, Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

1.4B Grade 8 CPI 3, Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Math

4.8.7.D.3

Solve real-world and mathematical problems involving the four operations with rational numbers.

Technology Integration

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

8.2 Technology Education, Engineering, and Design: 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 environment.

Deal School Curriculum

Grades 5 - 8 Social Studies

U.S. History: America in the World
 Revolution and the New Nation (1754-1820s)

Desired Outcomes

6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people,

<p>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.</p>	
<p>Enduring Understandings</p>	<p>Essential Questions</p>
<p>7. Past and present interactions of people, cultures, and the environment shape the American heritage.</p> <p>8. Informed decisions can be made that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<ul style="list-style-type: none"> ● What does it mean to be civilized? ● Are modern civilizations more “civilized” than ancient ones? ● What are the significant symbols and icons of civilizations/cultures? ● How does the evaluation of past events help us to make future decisions? ● How can we know if we weren’t there? ● How am I connected to those in the past?
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● Disputes over political authority and economic issues contributed to a movement for independence in the colonies. ● The fundamental principles of the United States Constitution serve as the foundation of the United States government today 	<ul style="list-style-type: none"> ● 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. ● 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. ● Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights. ● Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government. ● Determine why the Alien and Sedition Acts were enacted and

whether they undermined civil liberties.

- Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
- Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
- 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.
- Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
- Explain why New Jersey's location played an integral role in the American Revolution.
- 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.
- Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
- Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.

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| | <ul style="list-style-type: none">● 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.● Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.● Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.● Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.● 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.● 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.● 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 |
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Assessment Evidence

Summative:

- Chapter lesson assessments
- Weekly/Chapter assessment
- Collaborative/Group projects
- Quizzes

Formative:

- Exit Tickets
- Homework
- Notebook Checks
- Workbook Assignments
- Daily Independent Practice Worksheets

Alternative:

- Flip Grid Submissions
- Content Specific projects
- Organizational assessments: including notes and chapter work

Suggested Learning Plan

Anticipated daily sequence - Whole group direct instruction from the teacher, work through text lessons: discuss content, go over vocabulary and people pertinent to the topic. Work in small groups where appropriate; assign lesson assessment for homework or to complete in class. Pretest review prior to chapter assessment.

Geography- Small group or whole group instruction. Work with atlases or text maps, possibly print outs used as well. Use smart board maps to accompany lesson where needed to complete map work. Pretest review prior to all assessments.

Suggested Learning Resources

5th Grade

- Harcourt Social Studies-The United States (textbook/workbook)
- Scholastic Map Skills (workbook)
- National Geographic Kids World Atlas
- Globe
- Smart board resources
- Content appropriate handouts
- Supplemental age and topic appropriate reading materials
- National Geography Bee
- Western Hemisphere Countries and Capitals handouts
- US States and Capitals handouts
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, computers, Ipads

6th Grade

- Holt-McDougal-World History (textbook/workbook)
- Scholastic Map Skills (workbook)
- National Geographic Kids World Atlas
- Globe
- Smart board resources
- Content appropriate handouts
- Supplemental age and topic appropriate reading materials
- National Geography Bee
- Jr. Scholastic Current Events
- US States and Capitals handouts
- World Countries and Capitals and Bodies of Water handouts
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games – age and content appropriate
- Use of laptops, computers, Ipads

7th Grade

- Holt-McDougal-United States History Beginnings to 1877 (textbook/workbook)
- National Geographic Kids World Atlas
- Globe
- Smart board resources
- Content appropriate handouts
- Supplemental age and topic appropriate reading materials
- National Geography Bee
- Jr. Scholastic Current Events
- US States and Capitals handouts
- World Countries and Capitals and Bodies of Water handouts
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, computers, IPads

8th Grade

- Holt-McDougal-United States History Civil War to Present (textbook/workbook)
- National Geographic Kids World Atlas
- Globe
- Smart board resources
- Content appropriate handouts
- Supplemental age and topic appropriate reading materials
- National Geography Bee
- Jr. Scholastic Current Events
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- Movies- age and content appropriate
- Websites- age and content appropriate
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Scope and Sequence

<http://www.state.nj.us/education/cccs/2004/>

Link to Literacy Standards for Social Studies

<http://www.corestandards.org/ELA-Literacy/RH/6-8/>

21st Century Themes and Skills

Career Ready Practices

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

CRP6. Demonstrate creativity and innovation

Career Awareness Exploration and Preparation

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Career and Technical Education

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Personal Financial Literacy

9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.

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Accommodations and Modifications

Gifted and Talented

- Provide appropriate challenge for wide ranging skills and development areas.
- Participate in inquiry and project-based learning units of study.

English Language Learners

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- Provide students with visual models, sentence stems, concrete objects, and hands on materials.

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At Risk Learners:

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- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom

Interdisciplinary Connections

- ELA
Text read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the “nonfiction” unit of study.
- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

Examples

- The Crossing
- When Washington Crossed the Delaware
- George vs George
- Timeline of the Revolutionary War

Writing

3.13.8.1.WHST.6-8.2

Write informative explanatory texts including the narration of historical events scientific procedures experiments or technical processes.

3.13.8.1.WHST.6-8.1 Write arguments focused on discipline-specific content.

Art

1.1D Grade 8 CPI 1, Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.

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Math

4.8.7.D.3

Solve real-world and mathematical problems involving the four operations with rational numbers.

Technology Integration

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

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Deal School Curriculum

Grades 5 - 8 Social Studies

U.S. History: America in the World

Three Worlds Meet (Beginnings to 1620)

Desired Outcomes

6.1 U.S. History: America in the World All students will acquire the 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.

Enduring Understandings

- 9. Past and present interactions of people, cultures, and the environment shape the American heritage.
- 10. Informed decisions can be made that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Essential Questions

- What does it mean to be civilized?
- Are modern civilizations more “civilized” than ancient ones?
- What are the significant symbols and icons of civilizations/cultures?
- How does the evaluation of past events help us to make future decisions?
- How can we know if we weren’t there?
- How am I connected to those in the past?

Learners will know...

- Indigenous societies in the Western Hemisphere migrated

Learners will be able to....

- Compare and contrast forms of governance, belief systems, and

<p>and changed in response to the physical environment and due to their interactions with Europeans.</p> <ul style="list-style-type: none"> ● European exploration expanded global economic and cultural exchange into the Western Hemisphere. 	<p>family structures among African, European, and Native American groups.</p> <ul style="list-style-type: none"> ● Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere. ● 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. ● Explain why individuals and societies trade, how trade functions, and the role of trade during this period. ● Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups. ● Explain how interactions among African, European, and Native American groups began a cultural transformation. ● Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.
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Assessment Evidence

<p>Summative:</p> <ul style="list-style-type: none"> ● Chapter lesson assessments ● Weekly/Chapter assessment ● Collaborative/Group projects ● Quizzes <p>Formative:</p> <ul style="list-style-type: none"> ● Exit Tickets ● Homework ● Notebook Checks
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- Workbook Assignments
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Deal School Curriculum Grades 5 - 8 Social Studies World History/Global Studies Expanding Exchanges and Encounters (500 CE-1450 CE)	
Desired Outcomes	
<p>6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>	
Enduring Understandings	Essential Questions
<ol style="list-style-type: none"> 1. Past interactions of people, cultures, and the environment affect issues across time and cultures. 2. Socially and ethically responsible world citizens make informed decisions in the 21st century. 	<ul style="list-style-type: none"> • What does it mean to be civilized? • Are modern civilizations more “civilized” than ancient ones? • What are the significant symbols and icons of civilizations/cultures? • How does the evaluation of past events help us to make future decisions? • How can we know if we weren’t there? • How am I connected to those in the past?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> • The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. • The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. • While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged. 	<ul style="list-style-type: none"> • Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. • Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order. • 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

	<p>institutions.</p> <ul style="list-style-type: none">● 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.● 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.● Determine how Africa's physical geography and natural resources posed challenges and opportunities for trade and development.● 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.● 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.● Explain how the geographies of China and Japan influenced their development and their relationship with one another.● Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations.● Explain how the locations, land
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	<p>forms, and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec, and Incan societies, cultures, and economies.</p> <ul style="list-style-type: none">● Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.● Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.● Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.● Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa.● 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.● Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.● 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 hierarchical structures had on the
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	<p>lives of various groups of people.</p> <ul style="list-style-type: none"> ● 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. ● Assess the demographic, economic, and religious impact of the plague on Europe. ● Determine which events led to the rise and eventual decline of European feudalism. ● Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty. ● Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe. ● 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. ● Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.
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Assessment Evidence

Summative:

- Chapter lesson assessments
- Weekly/Chapter assessment
- Collaborative/Group projects
- Quizzes

Formative:

- Exit Tickets
- Homework
- Notebook Checks

- Workbook Assignments
- Daily Independent Practice Worksheets

Alternative:

- Flip Grid Submissions
- Content Specific projects
- Organizational assessments: including notes and chapter work

Suggested Learning Plan

Anticipated daily sequence - Whole group direct instruction from the teacher, work through text lessons: discuss content, go over vocabulary and people pertinent to the topic. Work in small groups where appropriate; assign lesson assessment for homework or to complete in class. Pretest review prior to chapter assessment.

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Pretest review prior to all assessments.

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- Content appropriate handouts
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- National Geography Bee
- Western Hemisphere Countries and Capitals handouts
- US States and Capitals handouts
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, computers, Ipad

6th Grade

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- Scholastic Map Skills (workbook)
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- Globe
- Smart board resources
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- National Geography Bee
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- US States and Capitals handouts
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- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games – age and content appropriate
- Use of laptops, computers, ipads

7th Grade

- Holt-McDougal-United States History Beginnings to 1877 (textbook/workbook)
- National Geographic Kids World Atlas
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8th Grade

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Scope and Sequence

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Career

Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.
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9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

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9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.
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Accommodations and Modifications

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Text read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the “nonfiction” unit of study.
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- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.
- **Mentor Texts**

- When Jessie Came Across the Sea
- Women Explorers
- Marco Polo

Writing

3.13.8.1.WHST.6-8.2

Write informative explanatory texts including the narration of historical events scientific procedures experiments or technical processes.

3.13.8.1.WHST.6-8.1 Write arguments focused on discipline-specific content.

Art

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proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

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1.4A Grade 8 CPI 7, Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

1.4B Grade 8 CPI 3, Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Math

4.8.7.D.3

Solve real-world and mathematical problems involving the four operations with rational numbers.

Integration of Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems

<p>individually and collaboratively and to create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, and Design: 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 environment.</p>	
<p>Deal School Curriculum</p> <p>Grades 5 - 8 Social Studies</p> <p>World History/Global Studies</p> <p>Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)</p>	
<p style="text-align: center;">Desired Outcomes</p>	
<p>6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>	
<p>Enduring Understandings</p>	<p>Essential Questions</p>
<p>3. Past interactions of people, cultures, and the environment affect issues across time and cultures.</p> <p>4. Socially and ethically responsible world citizens make informed decisions in the 21st century.</p>	<ul style="list-style-type: none"> • What does it mean to be civilized? • Are modern civilizations more “civilized” than ancient ones? • What are the significant symbols and icons of civilizations/cultures? • How does the evaluation of past events help us to make future decisions? • How can we know if we weren’t there? • How am I connected to those in the past?
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> • Ancient river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, 	<ul style="list-style-type: none"> • Explain why different ancient river valley civilizations developed similar forms of government.

<p>Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.</p>	<ul style="list-style-type: none">● Explain how codifying laws met the needs of ancient river valley societies.● Determine the role of slavery in the economic and social structures of ancient river valley civilizations.● Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.● Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.● Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.● Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.● Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.● Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a
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	<p>common pattern of growth and decline.</p> <ul style="list-style-type: none"> ● Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.
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Assessment Evidence

<p>Summative:</p> <ul style="list-style-type: none"> ● Chapter lesson assessments ● Weekly/Chapter assessment ● Collaborative/Group projects ● Quizzes <p>Formative:</p> <ul style="list-style-type: none"> ● Exit Tickets ● Homework ● Notebook Checks ● Workbook Assignments ● Daily Independent Practice Worksheets <p>Alternative:</p> <ul style="list-style-type: none"> ● Flip Grid Submissions ● Content Specific projects ● Organizational assessments: including notes and chapter work

Suggested Learning Plan

Anticipated daily sequence - Whole group direct instruction from the teacher, work through text lessons: discuss content, go over vocabulary and people pertinent to the topic. Work in small groups where appropriate; assign lesson assessment for homework or to complete in class. Pretest review prior to chapter assessment.

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- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, computers, Ipads

6th Grade

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8th Grade

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Scope and Sequence

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21st Century Themes and Skills

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
CRP6. Demonstrate creativity and innovation

Career Awareness Exploration and Preparation

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Examples -
Greece the Culture
Life in Ancient Japan
The Egyptians - Life in Ancient Egypt

Writing

3.13.8.1.WHST.6-8.2

Write informative explanatory texts including the narration of historical events scientific procedures experiments or technical processes.

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Deal School Curriculum

Grades 5 - 8 Social Studies

World History/Global Studies

The Beginnings of Human Society

Desired Outcomes

6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Enduring Understandings	Essential Questions
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Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. ● The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. ● Archaeology provides historical and scientific explanations for how ancient people lived. 	<ul style="list-style-type: none"> ● Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies. ● Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies. ● Compare and contrast how nomadic and agrarian societies used land and natural resources. ● Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations. ● Determine the impact of technological advancements on hunter/gatherer and agrarian societies. ● Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time. ● Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures. ● Explain how archaeological discoveries are

used to develop and enhance understanding of life prior to written records.

Assessment Evidence

Summative:

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Examples -

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Heroes, Gods and Monsters of the Greek Myths
Roman Myths
The Egyptians - Life in Ancient Egypt

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Science

MS-12 History of Earth	MS-ESS2-3. Analyze and interpret data on the distribution of fossils and rocks continental shapes and seafloor structures to provide evidence of the past plate motions.	1.MS- 12.8.3.CC -1	Patterns in rates of change and other numerical relationships can provide information about natural systems.
MS-12 History of Earth	MS-ESS2-3. Analyze and interpret data on the distribution of fossils and rocks continental shapes and seafloor structures to provide evidence of the past plate motions.	1.MS- 12.8.3.DC I-1	Tectonic processes continually generate new ocean sea floor at ridges and destroy old seafloor at trenches.
MS-12 History of Earth	MS-ESS2-3. Analyze and interpret data on the distribution of fossils and rocks continental shapes and seafloor structures to provide evidence of the past plate motions.	1.MS- 12.8.3.DC I-2	Maps of ancient land and water patterns based on investigations of rocks and fossils make clear how Earth's plates have moved great distances collided and spread apart.

MS-12 History of Earth	MS-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	6,7, 8	1.MS- 12.8.2. DCI-2	Waters movements-both on the land and underground-cause weathering and erosion which change the land's surface features and create underground formations.
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4.8.7.D.3 Math	Solve real-world and mathematical problems involving the four operations with rational numbers.
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Integration of 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 collaboratively and to create and communicate knowledge.

8.2 Technology Education, Engineering, and Design: 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 environment.

<p>Deal School Curriculum</p> <p>Grades 5 - 8 Social Studies</p> <p>Active Citizenship in the 21st Century</p> <p>Economics, Innovation, and Technology</p>	
<p>Desired Outcomes</p>	
<p>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.</p>	
<p>Enduring Understandings</p>	<p>Essential Questions</p>
<p>1. Active, informed citizens value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	<ul style="list-style-type: none"> ● Is new technology always better than that which it will replace? ● How do new technologies result in broader social change? ● How does whom you are help determine your perception of progress? ● How do the various levels of technological development affect different cultures?
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<p>Active citizens in the 21st century:</p> <ul style="list-style-type: none"> ● Recognize the causes and effects of prejudice on individuals, groups, and society. ● Recognize the value of cultural diversity, as well as the potential for misunderstanding. ● Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes. ● Listens open-mindedly to views contrary to their own. ● Collaboratively develop and practice strategies for managing and resolving conflict. ● Demonstrate understanding of democratic values and processes. ● Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences. 	<ul style="list-style-type: none"> ● Contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities.

- Challenge unfair viewpoints and behavior by taking action.
- Make informed and reasoned decisions.
- Accept decisions that are made for the common good.

Assessment Evidence

Summative:

- Chapter lesson assessments
- Weekly/Chapter assessment
- Collaborative/Group projects
- Quizzes

Formative:

- Exit Tickets
- Homework
- Notebook Checks
- Workbook Assignments
- Daily Independent Practice Worksheets

Alternative:

- Flip Grid Submissions
- Content Specific projects
- Organizational assessments: including notes and chapter work

Suggested Learning Plan

Anticipated daily sequence - Whole group direct instruction from the teacher, work through text lessons: discuss content, go over vocabulary and people pertinent to the topic. Work in small groups where appropriate; assign lesson assessment for homework or to complete in class. Pretest review prior to chapter assessment.

Geography- Small group or whole group instruction. Work with atlases or text maps, possibly print outs used as well. Use smart board maps to accompany lesson where needed to complete map work. Pretest review prior to all assessments.

Suggested Learning Resources

5th Grade

- Harcourt Social Studies-The United States (textbook/workbook)
- Scholastic Map Skills (workbook)
- National Geographic Kids World Atlas
- Globe
- Smart board resources
- Content appropriate handouts
- Supplemental age and topic appropriate reading materials
- National Geography Bee
- Western Hemisphere Countries and Capitals handouts
- US States and Capitals handouts
- Movies- age and content appropriate

- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, computers, Ipads

6th Grade

- Holt-McDougal-World History (textbook/workbook)
- Scholastic Map Skills (workbook)
- National Geographic Kids World Atlas
- Globe
- Smart board resources
- Content appropriate handouts
- Supplemental age and topic appropriate reading materials
- National Geography Bee
- Jr. Scholastic Current Events
- US States and Capitals handouts
- World Countries and Capitals and Bodies of Water handouts
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games – age and content appropriate
- Use of laptops, computers, Ipads

7th Grade

- Holt-McDougal-United States History Beginnings to 1877 (textbook/workbook)
- National Geographic Kids World Atlas
- Globe
- Smart board resources
- Content appropriate handouts
- Supplemental age and topic appropriate reading materials
- National Geography Bee
- Jr. Scholastic Current Events
- US States and Capitals handouts
- World Countries and Capitals and Bodies of Water handouts
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, computers, IPads

8th Grade

- Holt-McDougal-United States History Civil War to Present (textbook/workbook)
- National Geographic Kids World Atlas
- Globe
- Smart board resources
- Content appropriate handouts

- Supplemental age and topic appropriate reading materials
- National Geography Bee
- Jr. Scholastic Current Events
- US States and Capitals handouts
- World Countries and Capitals and Bodies of Water handouts
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, computers, Ipads

Scope and Sequence

<http://www.state.nj.us/education/cccs/2004/>

Link to Literacy Standards for Social Studies

<http://www.corestandards.org/ELA-Literacy/RH/6-8/>

21st Century Themes and Skills

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
CRP6. Demonstrate creativity and innovation

Career Awareness Exploration and Preparation

- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Career and Technical Education

- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Personal Financial Literacy

- 9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.
9.1.4.A.2 Identify potential sources of income.

Accommodations and Modifications

Gifted and Talented

- Provide appropriate challenge for wide ranging skills and development areas.
- Participate in inquiry and project-based learning units of study.

English Language Learners

- Pair visual prompts with verbal presentations
- Provide students with visual models, sentence stems, concrete objects, and hands on materials.

Students with IEPs/504

- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

At Risk Learners:

- Provide Title 1 services to students not meeting academic standards in ELA and/or Math
- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom

Interdisciplinary Connections

- ELA
Text read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the “nonfiction” unit of study.
- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

Examples

- Billy Sure Kid Entrepreneur
- The Magnificent Flying Baron Estate
- Hello Is This Mr. Graham Bell

Writing

3.13.8.1.WHST.6-8.2

Write informative explanatory texts including the narration of historical events scientific procedures experiments or technical processes.

3.13.8.1.WHST.6-8.1 Write arguments focused on discipline-specific content.

Math

4.8.7.D.3

Solve real-world and mathematical problems involving the four operations with rational numbers.

Technology Integration

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

8.2 Technology Education, Engineering, and Design: 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 environment.

Deal School Curriculum

Grades 5 - 8 Social Studies

Active Citizenship in the 21st Century
Geography, People and the Environment

Desired Outcomes

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.

Enduring Understandings	Essential Questions
<p>2. Active, informed citizens value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	<ul style="list-style-type: none"> ● Is new technology always better than that which it will replace? ● How do new technologies result in broader social change? ● How does whom you are help determine your perception of progress? ● How do the various levels of technological development affect different cultures?
Learners will know...	Learners will be able to....
<p>Active citizens in the 21st century:</p> <ul style="list-style-type: none"> ● Recognize the causes and effects of prejudice on individuals, groups, and society. ● Recognize the value of cultural diversity, as well as the potential for misunderstanding. ● Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes. ● Listens open-mindedly to views contrary to their own. ● Collaboratively develop and practice strategies for managing and resolving conflict. ● Demonstrate understanding of democratic values and processes. ● Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences. ● Challenge unfair viewpoints and behavior by taking action. ● Make informed and reasoned decisions. ● Accept decisions that are made for the common good. 	<ul style="list-style-type: none"> ● Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.

Assessment Evidence

Summative:

- Chapter lesson assessments
- Weekly/Chapter assessment

- Collaborative/Group projects
- Quizzes

Formative:

- Exit Tickets
- Homework
- Notebook Checks
- Workbook Assignments
- Daily Independent Practice Worksheets

Alternative:

- Flip Grid Submissions
- Content Specific projects
- Organizational assessments: including notes and chapter work

Suggested Learning Plan

Anticipated daily sequence - Whole group direct instruction from the teacher, work through text lessons: discuss content, go over vocabulary and people pertinent to the topic. Work in small groups where appropriate; assign lesson assessment for homework or to complete in class. Pretest review prior to chapter assessment.

Geography- Small group or whole group instruction. Work with atlases or text maps, possibly print outs used as well. Use smart board maps to accompany lesson where needed to complete map work. Pretest review prior to all assessments.

Suggested Learning Resources

5th Grade

- Harcourt Social Studies-The United States (textbook/workbook)
- Scholastic Map Skills (workbook)
- National Geographic Kids World Atlas
- Globe
- Smart board resources
- Content appropriate handouts
- Supplemental age and topic appropriate reading materials
- National Geography Bee
- Western Hemisphere Countries and Capitals handouts
- US States and Capitals handouts
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, computers, Ipads

6th Grade

- Holt-McDougal-World History (textbook/workbook)
- Scholastic Map Skills (workbook)
- National Geographic Kids World Atlas
- Globe
- Smart board resources

- Content appropriate handouts
- Supplemental age and topic appropriate reading materials
- National Geography Bee
- Jr. Scholastic Current Events
- US States and Capitals handouts
- World Countries and Capitals and Bodies of Water handouts
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games – age and content appropriate
- Use of laptops, computers, Ipads

7th Grade

- Holt-McDougal-United States History Beginnings to 1877 (textbook/workbook)
- National Geographic Kids World Atlas
- Globe
- Smart board resources
- Content appropriate handouts
- Supplemental age and topic appropriate reading materials
- National Geography Bee
- Jr. Scholastic Current Events
- US States and Capitals handouts
- World Countries and Capitals and Bodies of Water handouts
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, computers, IPads

8th Grade

- Holt-McDougal-United States History Civil War to Present (textbook/workbook)
- National Geographic Kids World Atlas
- Globe
- Smart board resources
- Content appropriate handouts
- Supplemental age and topic appropriate reading materials
- National Geography Bee
- Jr. Scholastic Current Events
- US States and Capitals handouts
- World Countries and Capitals and Bodies of Water handouts
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate

Use of laptops, computers, Ipads

Scope and Sequence

<http://www.state.nj.us/education/cccs/2004/>

Link to Literacy Standards for Social Studies

21st Century Themes and Skills

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP6. Demonstrate creativity and innovation

Career Awareness Exploration and Preparation

- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Career and Technical Education

- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Personal Financial Literacy

- 9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.
- 9.1.4.A.2 Identify potential sources of income.

Accommodations and Modifications

Gifted and Talented

- Provide appropriate challenge for wide ranging skills and development areas.
- Participate in inquiry and project-based learning units of study.

English Language Learners

- Pair visual prompts with verbal presentations
- Provide students with visual models, sentence stems, concrete objects, and hands on materials.

Students with IEPs/504

- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

At Risk Learners:

- Provide Title 1 services to students not meeting academic standards in ELA and/or Math
- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom

Interdisciplinary Connections

- ELA
Text read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the “nonfiction” unit of study.
- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

Mentor Texts

- Women Explorers
- When Jessie Came Across the Sea
- Island of the Blue Dolphin
- The Sign of the Beaver

Writing

3.13.8.1.WHST.6-8.2

Write informative explanatory texts including the narration of historical events scientific procedures experiments or technical processes.

3.13.8.1.WHST.6-8.1 Write arguments focused on discipline-specific content.

Science

1.MS-14.8.3.DCI-1

Human activities such as the release of greenhouse gases from burning fossil fuels are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science engineering capabilities and other kinds of knowledge such as understanding of human behavior and on applying that knowledge wisely in decisions and activities.

1.MS-14.8.2.DCI-2

Weather and climate are influenced by interactions involving sunlight the ocean the atmosphere ice landforms and living things. These interactions vary with latitude altitude and local and regional geography all of which can affect oceanic and atmospheric flow patterns.

Art

1.1D Grade 8 CPI 1, Describe the intellectual and emotional significance conveyed by the application

of the elements of art and principles of design in different historical eras and cultures.

1.1D Grade 8 CPI 2, Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2A Grade 8 CPI 1, Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.

1.2A Grade 8 CPI 2, Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2A Grade 8 CPI 3, Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

1.3D Grade 8 CPI 1, Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

1.4A Grade 8 CPI 1, Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art

1.4A Grade 8 CPI 2, Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.

1.4A Grade 8 CPI 3, Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

1.4A Grade 8 CPI 7, Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

1.4B Grade 8 CPI 3, Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Math

4.8.7.D.3

Solve real-world and mathematical problems involving the four operations with rational numbers.

Integration of 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 collaboratively and to create and communicate knowledge.

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Deal School Curriculum
Grades 5 - 8 Social Studies
Active Citizenship in the 21st Century
History, Culture, and Perspectives

Desired Outcomes

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.

Enduring Understandings	Essential Questions
<p>3. Active, informed citizens value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	<ul style="list-style-type: none"> ● Is new technology always better than that which it will replace? ● How do new technologies result in broader social change? ● How does whom you are help determine your perception of progress? ● How do the various levels of technological development affect different cultures?

Learners will know...	Learners will be able to....
<p>Active citizens in the 21st century:</p> <ul style="list-style-type: none"> ● Recognize the causes and effects of prejudice on individuals, groups, and society. ● Recognize the value of cultural diversity, as well as the potential for misunderstanding. ● Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes. ● Listens open-mindedly to views contrary to their own. ● Collaboratively develop and practice strategies for managing and resolving conflict. ● Demonstrate understanding of democratic values and processes. ● Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences. ● Challenge unfair viewpoints and behavior by taking action. ● Make informed and reasoned decisions. ● Accept decisions that are made for the common good. 	<ul style="list-style-type: none"> ● Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Assessment Evidence

<p>Summative:</p> <ul style="list-style-type: none"> ● Chapter lesson assessments ● Weekly/Chapter assessment
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- Collaborative/Group projects
- Quizzes

Formative:

- Exit Tickets
- Homework
- Notebook Checks
- Workbook Assignments
- Daily Independent Practice Worksheets

Alternative:

- Flip Grid Submissions
- Content Specific projects
- Organizational assessments: including notes and chapter work

Suggested Learning Plan

Anticipated daily sequence - Whole group direct instruction from the teacher, work through text lessons: discuss content, go over vocabulary and people pertinent to the topic. Work in small groups where appropriate; assign lesson assessment for homework or to complete in class. Pretest review prior to chapter assessment.

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- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, computers, Ipads

6th Grade

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- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, computers, iPads

8th Grade

- Holt-McDougal-United States History Civil War to Present (textbook/workbook)
- National Geographic Kids World Atlas
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- Content appropriate handouts
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Use of laptops, computers, Ipads

Scope and Sequence

<http://www.state.nj.us/education/cccs/2004/>

Link to Literacy Standards for Social Studies

21st Century Themes and Skills

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
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Personal Financial Literacy

- 9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.
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Accommodations and Modifications

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English Language Learners

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- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.
- **Mentor Texts**

- Henry's Freedom Box
- When Jessie Came Across the Sea
- Women Explorers
- The Other Side- Segregation
- Erika's Story
- Grandma's Pride
- Remember - the story of school integration
- Number the Stars

Writing

3.13.8.1.WHST.6-8.2

Write informative explanatory texts including the narration of historical events scientific procedures experiments or technical processes.

3.13.8.1.WHST.6-8.1 Write arguments focused on discipline-specific content.

Art

1.1D Grade 8 CPI 1, Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.

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1.2A Grade 8 CPI 3, Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

1.3D Grade 8 CPI 1, Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

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1.4A Grade 8 CPI 2, Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.

1.4A Grade 8 CPI 3, Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

1.4A Grade 8 CPI 7, Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

1.4B Grade 8 CPI 3, Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Math

4.8.7.D.3

Solve real-world and mathematical problems involving the four operations with rational numbers.

Integration of 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 collaboratively and to create and communicate knowledge.

8.2 Technology Education, Engineering, and Design: 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 environment.

Deal School Curriculum

Grades 5 - 8 Social Studies

**Active Citizenship in the 21st Century
Civics, Government, and Human Rights**

Desired Outcomes

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.

Enduring Understandings

4. Active, informed citizens value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Essential Questions

- Is new technology always better than that which it will replace?
- How do new technologies result in broader social change?
- How does whom you are help determine your perception of progress?
- How do the various levels of technological development affect different cultures?

Learners will know...

- Active citizens in the 21st century:
- Recognize the causes and effects of prejudice on individuals, groups, and society.
 - Recognize the value of cultural diversity, as well as the potential for misunderstanding.
 - Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
 - Listens open-mindedly to views contrary to their own.
 - Collaboratively develop and

Learners will be able to....

- Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
- Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
- Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or

<p>practice strategies for managing and resolving conflict.</p> <ul style="list-style-type: none"> ● Demonstrate understanding of democratic values and processes. ● Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences. ● Challenge unfair viewpoints and behavior by taking action. ● Make informed and reasoned decisions. ● Accept decisions that are made for the common good. 	<p>education.</p>
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Assessment Evidence

<p>Summative:</p> <ul style="list-style-type: none"> ● Chapter lesson assessments ● Weekly/Chapter assessment ● Collaborative/Group projects ● Quizzes <p>Formative:</p> <ul style="list-style-type: none"> ● Exit Tickets ● Homework ● Notebook Checks ● Workbook Assignments ● Daily Independent Practice Worksheets <p>Alternative:</p> <ul style="list-style-type: none"> ● Flip Grid Submissions ● Content Specific projects ● Organizational assessments: including notes and chapter work 	
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Suggested Learning Plan

Anticipated daily sequence - Whole group direct instruction from the teacher, work through text lessons: discuss content, go over vocabulary and people pertinent to the topic. Work in small groups where appropriate; assign lesson assessment for homework or to complete in class. Pretest review prior to chapter assessment.

Geography- Small group or whole group instruction. Work with atlases or text maps, possibly print outs used as well. Use smart board maps to accompany lesson where needed to complete map work. Pretest review prior to all assessments.

Suggested Learning Resources

<p>5th Grade</p> <ul style="list-style-type: none"> ● Harcourt Social Studies-The United States (textbook/workbook) ● Scholastic Map Skills (workbook) ● National Geographic Kids World Atlas 	
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- Globe
- Smart board resources
- Content appropriate handouts
- Supplemental age and topic appropriate reading materials
- National Geography Bee
- Western Hemisphere Countries and Capitals handouts
- US States and Capitals handouts
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, computers, Ipads

6th Grade

- Holt-McDougal-World History (textbook/workbook)
- Scholastic Map Skills (workbook)
- National Geographic Kids World Atlas
- Globe
- Smart board resources
- Content appropriate handouts
- Supplemental age and topic appropriate reading materials
- National Geography Bee
- Jr. Scholastic Current Events
- US States and Capitals handouts
- World Countries and Capitals and Bodies of Water handouts
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games – age and content appropriate
- Use of laptops, computers, Ipads

7th Grade

- Holt-McDougal-United States History Beginnings to 1877 (textbook/workbook)
- National Geographic Kids World Atlas
- Globe
- Smart board resources
- Content appropriate handouts
- Supplemental age and topic appropriate reading materials
- National Geography Bee
- Jr. Scholastic Current Events
- US States and Capitals handouts
- World Countries and Capitals and Bodies of Water handouts
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, computers, IPads

8th Grade

- Holt-McDougal-United States History Civil War to Present (textbook/workbook)
- National Geographic Kids World Atlas
- Globe
- Smart board resources
- Content appropriate handouts
- Supplemental age and topic appropriate reading materials
- National Geography Bee
- Jr. Scholastic Current Events
- US States and Capitals handouts
- World Countries and Capitals and Bodies of Water handouts
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate

Use of laptops, computers, Ipads

Scope and Sequence

<http://www.state.nj.us/education/cccs/2004/>

Link to Literacy Standards for Social Studies

<http://www.corestandards.org/ELA-Literacy/RH/6-8/>

21st Century Themes and Skills

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
CRP6. Demonstrate creativity and innovation

Career Awareness Exploration and Preparation

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Career and Technical Education

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Personal Financial Literacy

9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.
9.1.4.A.2 Identify potential sources of income.

Accommodations and Modifications

Gifted and Talented

- Provide appropriate challenge for wide ranging skills and development areas.
- Participate in inquiry and project-based learning units of study.

English Language Learners

- Pair visual prompts with verbal presentations
- Provide students with visual models, sentence stems, concrete objects, and hands on materials.

Students with IEPs/504

- Review student individual educational plan and/or 504 plan

- Establish procedures for accommodations and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

At Risk Learners:

- Provide Title 1 services to students not meeting academic standards in ELA and/or Math
- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom

Interdisciplinary Connections

- ELA
Text read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the “nonfiction” unit of study.
- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.
- **Mentor Texts**
 - Henry’s Freedom Box
 - When Jessie Came Across the Sea
 - The Other Side- Segregation
 - Grandma’s Pride
 - Cesar Chavez - Harvesting Hope
 - Devil’s Arithmetic
 - Marian Anderson - My Lord What a Morning

Writing

3.13.8.1.WHST.6-8.2

Write informative explanatory texts including the narration of historical events scientific procedures experiments or technical processes.

3.13.8.1.WHST.6-8.1 Write arguments focused on discipline-specific content.

Math 4.8.7.D.3

Solve real-world and mathematical problems involving the four operations with rational numbers.

Integration of 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 collaboratively and to create and communicate knowledge.

8.2 Technology Education, Engineering, and Design: 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 environment.



Deal Borough School District K-8 Instructional Crosswalk

Holocaust

Curricular Goal: Promote Holocaust/Genocide and awareness across the K-12 continuum.

Amistad

Curricular Goal: Ensure that African American history, contributions and experiences are adequately taught across the k-12 continuum.

K	SS Units - Citizenship, Respect Week, Pilgrims and Native Americans, Holidays Around the World, MLK, President's Day, DR. Seuss Week, Memorial Day/Flag Day Focused lessons on acceptance of others, kindness and belonging. (Example: during Dr. Seuss week text - Sneetches = Holocaust; Respect week - Chrysanthemum = Bullying)	
1	SS Units - Rules and Laws, Where People Live, We love Our Country, Our Changing World, Meeting People, The Marketplace; Focused lessons on understanding the importance of tolerance, acceptance, and inclusion as it relates to family and cultural differences. Everyone in this country is important. (Example: Sneetches = Holocaust; Citizenship -Back to School Rules; Culture - Let's Celebrate Thanksgiving; Diversity and Equal Rights -Martin's Big Words (MLK)	
2	SS Units -Governing the People, Citizenship, The World Around Us, Using Our Resources, People Long Ago, A World of Many People, People in the Marketplace Focused lessons on fairness, equality, and the common good; how regional differences impact cultures (Example: Biography segments on Martin Luther King Jr., Susan B Anthony = Equal Rights ; Citizenship texts= following rules, honesty; Bullying =Juice Box Bully; Diversity= Uncle Willie and the soup kitchen)	
3	SS Units - Physical Geography, Human Geography, Citizenship and Government, Communities - sizes, overtime, first communities, American Culture, World Cultures, Working in the Community, Saving and Spending Focused lessons on liberty, justice, equality, and the common good and how they influence new laws, the importance of diverse cultures coming together to solve problems, understanding the perspectives of other cultures. (Examples - The Peace Book, It's Ok To Be Different, The Invisible Boy, Juice Box Bully, The Recess Queen, Enemy Pie, A Pig is Moving In)	SS Units - Physical Geography, Human Geography, Citizenship and Government, Communities - sizes, overtime, first communities, American Culture, World Cultures, Working in the Community, Saving and Spending; Focused lessons on liberty, justice, equality, and the common good and how they influence new laws, the importance of diverse cultures coming together to solve problems, understanding the perspectives of other cultures. Contributions of African Americans in building our country and how change was influenced during their lifetime and for future generations. (Examples - A Place Called Freedom, Becoming A Citizen Just Like Me, The Peace Book, Biography segments -Cesar

Chavez, Maya Lin, Madame CJ Walker)

4 SS Units - Geography of the USA, Patriotism, Government, Regions -Northeast, Southeast, Midwest, Southwest, West and their histories, Black History Month, NJ Unit; Focused lessons on government and laws created at different levels to protect the people, the importance of different cultural perspectives over time and today in an interconnected world, experiences and events may be interpreted differently by people with different cultural or individual perspectives. **(Examples - The Bill of Rights, Who was Anne Frank, Benno and the Night of Broken Glass, "I Survived" - books of topic, Biography segments - Benjamin Banneker, Francis Scott Key, Sequoyah, Thurgood Marshall, Wilma Mankiller)**

SS Units - Geography of the USA, Patriotism, Government, Regions -Northeast, Southeast, Midwest, Southwest, West and their histories, Black History Month, NJ Unit; Focused lessons on government and laws created at different levels to protect the people, the importance of different cultural perspectives over time and today in an interconnected world, experiences and events may be interpreted differently by people with different cultural or individual perspectives **(Examples - The Bill of Rights, When I grow up- Abe Lincoln, A River Runs Wild, Tanya's Reunion Biography segments - Benjamin Banneker, Francis Scott Key, Sequoyah, Thurgood Marshall, Wilma Mankiller ELA cross-curricular - Henry's Freedom Box)**

5 SS Units - Nation's Geography, Exploration, Colonies and Slavery, Revolution, Government, Westward Expansion, Sectionalism and Civil War, Reconstruction, Industrial Revolution, Usa and the World - World Wars and Holocaust; Focused lessons on how the struggle for equal rights is an important part of American history, how the rights of equality are guaranteed under the laws of the Constitution, people of different cultures need to compromise to reach goals, WWII and the Holocaust **(Examples - A Long Way to Go, Who was Anne Frank, Benno and the Night of Broken Glass, "I Survived" - books of topic, Hidden)**

SS Units - Nation's Geography, Exploration, Colonies and Slavery, Revolution, Government, Westward Expansion, Sectionalism and Civil War, Reconstruction, Industrial Revolution, USA and the World - World Wars and Holocaust; Focused lessons on the struggle for equal rights is an important part of American history, how the rights of equality are guaranteed under the laws of the Constitution, people of different cultures need to compromise to reach goals, African American history before and after the Civil War **(Examples - A Good Night for Freedom, Unspoken A story of the Underground Railroad, When I grow Up - Abe Lincoln, Biography segment - Harriet Tubman, Jane Addams, MLK, ELA cross-curricular - The Other Side of Segregation)**

6 SS Units - Mesopotamia, Egypt, Ancient India, Ancient China, The Hebrews, Ancient Greece, The Romans, Islam, Middle Ages, Christianity, Science and Exploration; Focused lessons on religious diversity, how religion unified and divided people; Analyze the role of religion and economics in shaping social hierarchies and the impact of the hierarchies on various groups of people. Understanding the evolution of societies enables students to make informed

SS Units - Mesopotamia, Egypt, Ancient India, Ancient China, The Hebrews, Ancient Greece, The Romans, Islam, Middle Ages, Christianity, Science and Exploration Focused lessons on Understanding the evolution of societies enables students to make informed decisions as 21st century learners; The development of language and writing leads to expression, creation of cultural identity, complex social structures; The role of slavery in ancient civilizations v American slavery **(Examples -Biography segments - Shi**

	<p>decisions as 21st century learners (Examples - Biography segments - Asoka, Socrates, Plato and Aristotle, Mansa Musa, Anne Frank; Jr Scholastic Magazine - selected articles; ELA cross-curricular - Lilly's Cupboard, Number the Stars)</p>	<p>Huangdi, Pizarro, Mansa Musa, Jr. Scholastic Magazine - selected articles; ELA cross-curricular - Grandmama's Pride, Harvesting Hope - Cesar Chavez)</p>
<p>7</p>	<p>SS Units - Ancient Native Americans and Native Americans of the USA, Explorers, American Colonies and Slavery, Revolution, US Constitution and the Bill of Rights and Citizenship, Early America and Expansion, Sectionalism, Civil War; Focused lessons on civil liberties, including religious freedom and the protection offered under the US Constitution, the holocaust and WWII, minorities have not always been treated equally or had the same rights, prejudice is a reflection of time and place not always color or class, people must learn from tragedy or history will repeat itself (Examples -Jr Scholastic Magazine-selected articles ELA cross-curricular - Devil's Arithmetic, Rose Blanche)</p>	<p>SS Units - Ancient Native Americans and Native Americans of the USA, Explorers, American Colonies and Slavery, Revolution, US Constitution and the Bill of Rights and Citizenship, Early America and Expansion, Sectionalism, Civil War; Focused lessons on the development of slavery in the Americas from the colonial era to the American Civil War, the differing perspectives of people based on region of the country, the hypocrisy of the Dec. of Indep., the earliest attempts to end slavery and abolitionist leaders, the abolitionist and women's suffrage movement, the 13th amendment and Reconstruction amendments, MLK, the first African American president (Examples - Jr Scholastic Magazine - selected articles ELA cross-curricular- Marion Anderson My Lord What a Morning, When Marion Anderson Voices that Changed a Nation)</p>
<p>8</p>	<p>SS Units - Reconstruction and 13th Amendment, Second Industrial Revolution, Progressive Movement, America as a World Power, WW I, 1920's- Great Migration, Jazz Age, Voting Rights for Women and Native Americans, 1930's - Great Depression, WW II, 1940's- WWII, Holocaust, USA Internment, 1950's - Cold War, Korean War, 1960's - Civil Rights, Vietnam War, Space Exploration, To present times - Apartheid, Desert Storm, 911 Focus lessons on liberties and freedoms, man's inhumanity to man, the rise of totalitarian governments and the suffering of the people, genocide, global tragedies bring out the worst and best in humanity, people must learn from tragedy or history will repeat itself (Examples-Excerpts from Diary of Anne Frank, Night by Elie Wiesel, The Boy on the Wooden Box, Jr. Scholastic Magazine - selected articles ELA- Boy in the Striped Pajamas, Erika's Story, Chinese Cinderella)</p>	<p>SS Units - Reconstruction and 13th Amendment, Second Industrial Revolution, Progressive Movement, America as a World Power, WW I, 1920's- Great Migration, Jazz Age, Voting Rights for Women and Native Americans, 1930's - Great Depression, WW II, 1940's- WWII, Holocaust, USA Internment, 1950's - Cold War, Korean War, 1960's - Civil Rights, Vietnam War, Space Exploration, To present times - Apartheid, Desert Storm, 911; Focus lessons on slavery and the South's economy, the impact of slavery on American views, The Reconstruction Amendments, the effects of reforms of the 1800's and 1900's on former slaves, Native Americans and women, African American, Native American and Women involvement in all War efforts, Civil Rights movement and legal challenges, the first African American president (Examples - Biography segments - Martin Luther King, Eleanor Roosevelt, Rosa Parks, MLK - I Have a Dream speech, Langston Hughes poem - I Too, Jr. Scholastic Magazine - selected articles ELA cross-curriculum -Remember the Journey of</p>

School Integration)

Annual Pacing Guide

Grade Level: Kindergarten

Subject: Social Studies

September	October	November	December	January
Citizenship	Respect week - Citizenship ties into bullying topics	Native Americans and Pilgrims	Holidays Around the World	Martin Luther King Jr

February	March	April	May	June
President's Day	Dr. Seuss week - Sneetches (Holocaust)	Communities	Memorial Day/ Flag Day	Memorial Day/ Flag Day



Working document.

Update as needed

Annual Pacing Guide

Grade Level: 1

Subject: Social Studies

September	October	November	December	January
	Rules and Laws	Rules and Laws	Where People Live	Where People Live

February	March	April	May	June
We Love Our Country	We Love Our Country/ Our Changing World	Our Changing World/ Meeting People	Meeting People	The Marketplace



Working document.

Update as needed.

Annual Pacing Guide

Grade Level: 2

Subject: Social Studies

September	October	November	December	January
Governing the People Citizenship - make a choice by voting	Governing the People (equal rights for all)	The World Around Us	The World Around Us	Using Our Resources

Map skills - direction, lat. and long., elevation, use of atlas

February	March	April	May	June
Using Our Resources	People Long Ago Citizenship - getting others to vote	People Long Ago Civil Rights	A World of Many People Citizenship - working together (anti-bullying)	People in the Marketplace Citizenship- countries help each other

Alternating years - Mini Society Economic and Entrepreneur Unit

Map skills - direction, lat. and long., elevation, use of atlas



Working document.

Update as needed

Annual Pacing Guide

Grade Level: 3

Subject: Social Studies

September	October	November	December	January
Physical Geography	Human Geography	Citizenship and Government	Communities and their sizes	Communities Over Time

Map skills - direction, lat. and long., elevation, use of atlas

February	March	April	May	June
Our Country's First Communities (growth and change)	American Culture	Cultures Around The World	Working in our Community	Saving and Spending

Alternating years - Mini Society Economic and Entrepreneur Unit

Map skills - direction, lat. and long., elevation, use of atlas



Working document.

Update as needed

Annual Pacing Guide

Grade Level:4

Subject:Social Studies

September	October	November	December	January
Geography of the USA, Patriotism	Economics Government - branches	Government - branches Meaning of regions - NE -past, present, geography	NE - continued SE - past, present, geography	SE- continued Midwest- - past, present, geography

Map skills - direction, lat. and long., elevation, use of atlas

February	March	April	May	June
Midwest - continued Black History Month	West - past, present, continued	West - past, present, continued	New Jersey Unit	New Jersey Unit

Alternating years - Mini Society Economic and Entrepreneur Unit

Map skills - direction, lat. and long., elevation, use of atlas



Working document.

Update as needed

Annual Pacing Guide

Grade Level:5

Subject: Social Studies

September	October	November	December	January
Continents' Geography	USA Native Americans	Exploration Slavery	Colonies Slavery	Revolution African American Ro

Map skills - direction, lat. and long., elevation, use of atlas

February	March	April	May	June
Government Institution	Westward Expansion Indian Removal	Sectionalism Civil War	Reconstruction, Industrial Revolutions	USA and the world World Wars Holocaust To present

Map skills - direction, lat. and long., elevation, use of atlas



Working document.

Update as needed

Annual Pacing Guide

Grade Level: 6

Subject: World History

September	October	November	December	January
Mesopotamia	Mesopotamia & Egypt	Egypt & Ancient India	Ancient China	The Hebrews and Judaism The Ancient Greeks

Slavery of the World vs US Slavery

Holocaust

Map skills - direction, lat. and long., elevation, use of atlas and almanac

February	March	April	May	June
Ancient Greeks	The Roman World	Islam, Middle Ages, Christianity	Renaissance and Reformation	Science and Exploration

Map skills - direction, lat. and long., elevation, use of atlas and almanac



Working document.

Update as needed

Annual Pacing Guide

Grade Level: 7

Subject: American History

September	October	November	December	January
ancient Native Americans & Native Americans of North America	Explorers	American Colonies & Slavery	Revolutionary War & the African American Role	US Constitution, Bill of Rights, Citizenship

Map skills - direction, lat. and long., elevation, use of atlas and almanac

February	March	April	May	June
Early America	Early America and Expansion	Sectionalism	Civil War & End of Slavery	Reconstruction

Map skills - direction, lat. and long., elevation, use of atlas and almanac

Alternating years - Interdisciplinary Career Project/Interdisciplinary Washington DC project



Working document.

Update as needed

Annual Pacing Guide

Grade Level: 8

Subject: American History

September	October	November	December	January
view Reconstruction, 13th Amendment	Second Industrial Revolution, Immigration	Progressives, America as a World Power	World War 1	1920s, Great Migration, Jazz Age, Women and Native American voting Rights

Map skills - direction, lat. and long., elevation, use of atlas and almanac

February	March	April	May	June
The Great Depression, World War II 1930's	World War II, Holocaust, Internment 1940's	Cold War Era, Korean War 1950s	Civil Rights, Vietnam War, Space Exploration 1960s	To present times: Apartheid, Desert Storm, 911

Map skills - direction, lat. and long., elevation, use of atlas and almanac

Alternating years - Interdisciplinary Career Project/Interdisciplinary Washington DC project



Working document.

Update as needed