

Social Studies education strives to provide learners with the knowledge, skills, attitudes, and perspectives necessary to become active, informed, and contributing members of communities.

Access the full NJ Students Learning Standards for Social Studies here: [Social Studies NJSLs](#)

<p>6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<p>Strand: A. Civics, Government, and Human Rights</p>
<p>Era: Three Worlds Meet (Beginnings to 1620)</p>	
<p>NJCCCS: 6.1.8.A.1.a - Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups. NJSLS: 6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. • 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.</p>	
<p>Big Ideas: Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. –The student understands the differences and similarities among Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492. European exploration expanded global economic and cultural exchange into the Western Hemisphere.</p>	
<p>Essential Questions:</p> <p>What happens when different cultures meet? Why do different countries compete against each other? Why did countries explore?</p>	<p>Enduring Understandings:</p> <p>When cultures meet for the first time they will exchange ideas and goods, as well as diseases and possible conflict. Money was the driving force for exploration and as a result of that economically there were winners and losers.</p>
<p>Knowledge, Skills, and Instructional Objectives: –Compare political systems, including concepts of political authority, civic values, and the organization and practice of government. –Compare social organizations, including population levels, urbanization, family structure, and modes of communication. –Compare economic systems, including systems of labor, trade, concepts of property, and exploitation of natural resources. –Compare dominant ideas and values including religious belief and practice, gender roles, and attitudes toward nature. –Compare political systems, including concepts of political authority, civic values, and the organization and practice of government.</p>	
<p>Instructional Materials/Resources: Macmillian/McGraw-Hill Chapters 4 and 5. Practice and Activity Book</p>	<p>Suggested Vocabulary Log, colony, Columbian Exchange, conquistador, encomienda, Northwest Passage, profit, portage, charter, armada, stock,</p>

	<p>cash crops, Mayflower Compact</p> <p>Technology:</p> <p>ActivBoard and Promethean Planet -Safari Montage -I Pads -Internet -document camera 8.1.8.A.4;8.1.8.C.1</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> -Make a chart with items from the west in the Columbian Exchange and items from East . -Have students write a description of Africans, Europeans, and Native Americans from a different point of view. -Write essay about how the Europeans cooperated with Native Americans and discuss the conflict between the two groups. 	
<p>Extension Strategies/Activities:</p> <ul style="list-style-type: none"> -Have students create speeches to encourage, Africans, Europeans and Native Americans to settle in different regions of North American. 	

<p>Cross-curricular Connections/Standards:</p> <p>Language Arts: R1.6.4;R1.6.7;W.6.2 21st Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.8.B.1; 1.1.8.D.1</p>	
<p>Suggested Assessments:</p> <p>Chapter 4 and 5 Comprehension Test Chapter 4 and 5 Vocabulary Quiz Writing Activities.</p>	
<p>6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>Era: Three Worlds Meet (Beginnings to 1620)</p> <p style="text-align: right;">Strand: B. Geography, People, and the Environment</p>	

NJCCCS:

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.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.

NJSLS:

• **6.1.5.GeoPP.4:** Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

• **6.1.5.GeoPP.5:** Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere

• **6.1.5.GeoSV.5:** Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.

Big Ideas:

People and animals migrated from Asia to the Western Hemisphere during the Ice Age.

Trace the spread of human societies and the rise of diverse cultures from hunter-gatherers to urban dwellers in the Americas. Explain the origins and migration from Asia to the Americas and contrast them with Native Americans' own beliefs concerning their origins in the Americas.

Essential Questions:

Why did early cultures settle in different parts of the Western Hemisphere?

What happens when different cultures meet?

Why do different countries compete against each other? Why did countries explore?

Enduring Understandings:

Understands comparative characteristics of societies in the Americas.

Knowledge, Skills, and Instructional Objectives:

Explain how the first Americans may have arrived in the Western Hemisphere.

Identify important features of early Native American cultures.

Describe how the Native Americans adapted to and modified their environment

Instructional Materials/Resources:

Macmillian/McGraw-Hill Unit 1 First Americans Practice and Activity Book-pages 17-20, 21-26

Suggested Vocabulary

Ice Age, glacier, specialize, civilization, irrigation, empire, slavery

Technology:

ActivBoard and Promethean Planet

-Safari Montague

-I Pads

-Internet

-document camera

8.1.8.A.4;8.1.8.C.1

Recommended Instructional Activities:

Create a collage of important features of the first people who migrated to the Western Hemisphere.

Locate on maps where early cultures settled.

Use a map to determine the route the Native Americans traveled in the Western Hemisphere.

Analyze the location of early cultures and explain how environment affects their way of life.

Trace routes taken by early explorers, from the 15th through the 17th century, around Africa, to the Americas, and across the Pacific

<p>Extension Strategies/Activities:</p> <ul style="list-style-type: none"> -Write a story to explain what might have happen to early American cultures. -Students write dialogue between the different early American civilizations discussing their environments. 	<p>Modification Strategies/Activities:</p> <p>Students draw a pictures important features of the First Americans.</p>
<p>Cross-curricular Connections/Standards:</p> <p>Language Arts: R1.6.4;R1.6.7;W.6.2 21st Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.8.B.1; 1.1.8.D.1</p>	

<p>Suggested Assessments:</p> <p>Chapter 1 and 2 Test-Comprehension Chapter 1 and 2 Vocabulary Quizzes Assessment Book pages 1-3,4-6 Unit and Chapter Writing Activities Evaluation of Charts that review different aspects of early cultures Timelines that test the knowledge of important events.</p>	
<p>6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<p>Strand: C. Economics, Innovation, and Technology</p>
<p>Era: Three Worlds Meet (Beginnings to 1620)</p>	
<p>NJCCCS:</p> <p>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.</p> <p>NJSLS:</p> <p>6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</p> <ul style="list-style-type: none"> • 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade. • 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources). • 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products. 	
<p>Big Ideas:</p> <p>Explorers like Marco Polo explore places such as China, Africa, and Arabia, which led to international trade. The invention of the caravel and improved navigation techniques and tools enable explorers to explore new worlds.</p>	

<p>Essential Questions:</p> <ul style="list-style-type: none"> -Why were trade routes in Africa important and did how kingdoms gain power and culture? - How do new ways of thinking, growth, and trade change the way people lived in Europe? -Why did the Europeans explore the world for new lands and new trade routes? 	<p>Enduring Understanding</p> <ul style="list-style-type: none"> -Understands how early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples. -Understands how political, religious, and social institutions emerged in the English colonies
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> -Explore how trade spurred the development of cities and towns throughout Europe. -Identify the effects of international trading and banking on Europe, Africa, and Asia -Identify improvements in shipping technology and new trade routes in the 1400's. 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> -Macmillian/McGraw-Hill –Chapter 3-The Age of Exploration. 	<p>Suggested Vocabulary</p> <p>Middle Ages, merchant, expedition currency, caravan, navigation, caraval</p>
<p>-Practice and Activity Book-pages 27-31</p>	
	<p>Technology:</p> <p>ActivBoard and Promethean Planet</p> <ul style="list-style-type: none"> -Safari Montague -i Pads -Internet <p>8.1.8.A.4;8.1.8.C.1</p>
<p>Recommended Instructional Activities:</p> <p>Students write a cause and effect paragraph that explains how trade led to development of European cities and towns. Have students write a letter promising payment in the Middle Ages to a money changer. Ask students to write letters from a ship builder to Prince Henry, explaining a technological advance.</p>	
<p>Extension Strategies/Activities:</p> <ul style="list-style-type: none"> -Instruct students to research and report how a European city was founded and developed. -Have small groups draw historical maps showing countries in Europe, Africa, and Asia, and the goods each traded. 	<p>Modification Strategies/Activities:</p> <ul style="list-style-type: none"> -Have students find water routes from Italy to Asia , which help the development of trade. -Students make a drawing of a Middle Ages trade fair using details from the text.
<p>Cross-curricular Connections/Standards:</p> <p>Language Arts: R1.6.4;R1.6.7;W.6.2 21st Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.8.B.1; 1.1.8.D.1</p>	

Suggested Assessments:

Assessment Book pages 12-14

Chapter 3 Comprehension test and vocabulary quiz.

Timelines that test the knowledge of important events.

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Strand: D. History, Culture, and Perspectives

Era: Three Worlds Meet (Beginnings to 1620)

NJCCCS:

6.1.8.D.1.a - Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

6.1.8.D.1.b - Explain how interactions among African, European, and Native American groups began a cultural transformation.

6.1.8.D.1.c - Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.

NJSLS:

• **6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.**

• **6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.**

• **6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.**

• **6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.**

Big Ideas:

-Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450. -

Essential Questions:

-How did the European's family organization, gender roles, property holding, education and literacy, linguistic diversity, and religion affect their relationship with Native Americans?
-What were the English, French, Spanish and Dutch motives for exploration?

Enduring Understandings:

Spanish interaction with Aztec, Incas and Pueblo led to demise of these great Native American Empires.

Knowledge, Skills, and Instructional Objectives:

Explain the Spanish's view of the Native Americans they encountered. Show how that point view influenced the relationship between the two groups

Explain the affects that Columbus's travels had on Europe and the Americas

-Compare and contrast items of the Columbian Exchange.

<p>Instructional Materials/Resources:</p> <p>Macmillian/McGraw-Hill –Chapter 4 Practice and Activity Book-pages 32-36</p>	<p>Suggested Vocabulary Log, colony, Columbian Exchange, tribute, conquistador, historical maps.</p> <hr/> <p>Technology: ActivBoard and Promethean Planet -Safari Montague -i Pads -Internet -document camera 8.1.8.A.4;8.1.8.C.1</p>
<p>Recommended Instructional Activities: -Have students pretend they are curators of a museum and they want to show artifacts of different Native American groups. Students work in groups to make a brochure that shows what the native Americans value based on the type of artifacts. Have students discuss how religion affected the Native Americans and their relationship with the Europeans.</p>	
<p>Extension Strategies/Activities: -Have students write a diary entry explaining the impact the Columbian exchange had on their lives</p>	
<p>Cross-curricular Connections/Standards: Language Arts: R1.6.4;R1.6.7;W.6.2 21st Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.8.B.1; 1.1.8.D.1</p>	
<p>Suggested Assessments: Chapter 4 Comprehension test and vocabulary quiz. Assessment book pages 15-17</p>	

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<p>Era: Colonization and Settlement (1585-1763)</p>	

NJCCCS:

- 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.

NJSLS:

- 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
- 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
- 6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.
- 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems .
- 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

Big Ideas:

Religious, political, and economic motives of free immigrants influenced the how the government in North America and the Caribbean developed.

Essential Questions:

How did religion, participatory government affects present day United States government?
 How did a person’s race, gender, and social economic status affect opportunities to participate in government?

Enduring Understandings:

- Puritanism shaped New England communities and how it changed during the 17th century.
- Individualism contributed to the idea of participatory government
- The student understands the roots of representative government and how political rights were defined.

Knowledge, Skills, and Instructional Objectives:

Compare how early colonies were established and governed.
 Explain the social, economic, and political tensions that led to violent conflicts between the colonists and their governments. Explain how religion influences the development of the colonies.

Instructional Materials/Resources:

Macmillan/McGraw-Hill –Chapter 6
 Practice and Activity Book pages 40-46
 Macmillan/McGraw-Hill –Chapter 4
 Practice and Activity Book

Suggested Vocabulary

Tolerate, covenant, cooperation, proprietor, gender, social economic status, assembly,

Technology:

- ActivBoard and Promethean Planet
- Safari Montague
- I Pads
- Internet
- document camera
- 8.1.8.A.4;8.1.8.C.1

<p>Recommended Instructional Activities: Describe the different governments found in the 13 colonies. Student's create their own New England colony and use the information they learned to set up the colonies government. Have student's make a list of political issues and solutions, based on what they learned. Compare the colonists' desire for self-government with the English monarchy.</p>	
<p>Extension Strategies/Activities: Have student role play confrontation between colonists and colonists and between Native American and colonists.</p>	
<p>Cross-curricular Connections/Standards: Language Arts: R1.6.4;R1.6.7;W.6.2</p>	

<p>21st Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.8.B.1; 1.1.8.D.1</p>	
<p>Suggested Assessments: Chapter 6 Comprehension Test and vocabulary quiz Assessment Book pages 26-28</p>	
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<p>Era: Colonization and Settlement (1585-1763)</p>	
<p>NJCCCS: 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. NJSLS: • 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey • 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives. • 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey. • 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.</p>	

<p>Big Ideas: -Evaluate the opportunities for European immigrants, free and indentured, in North America and the Caribbean and the difficulties they encountered. -Indentured servants endure great hardships for the chance own land and start a new life.</p>
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<p>Essential Questions: What effect did the emigration and settle patterns on the colonies? How did the colonist use of natural resources affect their relationship with the Native Americans? How did the English colonists and Native Americans work together to take advantage of the many natural resources in the New World?</p>	<p>Enduring Understandings: -Immigrants came to America for religious freedom and economic reasons. -Slaves forced to live in the English Colonies. -People emigrated from Europe to the New World to start a new life. -People came to America for economic and religious reasons.</p>
<p>Knowledge, Skills, and Instructional Objectives: -Explain when, where and why groups of people colonized New England, Mid-Atlantic and Southern regions of the United States. - Describe clusters of settlements in New England, Mid Atlantic, and Southern region and explain their distribution and location. -Distinguish between indentured servants and enslave Africans. -Compare and Contrast the lives of indentured servants and enslaved captives.</p>	
<p>Instructional Materials/Resources: Macmillan/McGraw-Hill –Chapter 6 and 7 Practice and Activity Book Writing Activities</p>	<p>Suggested Vocabulary Slave trade, indentured servants, New England, Middle Colonies, Southern Colonies, religious freedom, economic reasons.</p> <p>Technology: ActivBoard and Promethean Planet -Safari Montague -I Pads -Internet -document camera 8.1.8.A.4;8.1.8.C.1</p>
<p>Recommended Instructional Activities: Make a chart of the 13 colonies listing the reason each was founded. List the natural resources found in each region and why they were important to the colonists.</p>	
<p>Extension Strategies/Activities:</p>	<p>Modification Strategies/Activities:</p>
<p>-Role- play the meeting between colonists and Native Americans and have them the natural resources found in each region</p>	<p>-Have students create a foldable that explains how the three regions are similar politically, economically, and socially? How do they differ?</p>
<p>Cross-curricular Connections/Standards: Language Arts: R1.6.4;R1.6.7;W.6.2 21st Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.8.B.1; 1.1.8.D.1</p>	
<p>Suggested Assessments: Chapter 6 and 7 Comprehension Tests Writing activities.</p>	

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<p>Era: Colonization and Settlement (1585-1763)</p>	
<p>NJCCCS: 6.1.8.C.2.a - Relate slavery and indentured servitude to Colonial labor systems. 6.1.8.C.2.c - Analyze the impact of triangular trade on multiple nations and groups.</p> <p>NJSLS:</p> <p>6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <ul style="list-style-type: none"> • 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered. • 6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. • 6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations. 	
<p>Big Ideas: -Many European indentured servants risked the hardships of bound labor overseas for a new life. -People emigrated from Europe to North America because of religious, economic, and political reasons.</p>	
<p>Essential Questions: -How did the emergence of cash crops change the need for labor in the colonies? -What caused the rapid increase in slave importation during the 18th century? - What affect did triangular trade have on the English colonies and multiple nations?</p>	<p>Enduring Understandings: -The student understands colonial economic life and labor systems in the Americas. -Triangular trade created many jobs which help shape the colonies of North America</p>
<p>Knowledge, Skills, and Instructional Objectives: -Distinguish between indentured and enslaved captives. -Explain the movement from indentured servants to enslaved Africans - Identify the major economic regions in the Americas and explain how labor systems shaped them.</p>	
<p>Instructional Materials/Resources: Macmillan/McGraw-Hill –Chapter 7 Practice and Activity Book Writing Activities</p>	<p>Suggested Vocabulary Indentured servants, enslaved Africans, labor, economic regions</p>

	Technology: ActivBoard and Promethean Planet -Safari Montague -I Pads -Internet -document camera 8.1.8.A.4;8.1.8.C.1
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Recommended Instructional Activities:
 Students pretend to be indentured servants and tell the class their experience.
 Compare the experience of an indentured servant and an enslaved African.
 Use sequence of event graphic organizer to show the events the help slavery grow in the colonies.

Extension Strategies/Activities: -Make a chart explaining the labor system in each region of the 13 colonies. -Students create historical maps showing triangular trade. Have them include labels and pictures of the goods, people, and crops involved.	Modification Strategies/Activities: -Students create and display a mural to show the steps in the slave trade. -Students make illustrated lists of goods, people, and crops involved with the triangular trade.
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Cross-curricular Connections/Standards:
 Language Arts: R1.6.4;R1.6.7;W.6.2
 21st Century: CRP1; CRP3; CRP6; CRP11; CRP12
 Visual and Performing Arts: 1.1.8.B.1; 1.1.8.D.1

Suggested Assessments:
 Chapter 7 Comprehension Test
 Writing Activities.

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Era: Colonization and Settlement (1585-1763)

NJCCCS:
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.
NJSLS:
 • **6.1.5.HistoryCC.10:** Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
 • **6.1.5.HistoryUP.1:** Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

<p>Big Ideas:</p> <ul style="list-style-type: none"> -European countries came to North America to gain land and take advantage of the many natural resources. -A variety of socially economic groups come to North America 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> -How did the power struggle between Europeans countries affect the development of North America? -How did immigration, indentured servants and slavery shape the migration to North America? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> - The student understands how diverse immigrants affected the formation of European colonies. -The conflict between European countries shaped North America.
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> -Analyze the conflict between the Pueblo and the Spanish and how that shaped the southwestern region of the United States. -Evaluate the conflict over land that led France and England to fight a war. - Analyze relationships between Native Americans and Spanish, English, French, and Dutch settlers. -Analyze the events that led to the end of the French and Indian War. 	
<p>Instructional Materials/Resources:</p> <p>Macmillan/McGraw-Hill –Chapter 8 Practice and Activity Book Writing Activities</p>	<p>Suggested Vocabulary Mission, presidio, French and Indian War, Proclamation of 1763</p> <hr/> <p>Technology: ActivBoard and Promethean Planet -Safari Montague -I Pads</p>

	<ul style="list-style-type: none"> -Internet -document camera 8.1.8.A.4;8.1.8.C.1
<p>Recommended Instructional Activities:</p> <p>Students write a newspaper article describing the conflict between the Spanish and the Pueblo.</p> <ul style="list-style-type: none"> -Have students to create an illustrated timeline with the events that led to the conflict between the Spanish and the Native Americans. -Have students pretend to be settlers, indentured servants and enslaved Africans and write a letter explaining why migrated to the different regions of the 13 colonies. 	
<p>Extension Strategies/Activities:</p> <ul style="list-style-type: none"> -Students prepare reports of the French and Indian War major battles. -Have students write diary entries life in the 13 colonies, New France and New Spain and explain why they migrated to these areas. <p>Suggested Assessments: Chapter 8 Comprehension Tests Writing Activites</p>	

<p>6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<p>Strand: A. Civics, Government, and Human Rights</p>
<p>Era: Revolution and the New Nation (1754-1820s)</p>	
<p>NJCCCS:</p> <p>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.</p> <p>6.1.8.A.3.b - Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>6.1.8.A.3.c - Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p> <p>6.1.8.A.3.d - Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.</p> <p>6.1.8.A.3.g - Evaluate the impact of the Constitution and Bill of Rights on current day issues.</p> <p>NJSLS:</p> <ul style="list-style-type: none"> • 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights). • 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process). • 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations. • 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need. 	
<p>Big Ideas:</p> <ul style="list-style-type: none"> -Explain the major ideas expressed in the Declaration of Independence and their intellectual origins. -Explain how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy. -Analyze the arguments over the Articles of Confederation. -Analyze the significance of the Bill of Rights and its specific guarantees. -Analyze the features of the Constitution which have made this the most enduring and widely imitated written constitution in world history 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> -Did the Declaration of Independence fulfill the statement that "All men are created equal"? -Did women, African Americans and Native Americans have the same rights talk about in the Declaration of Independence? --Why did the creators of the Constitution build in an amendment process in the Constitution? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> -The fundamental principles of the United States Constitution serve as the foundation of the United States government today. -We have natural born rights and it is the job of the government to protect them. -The Articles of Confederation were an unfair distribution of power between the states and national government. -Congress created the first ten amendments to the Constitution called the Bill of Rights -The Bill of Rights protects individual rights of all United States citizens.

<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> -Identify the purposes and explain the importance of the Declaration. -Summarize the main points of the Declaration of Independence. -Analyze the effects of the Articles of Confederation on relation between states. -Compare and contrast the Constitution with the Articles of Confederation. -Describe the basic structure of the United States Constitution -Explain the process of compromise in the creation of the United States Constitution. 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> - Macmillian/McGraw-Hill –Chapter 9 Lesson 3, Chapter 11 Lessons 1-3 Practice and Activity Book-pages 62, 69-74 Assessment Book pages 46-48 	<p>Suggested Vocabulary</p> <p>Declaration of Independence, Articles of Confederation, Shays' Rebellion, Virginia Plan, legislative, executive, and judicial branch. New Jersey Plan, Great Compromise , amendment, democracy, republic, federal system, checks and balances, veto</p>

	<p>Technology:</p> <ul style="list-style-type: none"> ActivBoard and Promethean Planet -Safari Montague -I Pads -Internet -document camera
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	8.1.8.A.4;8.1.8.C.1
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<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> - List the supporting details behind the Principles of the Declaration of Independence. -Have students make a chart showing the cause and effect relationship of events that led to the Declaration of Independence. -Have students work in groups and discuss the meaning of an excerpt from the Declaration of Independence. -Use a cause and effect table to list some effects the Articles of Confederation had on the United States. -Have students make a chart of the Great Compromise to how it resolved the dispute over representation Ask students to summarize the reasons for the creation of the Bill of Rights and survey how others feel about this document. 	
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<p>Extension Strategies/Activities:</p> <ul style="list-style-type: none"> -Have groups make a diorama of events leading to the Declaration of Independence. -Have groups explain how “Shays Rebellion” was caused by the Articles of Confederation. -Have students to prepare questions to interview people about their thoughts on the Virginia and New Jersey Plan. -Have students rewrite the first 10 amendments in the form of a questionnaire describing the important individual rights. 	<p>Modification Strategies/Activities:</p> <ul style="list-style-type: none"> -Have students pretend to be one of the members of the Continental Congress who signed the Declaration of Independence. Have them write a journal entry; expressing their thoughts, feelings, fears and excitement about the Declaration. -Ask students to write a paragraph that describes the basic structure of government outlined in the Constitution. -Have students work together to show checks and balances in action by adapting the Rock, Paper, Scissors game to the three branches of government.
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<p>Cross-curricular Connections/Standards:</p> <p>Language Arts: R1.5.4;R1.5.7;W.5.2 21st Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.8.B.1; 1.1.8.D.1.</p>	
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<p>Suggested Assessments: Chapter 9 Comprehension Test Chapter 11 Comprehension Test and Vocabulary Quiz Writing Activities</p>	
<p>6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<p>Strand: B. Geography, People, and the Environment</p>
<p>Era: Revolution and the New Nation (1754-1820s)</p>	

<p>NJCCCS: 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.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.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. NJSLS: • 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.</p>	
<p>Big Ideas: -England was able to get more land as a result of the French and Indian War. -Larger colonies located in the Southern part of the United States wanted the Virginia Plan because representation in Congress is determine by population.-Smaller colonies favored the New Jersey plan because it provided equal representation in Congress for all colonies. -Geography affected the outcome of the American Revolution War. -New Jersey is located between New York City and Philadelphia made it an important crossword of the war.</p>	
<p>Essential Questions: How the European powers in the New World did affected the expansion of the American colonies? -What role did geography play in the colonies stance on</p>	<p>Enduring Understandings: -The Americans were able to defeat the British with the help of the French and other European countries.</p>

<p>representation in Congress? What advantage did the colonist have in the Revolutionary War because of geography? -Why was New Jersey called the “Crossroads of the Revolutionary War”?</p>	<p>-The colonists compromise to form Congress that met the needs of all colonies. -The Atlantic Ocean and colonists knowledge of land gave the colonists an advantage -Many battles happened in New Jersey because of its location between Philadelphia and New York City.</p>
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<p>Knowledge, Skills, and Instructional Objectives: -Describe the New Jersey and Virginia Plan presented in the Constitutional Convention of 1787. -Analyze how geography affect the result the Revolutionary War -Analyze the battles of Trenton and Princeton.</p>
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<p>Instructional Materials/Resources:</p> <p>Macmillian/McGraw-Hill –Unit 4 Practice and Activity Book Writing Activities</p>	<p>Suggested Vocabulary Treaty of Alliance, Treaty of Paris, Second Treaty of Fort Stanwix, Virginia Plan, New Jersey Plan, Great Compromise</p> <hr/> <p>Technology:</p> <p>ActivBoard and Promethean Planet -Safari Montague -I Pads -Internet -document camera</p> <p>8.1.8.A.4;8.1.8.C.1</p>
<p>Recommended Instructional Activities: -Have students make a chart of the Great Compromise to show how it resolved the dispute over representation. - Create a population for the thirteen colonies to explain how the Virginia plan would affect the country</p>	

<p>Extension Strategies/Activities: -Assign pairs to research and report on a particular delegate’s contribution to the convention.</p>	<p>Modification Strategies/Activities:</p> <p>Use Google Earth to make a presentation on how geography affected the outcome of the American Revolution.</p>
<p>Cross-curricular Connections/Standards: Language Arts: R1.5.4;R1.5.7;W.5.2 21st Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.8.B.1; 1.1.8.D.1</p>	
<p>Suggested Assessments: Chapter 10 and11 Comprehension</p>	

Modifications for SpEd/ESL/students at Risk/Gifted:

Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following:

Presentation accommodations:

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille/Nemeth Code
- Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teachers' lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations:

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)

- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing task

Scheduling accommodations:

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization skills accommodations:

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordination assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum modifications:

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)