

Time Frame: Months or # of Days	Content/Topic	Observable Proficiencies/Skills	NJCCS and Common Core	Performance Benchmarks/Assessments	Materials Used
Pacing 4 weeks	<p>What are the five themes of geography?</p> <p>Where am I in relation to the continents, oceans, and hemispheres?</p> <p>How can you describe a place using its human and physical features?</p> <p>How do people interact with their environment?</p>	<p>Define geography, location, place, human-environment interaction, and region.</p> <p>Locate and identify the seven continents and four oceans.</p> <p>Find various places in North America using absolute and relative location.</p> <p>Use a map of North America to determine distances between two points.</p> <p>Identify the human and physical features of a place in North America (ex. a national park)</p> <p>Locate and describe landforms.</p> <p><i>Access and analyze visual digital primary information sources and digital maps.</i></p>	<p>Social Studies: 6.1.4.C1 6.1.4.C2 6.1.4.C3 6.1.4.C4 6.1.4.C5 6.1.4.C8</p> <p>Language Arts: W 5. 7 RI 5. 3, 7, 10</p> <p>Science: 5.3.6.C.1 5.4.6.B.2 5.4.6.G.2 5.4.6.G.3 5.4.8.G.2</p> <p>Technology: 8.1.8.A.1 8.1.8.A.3 8.1.8.A.5</p>	<p>Using the 5 themes of geography, create a travel brochure or data disc for a place in North America.</p> <p>Label a world outline map with the 7 continents and 4 oceans.</p> <p>Select two cities in North America. Research and identify the ways in which the two cities are connected. (For example- human migration routes, weather patterns, economic concerns, communication systems, or transportation networks.)</p> <p><i>Using online sources of current and historical digital images. (Digital photograph libraries, aerial photographs, satellite imagery.) Compare how Morristown (or another selected location) has changed over the</i></p>	<p>http://www.nationalgeographic.com/xpeditions/ Interactive maps http://www.google.com/educators/p_earth.html Introduction to Google maps for the classroom.</p>

	<p>How do people, ideas, and goods move from one place to another?</p> <p>What unifying characteristics (human and physical) define a region?</p>	<p>Examine the positive and negative interactions of humans and their environment.</p> <p>Justify why people live where they do.</p> <p><i>Research, organize, and present historical information in clear and effective formats.</i></p> <p>Identify ways regional and national cultures influence daily lives.</p> <p>Define the term <i>unifying</i>.</p> <p>Identify and summarize the unifying characteristics of a region in North America. (Review concepts from 4th grade social studies curriculum).</p>		<p><i>years. The following questions can be used to guide student thinking: Are there more buildings? Are the buildings different? What are the differences in kinds of transportation? How has the land changed?</i></p> <p><i>Research information on the local implications of a global issue of concern. Students organize their information and a possible solution and write a persuasive letter that is to be proof read, peer edited, and emailed to a government official.</i></p> <p>Fill a box with items needed to adapt and survive in a region in North America. For an extra challenge, try to sort the items into the following categories: imports, exports, unique to that region, essential for survival.</p>	
--	--	--	--	--	--

The Global Heritage: People prior to 1500

Time Frame: Months or # of Days	Content/Topic	Observable Proficiencies/Skills	NJCCS and Common Core	Performance Benchmarks/Assessments	Materials Used
4-6 weeks	<p>Geographic Factors Influence Culture How does geography effect how and where people live? If you could choose any place to live, where would you live and why?</p> <p>Outcomes of settlement How did the Native Americans' choices for settlement affect their government, family structure, trade, and land use?</p> <p>Exploring Culture What was life like for the Native American groups?</p>	<p>Students will be able to describe the migration and settlement patterns of Native American groups.</p> <p>Students will be able to explain how patterns of settlement affected interactions in different regions of the Western Hemisphere.</p> <p>Students will be able to compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p>	<p>Social Studies: 6.1.8.B.1.a 6.1.8.D.1.a</p> <p>Language Arts: RI 5 9, 10 RF 4 W 5.1, 2, 3</p> <p>Science: 5.3.6.C.1</p> <p>Technology: 8.1.8.A.1 8.1.8.A.3 8.1.8.A.5</p>	<p>Students will create a museum for North American culture using 'artifacts', writings, maps, etc. to show the beliefs, customs, traditions, values, religion, child-rearing practices, government, etc. of that culture. Students will label each exhibit with the social scientist that made the discovery. (Ex: archaeologist, anthropologist, sociologist, etc)</p> <p>Students will use maps to locate specific areas where Native American groups settled and note the geographic characteristics of the area they inhabited.</p> <p>Students will research and categorize information about assigned North American tribes and situations. Students will write narrative diary entries from the point of view of a tribe member describing daily life experiences. Students will act as a member of a Native American group and explain how they chose where to settle in North America and how this has affected their culture.</p>	<p>http://www.lib.washington.edu/subject/history/tm/native.html Native American history</p> <p>http://www.ushistory.org/us/ Free online textbook</p> <p>http://www.1st-hand-history.org/ Native American trading dictionary</p> <p>Overview of American History http://www.digitalhistory.uh.edu/ http://free.ed.gov/ http://www.loc.gov/teachers/ http://historyexplorer.ameicanhistory.si.edu/</p>

European Exploration and Colonization

Time Frame: Months or # of Days	Content/Topic	Observable Proficiencies/Skills	NJCCS and Common Core	Performance Benchmarks/Assessments	Materials Used
8+ weeks	<p>Understanding the Past Why do people explore the unknown, and how does this relate to European exploration?</p> <p>Technological Progress What advances in science, religion, and technology made European exploration possible?</p> <p>Economic Systems What role did economics play in Exploration of the new world?</p> <p>Social, political, and economic contributions resulting from exploration. How do different groups of people influence one another?</p> <p>Geography affects Settlement How did the Colonists decide where to settle?</p>	<p>Students will be able to evaluate the impact of science, religion, and technology innovations on European exploration.</p> <p>Students will explain how relationships among European countries depleted their treasures, requiring a search for new resources.</p> <p>Students will understand the results of trade, exchange, and interdependence among individuals, governments, and societies.</p> <p>Students will understand the concept of supply and demand.</p> <p>Students will identify the consequences of European settlement on the political, social, economic, and geographic aspects of Native American groups.</p>	<p>Social Studies: 6.1.8.D.1.b 6.1.8.B.2.a 6.1.8.B.2.b 6.1.8.C.2.a 6.1.8.C.2.c</p> <p>Language Arts: W 5.2, 4, 7, 8 SL 5.1</p> <p>Science: 5.3.6.C.1</p> <p>Technology: 8.1.8.A.1 8.1.8.A.3 8.1.8.A.5</p>	<p>Utilizing a map, highlight and “travel” the explorer’s route. Then write a story about what it would have been like to be that explorer.</p> <p>“Alternative Book Report”/ Suitcase Report- Students will fill a suitcase with items representing the explorer, his heritage, and his journey.</p> <p>In small groups students will write a proposal to establish an English colony to Queen Elizabeth.</p> <p>Students will gather, organize, and use facts about early explorers to create a matrix on eight assigned explorers using <i>master 5</i>. (Social Studies Alive!)</p> <p>Students will study Roanoke, Jamestown, and Plymouth and demonstrate their understanding of the daily struggles and accomplishments of each colony through “Act it Outs” (<i>student handout 6</i>; Social Studies Alive!)</p>	<p>http://www.americanjourney.org/ interactive map of the explorers</p> <p>http://www.memorialhall.mass.edu/ - museum of colonial artifacts</p> <p>http://www.pbs.org/wgbh/aia/home.html - complex look at slavery</p> <p>http://memory.loc.gov/ammem/index.html - primary documents from America’s past</p> <p>http://school.discoveryeducation.com/schooladventures/slavery/ - issues dealing with slavery</p> <p>http://www.smithsoniansource.org/- Smithsonian guide to American history</p> <p>http://www.ushistory.org/us/ Free online textbook</p>

	<p>Impact of Exploration How did the Europeans and Native Americans work together in the New World? What were some of the conflicts they experienced along the way?</p> <p>Shaping Government Did the colonists have a democracy?</p> <p><i>Why the past matters</i> Why did slavery occur? Why is it important to study about slavery?</p>	<p><i>Students will use digital technology and communication tools appropriately to present information.</i></p> <p>Students will be able to compare and contrast forms of government, belief systems, and family structures among African, European, and Native American groups.</p> <p>Students will be able to determine the factors that impacted migration, settlement patterns, and regional identities of the colonies.</p> <p>Students will be able to distinguish among and explain the reasons for regional differences in colonial America.</p> <p>Students will be able to compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups.</p>		<p><i>Students will develop a digital scrapbook for an individual or group in the colonies showing the roles, experiences, beliefs, family role, etc. of that group</i></p> <p>Students will design and map out a plantation and explain how it is run.</p>	
--	---	--	--	---	--

		<p>Students will understand the roles and contributions of individuals and groups in the colonies.</p> <p>Students will be able to describe the development of emerging labor force in the colonies (cash crop farming, slavery, and indentured servants.)</p> <p><i>Students evidence original thought and inventiveness in response to an assignment, issue or problem.</i></p> <p>Students will be able to analyze the social, political, and economical impact of Triangular Trade on multiple nations and groups.</p>		<p>Students will compare and contrast economic life of the colonial farmer to the city dweller.</p> <p><i>Students will create an original story, play, poem or piece of art that conveys a key aspect of a slave's life.</i></p>	
--	--	--	--	---	--

American Revolution

Time Frame: Months or # of Days	Content/Topic	Observable Proficiencies/Skills	NJCCCS and Common Core	Performance Benchmarks/Assessments	Materials Used
6-8 weeks	<p>Background causes of the American Revolution What were the causes of the Revolutionary War? Why would a colony want to separate from the mother country?</p> <p>The shift from Protest to Separation What were the events and actions that determined the course of the war? How would you have attempted to influence the course of the war?</p> <p>Military and political aspects of the Revolution How did military and political experiences affect the revolution? What role did New Jersey play in the Revolution?</p>	<p>Students will understand the economic, political, and social causes of the American Revolution.</p> <p>Students will analyze decisions made by key figures from the Revolutionary War.</p> <p>Students will recognize how the colonists were able to unite against British power to win a major military and political victory.</p> <p>Students will identify locations in New Jersey that served a major role in the Revolutionary War.</p> <p>Students will understand the economic, political, and social changes brought about by the American Revolution.</p>	<p>Social Studies: 6.1.8.B.3.a 6.1.8.C.3.a 6.1.8.C.3.b 6.1.8.D.3.d 6.1.8.D.3.e</p> <p>Language Arts: RI 5. 4, 6, 9, 10 RF 5.4 W 5. 1, 2, 6, 9, 10 SL 5.4, 5</p> <p>Technology: 8.1.8.A.1 8.1.8.A.3 8.1.8.A.5</p>	<p>Given primary source documents written from different viewpoints students will write a series of journal entries that explain the causes for the Revolutionary War. (From a self-selected viewpoint: Loyalist, Patriot, British citizen)</p> <p>Using knowledge from primary sources, students will hold a town meeting to discuss the political, social, and economic issues surrounding the American Revolution and will determine whether their assigned state will join the fight for independence.</p> <p>Students will create a PowerPoint presentation to show the course of the war including: people involved, military and political leaders, turning points, countries involved, major battles, and outcome.</p> <p>Students will write a 3 diary</p>	<p>http://www.pbs.org/ktca/liberty/</p> <p>http://www.nps.gov/revwar/about_the_revolution/overview.html</p> <p>Teachers guide to the American Revolution</p> <p>http://www.mrnussbaum.com/amflash.htm- Teacher created site with interactive activities</p> <p>http://nationalhumanitiescenter.org/tserve/eighteen/ekeyinfo/erelrev.htm</p> <p>http://www.ushistory.org/us/ Free online textbook</p>

	<p>Economic, political, and social changes brought about by the American Revolution How did the revolution change people's lives?</p>	<p><i>Research, organize, and present historical information in a clear, complete and effective format.</i></p>		<p>entries from the perspective of an individual before, during, and after the Revolutionary War. (Individuals could be a slave, a loyalist, a patriot, a government leader, a woman, etc) Entries must include information about the social, political, and economic effects of the war.</p> <p><i>Working in small groups students will choose and area in New Jersey that played a role in the American Revolution , organize a storyboard on the person/ place/ event and use digital tools to create a presentation.</i></p>	
--	---	---	--	---	--

* Please note: 21st Century Learning Skills are written in italics.