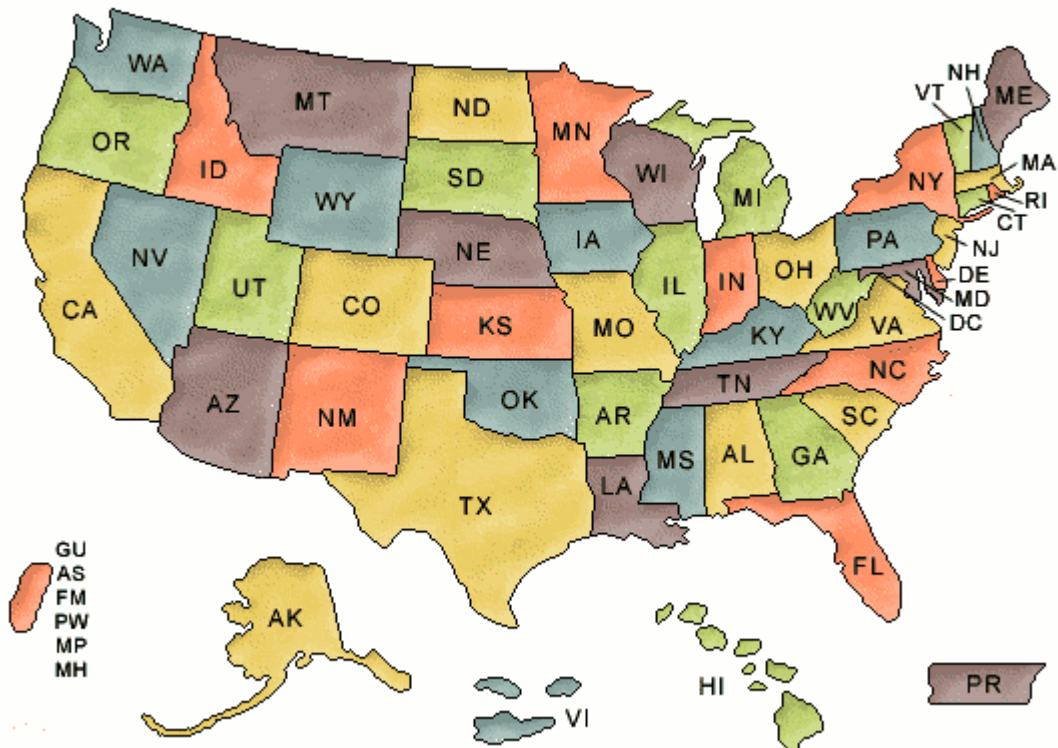


Lower Township School District
Cape May, New Jersey

Social Studies
Instructional
Units



SOCIAL STUDIES INSTRUCTIONAL UNITS TASK FORCE MEMBERS

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SEPTEMBER 2013

Unit 1

The First Americans

Unit Overview

Content Area: Social Studies

Unit Title: The First Americans

Unit: 1: Chapters 1

Target Course/Grade Level: Fifth Grade

Timeline: 9 days

Unit Summary- Scientists think the first humans came to the Americas thousands of years ago, crossing from Asia to North America. As they migrated, these early Americans formed different cultures. Civilizations included the Mayas and Aztecs. By the late 1400s, hundreds of Native American groups existed in North America. Native Americans learned ways of adapting to the land. They also adapted the land to meet their needs. Among Native Americans, many different cultures emerged. Daily life featured clear roles for men, women, and children. Native American groups developed religions and formed governments to serve their needs.

Learning Targets

Standards

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

Content Statements

- ♦ Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.
- ♦ European exploration expanded global economic and cultural exchange into the Western Hemisphere.
- ♦ 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.
- ♦ Archeological provides historical and scientific explanations for how ancient people lived.
- ♦ The ability to recognize a problem and apply critical thinking and problem-solving to solve the problem is a lifelong skill that develops over time.
- ♦ Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
- ♦ Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
- ♦ Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
- ♦ Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
- ♦ Digital media are 21st-century tools used for local and global communication.
- ♦ The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.

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Cape May, New Jersey

CPI #	Cumulative Progress Indicator (CPI)
6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1.8.B.1.a	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
6.1.8.D.1.a	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native Americans.
6.2.8.B.1.b	Compare and contrast how nomadic and agrarian societies used land and natural resources.
6.2.8.C.1.a	Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.
6.2.8.C.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
6.2.8.D.1.a	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
6.2.8.D.1.b	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.
6.2.8.D.1.c	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.A.2	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
9.1.8.B.1	Use multiple points of view to create alternative solutions.
9.1.8.B.2	Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
9.1.8.C.1	Determine an individual's responsibility for personal actions and contributions to group activities.
9.1.8.C.2	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
9.1.8.C.3	Model leadership skills during classroom and extra-curricular activities.
9.1.8.D.1	Employ appropriate conflict resolution strategies.
9.1.8.D.2	Demonstrate the ability to understand inferences.
9.1.8.D.3	Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
9.1.8.D.4	Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding.
9.1.8.D.5	Justify the need for greater cross-cultural understanding due to globalization.
9.1.8.E.1	Explain how technology has strengthened the role of digital media in the global society.
9.1.8.E.2	Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal messages.
9.1.8.E.3	Differentiate between explicit and implicit digital media messages, and discuss the impact of individuals, groups, and society as a whole.
9.1.4.F.2	The nature of the 21 st century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.
Unit Essential Questions ♦ How does the environment shape how we live?	Unit Understandings ♦ Native Americans both shaped and adapted to their environment, creating thriving civilizations throughout the Americas. ♦ Native Americans thrived by creating diverse ways of life, adapting to the climate, resources, and other environmental factors. ♦ Native Americans developed rich cultural traditions, creating societies with complex economies, governments, languages, arts, and technologies.

Unit Learning Targets (Outcomes) –

Students will ...

- ♦ Summarize how ancient Americans migrated to and settled in North America.
- ♦ Describe how ancient Americans spread throughout the Americas.
- ♦ Identify civilizations that flourished throughout the Americas.
- ♦ Identify Native American societies from different geographic regions of North America.
- ♦ Define the term economy and describe the ways in which Native American groups used local resources to survive.
- ♦ Describe how Native Americans modified the environment to meet basic needs and the importance of these modifications.
- ♦ Define culture and provide examples from different native peoples.
- ♦ Examine daily life of adults and children in Native American families.
- ♦ Describe how Native American groups chose leaders and governed themselves.
- ♦ Describe various features of Native American religious life.

Integration of Technology:

Use of the following resources: Interactive Whiteboard, Microsoft PowerPoint, Microsoft Word, laptops, online data bases, textbook, video, web quests, etc.

- ♦ Students will access primary source work to analyze and interpret information.
- ♦ Students will utilize technological resources in order to create, explain, summarize, and validate information.
- ♦ Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
- ♦ Students will use active listening guides to analyze video from both the textbook and other sources (My Story Video)

Technology Resources: Access additional resources:

- <http://www.pbs.org>
- <http://www.42explore2.com>
- <http://mrdonn.org>
- <http://brainpop.org>

Opportunities for Differentiation:

This unit includes a variety of activities for different types and levels of learners. Specifically, these activities help scaffold higher-level thinking and address the needs of multiple intelligences and various types of learners.

- ♦ Students will create flash cards or a vocabulary list of words they encounter frequently as they read, especially key vocabulary terms.
- ♦ Utilize peer/buddy reading to complete small group/pair reading and other activities
- ♦ Provide of choices of tasks or modes of working
- ♦ Outlining key aspects of the unit will help assist learners in understanding main ideas, connections, and important supporting details
- ♦ Students can work in pairs or small groups to create a map that shows the major landforms, cities, seas, etc. in early civilizations
- ♦ Have students teams write study guide questions that help them understand the geographic, political, economic, religious, and social structures of the civilization
- ♦ Students create a Venn diagram comparing/contrasting early civilization to present.

Primary interdisciplinary connections: language arts, health, mathematics, science, technology, theatre, visual arts

21st century themes: critical thinking, collaborative group problem solving, and effective communication skills

Evidence of Learning

Summative Assessment

Options include:

- ♦ Writing Activity--Students use the myStory Ideas from their work text to write and illustrate an 8-page booklet demonstrating their understanding of the key objectives, vocabulary, and the Big Question for this chapter.
- ♦ Hands-on Activity: A Culture of their Own-- Students create a museum exhibit.
- ♦ Tests Form A and B or Chapter Test online.

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Equipment needed: Interactive Whiteboard, art supplies, computers, library resources, textbook

Teacher Instructional Resources: TE Pearson: my World Social Studies and supplemental components of text

Formative Assessments

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| <ul style="list-style-type: none">♦ Speech/story from the perspective of...♦ Graphic organizers♦ Section quizzes♦ Outlining♦ Timelines♦ Map skills♦ Vocabulary term exercises♦ Storyboard♦ Summative essay♦ Research posters, pamphlets, papers, etc. | <ul style="list-style-type: none">♦ Drawing conclusions from a video (active listening guides)♦ Illustration♦ PowerPoint Presentations♦ Venn Diagrams♦ Newspaper article♦ Writing a Song/Poem About...♦ Writing a Recommendation...♦ Developing a Group Discussion♦ Design an ancient artifact♦ Group/Individual Games |
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Unit 2

The Age of Exploration

Unit Overview

Content Area: Social Studies

Unit Title: Age of Exploration

Unit: 2: Chapters 2

Target Course/Grade Level: Fifth Grade

Timeline: 11 days

Unit Summary- Europeans sought sea routes to Asia to trade for valuable goods. Navigation tools and new ship designs made sea travel easier. Prince Henry of Portugal paid for voyages to Africa. Vasco da Gama was the first European to reach India by sea. Spain’s rulers paid for voyages to find riches and to spread Christianity. Christopher Columbus landed in North America by sailing west. Spanish conquistadors searched for gold and glory in the Americas. In 1535, Spain established the colony of New Spain in the Americas. Columbus’s voyages sparked huge changes for Europeans, Native Americans, and Africans in the Western and Eastern hemispheres. As groups mixed, they shared parts of their cultures with one another. Animals and crops, as well as deadly diseases, were exchanged.

Learning Targets

Standards

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

Content Statement

- ♦ Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.
- ♦ European exploration expanded global economic and cultural exchange into the Western Hemisphere.
- ♦ 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.
- ♦ The ability to recognize a problem and apply critical thinking and problem-solving to solve the problem is a lifelong skill that develops over time.
- ♦ Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
- ♦ Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
- ♦ Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
- ♦ Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
- ♦ Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
- ♦ Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
- ♦ Digital media are 21st-century tools used for local and global communication.
- ♦ The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.

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Cape May, New Jersey

CPI #	Cumulative Progress Indicator (CPI) –
6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1.8.B.1.b	Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.
6.1.8.C.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.
6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.
6.1.8.D.1.c	Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.
6.1.8.B.2.b	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
6.1.8.C.2.a	Relate slavery and indentured servitude to Colonial labor systems.
6.1.8.D.2.a	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
6.1.8.D.2.b	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.A.2	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
9.1.8.B.1	Use multiple points of view to create alternative solutions.
9.1.8.B.2	Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
9.1.8.C.1	Determine an individual’s responsibility for personal actions and contributions to group activities.
9.1.8.C.2	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
9.1.8.C.3	Model leadership skills during classroom and extra-curricular activities.
9.1.8.D.1	Employ appropriate conflict resolution strategies.
9.1.8.D.2	Demonstrate the ability to understand inferences.
9.1.8.D.3	Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
9.1.8.D.4	Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding.
9.1.8.D.5	Justify the need for greater cross-cultural understanding due to globalization.
9.1.8.E.1	Explain how technology has strengthened the role of digital media in the global society.
9.1.8.E.2	Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal messages.
9.1.8.E.3	Differentiate between explicit and implicit digital media messages, and discuss the impact of individuals, groups, and society as a whole.
9.1.4.F.2	Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ♦ Why do people explore? 	<p>Unit Understandings</p> <ul style="list-style-type: none"> ♦ Trade spurred European explorers in the fifteenth and sixteenth centuries to seek new opportunities, some of which had unexpected results. ♦ Columbus’s voyages launched a period of interaction and exchange among Europe, Africa, and the Americas which had both beneficial and tragic results, and long-lasting effects.

Unit Learning Targets (Outcomes) –

Students will ...

- ♦ Analyze the impact on exploration of innovations such as improved maps, faster and safer ships, the astrolabe, and the magnetic compass.
- ♦ Summarize the efforts of the prince of Portugal to establish sea routes around Africa to Asia in order to increase trade and gain riches for his country.
- ♦ Identify Portuguese explorer Vasco de Gama as the first European to sail around the tip of Africa and reach India.
- ♦ Know how to read a timeline and determine the order of events.
- ♦ Understand how to correctly order events in a timeline.
- ♦ Demonstrate how to make a timeline from events in their own lives.
- ♦ Explain that the King and Queen of Spain were motivated to send explorers to the Americas by a desire for profit and to spread Christianity.
- ♦ Describe how Columbus sailed west hoping to reach Asia but landed on a continent previously unknown to most Europeans.
- ♦ Summarize the efforts of Spanish explorers following Columbus to search the Americas for sources of wealth and also to conquer native peoples in the name of Spain.
- ♦ Define the term *colony* and describe how Spain started colonies in the Americas.
- ♦ Define *Columbian Exchange* as an interchange of cultures and goods between Europeans, Native Americans, and Africans following Columbus' explorations.
- ♦ Analyze the consequences of the Columbian Exchange, both positive and negative.
- ♦ Draw conclusions about the lasting impact of the Columbian Exchange on the cultures of European, Native American, and African peoples.

Integration of Technology:

Use of the following resources: Interactive Whiteboard, Microsoft PowerPoint, Microsoft Word, laptops, online data bases, textbook, video, web quests, etc.

- ♦ Students will access primary source work to analyze and interpret information.
- ♦ Students will utilize technological resources in order to create, explain, summarize, and validate information.
- ♦ Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
- ♦ Students will use active listening guides to analyze video from both the textbook and other sources (My Story Video)

Technology Resources: Access additional resources:

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Opportunities for Differentiation:

This unit includes a variety of activities for different types and levels of learners. Specifically, these activities help scaffold higher-level thinking and address the needs of multiple intelligences and various types of learners.

- ♦ Students will create flash cards or a vocabulary list of words they encounter frequently as they read, especially key vocabulary terms.
- ♦ Utilize peer/buddy reading to complete small group/pair reading and other activities
- ♦ Provide of choices of tasks or modes of working
- ♦ Outlining key aspects of the unit will help assist learners in understanding main ideas, connections, and important supporting details
- ♦ Students can work in pairs or small groups to create a map that shows the major landforms, cities, seas, etc. in early civilizations
- ♦ Have students teams write study guide questions that help them understand the geographic, political, economic, religious, and social structures of the civilization
- ♦ Students create a Venn diagram comparing/contrasting early civilization to present.

Primary interdisciplinary connections: language arts, health, mathematics, science, technology, theatre, visual arts

21st century themes: critical thinking, collaborative group problem solving, and effective communication skills

Evidence of Learning

Summative Assessment

Options include:

1. Writing Activity--Students use the myStory Ideas from their worktext to write and illustrate an 8-page booklet demonstrating their understanding of the key objectives, vocabulary, and the Big Question for this chapter.
2. Hands-on Activity: Help Wanted: Adventurers-- Students create an advertisement to attract new recruits to sail with a famous explorer.
3. Tests Form A and B or Chapter Test online.

Equipment needed: Interactive Whiteboard, art supplies, computers, library resources, textbook

Teacher Instructional Resources: TE Pearson: my World_Social Studies and supplemental components of text

Formative Assessments

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| <ul style="list-style-type: none"> ♦ Speech/story from the perspective of... ♦ Graphic organizers ♦ Section quizzes ♦ Outlining ♦ Timelines ♦ Map skills ♦ Vocabulary term exercises ♦ Storyboard ♦ Summative essay ♦ Research posters, pamphlets, papers, etc. | <ul style="list-style-type: none"> ♦ Drawing conclusions from a video (active listening guides) ♦ Illustration ♦ PowerPoint Presentations ♦ Venn Diagrams ♦ Newspaper article ♦ Writing a Song/Poem About... ♦ Writing a Recommendation... ♦ Developing a Group Discussion ♦ Design an ancient artifact ♦ Group/Individual Games |
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Unit 3

Settlements Take Root

Unit Overview

Content Area: Social Studies

Unit Title: Settlements Take Root

Unit: 3: Chapter 3

Target Course/Grade Level: Fifth Grade

Timeline: 11 days

Unit Summary - The Spanish colony in North America was called New Spain. Native Americans were at the bottom of the colony's class structure. St. Augustine was the first Spanish settlement in the United States. Spanish missions changed how many Native Americans lived. In the late 1500s, the English tried to set up a colony in North America. After some failures, Jamestown was established in present-day Virginia. The colonists made peace with the Powhatans, and the colony grew. Tobacco became the cash crop that helped the colony succeed.

Learning Targets

Standards

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

Content Statements

- ♦ Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.
- ♦ European exploration expanded global economic and cultural exchange into the Western Hemisphere.
- ♦ 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.
- ♦ Disputes over political authority and economic issues contributed to movement for independence in the colonies.
- ♦ The fundamental principles of the United States Constitution serve as the foundation of the United States government today.
- ♦ The ability to recognize a problem and apply critical thinking and problem-solving to solve the problem is a lifelong skill that develops over time.
- ♦ Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
- ♦ Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
- ♦ Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
- ♦ Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
- ♦ Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
- ♦ Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
- ♦ Digital media are 21st-century tools used for local and global communication.
- ♦ The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.

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CPI #	Cumulative Progress Indicator (CPI) –
6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1.8.B.1.a	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
6.1.8.C.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.
6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.
6.1.8.A.2.b	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
6.1.8.A.2.c	Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.
6.1.8.B.2.a	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
6.1.8.B.2.b	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
6.1.8.C.2.a	Relate slavery and indentured servitude to Colonial labor systems.
6.1.8.C.2.b	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
6.1.8.D.2.a	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
6.1.8.D.2.b	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
6.1.8.B.3.a	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.A.2	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
9.1.8.B.1	Use multiple points of view to create alternative solutions.
9.1.8.B.2	Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
9.1.8.C.1	Determine an individual's responsibility for personal actions and contributions to group activities.
9.1.8.C.2	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
9.1.8.C.3	Model leadership skills during classroom and extra-curricular activities.
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9.1.8.D.2	Demonstrate the ability to understand inferences.
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9.1.8.D.5	Justify the need for greater cross-cultural understanding due to globalization.
9.1.8.E.1	Explain how technology has strengthened the role of digital media in the global society.
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9.1.8.F.2	Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.

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<u>Unit Essential Questions</u> <ul style="list-style-type: none">♦ Why do people leave their homelands?	<u>Unit Understandings</u> <ul style="list-style-type: none">♦ Immigrants leave their homelands due to political and economic problems and to seek economic opportunities and religious freedom.♦ Colonization of the Americas had unintended and sometimes devastating consequences.♦ When people from different cultures first meet, there are opportunities for cooperation and compromise as well as for conflict.♦ Europeans and Native Americans often had differing points of view.
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Unit Learning Targets (Outcomes) –
Students will ...

- ♦ Summarize the economic activities of Spanish settlements including encomiendas, ranches, and mines.
- ♦ Describe the importance of the Spanish mission in the spread of Spanish settlements in North America.
- ♦ Analyze the relationships between Spanish settlers and Native Americans.
- ♦ Identify the location of Spanish settlements in North America including St. Augustine.
- ♦ Describe the geographical setting of St. Augustine and its importance.
- ♦ Explain why and how the English started settlements in Virginia.
- ♦ Analyze the impact of geography and climate on the Virginia colony.
- ♦ Summarize the sequence of events leading to a permanent settlement in Virginia.
- ♦ Trace the development of representative government in Virginia.
- ♦ Summarize the religious and economic reasons that prompted Pilgrims and Puritans to settle in New England.
- ♦ Explain the significance of the Mayflower Compact.
- ♦ Describe the relationship between Native Americans and English settlers in New England.
- ♦ Describe the kinds of communities the Pilgrims and Puritans created, including the influence of religion on daily life.
- ♦ Identify ways in which Europeans competed for economic opportunities in North America, including claiming land, using resources, and establishing trade.
- ♦ Summarize the relationship between Native Americans and the French, and between Native Americans and the Dutch.
- ♦ Describe the colonial communities created by the French and the Dutch.
- ♦ Compare the colonization efforts of the English, French, and Dutch in North America.

Integration of Technology:

Use of the following resources: Interactive Whiteboard, Microsoft PowerPoint, Microsoft Word, laptops, online data bases, textbook, video, web quests, etc.

- ♦ Students will access primary source work to analyze and interpret information.
- ♦ Students will utilize technological resources in order to create, explain, summarize, and validate information.
- ♦ Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
- ♦ Students will use active listening guides to analyze video from both the textbook and other sources (My Story Video)

Technology Resources: Access additional resources:

- <http://www.pbs.org>
- <http://www.42explore2.com>
- <http://mrdonn.org>
- <http://brainpop.org>

Opportunities for Differentiation:

This unit includes a variety of activities for different types and levels of learners. Specifically, these activities help scaffold higher-level thinking and address the needs of multiple intelligences and various types of learners.

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- ♦ Students will create flash cards or a vocabulary list of words they encounter frequently as they read, especially key vocabulary terms.
- ♦ Utilize peer/buddy reading to complete small group/pair reading and other activities
- ♦ Provide of choices of tasks or modes of working
- ♦ Outlining key aspects of the unit will help assist learners in understanding main ideas, connections, and important supporting details
- ♦ Students can work in pairs or small groups to create a map that shows the major landforms, cities, seas, etc. in early civilizations
- ♦ Have students teams write study guide questions that help them understand the geographic, political, economic, religious, and social structures of the civilization
- ♦ Students create a Venn diagram comparing/contrasting early civilization to present.

Primary interdisciplinary connections: language arts, health, mathematics, science, technology, theatre, visual arts

21st century themes: critical thinking, collaborative group problem solving, and effective communication skills

Evidence of Learning

Summative Assessment

Options include:

1. Writing Activity--Students use the My Story Ideas from their worktext to write and illustrate an 8-page booklet demonstrating their understanding of the key objectives, vocabulary, and the Big Question for this chapter.
2. Hands-on Activity: Help Wanted: My Life in America: Students will write blogs about life in the colonies from different perspectives.
3. Tests Form A and B or Chapter Test online.

Equipment needed: Interactive Whiteboard, art supplies, computers, library resources, textbook

Teacher Instructional Resources: TE Pearson: My World Social Studies and supplemental components of text

Formative Assessments

- | | |
|---|--|
| <ul style="list-style-type: none"> ♦ Speech/story from the perspective of... ♦ Graphic organizers ♦ Section quizzes ♦ Outlining ♦ Timelines ♦ Map skills ♦ Vocabulary term exercises ♦ Storyboard ♦ Summative essay ♦ Research posters, pamphlets, papers, etc. | <ul style="list-style-type: none"> ♦ Drawing conclusions from a video (active listening guides) ♦ Illustration ♦ PowerPoint Presentations ♦ Venn Diagrams ♦ Newspaper article ♦ Writing a Song/Poem About... ♦ Writing a Recommendation... ♦ Developing a Group Discussion ♦ Design an ancient artifact ♦ Group/Individual Games |
|---|--|

Unit 4

Life in the Colonies

Unit Overview

Content Area: Social Studies

Unit Title: Life in the Colonies

Unit: 4: Chapter 4

Target Course/Grade Level: Fifth Grade

Timeline: 12 days

Unit Summary - The 13 English colonies were shaped by geography. In New England, the ocean and forests provided key resources. In the Middle Colonies, farming was a major economic activity. In the Southern Colonies, conditions were ideal for the rice and tobacco. Most colonists lived and worked on farms. Some colonists in cities were artisans who practiced skilled trades, such as printing, blacksmithing, or basket weaving. England tried to control colonial trade. The practice of slavery began soon after the settlement of Jamestown. Enslaved Africans worked in both the North and the South. Enslaved people suffered greatly but made valuable contributions. Enslaved people resisted their captivity in many ways. British, French, and Native Americans clashed in the Ohio River valley. After early defeats, the British and their allies won the war. The Proclamation of 1763 tried to stop British settlement beyond the Appalachian Mountains.

Learning Targets

Standards

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

Content Statements

- ♦ Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.
- ♦ European exploration expanded global economic and cultural exchange into the Western Hemisphere.
- ♦ 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.
- ♦ Disputes over political authority and economic issues contributed to movement for independence in the colonies.
- ♦ The fundamental principles of the United States Constitution serve as the foundation of the United States government today.
- ♦ The ability to recognize a problem and apply critical thinking and problem-solving to solve the problem is a lifelong skill that develops over time.
- ♦ Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
- ♦ Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
- ♦ Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
- ♦ Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
- ♦ Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
- ♦ Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
- ♦ Digital media are 21st-century tools used for local and global communication.
- ♦ The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.

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CPI #	Cumulative Progress Indicator (CPI) –
6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
6.1.8.A.2.a	Determine the roles of religious freedom and participatory government in various North American colonies.
6.1.8.A.2.b	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
6.1.8.A.2.c	Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.
6.1.8.B.2.a	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
6.1.8.B.2.b	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
6.1.8.C.2.a	Relate slavery and indentured servitude to Colonial labor systems.
6.1.8.C.2.b	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
6.1.8.C.2.c	Analyze the impact of triangular trade on multiple nations and groups.
6.1.8.D.2.a	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
6.1.8.D.2.b	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
6.1.8.B.3.a	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
6.1.8.D.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.A.2	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
9.1.8.B.1	Use multiple points of view to create alternative solutions.
9.1.8.B.2	Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
9.1.8.C.1	Determine an individual's responsibility for personal actions and contributions to group activities.
9.1.8.C.2	
9.1.8.C.3	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
9.1.8.D.1	Model leadership skills during classroom and extra-curricular activities.
9.1.8.D.2	Employ appropriate conflict resolution strategies.
9.1.8.D.3	Demonstrate the ability to understand inferences.
9.1.8.D.4	Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
9.1.8.D.5	Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding.
9.1.8.E.1	Justify the need for greater cross-cultural understanding due to globalization.
9.1.8.E.2	Explain how technology has strengthened the role of digital media in the global society.
9.1.8.E.3	Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal messages.
9.1.8.F.2	Differentiate between explicit and implicit digital media messages, and discuss the impact of individuals, groups, and society as a whole.

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Unit Essential Questions <ul style="list-style-type: none">What does it take to build a new society?	Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.
Unit Learning Targets (Outcomes) – Students will ...	
<ul style="list-style-type: none">Compare and contrast the physical geography and location of the New England, Middle, and Southern colonies.Analyze the role of religion and government in the New England colonies.Describe Quaker and other settlements in the Middle Colonies and the industries that developed.Explain how the Southern colonies of Virginia, Maryland, the Carolinas, and Georgia were established and developed.Explain and give examples of the work of apprentices, artisans farmers, and enslaved Africans, and other workers in the colonies.Describe triangular trade, including the goods exported by colonists for export and the goods they imported.Explain the impact of protectionism and mercantilism on colonial trade.Compare and contrast the various social classes in the colonies.Explain ways in which colonists altered the environment to meet their needs.Summarize the development of slavery in America.Describe the daily life of enslaved Africans in the colonies, as well as free Africans.Explain the contributions of enslaved Africans to the colonies.Describe ways in which Africans resisted slavery.Describe the relationships between British colonists and different Native American groups that led to both cooperation and conflict.Analyze how French settlements in the Ohio River valley and conflicts in Europe impacted French and British colonists and Native Americans.Identify George Washington’s role in the French and Indian War.Assess how the conflicts and alliances during the French and Indian War affected the expansion of the British colonies.Analyze the impact of Pontiac’s Rebellion and its relation to the Proclamation of 1763.	
Integration of Technology: <p>Use of the following resources: Interactive Whiteboard, Microsoft PowerPoint, Microsoft Word, laptops, online data bases, textbook, video, web quests, etc.</p> <ul style="list-style-type: none">Students will access primary source work to analyze and interpret information.Students will utilize technological resources in order to create, explain, summarize, and validate information.Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.Students will use active listening guides to analyze video from both the textbook and other sources (My Story Video)	
Technology Resources: Access additional resources: <ul style="list-style-type: none">http://www.pbs.orghttp://www.42explore2.comhttp://mrdonn.orghttp://brainpop.org	
Opportunities for Differentiation: <p>This unit includes a variety of activities for different types and levels of learners. Specifically, these activities help scaffold higher-level thinking and address the needs of multiple intelligences and various types of learners.</p> <ul style="list-style-type: none">Students will create flash cards or a vocabulary list of words they encounter frequently as they read, especially key vocabulary terms.Utilize peer/buddy reading to complete small group/pair reading and other activitiesProvide of choices of tasks or modes of workingOutlining key aspects of the unit will help assist learners in understanding main ideas, connections, and important supporting details	

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<ul style="list-style-type: none"> ♦ Students can work in pairs or small groups to create a map that shows the major landforms, cities, seas, etc. in early civilizations ♦ Have students teams write study guide questions that help them understand the geographic, political, economic, religious, and social structures of the civilization ♦ Students create a Venn diagram comparing/contrasting early civilization to present. 	
Primary interdisciplinary connections: language arts, health, mathematics, science, technology, theatre, visual arts	
21st century themes: critical thinking, collaborative group problem solving, and effective communication skills	
Evidence of Learning	
Summative Assessment	
Options include: <ol style="list-style-type: none"> 1. Writing Activity--Students use the myStory Ideas from their worktext to write and illustrate an 8-page booklet demonstrating their understanding of the key objectives, vocabulary, and the Big Question for this chapter. 2. Hands-on Activity: Help Wanted: Where Should they Settle? Students complete a proposal identifying which of the three colonial regions is best for a colonist to settle, based on that individuals needs. 3. Tests Form A and B or Chapter Test online. 	
Equipment needed: Interactive Whiteboard, art supplies, computers, library resources, textbook	
Teacher Instructional Resources: TE Pearson: <u>my World</u> Social Studies and supplemental components of text	
Formative Assessments	
<ul style="list-style-type: none"> ♦ Speech/story from the perspective of... ♦ Graphic organizers ♦ Section quizzes ♦ Outlining ♦ Timelines ♦ Map skills ♦ Vocabulary term exercises ♦ Storyboard ♦ Summative essay ♦ Research posters, pamphlets, papers, etc. 	<ul style="list-style-type: none"> ♦ Drawing conclusions from a video (active listening guides) ♦ Illustration ♦ PowerPoint Presentations ♦ Venn Diagrams ♦ Newspaper article ♦ Writing a Song/Poem About... ♦ Writing a Recommendation... ♦ Developing a Group Discussion ♦ Design an ancient artifact ♦ Group/Individual Games
ACTIVITIES	MATERIALS
<ul style="list-style-type: none"> ♦ Thirteen Original Colonies Booklets/Brochure 	See Greta for materials

Unit 5

The American Revolution

Unit Overview

Content Area: Social Studies

Unit Title: The American Revolution

Unit: 5: Chapter 5

Target Course/Grade Level: Fifth Grade

Timeline: 13 days

Unit Summary - The colonists had no representatives in the British Parliament. Because they lacked representation, the colonists believed that new British taxes were unfair. The colonists worked together to protest unfair British taxes. Tensions between the British and the American colonists led to the Boston Massacre and the Boston Tea Party. The colonists first fought against British soldiers at Lexington and Concord. The Declaration of Independence established ideals of liberty, equality, and self-government for the new nation. Those who signed the Declaration risked their lives. Early victories inspired the Patriots to keep on fighting. France and other nations supported the Patriots against the British. Native Americans were divided over which side they supported. After losing battles in the North, the British invaded the South. Washington's victory at Yorktown was the last major battle of the war. The Treaty of Paris established American independence.

Learning Targets

Standards

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

Content Statements

- ♦ 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.
- ♦ Disputes over political authority and economic issues contributed to movement for independence in the colonies.
- ♦ The fundamental principles of the United States Constitution serve as the foundation of the United States government today.
- ♦ Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.
- ♦ The ability to recognize a problem and apply critical thinking and problem-solving to solve the problem is a lifelong skill that develops over time.
- ♦ Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
- ♦ Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
- ♦ Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
- ♦ Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
- ♦ Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
- ♦ Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
- ♦ Digital media are 21st-century tools used for local and global communication.
- ♦ The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.

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CPI #	Cumulative Progress Indicator (CPI) –
6.1.8.A.2.b	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
6.1.8.A.3.a	Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
6.1.8.B.3.c	Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
6.1.8.B.3.d	Explain why New Jersey’s location played an integral role in the American Revolution.
6.1.8.C.3.a	Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
6.1.8.D.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
6.1.8.D.3.b	Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
6.1.8.D.3.c	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
6.1.8.D.3.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
6.1.8.D.3.e	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
6.1.8.D.3.f	Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.
6.1.8.A.4.a	Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.A.2	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
9.1.8.B.1	Use multiple points of view to create alternative solutions.
9.1.8.B.2	Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
9.1.8.C.1	Determine an individual’s responsibility for personal actions and contributions to group activities.
9.1.8.C.2	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
9.1.8.C.3	Model leadership skills during classroom and extra-curricular activities.
9.1.8.D.1	Employ appropriate conflict resolution strategies.
9.1.8.D.2	Demonstrate the ability to understand inferences.
9.1.8.D.3	Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
9.1.8.D.4	Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding.
9.1.8.D.5	Justify the need for greater cross-cultural understanding due to globalization.
9.1.8.E.1	Explain how technology has strengthened the role of digital media in the global society.
9.1.8.E.2	Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal messages.
9.1.8.E.3	Differentiate between explicit and implicit digital media messages, and discuss the impact of individuals, groups, and society as a whole.
9.1.8.F.2	Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.

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Unit Essential Questions <ul style="list-style-type: none">♦ What is worth fighting for?	Unit Understandings <ul style="list-style-type: none">♦ People can stand up for what they believe.♦ People who share ideals can accomplish common goals.♦ Political change can have costs and benefits for different groups.♦ There are universal rights that all people share.
Unit Learning Targets (Outcomes) – students will ... <ul style="list-style-type: none">♦ Know that the British government wanted the colonists to accept British rule.♦ Understand how the actions of Parliament led to protests against British rule.♦ Identify leaders who organized protests against British rule.♦ Analyze how British actions caused the colonists to stage boycotts.♦ Explain how British actions caused the colonists to work together.♦ Describe the effects of the colonists’ protests.♦ Explain the causes and effects of the Boston Massacre.♦ Identify Patriot and British leaders at the beginning of the Revolution and their activities.♦ Describe the events leading up to the British response to the Boston Tea Party.♦ Summarize the activities and decisions of the Continental Congress.♦ List the location and results of the first battle of the Revolution.♦ Describe the purpose and actions of the Second Continental Congress.♦ Describe how and why the colonies declared their independence from British rule.♦ Identify the leaders who wrote and signed the Declaration of Independence.♦ Understand that the Declaration of Independence was a public explanation of American ideals.♦ Compare the advantages and disadvantages of each side in the American Revolution.♦ Describe the importance of the battles of Ticonderoga, Trenton, and Saratoga.♦ Identify the contributions of key individuals in the American Revolution.♦ Understand the viewpoints of groups such as women and Native Americans during the American Revolutionary period.♦ Summarize why other nations formed alliances with the colonists and how these alliances contributed to the colonists’ victory in the American Revolution.♦ Describe the actions of individuals who changed the course of the American Revolution.♦ Analyze the participation of African Americans on both sides in the American Revolution.♦ Describe the importance of the battle of Yorktown.♦ Explain the significance of the Treaty of Paris.	
Integration of Technology: Use of the following resources: Interactive Whiteboard, Microsoft PowerPoint, Microsoft Word, laptops, online data bases, textbook, video, web quests, etc. <ul style="list-style-type: none">♦ Students will access primary source work to analyze and interpret information.♦ Students will utilize technological resources in order to create, explain, summarize, and validate information.♦ Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.♦ Students will use active listening guides to analyze video from both the textbook and other sources (My Story Video)	
Technology Resources: Access additional resources: http://www.pbs.org http://www.42explore2.com http://mrdonn.org http://brainpop.org	
Opportunities for Differentiation: This unit includes a variety of activities for different types and levels of learners. Specifically, these activities help scaffold higher-level thinking and address the needs of multiple intelligences and various types of learners. <ul style="list-style-type: none">♦ Students will create flash cards or a vocabulary list of words they encounter frequently as they read, especially key vocabulary terms.♦ Utilize peer/buddy reading to complete small group/pair reading and other activities♦ Provide of choices of tasks or modes of working♦ Outlining key aspects of the unit will help assist learners in understanding main ideas, connections, and important	

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<p>supporting details</p> <ul style="list-style-type: none"> Students can work in pairs or small groups to create a map that shows the major landforms, cities, seas, etc. in early civilizations Have students teams write study guide questions that help them understand the geographic, political, economic, religious, and social structures of the civilization Students create a Venn diagram comparing/contrasting early civilization to present. 	
<p>Primary interdisciplinary connections: language arts, health, mathematics, science, technology, theatre, visual arts</p>	
<p>21st century themes: critical thinking, collaborative group problem solving, and effective communication skills</p>	
<p>Evidence of Learning</p>	
<p>Summative Assessment</p>	
<p>Options include:</p> <ul style="list-style-type: none"> Writing Activity--Students use the My Story Ideas from their worktext to write and illustrate an 8-page booklet demonstrating their understanding of the key objectives, vocabulary, and the Big Question for this chapter. Hands-on Activity: Perspectives on the Revolution: Students plan a newscast script and then act out their newscast. Tests Form A and B or Chapter Test online. 	
<p>Equipment needed: Interactive Whiteboard, art supplies, computers, library resources, textbook</p>	
<p>Teacher Instructional Resources: TE Pearson: <u>my World</u> Social Studies and supplemental components of text</p>	
<p>Formative Assessments</p>	
<ul style="list-style-type: none"> Speech/story from the perspective of... Graphic organizers Section quizzes Outlining Timelines Map skills Vocabulary term exercises Storyboard Summative essay Research posters, pamphlets, papers, etc. 	<ul style="list-style-type: none"> Drawing conclusions from a video (active listening guides) Illustration PowerPoint Presentations Venn Diagrams Newspaper article Writing a Song/Poem About... Writing a Recommendation... Developing a Group Discussion Design an ancient artifact Group/Individual Games
<p>ACTIVITIES</p>	
<p>MATERIALS</p>	
Watch: "The Winter of Red Snow" video	Dear America series
Watch: "April Morning" video	Video in library
Web Quest- students create newspaper highlighting key events and people of the American Revolution	Web Quest on teacher drive

Unit 6

A New Nation

Unit Overview

Content Area: Social Studies

Unit Title: A New Nation

Unit: 6: Chapter 6

Target Course/Grade Level: Fifth Grade

Timeline: 10 days

Unit Summary - The Northwest Ordinance expanded the borders of the United States. The Articles of Confederation created a weak central government. Many citizens called for a convention to change the Articles of Confederation. Many delegates at the Convention wanted to create a new constitution. The Great Compromise combined the Virginia Plan and the New Jersey Plan to create a legislative branch with two houses. The Constitution assigns powers to both federal and state governments. Federalists defended the Constitution and its strong federal government. Anti-Federalists criticized the Constitution for taking away power from the states. The Constitution was ratified after Federalists promised to add a Bill of Rights. The Preamble of the Constitution describes the purposes of government. National agencies help to carry out the goals in the Preamble. Amendments to the Constitution have allowed it to adapt to changing needs and ideas.

Learning Targets

Standards

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

Content Statements

- ♦ Disputes over political authority and economic issues contributed to movement for independence in the colonies.
- ♦ The fundamental principles of the United States Constitution serve as the foundation of the United States government today.
- ♦ Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.
- ♦ The ability to recognize a problem and apply critical thinking and problem-solving to solve the problem is a lifelong skill that develops over time.
- ♦ Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
- ♦ Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
- ♦ Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
- ♦ Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
- ♦ Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
- ♦ Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
- ♦ Digital media are 21st-century tools used for local and global communication.
- ♦ The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.

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CPI #	Cumulative Progress Indicator (CPI) –
6.1.8.A.3.a	Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
6.1.8.A.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.1.8.A.3.c	Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
6.1.8.B.3.b	Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
6.1.8.C.3.b	Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
6.1.8.D.3.c	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
6.1.8.D.3.f	Analyze from multiple perspectives how the terms of the Treaty of Paris affected the United States relations with Native Americans and with European powers that had territories in North America.
6.1.8.D.3.g	Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.
6.1.8.A.4.a	Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.A.2	Evaluate available resources that can assist in solving problems.
9.1.8.A.3	Determine when the use of technology is appropriate to solve problems.
9.1.8.A.4	Design and implement a project management plan using one or more problem-solving strategies.
9.1.8.B.1	Use multiple points of view to create alternative solutions.
9.1.8.B.2	Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
9.1.8.C.1	Determine an individual’s responsibility for personal actions and contributions to group activities.
9.1.8.C.2	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
9.1.8.C.3	Model leadership skills during classroom and extra-curricular activities.
9.1.8.D.1	Employ appropriate conflict resolution strategies.
9.1.8.D.2	Demonstrate the ability to understand inferences.
9.1.8.D.3	Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
9.1.8.D.4	Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding.
9.1.8.D.5	Justify the need for greater cross-cultural understanding due to globalization.
9.1.8.E.1	Explain how technology has strengthened the role of digital media in the global society.
9.1.8.E.2	Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal messages.
9.1.8.E.3	Differentiate between explicit and implicit digital media messages, and discuss the impact of individuals, groups, and society as a whole.
9.1.8.F.2	Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.

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Unit Essential Questions

- ♦ What is the purpose of government?

Unit Understandings

- ♦ Every citizen is equal under the laws of the United States.
- ♦ The U.S. Constitution is an enduring document that has been amended over time.
- ♦ The U.S. Constitution guarantees the rights of citizens and the structure and responsibilities of our government.
- ♦ People with different viewpoints may need to compromise to reach a common goal.
- ♦ People agree to follow written rules because this helps them to live and work together.

Unit Learning Targets (Outcomes) – Students will ...

- ♦ Understand how the American government was structured under the Articles of Confederation and describe the weaknesses of this structure.
- ♦ Summarize how the lack of a national currency and large war debts led to inflation and economic troubles for the new nation.
- ♦ Understand how Shays' Rebellion led to increased calls for a stronger national government.
- ♦ Summarize the principles and effects of the Northwest Ordinance.
- ♦ Explain why the Constitutional Convention was called and what it was intended to do.
- ♦ Summarize the reasons a convention to modify the Articles of Confederation was needed.
- ♦ Identify the leaders of the Constitutional Convention and their views.
- ♦ Summarize the struggles and compromises involved in writing the U.S. Constitution.
- ♦ Compare and contrast the Virginia Plan and the New Jersey Plan.
- ♦ Summarize how the Constitution describes good government.
- ♦ Explain how the Constitution limits the power of government through a system of checks and balances.
- ♦ Explain the powers that belong to the federal government and to the states under the Constitution.
- ♦ Compare and contrast the viewpoints of Federalists and Anti-Federalists.
- ♦ Describe the process that led to the ratification of the Constitution by the states.
- ♦ Understand that to get ratification the supporters of the Constitution had to agree to add a Bill of Rights.
- ♦ Explain that the Bill of Rights guarantees the individual rights of all citizens.
- ♦ Describe the civic responsibilities of citizens of the United States.
- ♦ Analyze the basic principles of democracy and why they are important to citizens today.
- ♦ Analyze the role of the Supreme Court and other federal courts in interpreting the Constitution and the Bill of Rights.
- ♦ Explain the military's role in defending the nation.
- ♦ Identify government agencies that work to promote the well-being of Americans.
- ♦ Summarize how voting rights have been expanded to include more citizens.

Integration of Technology: Use of the following resources: Interactive Whiteboard, Microsoft PowerPoint, Microsoft Word, laptops, online data bases, textbook, video, web quests, etc.

- ♦ Students will access primary source work to analyze and interpret information.
- ♦ Students will utilize technological resources in order to create, explain, summarize, and validate information.
- ♦ Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
- ♦ Students will use active listening guides to analyze video from both the textbook and other sources (My Story Video)

Technology Resources: Access additional resources:

<http://www.pbs.org>

<http://www.42explore2.com>

<http://mrdonn.org>

<http://brainpop.org>

Opportunities for Differentiation:

This unit includes a variety of activities for different types and levels of learners. Specifically, these activities help scaffold higher-level thinking and address the needs of multiple intelligences and various types of learners.

- Students will create flash cards or a vocabulary list of words they encounter frequently as they read, especially key vocabulary terms.
- Utilize peer/buddy reading to complete small group/pair reading and other activities
- Provide of choices of tasks or modes of working
- Outlining key aspects of the unit will help assist learners in understanding main ideas, connections, and important supporting details
- Students can work in pairs or small groups to create a map that shows the major landforms, cities, seas, etc. in early civilizations
- Have students teams write study guide questions that help them understand the geographic, political, economic, religious, and social structures of the civilization
- Students create a Venn diagram comparing/contrasting early civilization to present.

Primary interdisciplinary connections: language arts, health, mathematics, science, technology, theatre, visual arts

21st century themes:

- critical thinking
- collaborative group problem solving
- effective communication skills

Evidence of Learning

Summative Assessment

Options include:

- Writing Activity--Students use the myStory Ideas from their worktext to write and illustrate an 8-page booklet demonstrating their understanding of the key objectives, vocabulary, and the Big Question for this chapter.
- Hands-on Activity: In Your Own Words: Students will summarize some of the amendments in the Bill of Rights and then evaluate their importance in the world today.
- Tests Form A and B or Chapter Test online.

Equipment needed: Interactive Whiteboard, art supplies, computers, library resources, textbook

Teacher Instructional Resources: TE Pearson: [my World Social Studies](#) and supplemental components of text

Formative Assessments

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| <ul style="list-style-type: none"> • Speech/story from the perspective of... • Graphic organizers • Section quizzes • Outlining • Timelines • Map skills • Vocabulary term exercises • Storyboard • Summative essay • Research posters, pamphlets, papers, etc. | <ul style="list-style-type: none"> • Drawing conclusions from a video (active listening guides) • Illustration • PowerPoint Presentations • Venn Diagrams • Newspaper article • Writing a Song/Poem About... • Writing a Recommendation... • Developing a Group Discussion • Design an ancient artifact • Group/Individual Games |
|---|--|

<u>ACTIVITIES</u>	<u>MATERIALS</u>
Students find a newspaper article related to one of the Bill of Rights and identifies which Bill of Right it includes, and why this Right is important.	Current newspaper

Unit 7

The Young Nation Grows

Unit Overview

Content Area: Social Studies

Unit Title: The Young Nation Grows

Unit: 7: Chapter 7

Target Course/Grade Level: Fifth Grade

Timeline: 9 days

Unit Summary - George Washington became the first U.S. President in 1789. Washington’s chosen advisors became the first cabinet. The first political parties were the Federalists, led by Alexander Hamilton, and the Democratic Republicans, led by Thomas Jefferson. The United States bought the Louisiana Territory from France in 1803. Jefferson sent the Lewis and Clark expedition to explore the territory. The expedition traveled to the Pacific Ocean, learning about unfamiliar plants and animals and meeting Native Americans on the way. In response to British raids on American shipping and British support for Native American attacks, the United States declared war against Great Britain in 1812. Neither side won the war, but they signed a peace treaty in 1814. Andrew Jackson was elected in 1828 as the “People’s President.” Jackson forced Native Americans to leave their homelands. The forced removal of Native Americans from the southeast U.S. to the Indian Territory became known as the Trail of Tears. European immigrants came to the United States in the mid-1800s. The cotton gin increased cotton farming, causing slavery to increase. Abolitionists worked to end slavery. Women played key roles in reform movements, such as women’s rights.

Learning Targets

Standards

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.
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 21 st century.
6.3	Active Citizenship in the 21 st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by interconnected world.
9.1	21 st -Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Content Statements

- ♦ Disputes over political authority and economic issues contributed to movement for independence in the colonies.
- ♦ The fundamental principles of the United States Constitution serve as the foundation of the United States government today.
- ♦ Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.
- ♦ The ability to recognize a problem and apply critical thinking and problem-solving to solve the problem is a lifelong skill that develops over time.
- ♦ Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
- ♦ Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
- ♦ Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
- ♦ Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
- ♦ Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
- ♦ Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
- ♦ Digital media are 21st-century tools used for local and global communication.
- ♦ The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.

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CPI #	Cumulative Progress Indicator (CPI) –
6.1.8.A.3.a	Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
6.1.8.A.3.e	Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.
6.1.8.A.3.f	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
6.1.8.C.3.b	Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
6.1.8.C.3.c	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.
6.1.8.D.3.c	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
6.1.8.D.3.g	Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.
6.1.8.A.4.a	Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.A.4.c	Assess the extent to which voting rights were expanded during the Jacksonian period.
6.1.8.B.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.
6.1.8.C.4.a	Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
6.1.8.C.4.b	Explain how technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
6.1.8.D.4.b	Explore efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.
6.1.8.D.4.c	Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.A.2	Evaluate available resources that can assist in solving problems.
9.1.8.A.3	Determine when the use of technology is appropriate to solve problems.
9.1.8.A.4	Design and implement a project management plan using one or more problem-solving strategies.
9.1.8.B.1	Use multiple points of view to create alternative solutions.
9.1.8.B.2	Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
9.1.8.C.1	Determine an individual’s responsibility for personal actions and contributions to group activities.
9.1.8.C.2	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
9.1.8.C.3	Model leadership skills during classroom and extra-curricular activities.
9.1.8.D.1	Employ appropriate conflict resolution strategies.
9.1.8.D.2	Demonstrate the ability to understand inferences.
9.1.8.D.3	Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

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9.1.8.D.4	Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding.
9.1.8.D.5	Justify the need for greater cross-cultural understanding due to globalization.
9.1.8.E.1	Explain how technology has strengthened the role of digital media in the global society.
9.1.8.E.2	Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal messages.
9.1.8.E.3	Differentiate between explicit and implicit digital media messages, and discuss the impact of individuals, groups, and society as a whole.
9.1.8.F.2	Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.

<p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> ♦ How do leaders shape a nation? 	<p><u>Unit Understandings</u></p> <ul style="list-style-type: none"> ♦ Leaders affect the way that countries grow and develop. ♦ The War of 1812 helped establish our identity as an independent nation. ♦ Westward settlement and land policies affected Native Americans. ♦ The struggle for equal rights is an important part of American history.
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Unit Learning Targets (Outcomes) – Students will.....

- ♦ Analyze the role of George Washington in creating the Executive Branch of the Federal government.
- ♦ Describe the development of political parties in the new nation.
- ♦ Analyze how the new government tried to build a strong economy for the United States.
- ♦ Understand how the new capital at Washington, D.C. symbolized the new nation.
- ♦ Summarize the causes and effects of the Louisiana Purchase.
- ♦ Describe the role of geography in the expansion of American settlement beyond the original thirteen states.
- ♦ Summarize the role of leaders and expeditions in westward expansion.
- ♦ Understand the importance and the goals of the Lewis and Clark expedition.
- ♦ Identify the causes of the War of 1812.
- ♦ Identify key events and results of the War of 1812.
- ♦ Summarize the history and importance of Francis Scott Key’s “Star-Spangled Banner.”
- ♦ Analyze how the War of 1812 changed the way Americans viewed themselves.
- ♦ Understand that the Monroe Doctrine was issued to prevent new European colonies in the Americas.
- ♦ Summarize the role of Andrew Jackson and others in the settlement of the new territories of the United States, actions which shaped the nation.
- ♦ Analyze the effects of extending the right to vote.
- ♦ Analyze the policies and events that led Native Americans to resist American settlement.
- ♦ Summarize the effects of the Indian Removal Act and the “Trail of Tears.”
- ♦ Describe the importance of the cotton gin and westward settlement in the spread of slavery.
- ♦ Summarize the influences of various immigrant groups in the early years of the United States.
- ♦ Identify major leaders of the early years in the fight for abolition
- ♦ Identify major leaders, their decisions, and the events that shaped the fight for women’s suffrage rights.

Integration of Technology: Use of the following resources: Interactive Whiteboard, Microsoft PowerPoint, Microsoft Word, laptops, online data bases, textbook, video, web quests, etc.

- ♦ Students will access primary source work to analyze and interpret information.
- ♦ Students will utilize technological resources in order to create, explain, summarize, and validate information.
- ♦ Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
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Opportunities for Differentiation:

This unit includes a variety of activities for different types and levels of learners. Specifically, these activities help scaffold higher-level thinking and address the needs of multiple intelligences and various types of learners.

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- ♦ Utilize peer/buddy reading to complete small group/pair reading and other activities
- ♦ Provide of choices of tasks or modes of working
- ♦ Outlining key aspects of the unit will help assist learners in understanding main ideas, connections, and important supporting details
- ♦ Students can work in pairs or small groups to create a map that shows the major landforms, cities, seas, etc. in early civilizations
- ♦ Have students teams write study guide questions that help them understand the geographic, political, economic, religious, and social structures of the civilization
- ♦ Students create a Venn diagram comparing/contrasting early civilization to present.

Primary interdisciplinary connections: language arts, health, mathematics, science, technology, theatre, visual arts

21st century themes: critical thinking, collaborative group problem solving, and effective communication skills

Evidence of Learning

Summative Assessment

Options include:

- ♦ Writing Activity--Students use the My Story Ideas from their worktext to write and illustrate an 8-page booklet demonstrating their understanding of the key objectives, vocabulary, and the Big Question for this chapter.
- ♦ Hands-on Activity: Do You Have What it Takes? Students will conduct an interview with one of the first five Presidents of the United States.
- ♦ Tests Form A and B or Chapter Test online.

Equipment needed: Interactive Whiteboard, art supplies, computers, library resources, textbook

Teacher Instructional Resources: TE Pearson: my World Social Studies and supplemental components of text

Formative Assessments

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|---|--|
| <ul style="list-style-type: none"> ♦ Speech/story from the perspective of... ♦ Graphic organizers ♦ Section quizzes ♦ Outlining ♦ Timelines ♦ Map skills ♦ Vocabulary term exercises ♦ Storyboard ♦ Summative essay ♦ Research posters, pamphlets, papers, etc. | <ul style="list-style-type: none"> ♦ Drawing conclusions from a video (active listening guides) ♦ Illustration ♦ PowerPoint Presentations ♦ Venn Diagrams ♦ Newspaper article ♦ Writing a Song/Poem About... ♦ Writing a Recommendation... ♦ Developing a Group Discussion ♦ Design an ancient artifact ♦ Group/Individual Games |
|---|--|

ACTIVITIES	MATERIALS
<ul style="list-style-type: none"> ♦ Students identify the way Lewis and Clark navigated their way, and compare/contrast it with the ways in which people navigate today. ♦ Watch video ♦ President Project 	<ul style="list-style-type: none"> ♦ Textbook/technology ♦ “Lewis and Clark-the Great Expedition” video in library ♦ Research a President and create report