

Deal School Curriculum



Social Studies

Curriculum Guide Grades K-8

Deal School

Deal, New Jersey

2024

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August – November 2014

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December 2018
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Board Approved

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Deal School Curriculum

Grades K - 2 Social Studies

Active Citizenship in the 21st Century

Desired Outcomes

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

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> When all members of the group are given the opportunity to participate in the decision making process, everyone's voice is heard. Global interconnections occur between human and physical systems across different regions of the world. 	<ul style="list-style-type: none"> Is new technology always better than that which it will replace? How do new technologies result in broader social change? How does who you help determine your perception of progress? How do the various levels of technological development affect different cultures?
Learners will know...	Learners will be able to....
<p>Active citizens in the 21st century:</p> <ul style="list-style-type: none"> Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. Are aware of their relationships to people, places, and resources in the local community and beyond. Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. Develop strategies to reach consensus and resolve conflict. Demonstrate understanding of the need for fairness and take appropriate action against unfairness. 	<ul style="list-style-type: none"> With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change. Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world. Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions. Evaluate what makes a good rule or law. Contact local officials and community members to acquire information and/or discuss local issues. Select a local issue and develop a

	<p>group action plan to inform school and/or community members about the issue.</p> <ul style="list-style-type: none"> • Communicate with students from various countries about common issues of public concern and possible solutions. • Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions. • Develop and implement a group initiative that addresses an economic issue impacting children. • Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
Assessment Evidence	
<p>Summative:</p> <ul style="list-style-type: none"> • Chapter lesson assessments • Weekly/Chapter assessment • Collaborative/Group projects • Quizzes <p>Formative:</p> <ul style="list-style-type: none"> • Exit Tickets • Workbook Assignments • Daily Independent Practice Worksheets <p>Alternative:</p> <ul style="list-style-type: none"> • Seesaw Submissions • Content Specific projects 	
Suggested Learning Plan	
<p><u>Grades K – 2</u></p> <p>Anticipated daily sequence of activities: The structure of the daily lesson will be in the format of a 35 minute class period. The sequence of activities are as followed:</p> <ul style="list-style-type: none"> • Whole Group Instruction • Independent Activity/ Group Project Depending on Topic 	

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

Suggested Learning Resources

Grades K – 2

- Digital Resources age and content appropriate
- Globe
- National Geography For Kids
- Supplemental age and topic appropriate reading materials
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of Chromebooks

Scope and Sequence

 2022 Grade K-2 Social Studies Pacing Guide

21st Century Life and Careers

Career Ready Practices

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

CRP6. Demonstrate creativity and innovation

Career Awareness Exploration and Preparation

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

Career and Technical Education

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

Personal Financial Literacy

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

9.1.4.A.2 Identify potential sources of income.

Accommodations and Modifications

Gifted and Talented

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

English Language Learners

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

Students with IEPs/504

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

At Risk Learners

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

Interdisciplinary Connections

English Language Arts

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

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

- **Mentor Texts**

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- Back to School Rules
- Helpers in My Community
- We the Kids: The Preamble to the Constitution of the United States
- I Am a Good Citizen
- Being a Good Citizen: A Kid's Guide To Community Involvement
- Uncle Willie and the Soup Kitchen

Writing

3.6.K.1.W.K.2 Use combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

3.5.K.2.NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Integration of Technology

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

8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Deal School Curriculum Grades K - 2 Social Studies Civics, Government, and Human Rights

Desired Outcomes

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

Enduring Understandings

- Past and present interactions of people, cultures, and the environment shape the American heritage.
- Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- Local community and government leaders have roles and responsibilities to provide services for their community members.
- Rules for all to live by are a result of the actions of government, organizations, and individuals.
- The actions of individuals and government affect decisions made for the common good.

Essential Questions

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

<ul style="list-style-type: none"> • When all members of the group are given the opportunity to participate in the decision making process everyone's voice is heard • The democratic principles this country was • founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices). • Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly. • Processes and rules should be fair, consistent, and respectful of the human rights of all people. • Certain character traits can help individuals become productive members of their • community. 	<ul style="list-style-type: none"> • How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? • What are the roles and responsibilities of community and local government leaders (e.g., mayor, town council)? • How do individuals work with different levels of government to make rules? • How do all people, not just official leaders, play important roles in a community? • How can individuals effectively work together to make decisions? • What makes a good rule or law? • Why do teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights? • Why is it important that individuals assume personal and civic responsibilities in a democratic society? • How can diversity, tolerance, fairness, and respect for others contribute to individuals feeling accepted? •
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> • Rules and laws are developed to protect people's rights and the security and welfare of society. • The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. • American constitutional government is based on principles of limited government, 	<ul style="list-style-type: none"> • Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council). • Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members. • Explain how individuals work

<p>shared authority, fairness, and equality.</p> <ul style="list-style-type: none"> • There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns. • In a representative democracy, individuals elect representatives to act on the behalf of the people. • The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights. • The United States democratic system requires active participation of its citizens. • Immigrants can become and obtain the rights of American citizens. • The world is comprised of nations that are similar to and different from the United States. • In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges. • In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems. 	<p>with different levels of government to make</p> <ul style="list-style-type: none"> • rules. • Explain how all people, not just official leaders, play important roles in a community. • Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. • Explain what government is and its function • Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions • Explain how national symbols reflect on American values and principles. • Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities. • Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. • Determine what makes a good rule or law. • Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. • Analyze classroom rules and routines and describe how they are designed to benefit the common good. • Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
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	<ul style="list-style-type: none"> ● Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. ● Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). ● Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
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Assessment Evidence

Summative:

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

Formative:

- Exit Tickets
- Workbook Assignments
- Daily Independent Practice Worksheets

Alternative:

- Seesaw Submissions
- Content Specific projects

Suggested Learning Plan

Grades K – 2

Anticipated daily sequence of activities: The structure of the daily lesson will be in the format of a 35 minute class period. The sequence of activities are as followed:

- Whole Group Instruction
- Independent Activity/ Group Project Depending on Topic

Suggested Learning Resources

Grades K – 2

- Digital Resources age and content appropriate
- Globe
- National Geography For Kids
- Supplemental age and topic appropriate reading materials
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of Chromebooks

Scope and Sequence

2022 Grade K-2 Social Studies Pacing Guide

21st Century Life and Careers

Career Ready Practices

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

CRP6. Demonstrate creativity and innovation

Career Awareness Exploration and Preparation

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

Personal Financial Literacy

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

Career and Technical Education

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

Accommodations and Modifications

Gifted and Talented

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

English Language Learners

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

Students with IEPs/504

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

At Risk Learners

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

Interdisciplinary Connections

English Language Arts

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

- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.
- **Mentor Texts**
 - Martin’s Big Words
 - The Sneetches
 - Chrysanthemum
 - Officer Buckle and Gloria
 - We the Kids: The Preamble to the Constitution of the United States
 - Back-to-School Rules
 - Rules and Laws
 - I Am a Good Citizen
 - Lilly's Purple Plastic Purse
 - Recycling Rules
 - Safety Tips for Bike Riding
 - Saturday at the Park
 - Back When I Was in School

Writing

3.6.K.1.W.K.2 Use combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

3.5.K.2.NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Integration of Technology

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

8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Deal School Curriculum
Grades K - 2 Social Studies
Economics, Innovation, and Technology

Desired Outcomes

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

Enduring Understandings


- Individuals make decisions based on their needs, wants, and the availability of resources.
- Limited resources influence choices Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).
- Goods and services are produced and exchanged in multiple ways.
- The availability of resources influences current and future economic conditions
- Governments play an economic role in the lives of individuals and communities.
- There are benefits to trading goods and services with other countries.

Essential Questions

- What is the difference between needs and wants?
- How can supply and demand influence the price and output of products?
- What decisions about savings, debt, and investment can have on individuals' lives?
- How can local and state governments make decisions that affect individuals and the community?
- What ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter)?
- What examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions?
- What are goods and services that governments provide?
- Why do people in one country trade goods and services with people in other countries?
- What does it mean to make a living?

	<ul style="list-style-type: none"> • How does something acquire a value? • What effect does the economy have on society? • How do economic systems affect your life and the lives of others? • How are economic resources distributed? • What impact does scarcity have on the production, distribution, and consumption of goods and services?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> • People make decisions based on their needs, wants, and the availability of resources. • Economics is a driving force for the occurrence of various events and phenomena in societies. • Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes. • Availability of resources affects economic outcomes. • Creativity and innovation affect lifestyle, access to information, and the creation of new products and services. • Economic opportunities in New Jersey and other states are related to the availability of resources and technology. • Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products. 	<ul style="list-style-type: none"> • Cite examples of choices people make when resources are scarce. • Describe the skills and knowledge required to produce specific goods and services. • Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities. • Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. • Explain why incentives vary between and among producers and consumers. • Describe how supply and demand influence price and output of products. • Explain the role of specialization in the production and exchange of goods and services. • Describe the role and relationship among households, businesses, laborers, and governments within the economic system. • Explain how the availability of private and public goods and services is influenced by the global market and government. • Illustrate how production,

	<p>distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</p> <ul style="list-style-type: none"> ● Compare and contrast how access to and use of resources affects people across the world differently. ● Explain the role of money, savings, debt, and investment in individuals' lives. ● Recognize the importance of setting long-term goals when making financial decisions within the community. ● Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. ● Determine the qualities of entrepreneurs in a <u>capitalistic</u> society. ● Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities. ● Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. ● Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. ● Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age. ● Explain how the development of
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	communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
Assessment Evidence	
<p>Summative:</p> <ul style="list-style-type: none"> • Chapter lesson assessments • Weekly/Chapter assessment • Collaborative/Group projects • Quizzes <p>Formative:</p> <ul style="list-style-type: none"> • Exit Tickets • Workbook Assignments • Daily Independent Practice Worksheets <p>Alternative:</p> <ul style="list-style-type: none"> • Seesaw Submissions • Content Specific projects 	
Suggested Learning Plan	
<p><u>Grades K – 2</u></p> <p>Anticipated daily sequence of activities: The structure of the daily lesson will be in the format of a 35 minute class period. The sequence of activities are as followed:</p> <ul style="list-style-type: none"> • Whole Group Instruction • Independent Activity/ Group Project Depending on Topic 	
Suggested Learning Resources	
<p><u>Grades K – 2</u></p> <ul style="list-style-type: none"> • Digital Resources age and content appropriate • Globe • National Geography For Kids • Supplemental age and topic appropriate reading materials • Movies- age and content appropriate • Websites- age and content appropriate • Review games- age and content appropriate • Use of Chromebooks 	
Scope and Sequence	
 2022 Grade K-2 Social Studies Pacing Guide	
21st Century Themes and Skills	
<p>Career Ready Practices</p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP6. Demonstrate creativity and innovation</p>	
Career Awareness Exploration and Preparation	

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

Personal Financial Literacy

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

Career and Technical Education

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

Accommodations and Modifications

Gifted and Talented

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

English Language Learners

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

Students with IEPs/504

- Review student individual educational plan and/or 504 plan
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At Risk Learners

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

Interdisciplinary Connections

English Language Arts

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

- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.
- **Mentor Texts**
 - When Jessie Came Across the Sea
 - Women Explorers
 - E is for Economics
 - Lily Learns About Wants and Needs
 - Johnny’s Big Decision

Writing

3.6.K.1.W.K.2 Use combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

3.5.K.2.NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Integration of Technology

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

8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Deal School Curriculum Grades K - 2 Social Studies

Geography, People, and the Environment

Desired Outcomes

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

Enduring Understandings

- Past and present interactions of people, cultures, and the environment shape the American heritage.
- Informed decisions may reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- Local community and government leaders have roles and responsibilities to provide services for their community members.
- Rules for all to live by are a result of the actions of government, organizations, and individuals.
- The actions of individuals and government affect decisions made for the common good.
- Historical timelines put events in chronological order to help people understand the past.
- The nature of history involves stories of the past preserved in a variety of sources.
- Understanding the past helps to make sense of the present.

Essential Questions

- How does geography influence lifestyle and point of view?
- How do geography, climate, and natural resources affect the way people live and work?
- What story do maps and globes tell?
- What makes places unique and different?
- How do maps and globes reflect history, politics, and economics?
- What are the roles and responsibilities of community and local government leaders (e.g., mayor, town council)?
- What types of services are provided by the local government to meet the needs and ensure the safety of community members?
- How do individuals work with different levels of government to make rules?
- How can all citizens play an active role in their community?
- How and why has your community changed over time?
- How have regional folk heroes, stories, and/ or songs contributed to the development of a culture's history?
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<ul style="list-style-type: none"> • Two or more individuals can have a different understanding of the same event. • Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures. • Historians analyze accounts of history through a variety of sources, including differing accounts of the same event. • Historians create arguments outlining ideas or explanations based on evidence. 	
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> • Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. • Places are jointly characterized by their physical and human properties. • The physical environment can both accommodate and be endangered by human activities. • Regions form and change as a result of unique physical/ecological conditions, economies, and cultures. • Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time. • Advancements in science and technology can have unintended consequences that impact individuals and/or societies. • Urban areas, worldwide, share common physical characteristics, but may also have cultural differences. 	<ul style="list-style-type: none"> • Compare and contrast information that can be found on different types of maps, and determine when the information may be useful. • Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence. • Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude. • Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. • Describe how human interaction impacts the environment in New Jersey and the United States. • Compare and contrast characteristics of regions in the

	<p>United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.</p> <ul style="list-style-type: none"> ● Explain why some locations in New Jersey and the United States are more suited for settlement than others. ● Compare ways people choose to use and divide natural resources. ● Relate advances in science and technology to environmental concerns, and to actions taken to address them. ● Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
Assessment Evidence	
<p>Summative:</p> <ul style="list-style-type: none"> ● Chapter lesson assessments ● Weekly/Chapter assessment ● Collaborative/Group projects ● Quizzes <p>Formative:</p> <ul style="list-style-type: none"> ● Exit Tickets ● Workbook Assignments ● Daily Independent Practice Worksheets <p>Alternative:</p> <ul style="list-style-type: none"> ● Seesaw Submissions ● Content Specific projects 	
Suggested Learning Plan	
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Suggested Learning Resources	
<p><u>Grades K – 2</u></p> <ul style="list-style-type: none"> ● Digital Resources age and content appropriate 	

- Globe
- National Geography For Kids
- Supplemental age and topic appropriate reading materials
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of Chromebooks

Scope and Sequence

2022 Grade K-2 Social Studies Pacing Guide

21st Century Themes and Skills

Career Ready Practices

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

CRP6. Demonstrate creativity and innovation

Career Awareness Exploration and Preparation

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

Personal Financial Literacy

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

Career and Technical Education

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

Accommodations and Modifications

Gifted and Talented

- Provide appropriate challenges for wide ranging skills and development areas.
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English Language Learners

- Pair visual prompts with verbal presentations
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Students with IEPs/504

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

At Risk Learners

- Provide Title 1 services to students not meeting academic standards in ELA
- Differentiated instruction

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

Interdisciplinary Connections

English Language Arts

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

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

- **Mentor Texts**

- When Jessie Came Across the Sea
- Women Explorers
- Me on the Map
- Helpers in My Community
- Me and My Family Tree
- Uncle Willie and the Soup Kitchen by DyAnne DiSalvo-Ryan
- LIVES: Poems About Famous Americans by Lee Bennett Hopkins
- Being a Good Citizen: A Kid's Guide To Community Involvement by Rachelle Keisman
- Benjamin Franklin: Writer, Inventor, Statesman by Pamela Hill Nettleton
- The Flag We Love by Pam Muñoz Ryan
- Let's Vote on It! by Janice Behrens
- Francis Scott Key
- The Star-Spangled Banner
- Carrie Burnham Argued for the Right to Vote
- Election Day!
- Excerpt of "Just Go for It!" by Connie Colón

Writing

3.6.K.1.W.K.2 Use combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

3.5.K.2.NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Integration of Technology

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

8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Annual Pacing Guide

Grade Level: K

Subject: Social Studies

September	October	November	December	January
Civics and Government	Civics and Government	Civics and Government	Geography	Geography
February	March	April	May	June
Geography	Economics	Economics	Introduction to American History	Review

Annual Pacing Guide

Grade Level: 1

Subject: Social Studies

September	October	November	December	January
Civics and Government	Civics and Government	Civics and Government	Geography	Geography
February	March	April	May	June
Inquiry	Economics	Economics	Introduction to American History	Review



Annual Pacing Guide

Grade Level: 2

Subject: Social Studies

September	October	November	December	January
Civics and Government	Civics and Government	Civics and Government	Civics and Government	Geography

February	March	April	May	June
Geography	Economics	Economics	Introduction to American History	Review



Deal School Curriculum

Grades 3 - 5 Social Studies

Active Citizenship in the 21st Century

Desired Outcomes

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

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change. Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered. Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts. In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues. Economic decision making involves setting goals and identifying the resources available to achieve those goals. 	<ul style="list-style-type: none"> Is new technology always better than that which it will replace? How do new technologies result in broader social change? How does who you help determine your perception of progress? How do the various levels of technological development affect different cultures? What issues are related to climate change and how can you share with your school and/or community? What are the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue?
Learners will know...	Learners will be able to....
<p>Active citizens in the 21st century:</p> <ul style="list-style-type: none"> Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. Are aware of their relationships 	<ul style="list-style-type: none"> Evaluate what makes a good rule or law. Investigate an economic issue that impacts children and propose a solution. Use technology to collaborate with others who have different perspectives to examine global issues, including climate change

<p>to people, places, and resources in the local community and beyond.</p> <ul style="list-style-type: none"> • Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. • Develop strategies to reach consensus and resolve conflict. • Demonstrate understanding of the need for fairness and take appropriate action against unfairness. 	<p>and propose possible solutions.</p> <ul style="list-style-type: none"> • Contact local officials and community members to acquire information and/or discuss local issues. • Plan and participate in an advocacy project to inform others about the impact of climate change. • Select a local issue and develop a group action plan to inform school and/or community members about the issue. • Communicate with students from various countries about common issues of public concern and possible solutions. • Develop and implement a group initiative that addresses an economic issue impacting children. • Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
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Assessment Evidence

Summative:

- Chapter lesson assessments
- Weekly/Chapter assessment
- Collaborative/Group projects
- Quizzes
- Project Based Learning Opportunities

Formative:

- Exit Tickets
- Homework
- Doodle Notes
- Notebook Checks
- Daily Independent Practice Worksheets

Alternative:

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

Suggested Learning Plan

Grades 3:

Anticipated daily sequence of activities: The structure of the daily lesson will be in the format of a 35 minute class period. The sequence of activities are as followed:

- Whole Group Instruction
- Independent Activity/ Group Project Depending on Topic

Grades 4 and 5:

Anticipated daily sequence: Vocabulary exploration: Doodle Notes, whole group direct instruction from the teacher with collaboration from students, work through text lessons: discuss content, go over vocabulary and people pertinent to the topic. Work in small groups when appropriate; assign lesson assessment to complete in class. Pretest review prior to chapter assessment.

Geography: Students will work independently or in small group on map handouts and complete coloring activities, drag and drop activities, and online map games.

Suggested Learning Resources**3rd Grade**

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

4th & 5th Grade

- Harcourt Social Studies-The United States (textbook)
- National Geographic Kids World Atlas
- Globes
- Smart board resources
- Content appropriate resources
- Supplemental age and topic appropriate reading materials
- National Geographic Kids Magazine
- Cobblestone: Cricket Magazine
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, computers, Ipad
- Peardeck Lessons
- Blookets, Kahoots, etc.

Scope and Sequence

<https://docs.google.com/document/d/1CXj2rKZTjqBlslOagFvIxBj7l0t4DrTXuxNb5qVTTeQ/edit?usp=sharing>

21st Century Life and Careers

Career Ready Practices

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

CRP6. Demonstrate creativity and innovation

Career Awareness Exploration and Preparation

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

Career and Technical Education

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

Personal Financial Literacy

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

9.1.4.A.2 Identify potential sources of income.

Accommodations and Modifications

Gifted and Talented

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

English Language Learners

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

Students with IEPs/504

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

At Risk Learners

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

Interdisciplinary Connections

English Language Arts

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

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

Writing

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

Math

4.8.7.D.3

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

Integration of Technology

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

8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Deal School Curriculum

Grades 3 - 5 Social Studies

Civics, Government, and Human Rights

Desired Outcomes

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

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● In a representative democracy, individuals play a role in how the government functions. ● In a representative democracy, individuals elect representatives to act on the behalf of the people. ● Levels of government (i.e., local, state and federal) have different powers and responsibilities. ● Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials). ● Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered. ● A major role of citizens in a representative democracy is to make responsible decisions about who should govern. ● Fundamental rights that allow democratic societies to function can be seen at all levels of government in society. ● There are different processes for establishing rules and laws. ● Rules, laws, and policies are designed to protect the rights of 	<ul style="list-style-type: none"> ● What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question? ● How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? ● How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? ● How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? ● How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? ● How do people benefit from and are challenged by working together?

<p>people, help resolve conflicts, and promote the common good.</p> <ul style="list-style-type: none"> • It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights. • Individuals have the right to be safe and not to be bullied or discriminated against. 	<ul style="list-style-type: none"> • What are the different ways individuals participate in government? • How do individuals work with different levels of government to make rules? • How does the United States Constitution define and limit the power of government? • What are the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them? • How can individuals initiate and/or influence local, state, or national public policymaking? • Why is it important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> • Rules and laws are developed to protect people's rights and the security and welfare of society. • The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. • American constitutional government is based on principles of limited government, shared authority, fairness, and equality. • There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns. • In a representative democracy, individuals elect representatives to act on the behalf of the people. 	<ul style="list-style-type: none"> • Compare and contrast information that can be found on different types of maps, and determine when the information may be useful. • Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws. • Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position. • Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government. • Use physical and political maps to explain how the location and

<ul style="list-style-type: none"> • The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights. • The United States democratic system requires active participation of its citizens. • Immigrants can become and obtain the rights of American citizens. • The world is composed of nations that are similar to and different from the United States. • In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges. • In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems. 	<p>spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</p> <ul style="list-style-type: none"> • Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude. • Research and cite evidence for the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations. • Describe how human interaction impacts the environment in New Jersey and the United States. • Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism. • Compare ways people choose to use and divide natural resources. • Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
Assessment Evidence	
<p>Summative:</p> <ul style="list-style-type: none"> • Chapter lesson assessments • Weekly/Chapter assessment • Collaborative/Group projects • Quizzes • Project Based Learning Opportunities 	

Formative:

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

Alternative:

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

Suggested Learning Plan**Grades 3:**

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

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

Pretest review prior to all assessments.

Grades 4 and 5:

Anticipated daily sequence: Vocabulary exploration: Doodle Notes, whole group direct instruction from the teacher with collaboration from students, work through text lessons: discuss content, go over vocabulary and people pertinent to the topic. Work in small groups when appropriate; assign lesson assessment to complete in class. Pretest review prior to chapter assessment.

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- Globe
- Smart board resources
- Content appropriate handouts
- Supplemental age and topic appropriate reading materials
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, ipads, computers,

4th & 5th Grade

- Harcourt Social Studies-The United States (textbook)
- National Geographic Kids World Atlas
- Globes
- Smart board resources
- Content appropriate resources
- Supplemental age and topic appropriate reading materials
- National Geographic Kids Magazine
- Cobblestone: Cricket Magazine
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, computers, Ipad
- Peardeck Lessons
- Blookets, Kahoots, etc.

Scope and Sequence

<https://docs.google.com/document/d/1CXj2rKZTjqBlslOagFvIxBj7l0t4DrTXuxNb5qVTTeQ/edit?usp=sharing>

21st Century Life and Careers

Career Ready Practices

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

CRP6. Demonstrate creativity and innovation

Career Awareness Exploration and Preparation

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

Personal Financial Literacy

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

Career and Technical Education

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

Accommodations and Modifications

Gifted and Talented

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

English Language Learners

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

hands on materials.

Students with IEPs/504

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

At Risk Learners

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

Interdisciplinary Connections

English Language Arts

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

- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.
- **Mentor Texts**
 - Henry’s Freedom Box
 - When Jessie Came Across the Sea
 - Women Explorers
 - The Other Side- Segregation
 - Martin’s Big Words
 - The Sneetches
 - Chrysanthemum

Writing

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

Math

4.8.7.D.3 : Solve real-world and mathematical problems involving the four operations with rational numbers.

Integration of Technology

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

8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Deal School Curriculum Grades 3 - 5 Social Studies Economics, Innovation, and Technology

Desired Outcomes

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

Enduring Understandings:

- Past and present interactions of people, cultures, and the environment shape the American heritage.
- Economic decision making involves setting goals and identifying the resources available to achieve those goals.
- Informed decisions may reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.

Essential Questions

- Why do we have money?
- What does it mean to make a living?
- How does something acquire a value?
- What effect does the economy have on society?
- How do economic systems affect your life and the lives of others?
- How are economic resources distributed?
- What impact does scarcity have on the production, distribution, and consumption of goods and services?
- What are the negative incentives that influence the decisions people make?

<ul style="list-style-type: none"> • The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production. • The exchange of goods and services can have negative and positive effects. • The government uses a variety of tools to pay for goods and services it provides to individuals and communities. • A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress. • Increased economic independence among nations is a result of trade, sharing of ideas and innovation. 	<ul style="list-style-type: none"> • How do scarcity and choice influence decisions made by individuals, communities, and nations? • How does the development of different transportation systems impact the economies of New Jersey and the United States? • How does creativity and innovation result in scientific achievement and inventions in many cultures during different historical periods? • How has the development of communication systems have led to increased collaboration and the spread of ideas throughout the United States and the world? • How is the availability of private and public goods and services influenced by the government and the global economy? • How has supply and demand influence the price and output of products? • Why do individuals and businesses specialize and trade? • What are the examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources)?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> • People make decisions based on their needs, wants, and the availability of resources. • Economics is a driving force for the occurrence of various events and phenomena in societies. • Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes. 	<ul style="list-style-type: none"> • Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities. • Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. • Describe how supply and demand influence price and output of products.

<ul style="list-style-type: none"> • Availability of resources affects economic outcomes. • Creativity and innovation affect lifestyle, access to information, and the creation of new products and services. • Economic opportunities in New Jersey and other states are related to the availability of resources and technology. • Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products. 	<ul style="list-style-type: none"> • Explain the role of specialization in the production and exchange of goods and services. • Describe the role and relationship among households, businesses, laborers, and governments within the economic system. • Explain how the availability of private and public goods and services is influenced by the global market and government. • Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. • Compare and contrast how access to and use of resources affects people across the world differently. • Explain the role of money, savings, debt, and investment in individuals' lives. • Recognize the importance of setting long-term goals when making financial decisions within the community. • Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey. • Determine the qualities of entrepreneurs in a capitalistic society. • Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities. • Describe how the development of different transportation systems impacted the economies of New
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	<p>Jersey and the United States.</p> <ul style="list-style-type: none"> ● Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. ● Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age. ● Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
Assessment Evidence	
<p>Summative:</p> <ul style="list-style-type: none"> ● Chapter lesson assessments ● Weekly/Chapter assessment ● Collaborative/Group projects ● Quizzes ● Projects <p>Formative:</p> <ul style="list-style-type: none"> ● Exit Tickets ● Homework ● Doodle Notes ● Notebook Checks ● Workbook Assignments ● Daily Independent Practice Worksheets <p>Alternative:</p> <ul style="list-style-type: none"> ● Flip Grid Submissions ● Content Specific projects ● Organizational assessments: including notes and chapter work ● Project Based Learning Opportunities 	
Suggested Learning Plan	
<p>Grades 3: Anticipated daily sequence - Whole group direct instruction from the teacher, work through text lessons: discuss content, go over vocabulary and people pertinent to the topic. Work in small groups where appropriate; assign lesson assessment for homework or to complete in class. Pretest review prior to chapter assessment.</p>	

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

Pretest review prior to all assessments.

Grades 4-5:

Anticipated daily sequence: Vocabulary exploration: Doodle Notes, whole group direct instruction from the teacher with collaboration from students, work through text lessons: discuss content, go over vocabulary and people pertinent to the topic. Work in small groups when appropriate; assign lesson assessment to complete in class. Pretest review prior to chapter assessment.

Geography: Students will work independently or in small groups on map handouts and complete coloring activities, drag and drop activities, and online map games.

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- Movies- age and content appropriate
- Websites- age and content appropriate
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4th & 5th Grade

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21st Century Themes and Skills

Career Ready Practices

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

CRP6. Demonstrate creativity and innovation

Career Awareness Exploration and Preparation

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

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

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

Accommodations and Modifications

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- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.
- **Mentor Texts**
 - When Jessie Came Across the Sea
 - Women Explorers
 - E is for Economics
 - Lily Learns About Wants and Needs
 - Johnny’s Big Decision

Writing

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

Math

4.8.7.D.3

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

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Deal School Curriculum

Grades 3 - 5 Social Studies

Geography, People, and the Environment

Desired Outcomes

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

Enduring Understandings

- Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.
- Patterns of settlement differ markedly from region to region, place to place, and time to time.
- The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.
- Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.
- Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.
- Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.

Essential Questions

- How does geography influence lifestyle and point of view?
- How do geography, climate, and natural resources affect the way people live and work?
- What story do maps and globes tell?
- What makes places unique and different?
- How do maps and globes reflect history, politics, and economics?
- How do landforms, climate and weather, and availability of resources have an impact on where and how people live and work in different regions of New Jersey and the United States?
- How have the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere?
- What is the impact of location and place on the relationships between places in New Jersey, the United States and other countries?
- How do cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas?

	<ul style="list-style-type: none"> • What are the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> • Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. • Places are jointly characterized by their physical and human properties. • The physical environment can both accommodate and be endangered by human activities. • Regions form and change as a result of unique physical/ecological conditions, economies, and cultures. • Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time. • Advancements in science and technology can have unintended consequences that impact individuals and/or societies. • Urban areas, worldwide, share common physical characteristics, but may also have cultural differences. 	<ul style="list-style-type: none"> • Compare and contrast information that can be found on different types of maps, and determine when the information may be useful. • Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence. • Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude. • Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. • Describe how human interaction impacts the environment in New Jersey and the United States. • Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism. • Explain why some locations in New Jersey and the United States are more suited for settlement than others.

	<ul style="list-style-type: none"> ● Compare ways people choose to use and divide natural resources. ● Relate advances in science and technology to environmental concerns, and to actions taken to address them. ● Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences. ● Identify the maps or types of maps most appropriate for specific purposes. ● Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States. ● Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
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Assessment Evidence

Summative:

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

Formative:

- Exit Tickets
- Homework
- Doodle Notes
- Notebook Checks

- Workbook Assignments
- Daily Independent Practice Worksheets

Alternative:

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

Suggested Learning Plan

Grades 3:

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

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

Grades 4-5:

Anticipated daily sequence: Vocabulary exploration: Doodle Notes, whole group direct instruction from the teacher with collaboration from students, work through text lessons: discuss content, go over vocabulary and people pertinent to the topic. Work in small groups when appropriate; assign lesson assessment to complete in class. Pretest review prior to chapter assessment.

Geography: Students will work independently or in small groups on map handouts and complete coloring activities, drag and drop activities, and online map games.

Suggested Learning Resources

3rd Grade

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

4th & 5th Grade

- Harcourt Social Studies-The United States (textbook)

- National Geographic Kids World Atlas
- Globes
- Smart board resources
- Content appropriate resources
- Supplemental age and topic appropriate reading materials
- National Geographic Kids Magazine
- Cobblestone: Cricket Magazine
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, computers, Ipad
- Peardeck Lessons
- Blookets, Kahoots, etc.

Scope and Sequence

<https://docs.google.com/document/d/1CXj2rKZTjqBlsIOagFvIxBj7l0t4DrTXuxNb5qVTTeQ/edit?usp=sharing>

21st Century Themes and Skills

Career Ready Practices

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

CRP6. Demonstrate creativity and innovation

Career Awareness Exploration and Preparation

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

Personal Financial Literacy

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

Career and Technical Education

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

Accommodations and Modifications

Gifted and Talented

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

English Language Learners

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

Students with IEPs/504

- Review student individual educational plan and/or 504 plan

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

At Risk Learners

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

Interdisciplinary Connections

English Language Arts

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

- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.
- **Mentor Texts**
 - When Jessie Came Across the Sea
 - Women Explorers
 - Me on the Map
 - Helpers in My Community
 - Me and My Family Tree

Writing

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

Math

4.8.7.D.3: Solve real-world and mathematical problems involving the four operations with rational numbers.

Integration of Technology

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

8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Deal School Curriculum Grades 3 - 5 Social Studies History, Culture, and Perspectives: Continuity and Change

Desired Outcomes

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

Enduring Understandings

- Chronological sequencing helps us track events over time.
- Interactions of people and events throughout history have shaped the world we experience today.
- Events may be viewed differently based on one's perspective.
- Historical records are shaped by the society that the creator lived in.
- There are a variety of sources that help us understand the past.
- Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.
- Historians use evidence from multiple sources to support their

Essential Questions

- How have historical events from the past led to the creation of the state of New Jersey and the United States?
- What evidence shows the interactions among African, European, and Native American groups impacted their respective cultures.
- What was the power struggle among European countries and how did it determine its impact on people living in Europe and the Americas?
- What was the initial and lasting impact of slavery?
- How did the influence of Native American groups, including the

claims and arguments about the past.	<p>Lenni Lenape culture, manifest in different regions of New Jersey?</p> <ul style="list-style-type: none"> • What was the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey? • What were the roles of religious freedom and participatory government in various North American colonies? • What was the impact of the Columbian Exchange on ecology, agriculture, and culture?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> • Chronological sequencing helps us track events over time. • Interactions of people and events throughout history have shaped the world we experience today. • Change and continuity over time requires assessing similarities and differences between historical periods and between the past and present. • The change in one area of life relates to a change in other areas, bringing together political, economic, intellectual, social, cultural and other factors. • The interrelation of patterns of change requires evaluating the context within which events unfolded in order not to view events in isolation, and to be able to assess the significance of specific individuals, groups, and developments. 	<ul style="list-style-type: none"> • Use a variety of sources to illustrate how the American identity has evolved over time. • Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time. • 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. • 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. • Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions. • Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the

	<p>Declaration of Independence, the United States Constitution, the Bill of Rights).</p> <ul style="list-style-type: none"> • 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. • Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. • Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity. " • Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.
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Assessment Evidence

Summative:

- Chapter lesson assessments
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- Quizzes
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Formative:

- Exit Tickets
- Homework
- Doodle Notes
- Notebook Checks
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Alternative:

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4th & 5th Grade

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Scope and Sequence

<https://docs.google.com/document/d/1CXj2rKZTjqBlsIOagFvIxBj7l0t4DrTXuxNb5qVTTeQ/edit?usp=sharing>

21st Century Themes and Skills

Career Ready Practices

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

Career Awareness Exploration and Preparation

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

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

Career and Technical Education

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

Accommodations and Modifications

Gifted and Talented

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Interdisciplinary Connections**English Language Arts**

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Annual Pacing Guide

Grade Level: 3

Subject: Social Studies

September	October	November	December	January
Civics and Government	Geography	Geography	Economy	Inquiry

February	March	April	May	June
Native American Groups	European Exploration and Colonization	War in the Americas	Innovators and Inventions	Review

Annual Pacing Guide

Grade Level: 4

Subject: Social Studies

September	October	November	December	January
Civics and Government	Civics and Government	Geography	Geography	Geography

February	March	April	May	June
Economics	Economics	Historic Events and People	Inquiry	Review



Annual Pacing Guide

Grade Level: 5

Subject: Social Studies

September	October	November	December	January
Native American Cultures	Exploration	Colonization	Conflict with England	Road to Revolution

February	March	April	May	June
The New Nation	The New Nation	Expansion and Growth	Geography	Review



Deal School Curriculum	
Grades 6 - 8 Social Studies U.S. History: America in the World Revolution and the New Nation (1754-1820s)	
Desired Outcomes	
6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Political and civil institutions impact all aspects of people's lives. • Governments have different structures which impact development (expansion) and civic participation. • Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions. • The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights. • Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights. • Social and political systems have protected and denied human rights (to varying degrees) throughout time. • Geospatial technologies and representations help us to make 	<ul style="list-style-type: none"> • What was the effectiveness of the fundamental principles of the Constitution? • How do checks and balances and individual rights help in establishing a federal government that allows for growth and change over time? • What is the difference between the powers and responsibilities of citizens, political parties, interest groups, and the media? • How and why constitutional civil liberties were impacted by acts of government during the Early Republic? • What was the impact of the institution of slavery on the political and economic expansion of the United States? • What was the effect of inflation and debt on the early American people? • What were the consequences of the Seven Years War? • What led to the American Revolution? • How were political parties formed?

<p>sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.</p> <ul style="list-style-type: none"> • Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals. • Chronological sequencing helps us understand the interrelationship of historical events. • Historical events and developments are shaped by social, political, cultural, technological, and economic factors. • Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time. • Historical contexts and events shaped and continue to shape people's perspectives. • Examining historical sources may answer questions but may also lead to more questions. • Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments. 	<ul style="list-style-type: none"> • What was similar and different about the Articles of Confederation and the United States Constitution? • What was the difference between 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? • How did the terms of the Treaty of Paris affected United States relations with Native Americans? • How did the leadership of George Washington during the American Revolution and as president allow for the establishment of American democracy?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> • The Revolution and the New Nation lasted from 1754 to the 1820s. • Disputes over political authority and economic issues contributed to a movement for independence in the colonies. • The fundamental principles of the United States Constitution serve as the foundation of the United States government today. 	<ul style="list-style-type: none"> • Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution. • Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by

	<p>examining the New Jersey and Virginia plans.</p> <ul style="list-style-type: none"> ● Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights. ● Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period. ● Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals. ● Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role. ● Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory. ● Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy. ● Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
Assessment Evidence	

Summative:

- Chapter Lesson Assessments
- Collaborative/Group Projects
- Independent Project Based Learning Assessments

Formative:

- Exit Tickets
- Doodle Notes
- Notebook Checks
- Daily Independent Practice Activities

Alternative:

- Peardeck Submissions
- Blookets and Online Game Assessments
- Video Production
- Graphic Designing Projects
- Interdisciplinary Content Projects
- Organizational Assessments: including notes and chapter work

Suggested Learning Plan

Anticipated Daily Sequence - Vocabulary exploration: Doodle Notes, whole group direct instruction from the teacher with collaboration from students, work through text lessons: discuss content, go over vocabulary and people pertinent to the topic. Work in small groups when appropriate; assign lesson assessment to complete in class. Pretest review prior to chapter assessment.

Geography: Students will work independently or in small group on map handouts and complete coloring activities, drag and drop activities, and online map games.

Suggested Learning Resources**6th Grade**

- Holt-McDougal-World History (textbook)
- National Geographic Kids World Atlas
- Globes
- Smart board resources
- World Map Activities and Handouts
- Content appropriate resources
- Supplemental age and topic appropriate reading materials
- National Geographic Kids Magazine
- Cobblestone: Cricket Magazine
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games – age and content appropriate
- Use of laptops, computers, ipads
- Peardeck Lessons
- Blookets, Kahoots, etc.

7th Grade

- Holt-McDougal-United States History Beginnings to 1877 (textbook)
- National Geographic Kids World Atlas

- Globes
- Smart board resources
- Content appropriate resources
- Supplemental age and topic appropriate reading materials
- National Geographic Kids Magazine
- Cobblestone: Cricket Magazine
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, computers, ipads
- Peardeck Lessons
- Blookets, Kahoots, etc.

8th Grade

- Holt-McDougal-United States History Civil War to Present (textbook)
- National Geographic Kids World Atlas
- Globes
- Smart board resources
- Content appropriate resources
- Supplemental age and topic appropriate reading materials
- National Geographic Kids Magazine
- Cobblestone: Cricket Magazine
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, computers, iPad
- Peardeck Lessons
- Blookets, Kahoots, etc.

LGBTQ+ and Disabilities (6-8):

- [Fictional Map Project Lesson Plan](#)
- [Studying History Lesson Plan](#)
- [Native American Cultures Lesson Plan](#)
- [Studying Geography Lesson Plan](#)
- [Stonewall LGBTQ Webquest](#)
- [Influential People in History and Stem Lesson](#)
- [What is LGBTQ Article](#)
- [Pride Month Morning Meeting Activities](#)
- Classroom Decor: Women, Men and Non-Binary Activitists
- "What Does a Historian Look Like?" Historian Identities
- "The ABC's of LGBTQ+": (Gender Identity Book for TeeThe ABC's of LGBT+: (Gender Identity Book for Teens) by Ashley Mardell
- "Queer Heroes: Meet 53 LGBTQ Heroes From Past and Present!" by Arabelle Sicardi, Sarah Tanat-Jones

- “We Make It Better: The LGBTQ Community and Their Positive Contributions to Society” (Gender Identity Book for Teens, Gay Rights, Transgender, for Readers of Nonbinary) by Eric Rosswood, Kathleen Archambeau
- “Gay & Lesbian History for Kids: The Century-Long Struggle for LGBT Rights, with 21 Activities (For Kids series)” by Jerome Pohlen
- “This Book Is Gay” by Juno Dawson, David Levithan
- “Pride: The Story of Harvey Milk and the Rainbow Flag” by Rob Sanders, Steven Salerno
- “Queer, There, and Everywhere: 23 People Who Changed the World” by Sarah Prager, Zoe More O’Ferrall
- “Simon vs. the Homo Sapiens Agenda” by Becky Albertalli
- “Just Ask! Be Different, Be Brave, Be You” by Sonja Sotomayer

Scope and Sequence

- <https://docs.google.com/document/d/1OtUAgt6-Ml5W8SoXLxMaqUDZ-sYyx8QV2FzwPE-AmUs/edit?usp=sharing>
- https://docs.google.com/document/d/1_KQGJXfCp1ZSpiP1EoaOktbb_BcQIXyxRoIUa09WJdo/edit?usp=sharing

Link to Literacy Standards for Social Studies

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

21st Century Themes and Skills

Career Ready Practices

- **CRP1.** Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP11.** Use technology to enhance productivity.

Career Awareness Exploration and Preparation

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

Career and Technical Education

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

Personal Financial Literacy

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

- **9.1.4.A.2** Identify potential sources of income.

Accommodations and Modifications

Gifted and Talented

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

English Language Learners

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

Students with IEPs/504

- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504
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Interdisciplinary Connections

ELA

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

Examples

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

Writing

- **3.13.8.1.WHST.6-8.2** Write informative explanatory texts including the narration of historical events scientific procedures experiments or technical processes.
- **3.13.8.1.WHST.6-8.1** Write arguments focused on discipline-specific content.

Art

- **1.1D Grade 8 CPI 1**, Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
- **1.1D Grade 8 CPI 2**, Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
- **1.2A Grade 8 CPI 1**, Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
- **1.2A Grade 8 CPI 2**, Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
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- **1.3D Grade 8 CPI 1**, Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
- **1.4A Grade 8 CPI 1**, Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
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- **1.4A Grade 8 CPI 7**, Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
- **1.4B Grade 8 CPI 3**, Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Math

- **4.8.7.D.3** Solve real-world and mathematical problems involving the four operations with rational numbers.

Technology Integration

- **8.1** Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- **8.2** Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Deal School Curriculum	
Grades 6 - 8 Social Studies	
U.S. History: America in the World	
Expansion and Reform (1801-1861)	
Desired Outcomes	
6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights. • Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights. • Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface. • Economic decision making involves setting goals and identifying the resources available to achieve those goals. • A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources. • Historical events and developments are shaped by social, political, cultural, 	<ul style="list-style-type: none"> • What were the most significant events that led to the expansion of voting rights during the Jacksonian period? • What were women asking for during the Antebellum period? • What was the impact of the Louisiana Purchase? • How did major technological developments revolutionize land and water? • How did technological innovations affect the status and social class of different groups of people? • What were the changes in America's relationships with other nations? • What was the growing resistance to slavery, specifically New Jersey's role in the Underground Railroad? • How did the concept of Manifest Destiny influence the acquisition of land through annexation, diplomacy, and war? • What were the push-pull factors that led to the increase in immigration?

technological, and economic factors.	
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> • Disputes over political authority and economic issues contributed to a movement for independence in the colonies. • The fundamental principles of the United States Constitution serve as the foundation of the United States government today. • Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions. 	<ul style="list-style-type: none"> • Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans. • Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements. • Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war. • Assess the extent to which voting rights were expanded during the Jacksonian period. • Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States. • Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans. • Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation. • Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation. • Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted. • Analyze the push-pull factors that led to increases in immigration,

	<p>and explain why ethnic and cultural conflicts resulted.</p> <ul style="list-style-type: none"> • Explore efforts to reform education, women's rights, slavery, and other issues during the Antebellum period. Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad. • Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
Assessment Evidence	
<p>Summative:</p> <ul style="list-style-type: none"> • Chapter Lesson Assessments • Collaborative/Group Projects • Independent Project Based Learning Assessments <p>Formative:</p> <ul style="list-style-type: none"> • Exit Tickets • Doodle Notes • Notebook Checks • Daily Independent Practice Activities <p>Alternative:</p> <ul style="list-style-type: none"> • Peardeck Submissions • Blookets and Online Game Assessments • Video Production • Graphic Designing Projects • Interdisciplinary Content Projects • Organizational Assessments: including notes and chapter work 	
Suggested Learning Plan	
<p><u>Anticipated Daily Sequence</u> - Vocabulary exploration: Doodle Notes, whole group direct instruction from the teacher with collaboration from students, work through text lessons: discuss content, go over vocabulary and people pertinent to the topic. Work in small groups when appropriate; assign lesson assessment to complete in class. Pretest review prior to chapter assessment.</p> <p><u>Geography:</u> Students will work independently or in small group on map handouts and complete coloring activities, drag and drop activities, and online map games.</p>	
Suggested Learning Resources	
<p>6th Grade</p> <ul style="list-style-type: none"> • Holt-McDougal-World History (textbook) • National Geographic Kids World Atlas • Globes • Smart board resources 	

- World Map Activities and Handouts
- Content appropriate resources
- Supplemental age and topic appropriate reading materials
- National Geographic Kids Magazine
- Cobblestone: Cricket Magazine
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games – age and content appropriate
- Use of laptops, computers, ipads
- Peardeck Lessons
- Blookets, Kahoots, etc.

7th Grade

- Holt-McDougal-United States History Beginnings to 1877 (textbook)
- National Geographic Kids World Atlas
- Globes
- Smart board resources
- Content appropriate resources
- Supplemental age and topic appropriate reading materials
- National Geographic Kids Magazine
- Cobblestone: Cricket Magazine
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, computers, ipads
- Peardeck Lessons
- Blookets, Kahoots, etc.

8th Grade

- Holt-McDougal-United States History Civil War to Present (textbook)
- National Geographic Kids World Atlas
- Globes
- Smart board resources
- Content appropriate resources
- Supplemental age and topic appropriate reading materials
- National Geographic Kids Magazine
- Cobblestone: Cricket Magazine
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
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LGBTQ+ and Disabilities (6-8):

- [Fictional Map Project Lesson Plan](#)
- [Studying History Lesson Plan](#)
- [Native American Cultures Lesson Plan](#)
- [Studying Geography Lesson Plan](#)
- [Stonewall LGBTQ Webquest](#)
- [Influential People in History and Stem Lesson](#)
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- “This Book Is Gay” by Juno Dawson, David Levithan
- “Pride: The Story of Harvey Milk and the Rainbow Flag” by Rob Sanders, Steven Salerno
- “Queer, There, and Everywhere: 23 People Who Changed the World” by Sarah Prager, Zoe More O'Ferrall
- “Simon vs. the Homo Sapiens Agenda” by Becky Albertalli
- “Just Ask! Be Different, Be Brave, Be You” by Sonja Sotomayer

Scope and Sequence

- <https://docs.google.com/document/d/1OtUAgt6-Ml5W8SoXLxMaqUDZ-sYyx8QV2FzwPE-AmUs/edit?usp=sharing>
- https://docs.google.com/document/d/1_KQGIXfCp1ZSpiP1EoaOktbb_BcQIXyxRoIUa09WJdo/edit?usp=sharing

Link to Literacy Standards for Social Studies

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

21st Century Themes and Skills

Career Ready Practices

- **CRP1.** Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.

- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP11.** Use technology to enhance productivity.

Career Awareness Exploration and Preparation

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

Career and Technical Education

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

Personal Financial Literacy

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

Accommodations and Modifications

Gifted and Talented

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

English Language Learners

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

Students with IEPs/504

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

At Risk Learners:

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

Interdisciplinary Connections

ELA

- Text read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the “nonfiction” unit of study.
- Books and passages may be related to, or taken from, content area texts to

help

with specific LAL skills during Guided Reading.

- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

Examples

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

Writing

- **3.13.8.1.WHST.6-8.2** Write informative explanatory texts including the narration of historical events scientific procedures experiments or technical processes.
- **3.13.8.1.WHST.6-8.1** Write arguments focused on discipline-specific content.

Art

- **1.1D Grade 8 CPI 1**, Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
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- **1.4B Grade 8 CPI 3**, Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Math

4.8.7.D.3 Solve real-world and mathematical problems involving the four operations with rational numbers.

Technology Integration

- **8.1.8.A.1** Demonstrate knowledge of a real world problem using digital tools. Select and use applications effectively and productively. All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- **8.1.8.A.3** Use and/or develop a simulation that provides an environment to solve a real world problem or theory. All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Deal School Curriculum

Grades 6 - 8 Social Studies

U.S. History: America in the World

Civil War and Reconstruction (1850-1877)

Desired Outcomes

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

Enduring Understandings

- Historical events may have single, multiple, direct and indirect causes and effects.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Historical events and developments are shaped by social, political, cultural,

Essential Questions

- What were the causes and events that led to the Civil War?
- What were the critical events and battles of the Civil War?
- What was the human and material costs of the Civil War in the North and South?
- What were the 13th, 14th, and 15th Amendments?

technological, and economic factors.	<ul style="list-style-type: none"> • What were the roles of women, African Americans, and Native Americans in the Civil War? • What was the Emancipation Proclamation? • What was the Gettysburg Address? • What was the influence of technology on the Civil War? • What was the economic impact of Reconstruction on the South?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> • The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. • The Civil War and Reconstruction had a lasting impact on the development of the United States. 	<ul style="list-style-type: none"> • Create a news broadcast highlighting a key element of the Civil War. • What were the main causes and events that led to the Civil War from different perspectives? • Analyze critical events and battles of the Civil War from different perspectives. • Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives. • Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life. • Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology). • Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South. • Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different

	perspectives.
Assessment Evidence	
<p>Summative:</p> <ul style="list-style-type: none"> • Chapter Lesson Assessments • Collaborative/Group Projects • Independent Project Based Learning Assessments <p>Formative:</p> <ul style="list-style-type: none"> • Exit Tickets • Doodle Notes • Notebook Checks • Daily Independent Practice Activities <p>Alternative:</p> <ul style="list-style-type: none"> • Peardeck Submissions • Blookets and Online Game Assessments • Video Production • Graphic Designing Projects • Interdisciplinary Content Projects • Organizational Assessments: including notes and chapter work 	
Suggested Learning Plan	
<p><u>Anticipated Daily Sequence</u> - Vocabulary exploration: Doodle Notes, whole group direct instruction from the teacher with collaboration from students, work through text lessons: discuss content, go over vocabulary and people pertinent to the topic. Work in small groups when appropriate; assign lesson assessment to complete in class. Pretest review prior to chapter assessment.</p> <p><u>Geography:</u> Students will work independently or in small group on map handouts and complete coloring activities, drag and drop activities, and online map games.</p>	
Suggested Learning Resources	
<p><u>6th Grade</u></p> <ul style="list-style-type: none"> • Holt-McDougal-World History (textbook) • National Geographic Kids World Atlas • Globes • Smart board resources • World Map Activities and Handouts • Content appropriate resources • Supplemental age and topic appropriate reading materials • National Geographic Kids Magazine • Cobblestone: Cricket Magazine • Movies- age and content appropriate • Websites- age and content appropriate • Review games – age and content appropriate • Use of laptops, computers, ipads • Peardeck Lessons • Blookets, Kahoots, etc. <p><u>7th Grade</u></p>	

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Scope and Sequence

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21st Century Themes and Skills

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

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Personal Financial Literacy

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

Gifted and Talented

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English Language Learners

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- Differentiated instruction
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Interdisciplinary Connections

ELA

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

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

Writing

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Math

- **4.8.7.D.3** Solve real-world and mathematical problems involving the four operations with rational numbers.

Technology Integration

- **8.1.8.A.1** Demonstrate knowledge of a real world problem using digital tools. Select and use applications effectively and productively. All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

- **8.1.8.A.3** Use and/or develop a simulation that provides an environment to solve a real world problem or theory. All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Deal School Curriculum	
Grades 6 - 8 Social Studies World History/Global Studies The Beginnings of Human Society	
Desired Outcomes	
6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> Relationships between humans and environments impact spatial patterns of settlement and movement. Historical events and developments are shaped by social, political, cultural, technological, and economic factors. Chronological sequencing helps us track events over time as well as events that took place at the same time. Examining historical sources may answer questions, but it may also lead to questions in a spiraling process of inquiry. 	<ul style="list-style-type: none"> What was the social organization of early hunters/gatherers and those who lived in early agrarian societies? What were the natural resources early hunter/gatherers used most favorably? What was the influence of the agricultural revolution on population growth and the subsequent development of civilizations? How did the evolution of technological advancements in hunter/gatherer and agrarian societies impact their life? How did the development of both written and unwritten languages impact human understanding, development of culture, and social structure? How are archaeological discoveries used to develop and enhance understanding of life prior to written records?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> Hunter/gatherers adapted to their physical environments using everything around them. They used 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. 	<ul style="list-style-type: none"> Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies. Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas. Compare and contrast how nomadic and agrarian societies used land and natural resources.

<ul style="list-style-type: none"> ● Archaeology provides historical and scientific explanations for how ancient people lived. 	<ul style="list-style-type: none"> ● Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations. ● Determine the impact of technological advancements on hunter/gatherer and agrarian societies. ● Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time. ● Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures. ● Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
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Assessment Evidence

Summative:

- Chapter Lesson Assessments
- Collaborative/Group Projects
- Independent Project Based Learning Assessments

Formative:

- Exit Tickets
- Doodle Notes
- Notebook Checks
- Daily Independent Practice Activities

Alternative:

- Peardeck Submissions
- Blookets and Online Game Assessments
- Video Production
- Graphic Designing Projects
- Interdisciplinary Content Projects
- Organizational Assessments: including notes and chapter work

Suggested Learning Plan

Anticipated Daily Sequence - Vocabulary exploration: Doodle Notes, whole group direct instruction from the teacher with collaboration from students, work through text lessons: discuss content, go over vocabulary and people pertinent to the topic. Work in small groups when appropriate; assign lesson assessment to complete in class. Pretest review prior to chapter assessment.

Geography: Students will work independently or in small group on map handouts and complete coloring activities, drag and drop activities, and online map games.

Suggested Learning Resources

6th Grade

- Holt-McDougal-World History (textbook)
- National Geographic Kids World Atlas
- Globes
- Smart board resources
- World Map Activities and Handouts
- Content appropriate resources
- Supplemental age and topic appropriate reading materials
- National Geographic Kids Magazine
- Cobblestone: Cricket Magazine
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games – age and content appropriate
- Use of laptops, computers, ipads
- Peardeck Lessons
- Blookets, Kahoots, etc.

7th Grade

- Holt-McDougal-United States History Beginnings to 1877 (textbook)
- National Geographic Kids World Atlas
- Globes
- Smart board resources
- Content appropriate resources
- Supplemental age and topic appropriate reading materials
- National Geographic Kids Magazine
- Cobblestone: Cricket Magazine
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, computers, ipads
- Peardeck Lessons
- Blookets, Kahoots, etc.

8th Grade

- Holt-McDougal-United States History Civil War to Present (textbook)
- National Geographic Kids World Atlas
- Globes
- Smart board resources
- Content appropriate resources
- Supplemental age and topic appropriate reading materials
- National Geographic Kids Magazine
- Cobblestone: Cricket Magazine
- Movies- age and content appropriate
- Websites- age and content appropriate

- Review games- age and content appropriate
- Use of laptops, computers, iPad
- Peardeck Lessons
- Blookets, Kahoots, etc.

LGBTQ+ and Disabilities (6-8):

- [Fictional Map Project Lesson Plan](#)
- [Studying History Lesson Plan](#)
- [Native American Cultures Lesson Plan](#)
- [Studying Geography Lesson Plan](#)
- [Stonewall LGBTQ Webquest](#)
- [Influential People in History and Stem Lesson](#)
- [What is LGBTQ Article](#)
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- Classroom Decor: Women, Men and Non-Binary Activitists
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- “We Make It Better: The LGBTQ Community and Their Positive Contributions to Society” (Gender Identity Book for Teens, Gay Rights, Transgender, for Readers of Nonbinary) by Eric Rosswood, Kathleen Archambeau
- “Gay & Lesbian History for Kids: The Century-Long Struggle for LGBT Rights, with 21 Activities (For Kids series)” by Jerome Pohlen
- “This Book Is Gay” by Juno Dawson, David Levithan
- “Pride: The Story of Harvey Milk and the Rainbow Flag” by Rob Sanders, Steven Salerno
- “Queer, There, and Everywhere: 23 People Who Changed the World” by Sarah Prager, Zoe More O'Ferrall
- “Simon vs. the Homo Sapiens Agenda” by Becky Albertalli
- “Just Ask! Be Different, Be Brave, Be You” by Sonja Sotomayer

Scope and Sequence

- https://docs.google.com/document/d/1lrVqzH_nrNLhtT0YDCx8aqpdmqPx54Obd38RtlCbRHk/edit?usp=sharing

Link to Literacy Standards for Social Studies

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

21st Century Themes and Skills

Career Ready Practices

- **CRP1.** Act as a responsible and contributing citizen and employee Career-ready individuals understand the obligations and responsibilities of being a member of a

community, and they demonstrate this understanding every day through their interactions with others.

- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP11.** Use technology to enhance productivity.

Career Awareness Exploration and Preparation

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

Career and Technical Education

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

Personal Financial Literacy

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

Accommodations and Modifications

Gifted and Talented

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

English Language Learners

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

Students with IEPs/504

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

At Risk Learners:

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

Interdisciplinary Connections

- **ELA:**
 - Text read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the “nonfiction” unit of study.
 - Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
 - Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.
 - **Mentor Texts:**
 - When Jessie Came Across the Sea
 - Women Explorers
 - Marco Polo
- **Writing:**
 - Write informative explanatory texts including the narration of historical events, scientific procedures, experiments or technical processes.
 - Write arguments focused on discipline-specific content.
- **Art:**
 - 1.1D Grade 8 CPI 1, Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
 - 1.1D Grade 8 CPI 2, Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
 - 1.2A Grade 8 CPI 1, Map historical innovations in dance, music, theater, and visual art that were caused by the creation of new technologies.
 - 1.2A Grade 8 CPI 2, Differentiate past and contemporary works of dance, music, theater, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
 - 1.2A Grade 8 CPI 3, Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
 - 1.3D Grade 8 CPI 1, Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
 - 1.4A Grade 8 CPI 1, Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theater, and visual art.
 - 1.4A Grade 8 CPI 2, Identify works of dance, music, theater, and visual art that are used for utilitarian and non-utilitarian purposes.
 - 1.4A Grade 8 CPI 3, Distinguish among artistic styles, trends, and movements in dance, music, theater, and visual art within diverse cultures and historical eras.
 - 1.4A Grade 8 CPI 7, Analyze the form, function, craftsmanship, and

- originality of representative works of dance, music, theater, and visual art.
 - 1.4B Grade 8 CPI 3, Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.
- **Math:**
 - 4.8.7.D.3
Solve real-world and mathematical problems involving the four operations with rational numbers.

Integration of Technology

- **8.1.8.A.1** Demonstrate knowledge of a real world problem using digital tools. Select and use applications effectively and productively. All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- **8.1.8.A.3** Use and/or develop a simulation that provides an environment to solve a real world problem or theory. All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Deal School Curriculum

Grades 6 - 8 Social Studies

World History/Global Studies

Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)

Desired Outcomes

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

Enduring Understanding

- Political and civil institutions impact all aspects of people's lives.
- Human rights can be protected or abused in various societies.
- Geospatial technologies and representations help us to make sense of the distribution of

Essential Questions

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual

<p>people, places and environments, and spatial patterns across Earth's surface.</p> <ul style="list-style-type: none"> • The physical and human characteristics of places and regions are connected to human identities and cultures. • Economic interdependence is impacted by increased specialization and trade. • Chronological sequencing helps us track events over time as well as events that took place at the same time. • Historians develop arguments using evidence from multiple relevant historical sources. • Historical events and developments are shaped by social, political, cultural, technological, and economic factors. 	<p>responsibility, equality, and respect for human dignity?</p> <ul style="list-style-type: none"> • How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? • How have scientific and technological developments over the course of history changed the way people live and economies and governments function? • How do our interpretations of past events inform our beliefs and decisions about current public policy issues? • How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> • Early river valley civilizations (e.g: Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. • These civilizations created centralized systems of government and advanced societies. • The location of where they settled can be tied to their ultimate success and enduring culture/cultural practices. 	<ul style="list-style-type: none"> • Explain how/why different early river valley civilizations developed similar forms of government and legal structures. • Determine the role of slavery in the economic and social structures of early river valley civilizations. • Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations. • Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations. • Explain how technological advancements led to greater economic specialization. • Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

	<ul style="list-style-type: none"> Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. Explain how the development of written language transformed all aspects of life in early river valley civilizations. Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
Assessment Evidence	
<p>Summative:</p> <ul style="list-style-type: none"> Chapter Lesson Assessments Collaborative/Group Projects Independent Project Based Learning Assessments <p>Formative:</p> <ul style="list-style-type: none"> Exit Tickets Doodle Notes Notebook Checks Daily Independent Practice Activities <p>Alternative:</p> <ul style="list-style-type: none"> Peardeck Submissions Blookets and Online Game Assessments Video Production Graphic Designing Projects Interdisciplinary Content Projects Organizational Assessments: including notes and chapter work 	
Suggested Learning Plan	
<p><u>Anticipated Daily Sequence</u> - Vocabulary exploration: Doodle Notes, whole group direct instruction from the teacher with collaboration from students, work through text lessons: discuss content, go over vocabulary and people pertinent to the topic. Work in small groups when appropriate; assign lesson assessment to complete in class. Pretest review prior to chapter assessment.</p> <p><u>Geography:</u> Students will work independently or in small group on map handouts and complete coloring activities, drag and drop activities, and online map games.</p>	
Suggested Learning Resources	
<p><u>5th Grade</u></p> <ul style="list-style-type: none"> Harcourt Social Studies-The United States (textbook) National Geographic Kids World Atlas Globes Smart board resources Content appropriate resources Supplemental age and topic appropriate reading materials National Geographic Kids Magazine 	

- Cobblestone: Cricket Magazine
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
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- Blookets, Kahoots, etc.

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21st Century Themes and Skills

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Accommodations and Modifications

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 - Marco Polo
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 - 1.4A Grade 8 CPI 3, Distinguish among artistic styles, trends, and movements

in dance, music, theater, and visual art within diverse cultures and historical eras.

- 1.4A Grade 8 CPI 7, Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theater, and visual art.
- 1.4B Grade 8 CPI 3, Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

- **Math:**

- 4.8.7.D.3
Solve real-world and mathematical problems involving the four operations with rational numbers.

Integration of Technology

- **8.1.8.A.1** Demonstrate knowledge of a real world problem using digital tools. Select and use applications effectively and productively. All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- **8.1.8.A.3** Use and/or develop a simulation that provides an environment to solve a real world problem or theory. All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Deal School Curriculum

Grades 6 - 8 Social Studies

World History/Global Studies

Classical Civilizations of the Mediterranean World, India, & China (1000 BCE-600 CE)

Desired Outcomes

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

Enduring Understandings

- Governments have different structures which impact development (expansion) and civic participation.
- The principles of the United States government are based on political philosophies, ideas, and

Essential Questions

- How do the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of China, and India to control and unify their expanding empires?
- How did these early systems influence our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law)?

<p>experiences of earlier governments.</p> <ul style="list-style-type: none"> • Governments have protected and abused human rights (to varying degrees) at different times throughout history. • Relationships between humans and environments impact spatial patterns of settlement and movement. • People voluntarily exchange goods and services when all parties expect to gain as a result of the trade. • Economic interdependence is impacted by increased specialization and trade. • Historical events and developments are shaped by social, political, cultural, technological, and economic factors. • An individual's perspective is impacted by their background and experiences. • Perspectives change over time. • Historical contexts and events shaped and continue to shape people's perspectives. • Historians analyze claims within sources for perspective and validity. 	<ul style="list-style-type: none"> • How did the Roman Republic develop the United State Constitution? • What was the difference between the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations? • How did geography and the availability of natural resources lead to the development of classical civilizations and to their decline? • What was the impact of expanding land and sea trade routes? • How did civilizations use technology and innovation to enhance agricultural/ manufacturing output? • How much did religion impact the structure of government in these early civilizations? • What are the differences between various world religions that developed in or around this time period?
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> • The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE) Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity. • These civilizations did this by creating centralized governments and promoting commerce, a 	<ul style="list-style-type: none"> • Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution • Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. • Analyze the impact of expanding land and sea trade routes as well as a uniform

<p>common culture, and social values.</p> <ul style="list-style-type: none"> • Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of these classical civilizations. • These classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations. 	<p>system of exchange in the Mediterranean World and Asia.</p> <ul style="list-style-type: none"> • Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social). • Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism). • Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
<p>Assessment Evidence</p> <p>Summative:</p> <ul style="list-style-type: none"> • Chapter Lesson Assessments • Collaborative/Group Projects • Independent Project Based Learning Assessments <p>Formative:</p> <ul style="list-style-type: none"> • Exit Tickets • Doodle Notes • Notebook Checks • Daily Independent Practice Activities <p>Alternative:</p> <ul style="list-style-type: none"> • Peardeck Submissions • Blookets and Online Game Assessments • Video Production • Graphic Designing Projects • Interdisciplinary Content Projects • Organizational Assessments: including notes and chapter work 	
<p>Suggested Learning Plan</p> <p><u>Anticipated Daily Sequence</u> - Vocabulary exploration: Doodle Notes, whole group direct instruction from the teacher with collaboration from students, work through text lessons: discuss content, go over vocabulary and people pertinent to the topic. Work in small groups when appropriate; assign lesson assessment to complete in class. Pretest review prior to chapter assessment.</p> <p><u>Geography:</u> Students will work independently or in small group on map handouts and complete coloring activities, drag and drop activities, and online map games.</p>	
<p>Suggested Learning Resources</p> <p><u>5th Grade</u></p> <ul style="list-style-type: none"> • Harcourt Social Studies-The United States (textbook) • National Geographic Kids World Atlas • Globes 	

- Smart board resources
- Content appropriate resources
- Supplemental age and topic appropriate reading materials
- National Geographic Kids Magazine
- Cobblestone: Cricket Magazine
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games- age and content appropriate
- Use of laptops, computers, Ipad
- Peardeck Lessons
- Blookets, Kahoots, etc.

6th Grade

- Holt-McDougal-World History (textbook)
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- Review games – age and content appropriate
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7th Grade

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8th Grade

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- Review games- age and content appropriate
- Use of laptops, computers, iPad
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LGBTQ+ and Disabilities (6-8):

- [Fictional Map Project Lesson Plan](#)
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21st Century Themes and Skills

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- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP11.** Use technology to enhance productivity.

Career Awareness Exploration and Preparation

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

Career and Technical Education

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

Personal Financial Literacy

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

Accommodations and Modifications

Gifted and Talented

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

English Language Learners

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

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- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504
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Interdisciplinary Connections

ELA

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

Examples -

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

Writing

3.13.8.1.WHST.6-8.2

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

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

Art

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

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

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

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

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

1.3D Grade 8 CPI 1, Incorporate various art elements and the principles of balance, harmony,

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

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

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

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

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

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

Science

MS-12 History of Earth	MS-ESS2-3. Analyze and interpret data on the distribution of fossils and rocks continental shapes and seafloor structures to provide evidence of the past plate motions.	1.MS-12. 8.3.CC-1	Patterns in rates of change and other numerical relationships can provide information about natural systems.
MS-12 History of Earth	MS-ESS2-3. Analyze and interpret data on the distribution of fossils and rocks continental shapes and seafloor structures to provide evidence of the past plate motions.	1.MS-12. 8.3.DCI-1	Tectonic processes continually generate new ocean sea floor at ridges and destroy old seafloor at trenches.
MS-12 History of Earth	MS-ESS2-3. Analyze and interpret data on the distribution of fossils and rocks continental shapes and seafloor structures to provide evidence of the past plate motions.	1.MS-12. 8.3.DCI-2	Maps of ancient land and water patterns based on investigations of rocks and fossils make clear how Earth's plates have moved great distances collided and spread apart.

MS-12 History of Earth	MS-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	6,7 ,8	1.MS-1 2.8.2.D CI-2	Waters movements-both on the land and underground-cause weathering and erosion which change the land's surface features and create underground formations.	
Math:					
4.8.7.D.3 Math			Solve real-world and mathematical problems involving the four operations with rational numbers.		

Integration of Technology

- **8.1.8.A.1** Demonstrate knowledge of a real world problem using digital tools. Select and use applications effectively and productively. All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- **8.1.8.A.3** Use and/or develop a simulation that provides an environment to solve a real world problem or theory. All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Deal School Curriculum	
Grades 6 - 8 Social Studies World History/Global Studies Expanding Exchanges and Encounters (500 CE-1450 CE)	
Desired Outcomes	
6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Political and civil institutions impact all aspects of people's lives. 	<ul style="list-style-type: none"> ● Does the role of religion and other means rulers use, unify centrally governed

<ul style="list-style-type: none"> • The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments. • Cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places. • The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology. • The physical and human characteristics of places and regions are connected to human identities and cultures. • The environmental characteristics of places and production of goods influences the spatial patterns of world trade. • Economic interdependence is impacted by increased specialization and trade. • The production and consumption of goods and services influence economic growth, well-being and quality of life. • Historical events may have single, multiple, direct and indirect causes and effects • Historical events and developments are shaped by social, political, cultural, technological, and economic factors. 	<p>expanding territories with diverse populations?</p> <ul style="list-style-type: none"> • How did geography influence the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world? • How did maritime and overland trade routes impact urbanization, transportation, communication, and the development of international trade centers? • How do maps show the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts? • Can geographic models determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges? • How do the geographies and climates of Asia, Africa, Europe, and the Americas influence their economic development and interaction or isolation with other societies? • How did Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion? • How and why are the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms? • What was the demographic, economic, and religious impact of the plague on Europe? • What is the role of religion and economics in shaping each empire's social hierarchy and evaluating the impact these hierarchical structures had on the lives of various groups of people? • What was the importance and enduring legacy of the major achievements of the
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	people living Asia, Africa (Islam), Europe and the Americas over time?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> • The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. • The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. • Commercial and agricultural improvements created new wealth and opportunities for the empires but most people's daily lives remained unchanged. 	<ul style="list-style-type: none"> • Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. • Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas. • Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming). • Determine the impact of technological advancements on hunter/gatherer and agrarian societies. • Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure. • Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
Assessment Evidence	
<p>Summative:</p> <ul style="list-style-type: none"> • Chapter Lesson Assessments • Collaborative/Group Projects • Independent Project Based Learning Assessments <p>Formative:</p> <ul style="list-style-type: none"> • Exit Tickets • Doodle Notes • Notebook Checks • Daily Independent Practice Activities <p>Alternative:</p> <ul style="list-style-type: none"> • Peardeck Submissions • Blookets and Online Game Assessments • Video Production • Graphic Designing Projects • Interdisciplinary Content Projects • Organizational Assessments: including notes and chapter work 	
Suggested Learning Plan	

Anticipated Daily Sequence - Vocabulary exploration: Doodle Notes, whole group direct instruction from the teacher with collaboration from students, work through text lessons: discuss content, go over vocabulary and people pertinent to the topic. Work in small groups when appropriate; assign lesson assessment to complete in class. Pretest review prior to chapter assessment.

Geography: Students will work independently or in small group on map handouts and complete coloring activities, drag and drop activities, and online map games.

Suggested Learning Resources

6th Grade

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- National Geographic Kids World Atlas
- Globes
- Smart board resources
- World Map Activities and Handouts
- Content appropriate resources
- Supplemental age and topic appropriate reading materials
- National Geographic Kids Magazine
- Cobblestone: Cricket Magazine
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games – age and content appropriate
- Use of laptops, computers, ipads
- Peardeck Lessons
- Blookets, Kahoots, etc.

7th Grade

- Holt-McDougal-United States History Beginnings to 1877 (textbook)
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- Smart board resources
- Content appropriate resources
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8th Grade

- Holt-McDougal-United States History Civil War to Present (textbook)
- National Geographic Kids World Atlas
- Globes

- Smart board resources
- Content appropriate resources
- Supplemental age and topic appropriate reading materials
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- Movies- age and content appropriate
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Career Awareness Exploration and Preparation

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

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

Personal Financial Literacy

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Accommodations and Modifications

Gifted and Talented

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Math

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Interdisciplinary Connections

- **ELA:**
 - Text read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the “nonfiction” unit of study.
 - Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
 - Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.
 - **Mentor Texts:**
 - When Jessie Came Across the Sea
 - Women Explorers
 - Marco Polo
- **Writing:**
 - Write informative explanatory texts including the narration of historical events, scientific procedures, experiments or technical processes.
 - Write arguments focused on discipline-specific content.
- **Art:**
 - 1.1D Grade 8 CPI 1, Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
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- **Math:**
 - 4.8.7.D.3
Solve real-world and mathematical problems involving the four operations with rational numbers.

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- **8.1.8.A.1** Demonstrate knowledge of a real world problem using digital tools. Select and use applications effectively and productively. All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
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Deal School Curriculum	
Grades 6- 8 Social Studies Active Citizenship in the 21st Century Civics, Government, and Human Rights: Civic and Political Institutions	
Desired Outcomes	
6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> Political and civil institutions impact all aspects of people's lives. Governments have different structures which impact development (expansion) and civic participation. 	<ul style="list-style-type: none"> To what extent do different forms of government reflect the history and values of various societies? How do politics and civics impact people's lives? What are the civil institutions we benefit from? What are the civil institutions that may not benefit all Americans? What are the different structures of government?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> Governments have the ability to positively and negatively impact an individual and their quality of life. There are multiple government structures that vary in federal influence. The political and civil institutions a country has has enduring consequences, positive and negative. As Americans, we have the ability to voice our dislike of a government choice, structure and demand change. 	<ul style="list-style-type: none"> Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue Share information with a governmental or nongovernmental organization as a way to gain support for addressing an issue of their choice. Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.
Assessment Evidence	
Summative: <ul style="list-style-type: none"> Chapter Lesson Assessments Collaborative/Group Projects 	

- Independent Project Based Learning Assessments

Formative:

- Exit Tickets
- Doodle Notes
- Notebook Checks
- Daily Independent Practice Activities

Alternative:

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- Blookets and Online Game Assessments
- Video Production
- Graphic Designing Projects
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Examples

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

Writing

- **3.13.8.1.WHST.6-8.2** Write informative explanatory texts including the narration of historical events scientific procedures experiments or technical processes.
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Art

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Math

- **4.8.7.D.3** Solve real-world and mathematical problems involving the four operations with rational numbers.

Technology Integration

- **8.1** Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
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<p align="center">Deal School Curriculum</p>	
<p align="center">Grades 6- 8 Social Studies</p>	
<p align="center">Active Citizenship in the 21st Century</p>	
<p align="center">Civics, Government, and Human Rights: Participation and Deliberation</p>	
<p align="center">Desired Outcomes</p>	
<p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Civic participation and deliberation are the responsibility of every member of society. • Members of society have the obligation to become informed of the facts regarding public issues. • Members of a society have the responsibility to engage in honest, mutually respectful discourse to advance public policy solutions. 	<p>Essential Questions</p> <ul style="list-style-type: none"> • What are a few civil discourses that interest you? • What responsibilities do members of a society have? • What responsibilities do we as Americans have? • What is civic participation and how does it vary depending on government style? • Why is it important to respect the values and political ideas of others?
<p>Learners will know...</p> <ul style="list-style-type: none"> • As Americans, they have specific responsibilities to their country. • As Americans, they have the right to voice their political ideas and ideologies in a variety of settings. • Individual's political beliefs are unique to them and their experiences/struggles. • We can disagree with an individual and still respect them as a person. 	<p>Learners will be able to....</p> <ul style="list-style-type: none"> • Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. • Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level. • Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues. •
<p align="center">Assessment Evidence</p>	
<p>Summative:</p> <ul style="list-style-type: none"> • Chapter Lesson Assessments • Collaborative/Group Projects • Independent Project Based Learning Assessments 	

Formative:

- Exit Tickets
- Doodle Notes
- Notebook Checks
- Daily Independent Practice Activities

Alternative:

- Peardeck Submissions
- Blookets and Online Game Assessments
- Video Production
- Graphic Designing Projects
- Interdisciplinary Content Projects
- Organizational Assessments: including notes and chapter work

Suggested Learning Plan

Anticipated Daily Sequence - Vocabulary exploration: Doodle Notes, whole group direct instruction from the teacher with collaboration from students, work through text lessons: discuss content, go over vocabulary and people pertinent to the topic. Work in small groups when appropriate; assign lesson assessment to complete in class. Pretest review prior to chapter assessment.

Geography: Students will work independently or in small group on map handouts and complete coloring activities, drag and drop activities, and online map games.

Suggested Learning Resources**6th Grade**

- Holt-McDougal-World History (textbook)
- National Geographic Kids World Atlas
- Globes
- Smart board resources
- World Map Activities and Handouts
- Content appropriate resources
- Supplemental age and topic appropriate reading materials
- National Geographic Kids Magazine
- Cobblestone: Cricket Magazine
- Movies- age and content appropriate
- Websites- age and content appropriate
- Review games – age and content appropriate
- Use of laptops, computers, ipads
- Peardeck Lessons
- Blookets, Kahoots, etc.

7th Grade

- Holt-McDougal-United States History Beginnings to 1877 (textbook)
- National Geographic Kids World Atlas
- Globes
- Smart board resources
- Content appropriate resources
- Supplemental age and topic appropriate reading materials

- National Geographic Kids Magazine
- Cobblestone: Cricket Magazine
- Movies- age and content appropriate
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8th Grade

- Holt-McDougal-United States History Civil War to Present (textbook)
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- Globes
- Smart board resources
- Content appropriate resources
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- National Geographic Kids Magazine
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- Movies- age and content appropriate
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- Review games- age and content appropriate
- Use of laptops, computers, iPad
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LGBTQ+ and Disabilities (6-8):

- [Fictional Map Project Lesson Plan](#)
- [Studying History Lesson Plan](#)
- [Native American Cultures Lesson Plan](#)
- [Studying Geography Lesson Plan](#)
- [Stonewall LGBTQ Webquest](#)
- [Influential People in History and Stem Lesson](#)
- [What is LGBTQ Article](#)
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- Classroom Decor: Women, Men and Non-Binary Activitists
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Scope and Sequence

- <https://docs.google.com/document/d/1OtUAgt6-Ml5W8SoXLxMaqUDZ-sYyx8QV2FzwPE-AmUs/edit?usp=sharing>
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Link to Literacy Standards for Social Studies

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21st Century Themes and Skills

Career Ready Practices

- **CRP1.** Act as a responsible and contributing citizen and employee Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others.
- **CRP4.** Communicate clearly and effectively and with reason.
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Career Awareness Exploration and Preparation

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

Career and Technical Education

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

Personal Financial Literacy

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

Accommodations and Modifications

Gifted and Talented

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

English Language Learners

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

Students with IEPs/504

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

At Risk Learners:

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

Interdisciplinary Connections

ELA

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

Examples

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

Writing

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<h2>Grades 6- 8 Social Studies</h2>	
<h3>Active Citizenship in the 21st Century</h3>	
<h4>Civics, Government, and Human Rights: Democratic Principles</h4>	
<h4>Desired Outcomes</h4>	
<p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	
<h4>Enduring Understandings</h4>	<h4>Essential Questions</h4>
<ul style="list-style-type: none"> The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights. 	<ul style="list-style-type: none"> What documents protect our rights from the government? Who was instrumental to securing these rights? What did these individuals have to endure to secure these rights? How do we benefit from the opportunities secured to us as Americans? What do individuals from other countries have in comparison to us?
<h4>Learners will know...</h4>	<h4>Learners will be able to....</h4>
<ul style="list-style-type: none"> The Constitution, Bill of Rights, continuing amendments, and failed Articles of Confederation have set Americans up to have rights that protect them from the overpower of their government. These rights given to Americans cannot be easily taken away. 	<ul style="list-style-type: none"> Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body. Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions). Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
<h4>Assessment Evidence</h4>	
<p>Summative:</p> <ul style="list-style-type: none"> Chapter Lesson Assessments Collaborative/Group Projects Independent Project Based Learning Assessments <p>Formative:</p> <ul style="list-style-type: none"> Exit Tickets Doodle Notes 	

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<p>Active Citizenship in the 21st Century</p>	
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<p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	
<p>Enduring Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> • In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy. 	<ul style="list-style-type: none"> • What was the effectiveness of the fundamental principles of the Constitution in establishing a federal government that allows for growth and change over time? • How does consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights give Americans power? • How do ideas become laws at the local, state, and national level?
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> • As Americans, they hold power to improve their government and country. • Americans can use their voices to influence laws, proposals, and impact government initiatives. • Americans hold the power to elect officials that share similar values as them. 	<ul style="list-style-type: none"> • Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies. • Take a position on an issue in which fundamental ideals and principles are in conflict. • Use evidence and quantitative data to propose or defend a public policy related to climate change. • Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

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<p>Summative:</p> <ul style="list-style-type: none"> Chapter Lesson Assessments Collaborative/Group Projects Independent Project Based Learning Assessments <p>Formative:</p> <ul style="list-style-type: none"> Exit Tickets Doodle Notes Notebook Checks Daily Independent Practice Activities <p>Alternative:</p> <ul style="list-style-type: none"> Peardeck Submissions Blookets and Online Game Assessments Video Production Graphic Designing Projects Interdisciplinary Content Projects Organizational Assessments: including notes and chapter work 	
Suggested Learning Plan	
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- Movies- age and content appropriate
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LGBTQ+ and Disabilities (6-8):

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21st Century Themes and Skills

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Career Awareness Exploration and Preparation

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

Career and Technical Education

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

Personal Financial Literacy

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

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English Language Learners

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Math

- **4.8.7.D.3** Solve real-world and mathematical problems involving the four operations with rational numbers.

Technology Integration

- **8.1** Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- **8.2** Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

<p align="center">Deal School Curriculum</p>	
<p align="center">Grades 6- 8 Social Studies</p>	
<p align="center">Active Citizenship in the 21st Century</p>	
<p align="center">Civics, Government, and Human Rights: Human and Civil Rights</p>	
<p align="center">Desired Outcomes</p>	
<p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	
<p>Enduring Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights. 	<ul style="list-style-type: none"> What are human rights? How do we achieve human rights at a national level? What does human rights protect? Which community has had to fight for their rights to equal human rights? Why are human rights often fought for throughout history?
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> Human rights have been a long and debated topic nationally and on a world scale. Human rights have been achieved due to the courage of specific individuals who fought for change and equality. 	<ul style="list-style-type: none"> Construct an argument as to the source of human rights and how they are best protected.
<p align="center">Assessment Evidence</p>	
<p>Summative:</p> <ul style="list-style-type: none"> Chapter Lesson Assessments Collaborative/Group Projects Independent Project Based Learning Assessments <p>Formative:</p> <ul style="list-style-type: none"> Exit Tickets Doodle Notes Notebook Checks Daily Independent Practice Activities <p>Alternative:</p> <ul style="list-style-type: none"> Peardeck Submissions Blookets and Online Game Assessments Video Production 	

- Graphic Designing Projects
- Interdisciplinary Content Projects
- Organizational Assessments: including notes and chapter work

Suggested Learning Plan

Anticipated Daily Sequence - Vocabulary exploration: Doodle Notes, whole group direct instruction from the teacher with collaboration from students, work through text lessons: discuss content, go over vocabulary and people pertinent to the topic. Work in small groups when appropriate; assign lesson assessment to complete in class. Pretest review prior to chapter assessment.

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Suggested Learning Resources

6th Grade

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- Movies- age and content appropriate
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- Review games – age and content appropriate
- Use of laptops, computers, ipads
- Peardeck Lessons
- Blookets, Kahoots, etc.

7th Grade

- Holt-McDougal-United States History Beginnings to 1877 (textbook)
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8th Grade

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Personal Financial Literacy

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

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Examples

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Deal School Curriculum

Grades 6- 8 Social Studies

Active Citizenship in the 21st Century

Economics, Innovation, and Technology: Economic Ways of Thinking

Desired Outcomes

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

Enduring Understandings

Essential Questions

<ul style="list-style-type: none"> • Economic decision -involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals. 	<ul style="list-style-type: none"> • How can someone set a goal to improve their future or idea? • What does it mean to weigh the costs and benefits of a decision? • What is the opportunity cost of a proposed economic action? • What is the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes)? • Why is it important to identify resources needed, costs and benefits before starting a project?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> • Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences. • Challenge unfair viewpoints and behavior by taking action. • Make informed and reasoned decisions. • Accept decisions that are made for the common good. 	<ul style="list-style-type: none"> • Set goals and build timelines to accomplish their ideas. • Identify the resources they need to achieve their goals. • Contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities. • Using quantitative data, show the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
Assessment Evidence	
<p>Summative:</p> <ul style="list-style-type: none"> • Chapter Lesson Assessments • Collaborative/Group Projects • Independent Project Based Learning Assessments <p>Formative:</p> <ul style="list-style-type: none"> • Exit Tickets • Doodle Notes • Notebook Checks • Daily Independent Practice Activities <p>Alternative:</p> <ul style="list-style-type: none"> • Peardeck Submissions • Blookets and Online Game Assessments • Video Production • Graphic Designing Projects • Interdisciplinary Content Projects • Organizational Assessments: including notes and chapter work 	
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Annual Pacing Guide

Grade Level: 6

Subject: World History

2.5 weeks	2.5 weeks	2.5 weeks	2.5 weeks
Anthropology	Anthropology and Stone Age	Stone Age	Mesopotamia

2.5 weeks	2.5 weeks	2.5 weeks	2.5 weeks
Ancient Egypt	Ancient China	Ancient India	The Hebrews and Judaism: Holocaust

Incorporation throughout - Slavery of the World vs US Slavery

Every four years - Two month study centralized around the United States Presidential Election



Annual Pacing Guide

Grade Level: 7

Subject: Civics

February	March	April	May	June
American Citizenship: Rights And Responsibilities	Types of Government	America's Branches Of Government	Economies and Financial Policies	Historical Documents & Review

Entire Semester: Classroom Government Project

Resources:

https://drive.google.com/drive/folders/1bpqe1DrGlitmTOtD1G1ZEp_PkfKSig65?usp=drive_link



Annual Pacing Guide

Grade Level: 8

Subject: American History

5 weeks	5 weeks	5 weeks	5 weeks	5 weeks
Sectionalism and Events leading up to the Civil War	Civil War and African American Role	Civil War and Succession	Reconstruction	Reconstruction and Abraham Lincoln Assassination

February	March	April	May	June
Second Industrial Revolution and Monopolies	Immigration and Urban Life	Women's Rights and America as a World Power	America as a World Power	Events leading up to World War I

Alternating years - Interdisciplinary Career Project/Interdisciplinary Washington DC project

Every four years - Two month study centralized around the United States Presidential Election





Deal Borough School District K-8 Instructional Crosswalk

	Holocaust Curricular Goal: Promote Holocaust/Genocide and awareness across the K-12 continuum.	Amistad Curricular Goal: Ensure that African American history, contributions and experiences are adequately taught across the k-12 continuum.	Asian American, Pacific Islander Curricular Goal: experiences, achievements, and perspectives of Asian Americans and Pacific Islanders across U.S. history.
K	SS Units - Citizenship, Respect Week, Pilgrims and Native Americans, Holidays Around the World, MLK, President's Day, DR. Seuss Week, Memorial Day/Flag Day Focused lessons on acceptance of others, kindness and belonging. (Example: during Dr. Seuss week text - Sneetches = Holocaust; Respect week - Chrysanthemum = Bullying)		
1	SS Units - Rules and Laws, Where People Live, We love Our Country, Our Changing World, Meeting People, The Marketplace; Focused lessons on understanding the importance of tolerance, acceptance, and inclusion as it relates to family and cultural differences. Everyone in this country is important. (Example: Sneetches = Holocaust; Citizenship -Back to School Rules; Culture - Let's Celebrate Thanksgiving; Diversity and Equal Rights -Martin's Big Words (MLK) Ruby's Wish, Suki's Kimono, Eyes That Kiss in the Corners=Asian/Pacific Islander		
2	SS Units -Governing the People, Citizenship, The World Around Us, Using Our Resources, People Long Ago, A World of Many People, People in the Marketplace Focused lessons on fairness, equality, and the common good; how regional differences impact cultures (Example: Biography segments on Martin Luther King Jr., Susan B Anthony = Equal Rights ; Citizenship texts= following rules, honesty; Bullying =Juice Box Bully; Diversity= Uncle Willie and the soup kitchen, Asian American= Binny's Diwali) Asian American and Pacific Islander History- Celebrating cultures through "Holidays Around the World" social studies unit; (visiting Asia to celebrate Diwali and the Japanese New Year)		
3	SS Units - Physical Geography, Human Geography, Citizenship and Government, Communities - sizes, overtime, first communities, American Culture, World Cultures, Working in the Community, Saving and Spending Focused lessons on liberty, justice, equality, and the common good and how they influence new laws, the importance of diverse cultures coming	SS Units - Physical Geography, Human Geography, Citizenship and Government, Communities - sizes, overtime, first communities, American Culture, World Cultures, Working in the Community, Saving and Spending; Focused lessons on liberty, justice, equality, and the common good and how they influence new laws, the importance of diverse cultures coming together to solve problems, understanding the perspectives of other cultures.	

together to solve problems, understanding the perspectives of other cultures.
(Examples - The Peace Book, It's Ok To Be Different, The Invisible Boy, Juice Box Bully, The Recess Queen, Enemy Pie, A Pig is Moving In, The Name Jar, Bringing In The New Year).

Contributions of African Americans in building our country and how change was influenced during their lifetime and for future generations. **(Examples - A Place Called Freedom, Becoming A Citizen Just Like Me, The Peace Book, Biography segments - Cesar Chavez, Maya Lin, Madame CJ Walker)**

4

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

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

SS Units - Geography of the USA, Patriotism, Government, Regions -Northeast, Southeast, Midwest, Southwest, West and their histories, Asian American Month, NJ Unit; Focused lessons on government and laws created at different levels to protect the people, the importance of different cultural perspectives over time and today in an interconnected world, experiences and events may be interpreted differently by people with different cultural or individual perspectives **(Examples - "Where the Mountain Meets the Moon" "The Name Jar" "Last Stop on Market Street" "The Year of the Dog" "Front Desk")**

5

SS Units - Nation's Geography, Exploration, Colonies and Slavery, Revolution, Government, Westward Expansion, Sectionalism and Civil War, Reconstruction, Industrial Revolution, Usa and the

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	<p>World - World Wars and Holocaust; Focused lessons on how the struggle for equal rights is an important part of American history, how the rights of equality are guaranteed under the laws of the Constitution, people of different cultures need to compromise to reach goals, WWII and the Holocaust (Examples - A Long Way to Go, Who was Anne Frank, Benno and the Night of Broken Glass, "I Survived" - books of topic, Hidden)</p>	<p>Focused lessons on the struggle for equal rights is an important part of American history, how the rights of equality are guaranteed under the laws of the Constitution, people of different cultures need to compromise to reach goals, African American history before and after the Civil War (Examples - A Good Night for Freedom, Unspoken A story of the Underground Railroad, When I grow Up - Abe Lincoln, Biography segment - Harriet Tubman, Jane Addams, MLK, ELA cross-curricular - The Other Side of Segregation)</p>	<p>Focused lessons on the struggle for equal rights is an important part of American history, how the rights of equality are guaranteed under the laws of the Constitution, people of different cultures need to compromise to reach goals, Asian American and Pacific Islander history before the Civil War (Examples: "The Year of the Dog" "Front Desk" AAPI Heritage Month Brainpop, Lunar New Year Brainpop)</p>
6	<p>SS Units - Mesopotamia, Egypt, Ancient India, Ancient China, The Hebrews, Ancient Greece, The Romans, Islam, Middle Ages, Christianity, Science and Exploration; Focused lessons on religious diversity, how religion unified and divided people; Analyze the role of religion and economics in shaping social hierarchies and the impact of the hierarchies on various groups of people. Understanding the evolution of societies enables students to make informed decisions as 21st century learners (Examples - Biography segments - Asoka, Socrates, Plato and Aristotle, Mansa Musa, Anne Frank; Jr Scholastic Magazine - selected articles; ELA cross-curricular - Lilly's Cupboard, Number the Stars)</p>	<p>SS Units - Mesopotamia, Egypt, Ancient India, Ancient China, The Hebrews, Ancient Greece, The Romans, Islam, Middle Ages, Christianity, Science and Exploration Focused lessons on Understanding the evolution of societies enables students to make informed decisions as 21st century learners; The development of language and writing leads to expression, creation of cultural identity, complex social structures; The role of slavery in ancient civilizations v American slavery (Examples -Biography segments - Shi Huangdi, Pizarro, Mansa Musa, Jr. Scholastic Magazine - selected articles; ELA cross-curricular - Grandmama's Pride, Harvesting Hope - Cesar Chavez)</p>	<p>SS Units - Mesopotamia, Egypt, Ancient India, Ancient China, The Hebrews, Ancient Greece, The Romans, Islam, Middle Ages, Christianity, Science and Exploration Focused lessons on Understanding the evolution of societies enables students to make informed decisions as 21st century learners; The development of language and writing leads to expression, creation of cultural identity, complex social structures; The role of colonization specifically impacted Asian communities and Pacific Islanders (Examples: Jr Scholastic Magazine - selected articles, "The Year of the Dog" "Front Desk" AAPI Heritage Month Brainpop, Lunar New Year Brainpop, Ancient Hawaii Brainpop,)</p>

7	<p>SS Units - Foundations of Government, Branches of government, US Constitution and the Bill of Rights and Citizenship, Focused lessons on civil liberties, including religious freedom and the protection offered under the US Constitution, the holocaust and WWll, minorities have not always been treated equally or had the same rights, prejudice is a reflection of time and place not always color or class, people must learn from tragedy or history will repeat itself (Examples -Jr Scholastic Magazine-selected articles ELA cross-curricular -Devil's Arithmetic, Rose Blanche)</p>	<p>SS Units - Foundations of Government, Branches of government, US Constitution and the Bill of Rights and Citizenship, Focused lessons on civil liberties, including religious freedom and the protection offered under the US Constitution; Focused lessons on the development of slavery in the Americas from the colonial era to the American Civil War, the differing perspectives of people based on region of the country, the hypocrisy of the Dec. of Indep., the earliest attempts to end slavery and abolitionist leaders, the abolitionist and women's suffrage movement, the 13th amendment and Reconstruction amendments, MLK, the first African American president (Examples - Jr Scholastic Magazine - selected articles ELA cross-curricular- Marion Anderson My Lord What a Morning, When Marion Anderson Voices that Changed a Nation)</p>	<p>SS Units - SS Units - Foundations of Government, Branches of government, US Constitution and the Bill of Rights and Citizenship, Focused lessons on civil liberties, including religious freedom and the protection offered under the US Constitution; Focused lessons on the development of slavery in the Americas from the colonial era to the American Civil War, the differing perspectives of people based on region of the country, the hypocrisy of the Dec. of Indep., specifically focusing on the negative impact on Asian Americans sand Pacific Islanders (Examples: Jr Scholastic Magazine - selected articles, "The Year of the Dog" "Front Desk" AAPI Heritage Month Brainpop, Lunar New Year Brainpop, Ancient Hawaii Brainpop,)</p>
8	<p>SS Units - Build up to the Civil War, Abraham Lincoln Assassination, Reconstruction and 13th Amendment, Westward Expansion, Second Industrial Revolution, Focus lessons on liberties and freedoms, man's inhumanity to man, the rise of totalitarian governments and the suffering of the people, genocide, global tragedies bring out the worst and best in humanity, people must learn from tragedy or history will repeat itself (Examples-Excerpts from Diary of Anne Frank, Night</p>	<p>SS Units - SS Units - Build up to the Civil War, Abraham Lincoln Assassination, Reconstruction and 13th Amendment, Westward Expansion, Second Industrial Revolution, Focus lessons on liberties and freedoms, man's inhumanity to man, the rise of totalitarian governments and the suffering of the people, genocide, global tragedies bring out the worst and best in humanity, people must learn from tragedy or history will repeat itself. Focus lessons on slavery and the South's economy, the impact of slavery on American views, The Reconstruction Amendments, the effects of reforms of the 1800's and 1900's on former</p>	<p>SS Units - Build up to the Civil War, Abraham Lincoln Assassination, Reconstruction and 13th Amendment, Westward Expansion, Second Industrial Revolution, Focus lessons on liberties and freedoms, man's inhumanity to man, the rise of totalitarian governments and the suffering of the people, genocide, global tragedies bring out the worst and best in humanity, people must learn from tragedy or history will repeat itself, focusing specifically focusing on the negative impact on Asian Americans sand Pacific Islanders (Examples: Jr Scholastic Magazine - selected articles, "The Year of the Dog" "Front</p>

by Elie Wiesel, The Boy on the Wooden Box, Jr. Scholastic Magazine - selected articles ELA- Boy in the Striped Pajamas, Erika's Story, Chinese Cinderella)

slaves, Native Americans and women, African American, Native American and Women involvement in all War efforts, Civil Rights movement and legal challenges, the first African American president
(Examples - Biography segments - Martin Luther King, Eleanor Roosevelt, Rosa Parks, MLK - I Have a Dream speech, Langston Hughes poem - I Too, Jr. Scholastic Magazine - selected articles ELA cross-curriculum -Remember the Journey of School Integration)

Desk" [AAPI Heritage Month Brainpop](#), [Lunar New Year Brainpop](#), [Ancient Hawaii Brainpop](#),)