

**TABERNACLE TOWNSHIP
PUBLIC SCHOOLS**

**SOCIAL STUDIES CURRICULUM
GRADES K-8**

Revised: July 2017

Aligned to the 2014 New Jersey Student Learning Standards

Board Adopted: August, 21st, 2017

**TABERNACLE TOWNSHIP SCHOOL DISTRICT
MISSION STATEMENT**

The mission of the Tabernacle School District is to create and maintain a safe and secure learning environment that ensures that all students in grades Pre K-8 attain success in mastering the *New Jersey Student Learning Standards*. The home, the school, and the community working together will provide effective learning experiences that foster the academic, personal, intellectual, physical, social, and emotional growth necessary for students to become responsible, productive members of a diverse and global society. We commit to a comprehensive system of support to assure these outcomes.

Glenn Robbins, Superintendent
Barry Saide, Director of Curriculum and Instruction

Steering Committee:
Brianna McCarthy, Fifth Grade Teacher

New Jersey Student Learning Standards
for
Social Studies
INTRODUCTION

Social Studies Education in the 21st Century

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: *Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.*

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the [National Center for History Education](#), [National Council for Social Studies](#), [National Council for Geographic Education](#), [Center for Civic Education](#), [National Council on](#)

[Economic Education](#), [Mid-Continent Research on Education and Learning](#), [National Assessment of Educational Progress](#), and the [Partnership for 21st Century Skills](#).

Social studies instruction occurs throughout the P-12 spectrum:

- At the Preschool level, students participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity.
- In grades K-4, students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.
- In grades 5-8, students build upon K-4 foundational content. Through instruction in U.S. History and World History/Global Studies, they begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships. The study of migratory patterns and belief systems that in the past led to cooperation and conflict among groups of people enable students to realize the significance of cultural transmission in today's global society. Relevant activities that help students connect content knowledge to current issues and that promote service learning empower students to become civic-minded and socially active.
- In grades 9-12, students continue to study U.S. History and World History/Global Studies. They consider historical viewpoints in order to analyze the role of the individual in society and the significance of fundamental documents to basic human rights. Socratic discussion groups and debate activities enable students to develop sound reasoning and effective communication skills. Opportunities to collaborate with students from around the world and experts in the field, and to develop innovative solutions to real world problems on the local, national, and global levels, mirror the 21st-century workplace and allow students to practice important career skills. By the end of grade 12, students have a heightened understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in an interconnected world.

Revised Standards

The 2014 Social Studies Standards provide the foundation for creating local curricula and developing meaningful assessments. Minor revisions were made to the 2009 Social Studies Standards for one of the following four reasons - to provide clarity, increase accuracy, adjust pedagogical expectations or to address grammatical issues. The revisions that were made are intended to clarify the document and do not reflect major changes to the standards. In addition, several new skills were added to the Skills Table to reflect the expectations of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- 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?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence 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?

Organization of the Standards

The organization and content of the 2009 social studies standards reflects N.J.A.C. 6A:8-5.1(a)l.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses.

- Standard 6.1 U.S. History: America in the World applies to grades P-12; at the P and K-4 levels, content is organized by strand only; at the 5-8 and 9-12 levels, content organized by era and strand.
- Standard 6.2 World History/Global Studies applies only to grades 5-12; at both the 5-8 and 9-12 levels, content organized by era and strand.
- Standard 6.3 Active Citizenship in the 21st Century applies to grades P-12; at all levels (P, K-4, 5-8, and 9-12) content is organized by strand only.

SOCIAL STUDIES STANDARDS

NJSLs	
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.
A	Civics, Government, and Human Rights
B	Geography, People and the Environment
C	Economics, Innovation, and Technology
D	History, Culture, and Perspectives
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.
A	Civics, Government, and Human Rights
B	Geography, People and the Environment
C	Economics, Innovation, and Technology
D	History, Culture, and Perspectives
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 challenges that are inherent in living in an interconnected world.
A	Civics, Government, and Human Rights
B	Geography, People and the Environment
C	Economics, Innovation, and Technology
D	History, Culture, and Perspectives

The organizational scheme of the social studies standards highlights the interrelationship among government/civics, economics, and geography during each time period throughout history. (For a full listing of the eras studied, see the Social Studies Timeframe Table.) In addition, the integration of social studies content and skills is essential for understanding and for developing habits of mind that are necessary for students to become informed citizens and contributing members of society. Thus, four key social studies skills (chronological thinking, spatial thinking, critical thinking, and presentational skills) have been identified and elaborated for the three K-12 grade clusters (K-4, 5-8, 9-12). These skills should be systematically integrated into instruction and assessed in conjunction with content. (See the Social Studies Skills Table).

Coding of Indicators

For standards 6.1, grades P-4, and for standard 6.3, all grades, each indicator code should be interpreted as follows:

6.1.	4.	A.	1
^	^	^	^
standard number	grade	strand	indicator

For standards 6.1 and 6.2, grades 5-12, the inclusion of the era (see the Social Studies Timeframe Table) impacts the coding of each indicator as follows:

6.1.	8.	A.	1.	A
^	^	^	^	^
standard number	grade	strand	era	indicator

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Tabernacle Township Schools
Kindergarten Social Studies Curriculum Map

September to June	September to June	October to November
WORKING TOGETHER IN A COMMUNITY	UNDERSTANDING HOLIDAYS, CUSTOMS AND TRADITIONS	WHERE WE LIVE
<p>NJSLS:</p> <p>6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.</p> <ul style="list-style-type: none"> • Rules help people live together in a community. <p>6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.</p> <p>6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.</p> <p>6.1.P.D.4 Learn about and respect other cultures within the classroom and community.</p> <ul style="list-style-type: none"> • Being responsible for my belongings, my classroom, and myself makes me a good student and citizen of the school. <p>6.1.P.B.2 Identify, discuss, and role-play the duties of a range of community workers.</p> <ul style="list-style-type: none"> • Community workers such as firemen and policemen keep us safe. • Many community helpers are found in Tabernacle Township. • There are many needs to a community and many individuals contribute in some way to meet those needs. <p>6.1.P.D.1 Describe characteristics of oneself, one's family, and others.</p>	<p>NJSLS:</p> <p>6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p> <ul style="list-style-type: none"> • Martin Luther King Jr., past presidents and current president of the United States are very important famous Americans. • Key historical events and individuals led to the development of our nation. <p>6.1.P.D.2 Demonstrate an understanding of family roles and traditions</p> <ul style="list-style-type: none"> • Different cultures celebrate in different ways. • One should respect others that celebrate in different ways. <p>6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p> <ul style="list-style-type: none"> • Different cultures celebrate in different ways. <p>6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p>	<p>NJSLS:</p> <p>6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community.</p> <ul style="list-style-type: none"> • The Earth is the planet we live on. • The Earth has different bodies of water and land masses. • A globe is a spherical representation of the Earth. <p>6.1.4.B.1 compare and contrast information that can be found on different types of maps, and determine when the information may be useful.</p> <ul style="list-style-type: none"> • A map usually shows a drawing of a place as it looks from above. • Maps help us find places. • Maps can show land, water, cities, streets, and important places and buildings.

<p>6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p> <ul style="list-style-type: none"> • Everyone is unique in their own way. • Every family member has an important role. <p>6.3.4.A.1 Evaluate what makes a good rule or law.</p> <ul style="list-style-type: none"> • A citizen votes to share an opinion or choice. 	<ul style="list-style-type: none"> • Holidays help us remember the past. <p>6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</p> <ul style="list-style-type: none"> • One should treat others in the same way. • Families celebrate holidays by incorporating family traditions. • Different cultures celebrate in different ways. • One should respect others that celebrate in different ways. 	
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Tabernacle Township School District Curriculum Guide

Grade: K

Content Area: Social Studies

Unit (1): Working Together in a Community	Recommended Pacing: September - June
New Jersey Student Learning Standards: <ul style="list-style-type: none">• 6.1 .P. A.1 Demonstrate an understanding of rules by following most classroom routines.• 6.1 .P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.• 6.1 .P.A.3 Demonstrate appropriate behavior when collaborating with others.• 6.1 .P.D.4 Learn about the respect other cultures within the classroom and community.• 6.1 .P.B.2 Identify, discuss, and role-play the duties of a range of community workers.• 6.1 .P.D.1 Describe characteristics of oneself, one's family, and others.• 6.3.4.A.1 Evaluate what makes a good rule or law.• 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.	
Technology/21st Century/Cross-Curricular Connections: <ul style="list-style-type: none">• Interactive Smart Board Activities• Informational Writing	
Essential Questions: <ul style="list-style-type: none">• What is a rule and why is it important to follow rules in school, at home, and in our community?• How do I show I am a responsible citizen of my classroom and school?• Even though families are the same, how are they different?• What kinds of jobs do people do in our community?• Why do we need community helpers?	Enduring Understandings: <ul style="list-style-type: none">• Rules help people live together in a community.• Being responsible for my belongings, my classroom, and myself makes me a good student and citizen of the school.• A citizen votes to share an opinion or choice.• Everyone is unique in their own way.• Every family member has an important role.• Community workers such as firemen and policemen keep us safe.• Many community helpers are found in Tabernacle Township.• There are many needs to a community and many individuals contribute in some way to meet those needs.

Tabernacle Township School District Curriculum Guide

Grade: K

Content Area: Social Studies

<p>Objectives: We are learning to:</p> <ul style="list-style-type: none">• Describe what makes a family and how families are the same and different.• Explain how families change over time.• Recognize that all children are different but the same in many ways.• Explore what makes a good friend and recognize that children can have a variety of friends.• Explain why rules are important in the classroom, home, and our community.• Establish classroom rules and practice following the rules of the classroom and school.• Demonstrate kindness and sharing among classmates.• Express their feelings and share ideas openly within the classroom community.• Role-play situations showing good citizenship and cooperation.• Participate in various voting activities.• Assign jobs to students to perform responsibilities in the classroom.• Create a self-portrait and “All About Me” book.• Design a family portrait.• Discuss and make a list of community workers and how they contribute to the community.• Create a “Time Line” of our life.	<p>Formative Assessments:</p> <ul style="list-style-type: none">• On-going teacher observations• Student performance• Completion of tasks and projects• Student responses during class discussions
<p>Resources:</p> <ul style="list-style-type: none">• Use the four components of the "Responsive Classroom Approach" to create a Classroom Community	

- Job Charts
- Posters
- Read Aloud Texts: *How to be a Friend* by Laurie Krasny Brown, *Friends All Around* by Miela Ford, *What I Like About Me* by Allia Zobel-Nolan, *What Do You Like?* by Michael Grejniec, *Peter's Chair* by Ezra Jack Keats, *Let's Vote On It!* by Janice Behrens, *Communities* by Gail Saunders-Smith, *What Do You Do?* by Emily Perl Kingsley, *Friends* by Gail Saunders-Smith, *Children* by Gail Saunders-Smith

Suggested Assessments/Benchmarks:

- On-going teacher observations
- Orally explain rules of the classroom and why they are important
- Student performance
- Checklist
- Anecdotal notes
- Completion of task and projects
- Student responses during class discussions

Tabernacle Township School District Curriculum Guide

Grade: K

Content Area: Social Studies

Unit (2): Understanding Holidays, Customs and Traditions	Recommended Pacing: September - June
New Jersey Student Learning Standards: <ul style="list-style-type: none">• 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.• 6.1.P.D.2 Demonstrate an understanding of family roles and traditions.• 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.• 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.• 6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.	
Technology/21st Century/Cross-Curricular Connections: <ul style="list-style-type: none">• Interactive Smart Board Activities• YouTube Videos• Scholastic Videos• Informational Writing	
Essential Questions: <ul style="list-style-type: none">• What famous Americans helped make our country great?• Why do we celebrate patriotic holidays such as Martin Luther King Jr. Day and President's Day?• What does fairness and equality mean?• How do holidays and customs reflect our country's values and traditions?• How do different families celebrate?• What American celebrations and traditions do I participate in? What do you do?	Enduring Understandings: <ul style="list-style-type: none">• Martin Luther King Jr., past presidents and current president of the United States are very important famous Americans.• Key historical events and individuals led to the development of our nation.• One should treat others in the same way.• Holidays help us remember the past.• Families celebrate holidays by incorporating family traditions.• Different cultures celebrate in different ways.• One should respect others that celebrate in different ways.

Tabernacle Township School District Curriculum Guide

Grade: K

Content Area: Social Studies

<p>Objectives: We are learning to:</p> <ul style="list-style-type: none">• Participate in activities relating to various holidays.• Explain how their families celebrate various holidays.• Explore various holidays and how families celebrate them differently.• Appreciate the differences among people and how others celebrate.• Explain why and how holidays are celebrated.• Compare and contrast December holidays.• Recognize the importance of Martin Luther King Jr., past presidents, current president, and other famous Americans.• Participate in cooperative play and activities while being fair.	<p>Formative Assessments:</p> <ul style="list-style-type: none">• Orally describe how December celebrations are similar and different• On-going teacher observations• Completion of tasks and projects• Student responses during class discussions
<p>Resources:</p> <ul style="list-style-type: none">• Posters• YouTube• Songs• Read Aloud Texts: <i>Pilgrims at Plymouth</i> by Susan E. Goodman, <i>Seven Candles for Kwanzaa</i> by Andrea Davis Pinkney, <i>I Have a Little Dreidel</i> by Maxie Baum, <i>The Eight Nights of Hanukkah</i> by July Nayer, <i>The Night Before Christmas</i> by Clement C. Moore, <i>Celebrating Martin Luther King</i> by Joel Kupperstein, <i>A Picture Book of George Washington</i> by David A. Adler, <i>A Picture Book of Abraham Lincoln</i> by David A. Adler• Illustrate and write about a favorite holiday and create a class book,• Create a holiday pocketbook.	
<p>Suggested Assessments/Benchmarks:</p>	

- On-going teacher observations
- Completion of tasks and projects
- Student responses during class discussions

Tabernacle Township School District Curriculum Guide

Grade: K

Content Area: Social Studies

Unit (3): Where We Live	Recommended Pacing: October-November
<p>New Jersey Student Learning Standards:</p> <ul style="list-style-type: none"> • 6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community. • 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful. 	
<p>Technology/21st Century/Cross-Curricular Connections:</p> <ul style="list-style-type: none"> • Interactive Smart Board Activities • YouTube Videos • Google Earth • Informational Writing 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • Where do I live? • What does Earth look like? • What type of materials does it have? • What is a globe? • What is a map? • What type of information can we find on a map? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The Earth is the planet we live on. • The Earth has different bodies of water and landmasses. • A globe is a spherical representation of the Earth. • A map usually shows a drawing of a place as it looks from above. • Maps help us find places. • Maps can show land, water, cities, streets, and important places and buildings.
<p>Objectives: We are learning to:</p> <ul style="list-style-type: none"> • Recognize that they live on Earth, which is made up of land and water Locate their country on a World Map. 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • On-going teacher observations

- Locate their state on a map of the United States.
- Examine and say that their country is made up of 50 states.
- Identify that they live in Tabernacle Township.
- Explore how maps are drawings of a view from above.
- Notice that a globe is a representation of Earth.
- Compare and contrast a globe and a map.

- Completion of tasks and projects
- Labels on project
- Student responses during class discussions

Tabernacle Township School District Curriculum Guide

Grade: K

Content Area: Social Studies

Resources:

- Globe
- Posters
- Videos
- Songs
- www.googleearth.com
- Read Aloud Texts: *In My World* by Heather Adamson, *My Continent* by Heather Adamson, *My Country* by Heather Adamson, *My State* by Mari C. Schuh, *In My Town* by Mari C. Schuh, *In My Neighborhood* by Mari C. Schuh, *As the Crow Flies* by Gail Hartman, *World Atlas* by Macmillan/McGraw Hill

Suggested Assessments/Benchmarks:

- On-going teacher observations
- Completion of tasks and projects
- Labels on project
- Student responses during class discussions

**Tabernacle Township School District Curriculum Guide
Grade 1 Social Studies Curriculum Map**

	September	October	November	December	January
UNIT/TOPICS	-Nystrom Unit 1 (Looking at Our Neighborhood), Lessons 1-5 -Nystrom Unit 2 (Identifying Neighborhood Needs), Lesson 5 -Constitution Day -Johnny Appleseed NJSLS: 6.1.4.A.1 6.1.4.A.2 6.1.4.A.4 6.1.4.D.5 6.3.4.A.1 6.3.4.D.1	-Fire Safety -Columbus Day -Nystrom Unit 5 (Looking at our Country), Lesson 5 (Unit 5, Lesson 5 is assessed during science) NJSLS: 6.1.4.A.2 6.1.4.A.3 6.1.4 A.11 6.1.4.B.1 6.1.4.B.2 6.1.4.B.4	-Nystrom Unit 2 (Identifying Neighborhood Needs) Lessons 1-4 and 6 -Veteran's Day -The First Thanksgiving (Pilgrim Boys and Girls, Native Americans, the Mayflower, etc.) NJSLS: 6.1.P.B.1 6.1.4.B.1 6.1.4.D.17 6.1.4.C.2 6.1.4.C.4 6.1.4.C.6	-Nystrom Unit 4 (Exploring Globes), Lessons 1-4 -Holidays Around the Work NJSLS: 6.1.4.B.1 6.1.4.B.4 6.1.4.D.17 6.1.4.D.18 6.1.4.D.19 6.1.4.D.20	-Nystrom Unit 6 (Looking at Our World) Lessons 1-4 -Martin Luther King Jr. -Peace and Equality NJSLS: 6.1.4.A.3 6.1.4.A.9 6.1.4.A.10 6.1.4.B.1 6.1.4.B.3 6.1.4.D.13 6.1.4.D.16 6.1.4.D.17 6.3.4.D.1

INSTRUCTIONAL MATERIALS	Nystrom's "Neighborhoods Near & Far" Program, CD ROM, and Materials Pack BrainPOP	Nystrom's "Neighborhoods Near & Far" Program, CD ROM, and Materials Pack BrainPOP	Nystrom's "Neighborhoods Near & Far" Program, CD ROM, and Materials Pack BrainPOP	Nystrom's "Neighborhoods Near & Far" Program, CD ROM, and Materials Pack BrainPOP PowerPoint Presentations	Nystrom's "Neighborhoods Near & Far" Program, CD ROM, and Materials Pack BrainPOP
INTERDISCIPLINARY CURRICULAR CONNECTIONS	LAL: Informational Writing and Opinion Writing Math: Apple Activities	LAL: Reading Protocols: Firefighters LAL: Informational Writing	LAL: Reading Protocols: Great Grandmom and I LAL: Informational Writing	LAL: Informational Writing	LAL: Informational and Opinion Writing
INTEGRATION OF 21ST CENTURY THEMES & SKILLS	9.1a: Critical Thinking & Problem Solving 9.1c: Collaboration, Teamwork & Leadership	9.1a: Critical Thinking & Problem Solving 9.1c: Collaboration, Teamwork & Leadership	9.1a: Critical Thinking & Problem Solving 9.1c: Collaboration, Teamwork & Leadership	9.1a: Critical Thinking & Problem Solving 9.1c: Collaboration, Teamwork & Leadership	9.1a: Critical Thinking & Problem Solving 9.1c: Collaboration, Teamwork & Leadership

ASSESSMENTS (FORMATIVE, SUMMATIVE, BENCHMARK)	Unit 1 Assessment	Fire Safety Assessment	Unit 2 Assessment	Unit 4 Assessment	Unit 6 Assessment
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**Tabernacle Township School District Curriculum Guide
Grade 1 Social Studies Curriculum Map**

	February	March	April	May	June
UNIT/TOPICS	-Groundhog's Day -President's Day -Elections -George Washington -Abraham Lincoln NJSLS: 6.1.4.D.4 6.1.4.D.6 6.1.4.D.17	-Nystrom Unit 5 (Looking at Our Country), Lessons 1-4 NJSLS: 6.1.4JB.1. 6.1.4.B.2 6.1.4.D.6 6.1.4.D.17	-Earth Day NJSLS: 6.1.4.B.5 6.1.4.D.17	-Nystrom Unit 3 (Exploring Neighborhood Maps), Lesson 1-4 -Memorial Day NJSLS: 6.1.4.B.1 6.1.4.B.2 6.1.4.D.17	

INSTRUCTIONAL MATERIALS	Nystrom's "Neighborhoods Near & Far" Program, CD ROM, and Materials Pack BrainPOP	Nystrom's "Neighborhoods Near & Far" Program, CD ROM, and Materials Pack BrainPOP	BrainPOP The Lorax McGraw-Hill Science	Nystrom's "Neighborhoods Near & Far" Program, CD ROM, and Materials Pack BrainPOP	
INTERDISCIPLINARY CURRICULAR CONNECTIONS	LAL: Reading Protocol: Remember George Washington LAL: Informational Writing	Math Connection: Time	LAL: Reading Protocol: Recycle It! From The Earth LAL: Opinion Writing Science Connection to Earth's Resources	LAL: Informational Writing	
INTEGRATION OF 21ST CENTURY THEMES & SKILLS	9.1a: Critical Thinking & Problem Solving 9.1c: Collaboration, Teamwork & Leadership	9.1a: Critical Thinking & Problem Solving 9.1c: Collaboration, Teamwork & Leadership	9.1a: Critical Thinking & Problem Solving 9.1c: Collaboration, Teamwork & Leadership	9.1a: Critical Thinking & Problem Solving 9.1c: Collaboration, Teamwork & Leadership	

ASSESSMENTS (FORMATIVE, SUMMATIVE, BENCHMARK)	Activity Sheet 24 Washington vs. Lincoln Compare and Contrast Activity	Unit 5 Assessment	Response to Reading	Unit 3 Assessment	
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**Tabernacle Township School District Curriculum Guide
Grade 2 Social Studies Curriculum Map**

	September	October	November	December	January
UNIT/ TOPICS	Getting Started/Looking At Communities Unit 1				Unit 2 Community Needs And Wants

INSTRUCTIONAL MATERIALS	Social Studies Book Activity Sheets Brain Pop Jr. EWW CD-ROM NJSLS: 6.1.4.A.1 6.1.4.A.2 6.1.4.A.12 6.1.4.B.6 6.1.4.B.7 6.1.4.D.1 6.1.4.D.2 6.1.4.D.11 6.3.4.A.2				Social Studies Book Activity Sheets Brain Pop Jr. EWW CD-ROM NJSLS: 6.1.4.C.1 6.1.4.C.2 6.1.4.C.3 6.1.4.C.5 6.1.4.C.6 6.1.4.C.8 6.1.4.C.10 6.1.4.C.11 6.3.4.D.1
INTERDISCIPLINARY CURRICULAR CONNECTIONS	City Green The House on Maple Street Boundless Grace My Brother Martin				From Fruit to Jelly How the Second Grade Got \$8205.50 to Visit the Statue of Liberty
INTEGRATION OF 21ST CENTURY THEMES & SKILLS	9.1a: Critical Thinking & Problem Solving 9.1b: Creativity and Innovation 9.1c: Collaboration, Teamwork & Leadership				9.1a: Critical Thinking & Problem Solving 9.1b: Creativity and Innovation 9.1c: Collaboration, Teamwork & Leadership

ASSESSMENTS (FORMATIVE, SUMMATIVE, BENCHMARK)	Unit 1 Unit Test				Unit 2 Unit Test
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**Tabernacle Township School District Curriculum Guide
Grade 2 Social Studies Curriculum Map**

	February	March	April	May	June
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UNIT/TOPICS		Unit 3 Exploring Maps and Globes NJSLS: 6.1.4.B.1 6.1.4.B.2 6.1.4.B.3 6.1.4.B.4 6.1.4.B.6		Unit 4 Exploring Our Country And State NJSLS: 6.1.4.B.1 6.1.4.B.2 6.1.4.B.3 6.1.4.B.4 6.1.4.B.6 6.1.4.B.8 6.1.4.C.9	
INSTRUCTIONAL MATERIALS		Social Studies Book Activity Sheets Brain Pop Jr. EWW CD-ROM Desk Maps Wall Maps		Social Studies Book Activity Sheets Brain Pop Jr. EWW CD-ROM Desk Maps Wall Maps	
CURRICULAR CONNECTIONS (INTERDISCIPLINARY)		Alejandro's Gift The Armadillo from Amarillo Look to the North 3 Days on a River in a Red Canoe		Samuel Eaton's Day	

INTEGRATION OF 21ST CENTURY THEMES & SKILLS		9.1a: Critical Thinking & Problem Solving 9.1b: Creativity and Innovation 9.1c: Collaboration, Teamwork & Leadership		9.1a: Critical Thinking & Problem Solving 9.1b: Creativity and Innovation 9.1c: Collaboration, Teamwork & Leadership 9.1d: Cross-Cultural Understanding and Interpersonal Communication	
ASSESSMENTS (FORMATIVE, SUMMATIVE, BENCHMARK)		Unit 3 Unit Test		Unit 4 Unit Test	

Tabernacle Township School District Curriculum Guide
Grade 3 Social Studies Curriculum Map

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
UNIT/ CHAPTER NAME OR THEME	Constitution Day (2 sessions) Chapter 12 How Do We Have a Voice in Our Community? (6 sessions) Chapter 4 How Do People Become Part of Our Country? (10 sessions) - goes into 2nd quarter	Genocide/Holocaust/ Bullying (8 sessions) Black History (6 sessions) Chapter 7 How Are We Alike in the World?	Tabernacle Unit (12 sessions) American Symbols (5 sessions)	Chapter 8 How Does Our Economy Work? (8 sessions) Chapter 13 Whose Planet is it Anyway? (5 sessions) Chapter 14 How Can We Help the Global Community? (6 sessions)
ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> • What is the Constitution? • Why was the Constitution written? • Why do people want to become citizens of the United States? 	<ul style="list-style-type: none"> • How are we strengthened and enriched by the differences he/she finds and accepts in others? • What makes Tabernacle diverse from other towns? • How are people the same in the world and how are they different? • What symbols of America represent the freedoms and liberties our founding fathers made sure were ours? • Which African Americans were influential in making America what it is today? • People from around the world may look and sound different but we still have much in common. How are we the same? 	<ul style="list-style-type: none"> • What can I do to improve my community? • What public services are available in and around Tabernacle? • Who serves in Tabernacle's local government? • How can we use our voices in Tabernacle? • How did the history of Tabernacle create the community that it is today? • Where in the world is Tabernacle located? • What contributions have African Americans made to America? 	<ul style="list-style-type: none"> • What is an economy? • How does economy work? • What are goods and services? Supply and demand? • How can we care for the Earth to ensure its long-term health? • How can you assist in the global community?
ASSESSMENT (SUMMATIVE & FORMATIVE)	<ul style="list-style-type: none"> • Assessment 1 • Assessment 2 • Class and Group Discussion • Ability to Establish Class Rules (based on procedure) 	<ul style="list-style-type: none"> • Assessment 4 • Assessment 6 • Assessment 7 • Ancestors Project • Black History Reports • Class and Group Discussion 	<ul style="list-style-type: none"> • Assessment 12 • Tabernacle Brochure or PowerPoint • Tabernacle Quiz • Black History Report • Class and Group Discussion 	<ul style="list-style-type: none"> • Assessment 8 • Assessment 13 • Assessment 14 • Bumper Stickers Project • Third Grade Sale • Class and Group Discussion

	<p>done when making the Constitution.)</p> <ul style="list-style-type: none"> • Ancestor's Project • Teacher Observation 	<ul style="list-style-type: none"> • Teacher Observation 	<ul style="list-style-type: none"> • American Symbols Project • Teacher Observation 	<ul style="list-style-type: none"> • Teacher Observation
INSTRUCTIONAL STRATEGIES	<ul style="list-style-type: none"> • Use of technology to show various parts of the Earth (e.g. Google Earth) • Class and Group Discussions • Application of Procedures (Constitution) • Literature Connections • Responsive Classroom Approach to Classroom Management • Cooperative Learning 	<ul style="list-style-type: none"> • Use of technology- Websites • Class and Group Discussions • Family Questionnaires • Literature Connections • Cooperative Learning • Responsive Classroom- Morning Meeting 	<ul style="list-style-type: none"> • Use of technology-Websites • Class and Group Discussions • Walking Tour of Vincentown- Town Hall, One Room School House, Telephone Museum and the Lock-up. • Tour of Tabernacle. Visit Town Hall, Cemetery, One Room School House, Carranza Memorial, Pepper House. • Bring in community leaders/ service workers to speak with students. • Literature Connections • Cooperative Learning • Responsive Classroom- Morning Meeting 	<ul style="list-style-type: none"> • Use of technology- Websites • Class and Group Discussions • Bring in a banker to talk with students about saving, spending and donating. • Application using Third Grade Sale. • Literature Connections • Cooperative Learning

**Integration of 21st Century Themes and Skills:
Grade Three**

The following themes and skills are worked into the curriculum continuously throughout the entire year:

- 9.1a: Critical Thinking & Problem Solving
- 9.1b: Creativity and Innovation
- 9.1c: Collaboration, Teamwork & Leadership
- 9.1d: Cross-Cultural Understanding and Interpersonal Communication
- 9.1e: Communication and Media Fluency

Tabernacle Township Schools
Social Studies Curriculum
Grade 3

Unit of Study: Constitution	Timing/Duration: (3-4) 45 minute sessions
NJSLS: 6.1.4.A.1-3 6.1.4.A.11 6.1.4.D.5-6 6.3.4.A.1 6.3.4.D.1	Essential Questions: <ul style="list-style-type: none"> • What is the Constitution? • Why was the Constitution Written?
Learning Objectives: <ul style="list-style-type: none"> • Explain how rules and laws protect the rights of people, help solve conflicts and promote the common good. • Define what the Constitution is and who wrote it. • Explain the purpose for which the Constitution was written. • Explain how the Constitution was voted upon. • Know the responsibilities of being an American and a Global Citizen. 	Activities/Resources/Materials/Primary Sources: <ul style="list-style-type: none"> • Ratifying the Constitution by state- Constitution Day Assembly • Read <u>We the People: The Story of Our Constitution</u> by Lynne Cheney • Create Grade Level Constitutions using the process of ratification. • Create Class Constitutions and use debating skills. • www.constitutioncenter.org
Cross Content: <ul style="list-style-type: none"> • Technology-TEC.3-4 - Effective use of digital tools assists in gathering and managing information. TEC.3-4 - Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems. • Literature/Language Arts/Communication with peers. (LA.3.3.1.3.E.4 - Develop and use graphic organizers to build on experiences and extend learning. LA.3.3.1.3.G.4 - Ask how, why, and what-if questions in interpreting nonfiction texts. LA.3.3.1.3.G.11 - Participate in creative responses to texts (e.g., dramatizations, oral presentations). LA.3.3.4.3.B.2 - Listen to a story read aloud and/or information from television or film, and summarize main ideas. 	Assessment: <ul style="list-style-type: none"> • Group Discussion / Debates • Class Constitution- ratified • Grade Level Constitution- ratified • Teacher Observation

Tabernacle Township Schools
Social Studies Curriculum
Grade 3

Unit of Study: How Do People Become Part of Our Country? Chapter 4	Timing/Duration: (6-8) 45 minute sessions
NJSLS: 6.1.4.A.13-15 6.1.4D.2-3 6.1.4.D.15	Essential Questions: <ul style="list-style-type: none"> • Why do people want to become citizens of the United States? • What challenges did immigrants face?
Learning Objectives: <ul style="list-style-type: none"> • Describe the process by which immigrants become United States citizens. • Understand that the world is made up of various nations that have their own government, languages, customs and laws. • Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national and global challenges. • Describe how stereotyping and prejudice can lead to conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. 	Activities/Resources/Materials/Primary Sources: <ul style="list-style-type: none"> • Chapter 4: How Do People Become Part of Our Country? – Social Studies Alive! • Immigration Game Part 1 and Part 2 – Social Studies Alive! Lesson Guide pgs. 38-41 • String and Entrance Test • Placards with Social Studies Alive! Kit • <u>Molly’s Pilgrim</u> by Barbara Cohen • Ancestor Questionnaire (see in resources section) • Google Images • Interactive Notebooks
Cross Content: <ul style="list-style-type: none"> • Technology-TEC.3-4 - Effective use of digital tools assists in gathering and managing information. TEC.3-4 - Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems. • LAL-(LA.3.3.1.3.E.4 - Develop and use graphic organizers to build on experiences and extend learning. LA.3.3.1.3.G.4 - Ask how, why, and what-if questions in interpreting nonfiction texts. LA.3.3.1.3.G.11 - Participate in creative responses to texts (e.g., dramatizations, oral presentations). LA.3.3.4.3.B.2 - Listen to a story read aloud and/or information from television or film, and summarize main ideas. • Writing-LA.3.3.2.3.A.1 - Generate possible ideas for writing through recalling experiences, listening to stories, reading, brainstorming, and discussion. LA.3.3.2.3.A.3 - Use graphic organizers to assist with planning writing. LA.3.3.2.3.A.4 - Compose first drafts from prewriting 	Assessment: <ul style="list-style-type: none"> • Teacher Observation of class communication • Ancestor’s Report/Research • Assessment 4

<p>work. LA.3.3.2.3.B.3 - Write a nonfiction piece and/or simple informational report across the curriculum.</p> <ul style="list-style-type: none"> • Communication with peers. 	
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Tabernacle Township Schools
Social Studies Curriculum
Grade 3

Unit of Study: What Makes Our Community Diverse?	Timing/Duration: (5) 45 minute sessions
NJSLS: 6.1.4.D.2 6.1.4.D.14-15	Essential Questions:
<ul style="list-style-type: none"> • How have people from different cultures made important contributions to life in America? 	
Learning Objectives:	Activities/Resources/Materials/Primary Sources:
<ul style="list-style-type: none"> • Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America and describe the challenges they faced. • Trace how American Identity evolved over time. • Describe how stereotyping and prejudice can lead to conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. 	<ul style="list-style-type: none"> • Chapter 5: What Makes Our Community Diverse? – Social Studies Alive! • Diverse Cultures Activity – Social Studies Alive! Lesson Guide pgs. 53-55 • Social Studies Alive! CD: Track 10 • Transparencies 5.1, 5.2 A • Placards with Social Studies Alive! Kit • Interactive Notebooks
Cross Content:	Assessment:
<ul style="list-style-type: none"> • Technology- TEC.3-4. - Effective use of digital tools assists in gathering and managing information; TEC.3-4. - Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems. • Language Arts- LA.3.3.3.3.A.1 - Listen and follow a discussion in order to contribute appropriately; LA.3.3.3.3.A.4 - Support an opinion with details; LA.3.3.3.3.B.1 - Develop appropriate questions to explore a topic; LA.3.3.3.3.B.2 - Contribute information, ideas, and experiences to classroom inquiry. 	<ul style="list-style-type: none"> • Assessment 5 • Results of Diverse Cultures Activity • Teacher Observation of class communication

Tabernacle Township Schools
Social Studies Curriculum
Grade 3

<p>Unit of Study: How Are We Alike in the World? Chapter 7</p>	<p>Timing/Duration: (4-5) 45 minute sessions</p>
<p>NJSLS: 6.1.4.D.13 6.1.4.D.18-20</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How are all cultures in the world the same and different?
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Describe how culture is expressed through and influenced by the behavior of people. • Explain how individuals’ beliefs, values, and traditions may reflect more than one culture. • Explain how experiences and events may be interpreted differently by people with different cultural and individual perspectives. 	<p>Activities/Resources/Materials/Primary Sources:</p> <ul style="list-style-type: none"> • Chapter 7: How Are We Alike in the World? – Social Studies Alive! • “Writing Letters”- activity on pg. 83 of Social Studies Alive!- Lesson Guide • Social Studies Alive!- placards • <u>Acka Backa Boo- Playground Games From Around the World</u> by Opal Dunn • <u>Children Just Like Me</u> by Susan Elizabeth Copey • Interactive Notebooks • Activities for Morning Meeting from <u>Acka Backa Boo</u>
<p>Cross Content:</p> <ul style="list-style-type: none"> • Literature-(LA.3.3.1.3.E.4 - Develop and use graphic organizers to build on experiences and extend learning. LA.3.3.1.3.G.4 - Ask how, why, and what-if questions in interpreting nonfiction texts. LA.3.3.1.3.G.11 - Participate in creative responses to texts (e.g., dramatizations, oral presentations). LA.3.3.4.3.B.2 - Listen to a story read aloud and/or information from television or film, and summarize main ideas. • Writing-LA.3.3.2.3.D.9 - Write non-fiction text (e.g., reports, procedures, letters). • Communication with peers-LA.3.3.3.3.A.1 - Listen and follow a discussion in order to contribute appropriately. LA.3.3.3.3.A.4 - Support an opinion with details. LA.3.3.3.3.B.1 - Develop 	<p>Assessment:</p> <ul style="list-style-type: none"> • Assessment 7 • Completed letters from “Writing Letters” activity. • Teacher Observation of class communication

appropriate questions to explore a topic. LA.3.3.3.3.B.2 -
Contribute information, ideas, and experiences to classroom inquiry.

Tabernacle Township Schools
Social Studies Curriculum
Grade 3

Unit of Study: Black History	Timing/Duration: (7-8) 45 minute sessions
<p>NJSLS: 6.1.4.A.1-2 6.1.4.A.9-11 6.1.4.A.14</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Which African Americans were most influential in making America what it is today? • What liberties and freedoms did African Americans have to fight for and in what manner did they do so that was effective?
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Explain how the fundamental rights of the individual and the common good of the country depend on all citizens exercising their civic responsibilities at the community, state, national and global levels. • Explain how rules and laws created by the community, state and national government protect the rights of people, help resolve conflicts, and promote the common good. • Explain how fundamental rights, guaranteed by the United States Constitution and the Bill of Rights, contribute to the continuation and improvement of America. • Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights. • Describe the actions of Dr. Martin Luther King, Jr. and other civil rights leaders. 	<p>Activities/Resources/Materials/Primary Sources:</p> <ul style="list-style-type: none"> • http://teacher.scholastic.com/activities/bhistory/underground_railroad/ (Activity and Information) • http://www.nationalgeographic.com/railroad/j2.html (Activity and Information) • <u>Let Them Play</u> by Margot Theis Raven • <u>Friend on Freedom River</u>- Gloria Whelan
<p>Cross Content:</p> <ul style="list-style-type: none"> • Technology-TEC.3-4 - Effective use of digital tools assists in gathering and managing information. TEC.3-4 - Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems. • LAL-LA.3.3.1.3.E.4 - Develop and use graphic organizers to build on experiences and extend learning. LA.3.3.1.3.G.4 - Ask how, why, and what-if questions in interpreting nonfiction texts. LA.3.3.1.3.G.11 - Participate in creative responses to texts (e.g., dramatizations, oral presentations). LA.3.3.4.3.B.2 - Listen to a story read aloud and/or information from television or film, and summarize main ideas. 	<p>Assessment:</p> <ul style="list-style-type: none"> • Black History Reports • Underground Railroad Maps • Teacher Observation of class communication

- Writing-LA.3.3.2.3.D.9 - Write non-fiction text (e.g., reports, procedures, letters).
- Math-MA.3.4.2.3.C.1 - Locate and name points in the first quadrant on a coordinate grid.

**Tabernacle Township Schools
Social Studies Curriculum
Grade 3**

Unit of Study: American Symbols	Timing/Duration: (3-4) 45 minute sessions
NJSLS: 6.1.4.D.17	Essential Questions: <ul style="list-style-type: none"> • What symbols of America represent the freedoms and liberties our founding fathers made sure were ours?
Learning Objectives: <ul style="list-style-type: none"> • Explain the meaning behind historical symbols, monuments and holidays and how they affect the American Identity. • Become familiar with a variety of American symbols and what they stand for/ represent. 	Activities/Resources/Materials/Primary Sources: <ul style="list-style-type: none"> • <u>Uncle Sam and Old Glory</u> by Delno and Jean West • <u>http://bensguide.gpo.gov/3-5/symbols/</u> • <u>http://abcteach.com/directory/theme_units/american_symbols_and_traditions/</u> • <u>http://www.brownielocks.com/patrioticsymbols.html</u> • <u>http://www.enchantedlearning.com/history/us/symbols/</u> • American Symbols Project (PowerPoint)
Cross Content: <ul style="list-style-type: none"> • Technology-TEC.3-4 - Effective use of digital tools assists in gathering and managing information. TEC.3-4 - Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems. TEC.3-4.8.1.4.A.3 - Create and present a Multimedia presentation that includes graphics. 	Assessment: <ul style="list-style-type: none"> • American Symbols Power Point- expert projects • Teacher Observation of class communication

<ul style="list-style-type: none"> • Writing/Language Arts-LA.3.3.2.3.D.9 - Write non-fiction text (e.g., reports, procedures, letters). 	
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**Tabernacle Township Schools
Social Studies Curriculum
Grade 3**

Unit of Study: How Do We Have a Voice in Our Community?	Timing/Duration: (6) 45 minute sessions
NJSLS: 6.3.4.A.1-4 6.3.4.B.1 6.3.4.C.1 6.3.4.D.1	Essential Questions: <ul style="list-style-type: none"> • How can we use our voices in Tabernacle?
Learning Objectives: <ul style="list-style-type: none"> • Experience how attending a public meeting helps people have a voice in their community. • Understand how participating in peaceful demonstrations help people have a voice in their community. • Learn how supporting a candidate helps people have a voice in their community. • Experience how voting helps people have a voice in their community. • Plan and participate in an advocacy project to inform others about environmental issues at the local and state level and propose changes. • Develop and implement a group initiative that addresses an economic issue impacting children. 	Activities/Resources/Materials/Primary Sources: <ul style="list-style-type: none"> • Chapter 12: What Makes Our Community Diverse? – Social Studies Alive! • Public Meeting Activity – Social Studies Alive! Lesson Guide pgs. 154-155 • Social Studies Alive! CD: Track 10 • Transparencies: All for 12 • Placards with Social Studies Alive! Kit • Student handout 12.4 • Interactive Notebooks • <u>Kids Are Citizens</u> by Ellen Keller

<p>Cross Content:</p> <ul style="list-style-type: none"> • Language Arts-(LA.3.3.1.3.E.4 - Develop and use graphic organizers to build on experiences and extend learning. LA.3.3.1.3.G.4 - Ask how, why, and what-if questions in interpreting nonfiction texts. LA.3.3.1.3.G.11 - Participate in creative responses to texts (e.g., dramatizations, oral presentations). LA.3.3.4.3.B.2 - Listen to a story read aloud and/or information from television or film, and summarize main ideas. • Communication-LA.3.3.3.A.1 - Listen and follow a discussion in order to contribute appropriately. LA.3.3.3.A.4 - Support an opinion with details. LA.3.3.3.B.1 - Develop appropriate questions to explore a topic. LA.3.3.3.B.2 - Contribute information, ideas, and experiences to classroom inquiry. 	<p>Assessment:</p> <ul style="list-style-type: none"> • Assessment 7 • Completed letters from “Poster” activity. • Teacher Observation of class communication
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**Tabernacle Township Schools
Social Studies Curriculum
Grade 3**

<p>Unit of Study: Tabernacle</p>	<p>Timing/Duration: (3-4) 45 minute sessions</p>									
<p>NJSLS:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">6.1.4.A.1</td> <td style="width: 25%;">6.1.4.A.8</td> <td style="width: 25%;">6.1.4.A.11</td> </tr> <tr> <td>6.1.4.A.14</td> <td>6.1.4.C.11-12</td> <td>6.1.4.D.11</td> </tr> <tr> <td>6.3.4.A.2</td> <td>6.3.4.A.4</td> <td></td> </tr> </table>	6.1.4.A.1	6.1.4.A.8	6.1.4.A.11	6.1.4.A.14	6.1.4.C.11-12	6.1.4.D.11	6.3.4.A.2	6.3.4.A.4		<p>Essential Questions:</p> <ul style="list-style-type: none"> • What can I do to improve my community? • What public services are available in and around Tabernacle? • Who serves in Tabernacle’s local government? • How can we use our voices in Tabernacle? • How did the history of Tabernacle create the community that it is today? • Where in the world is Tabernacle located?
6.1.4.A.1	6.1.4.A.8	6.1.4.A.11								
6.1.4.A.14	6.1.4.C.11-12	6.1.4.D.11								
6.3.4.A.2	6.3.4.A.4									
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Know who founded Tabernacle • Name people who built Tabernacle • Know and understand certain historical events that shape Tabernacle’s present character. • Acknowledge the public services that Tabernacle provides. • Locate Tabernacle on a world map, country map and state map. • Name the people in Tabernacle’s government posts. 	<p>Activities/Resources/Materials/Primary Sources:</p> <ul style="list-style-type: none"> • Tabernacle Information Booklets • Tabernacle Tour • Vincenttown Tour • http://www.townshipoftabernacle-nj.gov/ • Microsoft Publisher • Mobile lab 									

<ul style="list-style-type: none"> Discover a way for your voice to be heard in Tabernacle. 	
<p>Cross Content:</p> <ul style="list-style-type: none"> Technology-Publisher TEC.3-4 - Effective use of digital tools assists in gathering and managing information. TEC.3-4 - Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems. Language Arts/Writing and Reading-(LA.3.3.1.3.E.4 - Develop and use graphic organizers to build on experiences and extend learning. LA.3.3.1.3.G.4 - Ask how, why, and what-if questions in interpreting nonfiction texts. LA.3.3.1.3.G.11 - Participate in creative responses to texts (e.g., dramatizations, oral presentations). LA.3.3.4.3.B.2 - Listen to a story read aloud and/or information from television or film, and summarize main ideas. 	<p>Assessment:</p> <ul style="list-style-type: none"> Tabernacle Tour Questionnaire Tabernacle Brochure Teacher Observation of class communication

**Tabernacle Township Schools
Social Studies Curriculum
Grade 3**

<p>Unit of Study: How Does Economy Work?</p>	<p>Timing/Duration: (3-4) 45 minute sessions</p>
<p>NJSLS: 6.1.4.C.1-5 6.1.4.C.8-10 6.1.4.C.13</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> How does economy work? What are goods and services?

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Apply opportunity cost to evaluate individuals’ decisions, including ones made in their communities. • Distinguish between needs and wants. • Explain why incentives vary between producers and consumers. • 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 an economic system. • Illustrate how production, distribution and consumption of goods and services are related and are affected by the global market and events in the world community. • Compare and contrast how access to resources affects people across the world differently. • Explain the role of money in saving, debt and investments. 	<p>Activities/Resources/Materials/Primary Sources:</p> <ul style="list-style-type: none"> • Third Grade Sale – activity • Chapter 8: How Does Economy Work? – Social Studies Alive! • Price Arrow (activity) – Social Studies Alive! Lesson Guide pgs. 94-95 • Social Studies Alive! CD: Track 12 and 13 • Transparencies: All for 8 • Placards with Social Studies Alive! Kit • Student handout 8.4 • Interactive Notebooks • <u>Prices go Up, Prices Go Down</u> by David Adler
<p>Cross Content:</p> <ul style="list-style-type: none"> • Technology-TEC.3-4 - Effective use of digital tools assists in gathering and managing information. TEC.3-4 - Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems. • Language Arts-LA.3.3.5.3.B.2 - Begin to explore and interpret messages found in advertisements and other texts. • Math-MA.3.4.1.3.B.5 - Count and perform simple computations with money. MA.3.4.1.3.B.4.A - Addition of 3-digit numbers. MA.3.4.1.3.B.4.B - Subtraction of 3-digit numbers. 	<p>Assessment:</p> <ul style="list-style-type: none"> • Third Grade Sale – activity • Assessment 8 • Price Arrow Activity results • Teacher observation of class communication

**Tabernacle Township Schools
Social Studies Curriculum
Grade 3**

<p>Unit of Study: Whose Planet is it Anyway?</p>	<p>Timing/Duration: (3-4) 45 minute sessions</p>
<p>NJSLS: 6.1.4.C.6-7 6.3.4.B.1 6.3.4.C.1</p> <p> 6.1.4.B.9</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can we care for the Earth to ensure its long-term health?

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Discuss solutions to a hypothetical problem in a community. • Create a solution to a universal problem. 	<p>Activities/Resources/Materials/Primary Sources:</p> <ul style="list-style-type: none"> • Chapter 13: Whose Planet is it Anyway? – Social Studies Alive! • Whose Planet is it Anyway? rap (activity) – Social Studies Alive! Lesson Guide pgs. 170; 176 • Student Rap Songs • Social Studies Alive! CD: Track 22 • Transparencies: All for 13 • Placards with Social Studies Alive! Kit • Student handout all 13 • Interactive Notebooks • <u>Just a Dream</u> by Chris Van Allsburg
<p>Cross Content:</p> <ul style="list-style-type: none"> • Language Arts-LA.3.3.1.3.E.4 - Develop and use graphic organizers to build on experiences and extend learning. LA.3.3.1.3.G.4 - Ask how, why, and what-if questions in interpreting nonfiction texts. LA.3.3.1.3.G.11 - Participate in creative responses to texts (e.g., dramatizations, oral presentations). LA.3.3.4.3.B.2 - Listen to a story read aloud and/or information from television or film, and summarize main ideas. • Science-SCI.3-4 - Living organisms: Interact with and cause changes in their environment. Exchange materials (such as gases, nutrients, water, and waste) with the environment. Reproduce. Grow and develop in a predictable manner. SCI.3-4.5.3.4.A.3 - Describe the interactions of systems involved in carrying out everyday life activities. SCI.3-4.5.3.4.C.2 - Explain the consequences of rapid ecosystem change), and compare them to consequences of gradual ecosystem change. 	<p>Assessment:</p> <ul style="list-style-type: none"> • Student rap about environment • Assessment 8 • Teacher observation of class communication

**Tabernacle Township Schools
Social Studies Curriculum
Grade 3**

<p>Unit of Study: How can we help the global community?</p>	<p>Timing/Duration: (3-4) 45 minute sessions</p>
<p>NJSLS: 6.1.4.A.1</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can you assist in the global community?

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Brainstorm ways that people can help the global community. • Discuss effective ways people can help their global community. • Design a class project intended to help a portion of the global community. 	<p>Activities/Resources/Materials/Primary Sources:</p> <ul style="list-style-type: none"> • “Bumper Sticker” – activity • Envelopes • Paper • Poster Board and Flip Chart • Chapter 14: How Can You Assist the Global Community? – Social Studies Alive! • Transparencies: All for 14 • Placards with Social Studies Alive! Kit • Student handout 14.3, 14.4 • Interactive Notebooks • <u>50 Things Kids Can Do to Save the Earth</u> by Earthworks Group • <u>Friends in Deed Save the Manatee</u> by Allison Friesinger • <u>A Giant Tree in the Rainforest</u> by Sally Morgan
<p>Cross Content:</p> <ul style="list-style-type: none"> • Language Arts-Develop and use graphic organizers to build on experiences and extend learning. LA.3.3.1.3.G.4 - Ask how, why, and what-if questions in interpreting nonfiction texts. LA.3.3.1.3.G.11 - Participate in creative responses to texts (e.g., dramatizations, oral presentations). LA.3.3.4.3.B.2 - Listen to a story read aloud and/or information from television or film, and summarize main ideas. • Science-Living organisms: Interact with and cause changes in their environment. Exchange materials (such as gases, nutrients, water, and waste) with the environment. Reproduce, grow and develop in a predictable manner. SCI.3-4.5.3.4.A.3 - Describe the interactions of systems involved in carrying out everyday life activities. SCI.3-4.5.3.4.C.2 - Explain the consequences of rapid ecosystem change), and compare them to consequences of gradual ecosystem change. 	<p>Assessment:</p> <ul style="list-style-type: none"> • Bumper Sticker – activity • Assessment 14 • Teacher observation of class communication • Application of recycling and saving water in the classroom

**Tabernacle Township Schools
Social Studies Curriculum
Grade 3**

<p>Unit of Study: Bullying/Holocaust/Genocide</p>	<p>Timing/Duration: (7-8) 45 minute sessions</p>
<p>NJSLS: 6.3.4.D.1</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can we be tolerant of others; their beliefs, personal choices and their cultures?

	<ul style="list-style-type: none"> • How are we strengthened and enriched by the differences we find and accept in others?
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Develop strategies to offset a bully • Develop a tolerance for other peoples’ personal choices, beliefs and culture... • Identify physical characteristics of themselves and others. • Understand the effects of our words and actions on others. • Define prejudice, discrimination, racism and sexism. • Explain how prejudice hurts everyone and ways we all (individually, as a community, a nation and a world) suffer because of it. • Understand that prejudice and the hurtful actions it leads to can affect any individual or any group at any time. • Recognize and accept that each person is responsible for his/her actions. • Explain some reasons why people choose to think and to act in caring or in hurtful ways. 	<p>Activities/Resources/Materials/Primary Sources:</p> <ul style="list-style-type: none"> • Guidance Counselor will do lessons on bullying • “The Holocaust and Genocide Curriculum K-8” Resource Binder • Discuss definitions of : Nazi, trust • Dialogue Practice • Picture Cards • <u>Mr. Lincoln’s Way</u> by Patricia Pollaco • <u>Anne Frank</u> by Yona Zeldis McDonough (additional book choices can be found on websites below or The Holocaust/Genocide Binder) • <u>September 11, 2001: Attack on New York City</u> by Wilborn Hampton • http://www.carolhurst.com/subjects/history/holocaust.html • http://www.suelebeau.com/holocaust.htm
<p>Cross Content:</p> <ul style="list-style-type: none"> • Technology-TEC.3-4 - Effective use of digital tools assists in gathering and managing information. TEC.3-4 - Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems. • Language Arts-Develop and use graphic organizers to build on experiences and extend learning. LA.3.3.1.3.G.4 - Ask how, why, and what-if questions in interpreting nonfiction texts. LA.3.3.1.3.G.11 - Participate in creative responses to texts (e.g., dramatizations, oral presentations). LA.3.3.4.3.B.2 - Listen to a story read aloud and/or information from television or film, and summarize main ideas. 	<p>Assessment:</p> <ul style="list-style-type: none"> • Teacher observation of class communication • Application of strategies used to deter bullies and prevent bullying • PIP- Personal Improvement Plan (student)

**Tabernacle Township Schools
Social Studies Curriculum
Grade 3**

Unit of Study: Genocide/Holocaust	Timing/Duration: (4-5) 30 minute sessions
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NJSLS: 6.3.4.D.1	Essential Questions: <ul style="list-style-type: none"> • How can we be tolerant of others; their beliefs, personal choices and their cultures? • How are we strengthened and enriched by the differences he/she finds and accepts in others?
Learning Objectives: <ul style="list-style-type: none"> • Discuss effective ways people can help their global community. • Design a class project intended to help a portion of the global community. 	Activities/Resources/Materials/Primary Sources: <ul style="list-style-type: none"> • Guidance Counselor will do lessons • Dialogue Practice • Picture Cards • <u>Mr. Lincoln’s Way</u> by Patricia Pollaco • <u>September 11, 2001: Attack on New York City</u> by Wilborn Hampton
Cross Content: <ul style="list-style-type: none"> • Technology • Language Arts/Writing and Reading 	Assessment: <ul style="list-style-type: none"> • Teacher observation of class communication • Application of strategies used to deter bullies and prevent bullying

**Tabernacle Township Schools
Grade 4 Social Studies Curriculum Map**

	1ST Quarter	2ND Quarter	3RD Quarter	4TH Quarter
<small>Unit/ Chapter Name</small>	Constitution Day (5 sessions) Chapter 1 What are the Social Sciences? (5 sessions)	Genocide/Holocaust Chapter 3 The Peopling of the United States (5 sessions)	Chapter 6 A Boat Tour of the Southeast (4 sessions) Chapter 7 The Effects of Geography on Life	Chapter 14 Researching Your State’s Geography (12 sessions- continuous for Chapters 14-17)

	Chapter 2 Exploring Regions of the United States (5 sessions)	Chapter 4 A Train Tour of the Northeast (5 sessions) Chapter 5 Population Density and Life in the Northeast (5 sessions)	in the Southeast (4 sessions) Chapter 8 A Crop Duster Tour of the Midwest (5 sessions) Chapter 10 A Big Rig Tour of the Southwest (4 sessions)	Chapter 15 Researching Your State's History Chapter 16 Researching Your State's Economy Chapter 17 Researching Your State's Government
Essential Questions	<ul style="list-style-type: none"> How does the Constitution define the United States? What are the roles of the four social sciences? Which map skills help us locate various places and features on a map? How does the topography of the United States affect life in the United States? 	<ul style="list-style-type: none"> How did the Holocaust bring out the good in humanity? What makes the United States a diverse nation? Why is the Northeastern part of the United States called "the birthplace of our nation?" How does population density affect people's daily lives? 	<ul style="list-style-type: none"> How did the Southeastern part of the United States change over the course of the early years? What makes the geography of the Southeast important to life in that part of the country? What industries are essential to the survival of the Midwest? How did earlier settlers of the West survive? 	<ul style="list-style-type: none"> How does New Jersey's geography affect its economy? What industries are vital to the continuous growth of New Jersey? What major roles does New Jersey's government play in our everyday lives? Who played an important role in the settling of New Jersey and why?
Assessment (Summative & Formative)	<ul style="list-style-type: none"> Assessment 1 Assessment 2 Class discussion Teacher observation Map Project with Google Earth/PowerPoint Class Constitution Class Debates 	<ul style="list-style-type: none"> Assessment 3 Assessment 4 Assessment 5 Class discussion Teacher observation Photo Shop "Famous People in History" Reports 	<ul style="list-style-type: none"> Assessment 6 Assessment 7 Assessment 8 Assessment 10 Class discussion Teacher observation 	<ul style="list-style-type: none"> State Collaborative/Expert Projects-power points Class discussion Story Book – Government Museum Exhibit- Economy Scripts- History Board Game-Geography Teacher observation
Instructional Strategies	<ul style="list-style-type: none"> Responsive Classroom Management Approach Class discussion Role playing Technology resources and websites Map usage Cooperative Learning Assistive Technology Literature Connections 	<ul style="list-style-type: none"> Class discussion Role playing Technology Resources and websites Map usage Cooperative Learning Assistive Technology Literature Connections Photo Shop "Famous People in History" Reports 	<ul style="list-style-type: none"> Class discussion Role playing Technology resources and websites Map usage Cooperative Learning Assistive Technology Literature Connections 	<ul style="list-style-type: none"> Class discussion Role playing Technology resources and websites Map usage Bringing in community workers to discuss the various parts of NJ's state system. Learning Communities Cooperative Learning Assistive Technology Literature Connections

**Integration of 21st Century Themes and Skills:
Grade Four**

The following themes and skills are worked into the curriculum continuously throughout the entire year:

- 9.1a: Critical Thinking & Problem Solving
- 9.1b: Creativity and Innovation
- 9.1c: Collaboration, Teamwork & Leadership
- 9.1d: Cross-Cultural Understanding and Interpersonal Communication
- 9.1e: Communication and Media Fluency
- 9.1f: Accountability, Productivity, and Ethics

Tabernacle Township Schools
Social Studies Curriculum
Grade 4

Unit of Study: Constitution	Timing/Duration: (3-4) 45 minute sessions
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<p>NJSLS: 6.1.4.A.1-7 6.3.4.A.1</p> <p>6.1.4.A.11 6.3.4.D.1</p> <p>6.1.4.D.5-6</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does the Constitution define the United States?
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Explain how rules and laws protect the rights of people, help solve conflicts and promote the common good. • Define what the Constitution is and who wrote it. • Explain how the United States is organized and how the U.S Constitution and the Bill of Rights contribute to the continuation and improvement of American Democracy. • Distinguish the roles and responsibilities of the three branches of national government. • Explain how national and state government share power in the federal system of government. • Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state and national levels. 	<p>Activities/Resources/Materials/Primary Sources:</p> <ul style="list-style-type: none"> • Reciting the Bill of Rights- Constitution Day Assembly • Read <u>The US Constitution and You</u> by Sly Sobel • Read <u>How the U.S Government Works</u> by Syl Sobel • Create Grade Level Constitutions using the process of ratification by class. • Create Class Constitutions and use debating skills. • www.constitutioncenter.org • http://bensguide.gpo.gov/3-5/index.html
<p>Cross Content:</p> <ul style="list-style-type: none"> • Technology-TEC.3-4 - Effective use of digital tools assists in gathering and managing information. TEC.3-4.8.1.4.E.2 - Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. TEC.3-4. - Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems. • Language Arts-LA.4.3.1.4.A.1 - Identify differences of various print formats, including newspapers, magazines, books, and reference resources. LA.4.3.1.4.G.7 - Identify and summarize central ideas in informational texts. LA.4.3.1.4.G.8 - Recognize differences among forms of literature, including poetry, drama, fiction, and nonfiction. LA.4.3.2.4.A.5 - Revise drafts by rereading for meaning, narrowing the focus, elaborating, reworking organization, openings, and closings, and improving word choice and consistency of voice. LA.4.3.2.4.D.5 - Use writing to paraphrase, clarify, and reflect on new learning across the curriculum. LA.4.3.3.4.A.1 - Use details, examples and reasons to support central ideas or clarify a point of view. LA.4.3.3.4.A.3 - Take turns without domination. LA.4.3.3.4.B.4 - Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning. LA.4.3.4.4.B.1 - Demonstrate competence in active listening through comprehension of a story, interview, and oral report of an event or incident. LA.4.3.4.4.B.5 - Describe how language reflects specific regions and/or cultures. 	<p>Assessment:</p> <ul style="list-style-type: none"> • Group Discussion / Debates • Class Constitution- ratified • Grade Level Constitution- ratified • Teacher created quiz, test or class project • Teacher Observation

Grade 4

Unit of Study: What are the Social Sciences? - Chapter 1	Timing/Duration: (6-8) 45 minute sessions
NJSLS: 6.1.4.A.1 6.1.4.A.4 6.1.4.C.17-18 6.1.4.D.4-12 6.1.4.D.18-20	Essential Questions: <ul style="list-style-type: none">• What are the roles of the four social sciences?
Learning Objectives: <ul style="list-style-type: none">• Provide definitions for economics, geography, political science, and history.• Identify the ways that the social sciences help explain human behavior.• List artifacts and evidence that social scientists use in their research.	Activities/Resources/Materials/Primary Sources: <ul style="list-style-type: none">• Chapter 1: <i>What are the Social Sciences?</i> – Social Studies Alive!• “Collecting Social Science Artifacts” activity – Social Studies Alive! Lesson Guide pgs. 4-5• Placards with Social Studies Alive! Kit• Interactive Notebooks• Student Handout 1• www.socialstudiesalive.net/connections.html.
Cross Content: <ul style="list-style-type: none">• Technology-TEC.3-4 - Effective use of digital tools assists in gathering and managing information. TEC.3-4.8.1.4.E2 - Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. TEC.3-4 - Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems.• LAL-LA.4.3.3.4.A.1 - Use details, examples and reasons to support central ideas or clarify a point of view. LA.4.3.3.4.A.3 - Take turns without dominating. LA.4.3.3.4.B.4 - Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning. LA.4.3.4.4.B.1 - Demonstrate competence in active listening through comprehension of a story, interview, and oral report of an event or incident. LA.4.3.4.4.B.5 - Describe how language reflects specific regions and/or cultures.	Assessment: <ul style="list-style-type: none">• Teacher Observation of class communication and student participation• Assessment 1• Artifacts collection for the Social Sciences

Tabernacle Township Schools
Social Studies Curriculum
Grade 4

<p>Unit of Study: Exploring Regions of the United States- Chapter 2</p>	<p>Timing/Duration: (5) 45 minute sessions</p>
<p>NJSLS: 6.1.4.B.1-10</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Which map skills help us locate various locations and features on a map?
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Apply basic map skills – such as an understanding of directions and latitude/longitude- to interpret a physical map of the United States. • Interpret maps showing elevation, annual rain fall, and population density. • Analyze photographs of cities and physical landmarks and attempt to identify their locations on a regional map of the United States. 	<p>Activities/Resources/Materials/Primary Sources:</p> <ul style="list-style-type: none"> • Chapter 1: <i>Exploring Regions of the United States</i> – Social Studies Alive! • Basic Map Skills Activity – Social Studies Alive! Lesson Guide pgs. 16-17 • Transparencies 2 A • Geography Challenge 2A & 2 B card • Placards with Social Studies Alive! Kit • Interactive Notebooks • www.socialstudiesalive.net/connections.html
<p>Cross Content:</p> <ul style="list-style-type: none"> • Technology-TEC.3-4 - Effective use of digital tools assists in gathering and managing information. TEC.3-4.8.1.4.E2 - Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. TEC.3-4 - Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems. LA.4.3.5.4.A.1 - Interpret information found in pictorial graphs, map keys, and icons on a computer screen. • Math-MA.4.4.1.4.A.1.A - Whole numbers through millions. MA.4.4.1.4.A.3 - Demonstrate a sense of the relative magnitudes of numbers. MA.4.4.1.4.A.4 - Understand the various uses of numbers. 	<p>Assessment:</p> <ul style="list-style-type: none"> • Assessment 2 • Results of Basic Map Skills Activity • Teacher Observation of class communication and student participation

Tabernacle Township Schools
Social Studies Curriculum
Grade 4

Unit of Study: Genocide/Holocaust	Timing/Duration: (4-5) 45 minute sessions
NJSLS: 6.3.4.D.1 6.1.4.A.14-16	Essential Questions: <ul style="list-style-type: none"> • How did the Holocaust bring out the good in humanity? • How can we celebrate each others' differences?
Learning Objectives: <ul style="list-style-type: none"> • Define the <i>Holocaust</i> • Explain how individuals' beliefs, values, and traditions may reflect more than one culture. • Explain how experiences and events may be interpreted differently by people with different cultural and individual perspectives. • Describe how the world is divided into many nations that have their own governments, languages, customs and laws. • Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national and global challenges. • Explore how national and international leaders, businesses and global organizations promote human rights and provide aid to individuals and nations in need. • Explain the various reasons people came to America. 	Activities/Resources/Materials/Primary Sources: <ul style="list-style-type: none"> • <u>The Greatest Skating Race</u> by Louise Borden • <u>Music for the End of Time</u> by Jen Bryant • <u>U.S Holocaust Museum</u> by Rourke Discovery Library • <u>The Cats in Krasinski Square</u> by Karen Hesse • <u>The Secret Heroes</u> by Carla Mishek and Margo Sorenson • <u>Angel Girl</u> by Laurie Friedman • International Feast • <u>http://www.kidskonnnect.com/subject-index/16-history/269-holocaust.html</u> • <u>http://www.ushmm.org/education/foreducators/</u> • <u>http://www.carolhurst.com/subjects/history/holocaust.html</u> • <u>www.socialstudiesalive.net/connections.html</u>
Cross Content: <ul style="list-style-type: none"> • Technology-TEC.3-4 - Effective use of digital tools assists in gathering and managing information. TEC.3-4.8.1.4.E.2 - Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. TEC.3-4 - Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems. • Literature-LA.4.3.1.4.A.1 - Identify differences of various print formats, including newspapers, magazines, books, and reference resources. LA.4.3.1.4.G.7 - Identify and summarize central ideas in informational texts. LA.4.3.1.4.G.8 - Recognize differences among forms of literature, including poetry, drama, fiction, and nonfiction. LA.4.3.2.4.A.5 - Revise drafts by rereading for meaning, narrowing the focus, elaborating, reworking organization, openings, and closings, and improving word choice and consistency of voice. LA.4.3.2.4.D.5 - Use writing to paraphrase, clarify, and reflect on new learning across the curriculum. LA.4.3.1.4.G.4 - Understand author's opinions and how they address culture, ethnicity, gender, and historical periods. LA.4.3.3.4.A.1 - Use details, examples and reasons to support central ideas or clarify a point of view. LA.4.3.3.4.A.3 - Take turns without dominating. LA.4.3.3.4.B.4 - Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning. LA.4.3.4.4.B.1 - Demonstrate competence in active listening through comprehension of a story, interview, and oral report of an event or incident. LA.4.3.4.4.B.5 - Describe how language reflects specific regions and/or cultures. 	Assessment: <ul style="list-style-type: none"> • Teacher created tests and/or projects. • Teacher Observation of class communication

Tabernacle Township Schools
Social Studies Curriculum
Grade 4

<p>Unit of Study: The Peopling of the United States Chapter 3</p>	<p>Timing/Duration: (4-5) 45 minute sessions</p>
<p>NJSLS: 6.1.4.A.10 6.1.4.A.14-15 6.1.4.D.2 6.1.4.D.5 6.1.4.D.13-15 6.1.4.D.18-20</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What makes the United States a diverse nation?
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Identify the five major racial and ethnic groups in the United States. • Recount settlement stories of Native Americans, Latinos, European Americans, African Americans, and Asian Americans. • List Key contributions to American society made by five racial and ethnic groups. • Celebrate American diversity by writing a song. 	<p>Activities/Resources/Materials/Primary Sources:</p> <ul style="list-style-type: none"> • International Feast • Chapter 3: <i>The Peopling of the United States</i> – Social Studies Alive! • Song Writing Activity – Social Studies Alive! Lesson Guide pgs. 32-33 • Transparency 3 • Information Master 3 • Student Handout 3 • Placards with Social Studies Alive! Kit • Interactive Notebooks • www.socialstudiesalive.net/connections.html
<p>Cross Content:</p> <ul style="list-style-type: none"> • Technology-TEC.3-4 - Effective use of digital tools assists in gathering and managing information. TEC.3-4.8.1.4.E.2 - Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. TEC.3-4 - Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems. • LAL/Writing-LA.4.3.2.4.B.2 - Write informational reports across the curriculum that frame an issue or topic, include facts and details, and draw from more than one source of information. LA.4.3.2.4.B.4 - Build knowledge of the characteristics and structures of a variety of genres. 	<p>Assessment:</p> <ul style="list-style-type: none"> • Assessment 3 • Song describing/celebrating America’s Diversity • Teacher Observation of class communication

Tabernacle Township Schools
Social Studies Curriculum
Grade 4

Unit of Study: A Train Tour of the Northeast Chapter 4	Timing/Duration: (3-4) 45 minute sessions
NJSLS: 6.1.4.B.1-5 6.1.4.B.7 6.1.4.B.10 6.1.4.C.16-18	Essential Questions: <ul style="list-style-type: none"> • Why is the Northeastern part of the United States described as “the birthplace of our nation?”
Learning Objectives: <ul style="list-style-type: none"> • Examine aspects of industrialization, urbanization, and democracy. • Identify nine important sites in the Northeast • Identify the historic figures who resided in the Northeast and were imperative to the formation of our nation, • Trace the path through the Northeast using map skills- directional and spatial. 	Activities/Resources/Materials/Primary Sources: <ul style="list-style-type: none"> • Chapter 4: <i>A Train Tour of the Northeast</i>– Social Studies Alive! • Transparency 4A-I • Information Master 4D • Social Studies Alive Tracks 1-10 • Student Handout 3 • Geography Challenge Activity • Placards with Social Studies Alive! Kit • Interactive Notebooks • www.socialstudiesalive.net/connections.html • Letter Writing Activity
Cross Content: <ul style="list-style-type: none"> • Technology-TEC.3-4 - Effective use of digital tools assists in gathering and managing information. TEC.3-4.8.1.4.E.2 - Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. TEC.3-4 - Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems. • Language Arts-LA.4.3.2.4.D.9 - Write formal and informal letters for a variety of audiences and purposes. LA.4.3.2.4.D.4 - Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry). 	Assessment: <ul style="list-style-type: none"> • Assessment 4 • Completed Letter • Geography challenge activity results • Teacher Observation

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Unit of Study: Population Density and Life in the Northeast Chapter 5	Timing/Duration: (6) 45 minute sessions
NJSLS: 6.1.4.B.2 6.1.4.B.4	Essential Questions: <ul style="list-style-type: none"> • How does population density affect our daily lives?
Learning Objectives: <ul style="list-style-type: none"> • Use physical and political maps to explain how the location and spatial relationship of places in the United States and other areas worldwide have contributed to economic interdependence. • Describe how landforms, climate and weather, and availability of resources have impacted where people live and work in different regions of the United States. • Describe the population density of the Northeast and compare it with that of other regions in the United States. • Evaluate the effect of population density on the lives of urban and rural dwellings in the Northeast. 	Activities/Resources/Materials/Primary Sources: <ul style="list-style-type: none"> • Chapter 5: <i>Population Density and Life in the Northeast</i> – Social Studies Alive! • Table of Population Density Activity – Social Studies Alive! Lesson Guide pgs. 58-59 • Interactive Desk Maps • Geography Challenge • Transparency 5 • www.socialstudiesalive.net/connections.html • Placards with Social Studies Alive! Kit • Interactive Notebooks
Cross Content: <ul style="list-style-type: none"> • Technology-TEC.3-4 - Effective use of digital tools assists in gathering and managing information. TEC.3-4.8.1.4.E.2 - Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. TEC.3-4 - Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems. • LAL-LA.4.3.5.4.A.1 - Interpret information found in pictorial graphs, map keys, and icons on a computer screen. • Math-MA.4.4.1.4.A.1.A - Whole numbers through millions. MA.4.4.1.4.A.3 - Demonstrate a sense of the relative magnitudes of numbers. MA.4.4.1.4.A.4 - Understand the various uses of numbers. 	Assessment: <ul style="list-style-type: none"> • Assessment 5 • Teacher Observation of class communication • Results of Geography Challenge

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Unit of Study: A Boat Tour of the Southeast Chapter 6	Timing/Duration: (4) 45 minute sessions
NJSLS: 6.1.4.B.1-2 6.1.4.B.6-7 6.1.4.B.10 6.1.4.C.15	Essential Questions: <ul style="list-style-type: none"> ● How did the Southeastern part of the United States change over the course of the early years?
Learning Objectives: <ul style="list-style-type: none"> ● Understand the importance of the Southeast to the settlement and growth of the United States. ● Identify nine important cities in the Southeast ● Trace the path of a tour through the Southeast on a map of the region ● Describe the major physical and constructed features in the Southeast. ● Use physical and political maps to explain how the location and spatial relationship of places in the United States and other areas worldwide have contributed to economic interdependence. ● Describe how landforms, climate and weather, and availability of resources have impacted where people live and work in different regions of the United States ● Describe how the development of different transportation systems impacted the economies of the Southeast. 	Activities/Resources/Materials/Primary Sources: <ul style="list-style-type: none"> ● Chapter 6: <i>A Boat Tour of the Southeast</i>- Social Studies Alive! ● The “Survival Game” activity ● Geography Challenge activity ● Transparency 6A-I ● Information Master 6A-C ● Social Studies Alive Tracks 11-25 ● Student Handout 6 A; B; C ● Placards with Social Studies Alive! Kit ● Interactive Notebooks ● www.socialstudiesalive.net/connections.html
Cross Content: <ul style="list-style-type: none"> ● Technology-TEC.3-4 - Effective use of digital tools assists in gathering and managing information. TEC.3-4.8.1.4.E.2 - Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. TEC.3-4 - Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems. 	Assessment: <ul style="list-style-type: none"> ● Assessment 6 ● Teacher Observation of class communication ● Results of Geography Challenge ● Results of Survival Game

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<p>Unit of Study: The Effects of Geography on Life in the Southeast Ch. 7</p>	<p>Timing/Duration: (4) 45 minute sessions</p>
<p>NJSLS: 6.1.4.B.2 6.1.4.B.4 6.1.4.B.6-8</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What makes the geography of the Southeast important to life in that part of the country?
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Gather essential geographical information from maps and images of the Southeast. • List the effects of geography in the Southeast • Illustrate at least three ways that geography affects life in own community. • Describe how landforms, climate and weather, and availability of resources have impacted where people live and work in different regions of the United States. • To understand regionalization compare and contrast characteristics of regions in the United States based on economics and physical environment. • Explain why some areas are more suited for settlement than others. • Compare ways people choose to use and divide natural resources. 	<p>Activities/Resources/Materials/Primary Sources:</p> <ul style="list-style-type: none"> • Chapter 7: <i>The Effects of Geography on Life in the Southeast – Social Studies Alive!</i> • Scene Investigations (activity) – Social Studies Alive! Lesson Guide pgs. 98-99 • Transparencies: 7 • Geography Challenge activity • Placards with Social Studies Alive! Kit • Student handout 7 • Interactive Notebooks • www.socialstudiesalive.net/connections.html
<p>Cross Content:</p> <ul style="list-style-type: none"> • Technology-TEC.3-4 - Effective use of digital tools assists in gathering and managing information. TEC.3-4.8.1.4.E.2 - Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. TEC.3-4 - Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems. • Language Arts-LA.4.3.3.4.A.1 - Use details, examples and reasons to support central ideas or clarify a point of view. LA.4.3.3.4.A.3 - Take turns without dominating. LA.4.3.3.4.B.4 - Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning. 	<p>Assessment:</p> <ul style="list-style-type: none"> • Assessment 7 • “Scene Investigation” activity questions • Teacher observation of class communication • Results of Geography Challenge

- Math-MA.4.4.1.4.B.6 - Count and perform simple computations with money. MA.4.4.1.4.B.6.A - Standard dollars and cents notation.

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Unit of Study: A Crop Duster Tour of the Midwest Chapter	Timing/Duration: (5) 45 minute sessions
NJSLS: 6.1.4.B.2 6.1.4.B.4-8	Essential Questions:
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Describe how landforms, climate and weather, and availability of resources have impacted where people live and work in different regions of the United States • Describe how human interaction impacts the environment in the United States. • Understand the importance of the farming industry in the Midwest. • Identify nine important sites in the Midwest on a map of the regions • Describe the major natural and constructed features in the Midwest. 	<p>Activities/Resources/Materials/Primary Sources:</p> <ul style="list-style-type: none"> • Chapter 8: <i>A Crop Duster Tour of the Midwest</i> – Social Studies Alive! • Letter Writing Activity- Lesson guide Pg. 106 • Social Studies Alive! CD: Track 26-37 • Transparencies: All for 8 • Placards with Social Studies Alive! Kit • Student handout all 8 • Geography challenge (activity) • Interactive Notebooks • <u>Out of the Dust</u> by Karen Hesse • www.socialstudiesalive.net/connections.html
<p>Cross Content:</p> <ul style="list-style-type: none"> • Technology-TEC.3-4 - Effective use of digital tools assists in gathering and managing information. TEC.3-4.8.1.4.E.2 - Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. TEC.3-4 - Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems. • Language Arts-LA.4.3.2.4.D.9 - Write formal and informal letters for a variety of audiences and purposes. LA.4.3.2.4.D.4 - Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry). • Science-SCI.3-4.5.4.4 - Earth operates as a set of complex, dynamic, and interconnected systems, and is a part of the all-encompassing system of the universe. SCI.3-4.5.2.4 - Physical science principles, including fundamental ideas about matter, energy, and motion, are powerful 	<p>Assessment:</p> <ul style="list-style-type: none"> • Completed Letters • Assessment 8 • Teacher observation of class communication • Geography Challenge results

conceptual tools for making sense of phenomena in physical, living, and Earth systems science.

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Unit of Study: A Big Rig Tour of the Southwest Chapter 10	Timing/Duration: (5) 45 minute sessions
NJSLS: 6.1.4.B.2 6.1.4.B.4 6.1.4.B.6-7	Essential Questions: <ul style="list-style-type: none"> • How did earlier settlers of the West survive?
Learning Objectives: <ul style="list-style-type: none"> • Understand how people adapted to the geography of the Southwest. • Identify nine important sites in the Southwest on a map of the regions • Describe the major natural and constructed features in the Southwest. • Describe how landforms, climate and weather, and availability of resources have impacted where people live and work in different regions of the United States • To understand the concept of regionalization compare and contrast characteristics of regions in the United States based on economics and physical environment. 	Activities/Resources/Materials/Primary Sources: <ul style="list-style-type: none"> • “Big Rig” – activity for tour • Chapter 10: <i>A Big Rig Tour of the Southwest</i> – Social Studies Alive! • Transparencies: All for 10 • Placards with Social Studies Alive! Kit • Student handout 10 • Information Masters- all for 10 • Interactive Notebooks
Cross Content: <ul style="list-style-type: none"> • Technology-PowerPoint; Publisher-TEC.3-4 - Effective use of digital tools assists in gathering and managing information. TEC.3-4.8.1.4.E.2 - Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. TEC.3-4 - Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems. TEC.3-4.8.1.4.A.3 - Create and present a Multimedia presentation that 	Assessment: <ul style="list-style-type: none"> • Assessment 10 • Teacher created tests/quizzes • Teacher observation of class communication

<p>includes graphics. TEC.3-4.8.1.4.A.2 - Create a document with text formatting and graphics using a word processing program.</p> <ul style="list-style-type: none"> Language Arts-LA.4.3.1.4.H - Inquiry and research. LA.4.3.2.4.A.3 - Use strategies such as reflecting on personal experiences, reading, doing interviews or research, and using graphic organizers to generate and organize ideas for writing. 	
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**Tabernacle Township Schools
Social Studies Curriculum
Grade 4**

Unit of Study: New Jersey’s Geography	Timing/Duration: (12) 45 minute sessions
NJSLS: 6.1.4.B.2 6.1.4.B.4-5 6.1.4.B.7-8 6.1.4.B.10	Essential Questions: <ul style="list-style-type: none"> How does New Jersey’s geography affect its economy? How does New Jersey’s geography affect how and where people live and work?
Learning Objectives: <ul style="list-style-type: none"> Use physical and political maps to explain how the location and spatial relationship of places in NJ have contributed to cultural diffusion and economic interdependence. 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. Describe how human interaction impacts the environment in New Jersey. Explain why some locations in New Jersey are more suited for settlement than others. Compare ways people choose to use and divide natural resources. Identify major cities in New Jersey and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences. 	Activities/Resources/Materials/Primary Sources: <ul style="list-style-type: none"> “Big Rig” – activity for tour Chapter 14: <i>Researching Your State’s Geography</i> – Social Studies Alive! Transparencies: All for 14 Placards with Social Studies Alive! Kit Student handout 14 Information Masters- all for 14 Interactive Notebooks Expert Projects- PowerPoint (alternate to “scripts”) Board Game www.Rubystar.com http://www.netstate.com/states/geography/nj_geography.htm http://www.infoplease.com/ipa/A0108246.html www.socialstudiesalive.net/connections.html http://www.state.nj.us/hangout_nj/
Cross Content: <ul style="list-style-type: none"> Technology-PowerPoint; Publisher-TEC.3-4 - Effective use of digital tools assists in gathering and managing information. TEC.3-4.8.1.4.E.2 - Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. TEC.3-4. - 	Assessment: <ul style="list-style-type: none"> Expert Projects- Power Points (alternate to “board game”) Teacher created tests/quizzes Teacher observation of class communication Teacher created rubric for Expert Projects

<p>Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems. TEC.3-4.8.1.4.A.3 - Create and present a Multimedia presentation that includes graphics. TEC.3-4.8.1.4.A.2 - Create a document with text formatting and graphics using a word processing program.</p> <ul style="list-style-type: none"> • Language Arts-LA.4.3.1.4 H - Inquiry and research. LA.4.3.2.4.A.3 - Use strategies such as reflecting on personal experiences, reading, doing interviews or research, and using graphic organizers to generate and organize ideas for writing. • Science-SCI.3-4.5.4.4.F - Earth's weather and climate systems are the result of complex interactions between LAND, ocean, ice, and atmosphere. 	
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Grade 4

<p>Unit of Study: New Jersey's History</p>	<p>Timing/Duration: (12) 45 minute sessions</p>
<p>NJSLS: 6.1.4.D.1-5 6.1.4.D.7-8</p> <p style="padding-left: 100px;">6.1.4.D.10-12</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does New Jersey's geography affect its economy? • How does New Jersey's geography affect how and where people live and work?
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Identify familiar and famous buildings in New Jersey • Explain the major eras and historical events that have occurred in New Jersey and made it what it is today. • Explain the role William Livingston played in the development of New Jersey and its government. • Determine how local and state communities have changed over time, and explain the reasons for changes. • Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey. 	<p>Activities/Resources/Materials/Primary Sources:</p> <ul style="list-style-type: none"> • Chapter 15: <i>Researching Your State's History</i>– Social Studies Alive! • Transparencies: All for 15 • Placards with Social Studies Alive! Kit • Student handout 15 • Information Masters- all for 15 • Interactive Notebooks • Guide for Reading Notes 15 • Expert Projects- power point (alternate to “scripts”) • “Scripts” • www.socialstudiesalive.net/connections.html • http://www.state.nj.us/hangout_nj/ • http://www.state.nj.us/nj/about/history/ • http://www.usgennet.org/usa/nj/state/NJ-History.htm
<p>Cross Content:</p> <ul style="list-style-type: none"> • Technology-PowerPoint; Publisher-TEC.3-4 - Effective use of digital tools assists in gathering and managing information. TEC.3-4.8.1.4.E.2 - Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of 	<p>Assessment:</p> <ul style="list-style-type: none"> • Expert Projects- Power Points (alternate to “scripts”) • Teacher created tests/quizzes • Teacher observation of class communication • Teacher created rubric for Expert Projects

<p>tasks. TEC.3-4 - Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems. TEC.3-4.8.1.4.A.3 - Create and present a Multimedia presentation that includes graphics. TEC.3-4.8.1.4.A.2 - Create a document with text formatting and graphics using a word processing program.</p> <ul style="list-style-type: none"> • Language Arts-LA.4.3.1.4.H - Inquiry and research. LA.4.3.2.4.A.3 - Use strategies such as reflecting on personal experiences, reading, doing interviews or research, and using graphic organizers to generate and organize ideas for writing. 	
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Tabernacle Township Schools
Social Studies Curriculum
Grade 4

Unit of Study: New Jersey's Economy	Timing/Duration: (12) 45 minute sessions
NJSLS: 6.1.4.C.12 6.1.4.C.14-15	Essential Questions:
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Identify the primary economic activities in New Jersey • Explain how the geography and natural resources in New Jersey relate to New Jersey's economic activities • Research New Jersey's economy using a variety of resources including but not limited to the internet and school library. 	<p>Activities/Resources/Materials/Primary Sources:</p> <ul style="list-style-type: none"> • Chapter 16: Researching Your State's Economy– Social Studies Alive! • Placards with Social Studies Alive! Kit • Student handout 16 • Information Masters- all for 16 • Interactive Notebooks • Guide for Reading Notes 16 • Expert Projects- PowerPoint (alternate to "Museum Exhibit") • "Museum Exhibit" (Lesson Guide pgs. 259-260) • www.Rubystar.com • http://www.state.nj.us/hangout_nj/ • http://www.netstate.com/economy/nj_economy.htm • www.socialstudiesalive.net/connections.html
Cross Content:	Assessment:
<ul style="list-style-type: none"> • Technology-PowerPoint; Publisher-TEC.3-4 - Effective use of digital tools assists in gathering and managing information. TEC.3-4.8.1.4.E.2 - Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. TEC.3-4 - Information-literacy skills, research, data analysis, and 	<ul style="list-style-type: none"> • Expert Projects- Power Points (alternate to "Museum Exhibit") • Teacher created tests/quizzes • Teacher observation of class communication • Teacher created rubric for Expert Projects

<p>prediction provide the basis for the effective design of technology systems. TEC.3-4.8.1.4.A.3 - Create and present a Multimedia presentation that includes graphics. TEC.3-4.8.1.4.A.2 - Create a document with text formatting and graphics using a word processing program.</p> <ul style="list-style-type: none"> • Language Arts-LA.4.3.1.4.H - Inquiry and research. LA.4.3.2.4.A.3 - Use strategies such as reflecting on personal experiences, reading, doing interviews or research, and using graphic organizers to generate and organize ideas for writing. 	
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**Tabernacle Township Schools
Social Studies Curriculum
Grade 4**

Unit of Study: New Jersey's Government	Timing/Duration: (12) 45 minute s sessions
NJSLS: 6.1.4.A.1 6.1.4.A.6-8	Essential Questions:
	<ul style="list-style-type: none"> • What major roles does New Jersey's Government play in our everyday lives?
Learning Objectives:	Activities/Resources/Materials/Primary Sources:
<ul style="list-style-type: none"> • Explain how the rules created at the state level are designed to protect the rights of people, help resolve conflicts, and promote the common good. • Explain how national and state governments share power in the federal system of government. • Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at state levels. • Identify the primary features of New Jersey's government. • Explain how an idea becomes law in New Jersey. 	<ul style="list-style-type: none"> • Chapter 17: <i>Researching Your State's Government</i> – Social Studies Alive! • Placards with Social Studies Alive! Kit • Student handout 17 • Information Masters- all for 17 • Interactive Notebooks • Guide for Reading Notes 17 • Expert Projects (alternative to Story Books) • Story Books (Lesson Guide pg. 267) • www.Rubystar.com • http://www.govspot.com/state/nj.htm • http://www.state.nj.us/nj/gov/ • www.socialstudiesalive.net/connections.html • http://www.state.nj.us/hangout_nj/
Cross Content:	Assessment:
<ul style="list-style-type: none"> • Technology-PowerPoint; Publisher-TEC.3-4 - Effective use of digital tools assists in gathering and managing information. TEC.3-4.8.1.4.E.2 - Evaluate the accuracy of, relevance to, and appropriateness of using print 	<ul style="list-style-type: none"> • Expert Projects- Power Points • Teacher created tests/quizzes

<p>and non-print electronic information sources to complete a variety of tasks. TEC.3-4 - Information-literacy skills, RESEARCH, data analysis, and prediction provide the basis for the effective design of technology systems. TEC.3-4.8.1.4.A.3 - Create and present a Multimedia presentation that includes graphics. TEC.3-4.8.1.4.A.2 - Create a document with text formatting and graphics using a word processing program.</p> <ul style="list-style-type: none"> • Language Arts-LA.4.3.1.4.H - Inquiry and RESEARCH. LA.4.3.2.4.A.3 - Use strategies such as reflecting on personal experiences, reading, doing interviews or research, and using graphic organizers to generate and organize ideas for writing. 	<ul style="list-style-type: none"> • Teacher observation of class communication • Teacher created rubric for Expert Projects • Story Books(Lesson Guide pg. 267)
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Tabernacle Township Schools
Grade 5 Social Studies Curriculum Map

	1 ST Quarter	2 ND Quarter	3 RD Quarter	4 TH Quarter
Unit/Chapter Name or Theme	Geography of the United States (Discovery Education America’s Past: Chapter 1) Native Americans of North America (Discovery Education America’s Past: Chapters 2-3) Native Americans and Their Land Native American Cultural Regions	Native Americans of South America Mayas Incas Aztecs Age of Exploration (Discovery Education America’s Past: Chapters 4-5) Why Europeans Left for the New World Routes of Exploration to the New World	Life in Colonial America (Discovery Education America’s Past: Chapters 6–9) Early English Settlements Comparing the Colonies Facing Slavery Life in Colonial Williamsburg	The Road to Revolution (Discovery Education America’s Past: Chapters 10-12) <ul style="list-style-type: none"> • Growing Tensions Between the Colonies and Britain • To Declare Independence or Not • The Declaration of Independence
Essential Questions	In what ways does learning about geography most help you to understand how your physical surroundings affect your lives? In what ways did geography most impact the lives of Native Americans? In which of the Native American cultural regions was survival the easiest?	How did geography most impact the lives of the Mayas, Incas, and Aztecs? What was the greatest motivation for European exploration? What was the greatest positive and negative impact of European exploration in the Americas?	What factors most impacted the choices people made for settlement and the success of those settlements? What were the greatest challenges faced by the early settlers? Was slavery and the treatment of slaves in the colonies necessary/justified?	Was Britain justified in the actions it took in the colonies following the French and Indian War (Proclamation of 1763, Quartering Act, Stamp Act, Intolerable Acts)? Who had a stronger argument: Patriots in favor of independence or Loyalists against independence? Was the Declaration of Independence a necessary step for colonists to take against Britain?

Assessment (Summative & Formative)	Chapter quizzes, reading notes, preview activities for each chapter, processing activities for each chapter, Internet tutorials, journals/writing assignments/diaries, Brain Pop, Study Island	Chapter quizzes, reading notes, preview activities for each chapter, processing activities for each chapter, Internet tutorials, journals/writing assignments/diaries, Brain Pop, Study Island	Chapter quizzes, reading notes, preview activities for each chapter, processing activities for each chapter, Internet tutorials, journals/writing assignments/diaries, Brain Pop, Study Island	Chapter quizzes, reading notes, preview activities for each chapter, processing activities for each chapter, Internet tutorials, journals/writing assignments/diaries, Brain Pop, Study Island
Instructional Strategies	Cooperative learning, debates, teacher presented material (lecture), pre-reading sheets (e.g. KWL, Content Brainstorming), graphic organizers, class discussions, Living Tableau	Cooperative learning, debates, teacher presented material (lecture), pre-reading sheets (e.g. KWL, Content Brainstorming), primary and secondary source analysis, graphic organizers, class discussions, Living Tableau	Cooperative learning, debates, teacher presented material (lecture), pre-reading sheets (e.g. KWL, Content Brainstorming), literature connections, graphic organizers, class discussions, historical re-enactments, primary and secondary source analysis, Living Tableau	Cooperative learning, debates, teacher presented material (lecture), pre-reading sheets (e.g. KWL, Content Brainstorming), graphic organizers, class discussions, historical re-enactments, primary and secondary source analysis, Living Tableau

**Tabernacle Township Schools
Social Studies Curriculum
Grade 5**

<p>Unit of Study: Geography of the United States (Discovery Education America’s Past – Chapter 1) *Note: This unit is a mini-review of previously learned geographic information that is essential for all upcoming units of study.</p>	<p>Timing/Duration: Approximately 2 - 3 weeks</p>
<p>NJSLS: 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful. 6.1.4.B.4 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.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • In what ways does learning about geography most help you to understand how your physical surroundings affect your lives?
<p>Learning Objectives: Students will be able to:</p> <ul style="list-style-type: none"> • Label key parts of a world map (including the four hemispheres, a compass rose, the equator, the Prime Meridian, the seven continents, and the four oceans). • Use latitude and longitude to find locations on the Earth’s surface. • Define key geographic terms (such as bay, ocean, and peninsula) that relate to different types of geographic features that impact people’s lives. • Identify major physical features of the United States, such as the Mississippi River, the Sierra Nevada Mountains, and the Great Plains. 	<p>Activities/Resources/Materials/Primary Sources:</p> <ul style="list-style-type: none"> • Preview 1 Activity – Students draw a free-form map of a designated area of the classroom on “Map A” on pg. 1 of the Interactive Student Notebook. Teacher then creates a floor grid in the designated area and students re-map the area and “Map B” of the same page. (See complete directions in Teacher Lesson Guide 1 – pg. 3) <ul style="list-style-type: none"> • Student Notebook – Preview 1 – pg. 1 • Introduce Chapter 1: Geography of the United States and read Section 1.1: Introduction. Explain boldfaced words. (See complete directions in Teacher Lesson Guide 1 – pg. 3) <ul style="list-style-type: none"> • Textbook – pgs. 10 – 11 • Introduce Graphic Organizer Transparency 1: World Globe: Western Hemisphere and discuss what students see and key features of the image that is projected. (See complete set of discussion questions in Teacher Lesson Guide 1 – pg. 3) <ul style="list-style-type: none"> • Graphic Organizer Transparency 1: World Globe: Western Hemisphere • Phase 1: Labeling the Key Parts of a World Map Project Transparency 1A: Labeling Key Parts of a World Map and discuss key features of the map including the Compass Rose, important lines of latitude and longitude, the continents and

the oceans. Students read section 1.2 on pages 12 – 13 of the textbook and work in pairs to complete Geography Challenge 1A on page 2 of the Interactive Student Notebook. (See complete directions and discussion questions in Teacher Lesson Guide 1 – pgs. 4-5)

- Transparency 1A: Labeling the Key Parts of a World Map
- Textbook – pgs. 12 – 13
- Student Notebook – Geography Challenge 1A – pg. 2
- Student Handout 1A: Geography Challenge Questions for Key Parts of the World Map – (Teacher Lesson Guide 1 – pg. 11)
- Guide to Geography Challenge 1A - (Teacher Lesson Guide 1 – pg. 15)
- Phase 2: Determining Location with Latitude and Longitude

Project Transparency 1B: Determining Location with Latitude and Longitude and discuss how to use latitude and longitude through a series of questions. Students read section 1.3 on pages 14 – 15 of the textbook and work in pairs to complete Geography Challenge 1B on page 3 of the Interactive Student Notebook. (See complete directions and discussion questions in Teacher Lesson Guide 1 – pg. 5)

- Transparency 1B: Determining Location with Latitude and Longitude
- Textbook – pgs. 14 – 15
- Student Notebook – Geography Challenge 1B – pg. 3
- Student Handout 1B: Geography Challenge Questions for Latitude and Longitude – (Teacher Lesson Guide 1 – pg. 12)
- Guide to Geography Challenge 1B - (Teacher Lesson Guide 1 – pg. 16)
- Phase 3: Using Geographic Terms to Describe Land and Water
Project Transparency 1C: Geographic Terms and have students point out and discuss various landforms and bodies of water in the image. Students read section 1.4 on page 16 of the textbook and work in pairs to complete Geography Challenge 1C on page 4 of the Interactive Student Notebook. After students complete the activity, have pairs use their bodies to represent the different geographic terms for the class. (See complete directions in Teacher Lesson Guide 1 – pgs. 5 – 6)

- Transparency 1C: Geographic Terms
- Textbook – pg. 16
- Student Notebook – Geography Challenge 1C – pg. 4
- Student Handout 1C: Geography Challenge Questions for Geographic Terms – (Teacher Lesson Guide 1 – pg. 13)
- Guide to Geography Challenge 1C - (Teacher Lesson Guide 1 – pg. 17)
- Phase 4: Identifying Physical Features of the United States
Project Transparency 1D: Physical Features of the United States and have students point out physical features on the map that can be found near their community. Students read section 1.5 on pages 17 – 19 of the textbook and work in pairs to complete Geography Challenge 1D on page 5 of the Interactive Student Notebook. After students complete the activity, have students use their bodies to create a human map of the physical features of the United States. (See complete directions in Teacher Lesson Guide 1 – pgs. 6-7)

- Transparency 1D: Physical Features of the United States
- Textbook – pg. 17 – 19
- Student Notebook – Geography Challenge 1D – pg. 5
- Student Handout 1D: Geography Challenge Questions for Physical Features – (Teacher Lesson Guide 1 – pg. 14)

	<ul style="list-style-type: none"> • Guide to Geography Challenge 1D - (Teacher Lesson Guide 1 – pg. 18) • Students complete Internet Tutorial for Lesson 1 found at www.tutorial.historyalive.com. <p>Optional activities:</p> <ul style="list-style-type: none"> • Discuss and define bold-faced vocabulary words as they appear in the text. (See attached vocabulary sheet for a suggested format). <ul style="list-style-type: none"> • Processing Assignment – Students create their own Challenge Question Cards and play the Challenge Game according to the directions on the back of the Interactive Desk Maps.
<p>Cross Content:</p> <ul style="list-style-type: none"> • Language Arts: <ul style="list-style-type: none"> • Vocabulary definitions – optional activity (3.1.5.A.1, 3.1.5.F.1) • Technology (8.1.8.A.5,8.1.8.D.1) <ul style="list-style-type: none"> • Internet tutorial for Lesson 1 (www.tutorial.historyalive.com) • Art (1.1.8.D.1, 1.1.8.D.2) <ul style="list-style-type: none"> • Sketches for the vocabulary words (optional activity) 	<p>Assessment:</p> <p>Required:</p> <ul style="list-style-type: none"> • Assessment 1 (in Teacher Lesson Guide 1 - pgs. 8 – 10) <p>Other opportunities for assessment:</p> <ul style="list-style-type: none"> • Student Notebook Preview 1 (pg. 1) • Student Notebook Reading Notes 1 (pgs. 2 – 5) • Teacher made vocabulary quiz using vocabulary terms

**Tabernacle Township School District Curriculum Guide
Grade 6 Social Studies Curriculum Map**

	September	October	November	December	January
UNIT/ TOPICS	Early Humans (hominoids) Civilization(starting cities) Mesopotamia	Ancient Egypt Ancient Hebrews & Judaism	Ancient Hebrews & Judaism Ancient India (emphasis on Indus river valley)	Ancient India (emphasis on Indus river valley) Hinduism & Buddhism	Ancient China Confucianism Chinese Philosophies
INSTRUCTIONAL MATERIALS	Instructional materials, including textbooks, educational media, library texts, computer software, videotapes, films, DVDs, and instructional television programs, as well as teacher/classroom supplies, & lesson plans	Instructional materials, including textbooks, educational media, library texts, computer software, videotapes, films, DVDs, and instructional television programs, as well as teacher/classroom supplies, & lesson plans	Instructional materials, including textbooks, educational media, library texts, computer software, videotapes, films, DVDs, and instructional television programs, as well as teacher/classroom supplies, & lesson plans	Instructional materials, including textbooks, educational media, library texts, computer software, videotapes, films, DVDs, and instructional television programs, as well as teacher/classroom supplies, & lesson plans	Instructional materials, including textbooks, educational media, library texts, computer software, videotapes, films, DVDs, and instructional television programs, as well as teacher/classroom supplies, & lesson plans

INTERDISCIPLINARY CURRICULAR CONNECTIONS	Language Arts, Science, Art, Music, Technology, etc...	Language Arts, Science, Art, Music, Technology, etc...	Language Arts, Science, Art, Music, Technology, etc...	Language Arts, Science, Art, Music, Technology, etc...	Language Arts, Science, Art, Music, Technology, etc...
INTEGRATION OF 21ST CENTURY THEMES & SKILLS	<p><u>Themes:</u> Global Awareness. Financial, economic, business and entrepreneurial literacy Civic literacy, Health literacy</p> <p><u>Skills:</u> Learning & Innovation Skills, Information, Media and Technology Skills, Life and Career Skills</p>	<p><u>Themes:</u> Global Awareness. Financial, economic, business and entrepreneurial literacy Civic literacy, Health literacy</p> <p><u>Skills:</u> Learning & Innovation Skills, Information, Media and Technology Skills, Life and Career Skills</p>	<p><u>Themes:</u> Global Awareness. Financial, economic, business and entrepreneurial literacy Civic literacy, Health literacy</p> <p><u>Skills:</u> Learning & Innovation Skills, Information, Media and Technology Skills, Life and Career Skills</p>	<p><u>Themes:</u> Global Awareness. Financial, economic, business and entrepreneurial literacy Civic literacy, Health literacy</p> <p><u>Skills:</u> Learning & Innovation Skills, Information, Media and Technology Skills, Life and Career Skills</p>	<p><u>Themes:</u> Global Awareness. Financial, economic, business and entrepreneurial literacy Civic literacy, Health literacy</p> <p><u>Skills:</u> Learning & Innovation Skills, Information, Media and Technology Skills, Life and Career Skills</p>
ASSESSMENTS (FORMATIVE, SUMMATIVE, BENCHMARK)	Ch. Tests, Quizzes, Journal Entries, Study Island, Projects, Reaction Papers, Notebooks, Community Service Projects, Teacher Observation, Skill Sheets, Maps	Ch. Tests, Quizzes, Journal Entries, Study Island, Projects, Reaction Papers, Notebooks, Community Service Projects, Teacher Observation, Skill Sheets, Maps	Ch. Tests, Quizzes, Journal Entries, Study Island, Projects, Reaction Papers, Notebooks, Community Service Projects, Teacher Observation, Skill Sheets, Maps	Ch. Tests, Quizzes, Journal Entries, Study Island, Projects, Reaction Papers, Notebooks, Community Service Projects, Teacher Observation, Skill Sheets, Maps	Ch. Tests, Quizzes, Journal Entries, Study Island, Projects, Reaction Papers, Notebooks, Community Service Projects, Teacher Observation, Skill Sheets, Maps

**Tabernacle Township School District Curriculum Guide
Grade 6 Social Studies Curriculum Map**

	February	March	April	May	June
UNIT/ TOPICS	Ancient China Confucianism Chinese Philosophies Ancient Greece	Ancient Greece Ancient Rome	Ancient Rome Rise of Islam (HA! The Medieval World and Beyond - Unit 2)	The Culture and Kingdoms of West Africa (Unit 3) Japan During Medieval Times (Unit 5)	The Culture and Kingdoms of West Africa (Unit 3) Japan During Medieval Times (Unit 5)
INSTRUCTIONAL MATERIALS	Instructional materials, including textbooks, educational media, library texts, computer software, videotapes, films, DVDs, and instructional television programs, as well as teacher/classroom supplies, & lesson plans	Instructional materials, including textbooks, educational media, library texts, computer software, videotapes, films, DVDs, and instructional television programs, as well as teacher/classroom supplies, & lesson plans	Instructional materials, including textbooks, educational media, library texts, computer software, videotapes, films, DVDs, and instructional television programs, as well as teacher/classroom supplies, & lesson plans	Instructional materials, including textbooks, educational media, library texts, computer software, videotapes, films, DVDs, and instructional television programs, as well as teacher/classroom supplies, & lesson plans	Instructional materials, including textbooks, educational media, library texts, computer software, videotapes, films, DVDs, and instructional television programs, as well as teacher/classroom supplies, & lesson plans

INTERDISCIPLINARY CURRICULAR CONNECTIONS	Language Arts, Science, Art, Music, Technology, etc...	Language Arts, Science, Art, Music, Technology, etc...	Language Arts, Science, Art, Music, Technology, etc...	Language Arts, Science, Art, Music, Technology, etc...	Language Arts, Science, Art, Music, Technology, etc...
INTEGRATION OF 21ST CENTURY THEMES & SKILLS	<u>Themes:</u> Global Awareness. Financial, economic, business and entrepreneurial literacy Civic literacy, Health literacy <u>Skills:</u> Learning & Innovation Skills, Information, Media and Technology Skills, Life and Career Skills	<u>Themes:</u> Global Awareness. Financial, economic, business and entrepreneurial literacy Civic literacy, Health literacy <u>Skills:</u> Learning & Innovation Skills, Information, Media and Technology Skills, Life and Career Skills	<u>Themes:</u> Global Awareness. Financial, economic, business and entrepreneurial literacy Civic literacy, Health literacy <u>Skills:</u> Learning & Innovation Skills, Information, Media and Technology Skills, Life and Career Skills	<u>Themes:</u> Global Awareness. Financial, economic, business and entrepreneurial literacy Civic literacy, Health literacy <u>Skills:</u> Learning & Innovation Skills, Information, Media and Technology Skills, Life and Career Skills	<u>Themes:</u> Global Awareness. Financial, economic, business and entrepreneurial literacy Civic literacy, Health literacy <u>Skills:</u> Learning & Innovation Skills, Information, Media and Technology Skills, Life and Career Skills
ASSESSMENTS (FORMATIVE, SUMMATIVE, BENCHMARK)	Ch. Tests, Quizzes, Journal Entries, Study Island, Projects, Reaction Papers, Notebooks, Community Service Projects, Teacher Observation, Skill Sheets, Maps	Ch. Tests, Quizzes, Journal Entries, Study Island, Projects, Reaction Papers, Notebooks, Community Service Projects, Teacher Observation, Skill Sheets, Maps	Ch. Tests, Quizzes, Journal Entries, Study Island, Projects, Reaction Papers, Notebooks, Community Service Projects, Teacher Observation, Skill Sheets, Maps	Ch. Tests, Quizzes, Journal Entries, Study Island, Projects, Reaction Papers, Notebooks, Community Service Projects, Teacher Observation, Skill Sheets, Maps	Ch. Tests, Quizzes, Journal Entries, Study Island, Projects, Reaction Papers, Notebooks, Community Service Projects, Teacher Observation, Skill Sheets, Maps

**Tabernacle Township School District Curriculum Guide
Grade 7 Social Studies Curriculum Map**

	September	October	November	December	January
UNIT/ TOPICS	<p>Colonization & Settlement 1585-1763</p> <ul style="list-style-type: none"> •Colonial N. America •Early Gov. Structures, •Reasons for Settlement •Voluntary vs. Involuntary •Life in Colonial America •Economy <p><i>See NJSLS: 6.1.8 Strand 2</i> NJSLS 6.3.8 integrated</p>	<p>Colonization & Settlement 1585-1763</p> <ul style="list-style-type: none"> •Colonial N. America •Early Gov. Structures, •Reasons for Settlement •Voluntary vs. Involuntary •Life in Colonial America •Economy <p><i>See NJSLS: 6.1.8 Strand 2</i> NJSLS 6.3.8 integrated</p>	<p>Revolution & the New Nation 1754-1820</p> <ul style="list-style-type: none"> •Build up to Revolution •Reasons for unrest •Economics as connected to England. •Unrest in the colonies <p><i>See NJSLS 6.1.8 Strand 3</i> NJSLS 6.3.8 integrated</p>	<p>Revolution & the New Nation 1754-1820</p> <ul style="list-style-type: none"> •Build up to Revolution •Reasons for unrest •Economics as connected to England. •Unrest in the colonies <p><i>See NJSLS 6.1.8 Strand 3</i> NJSLS 6.3.8 integrated</p>	<p>Revolution and the New Nation 1754-1820</p> <ul style="list-style-type: none"> •The Revolutionary War •NJ's contribution •Differences between North and South •Global connections to Revolution <p><i>See NJSLS 6.1.8 Strand 3</i> NJSLS 6.3.8 integrated</p>
INSTRUCTIONAL MATERIALS	<ul style="list-style-type: none"> •Nonfiction texts •Primary Source Documents •Educational Media •Media Center & research resources •Internet and Cloud based Resources Teacher driven content 	<ul style="list-style-type: none"> •Nonfiction texts •Primary Source Documents •Educational Media •Media Center & research resources •Internet and Cloud based Resources Teacher driven content 	<ul style="list-style-type: none"> •Nonfiction texts •Primary Source Documents •Educational Media •Media Center & research resources •Internet and Cloud based Resources Teacher driven content 	<ul style="list-style-type: none"> •Nonfiction texts •Primary Source Documents •Educational Media •Media Center & research resources •Internet and Cloud based Resources Teacher driven content 	<ul style="list-style-type: none"> •Nonfiction texts •Primary Source Documents •Educational Media •Media Center & research resources •Internet and Cloud based Resources Teacher driven content

INTERDISCIPLINARY CURRICULAR CONNECTIONS	<ul style="list-style-type: none"> •LA •Mathematics •Science •iStem •Related Arts 	<ul style="list-style-type: none"> •LA •Mathematics •Science •iStem •Related Arts 	<ul style="list-style-type: none"> •LA •Mathematics •Science •iStem •Related Arts 	<ul style="list-style-type: none"> •LA •Mathematics •Science •iStem •Related Arts 	<ul style="list-style-type: none"> •LA •Mathematics •Science •iStem •Related Arts
INTEGRATION OF 21ST CENTURY THEMES & SKILLS	<p><u>Themes:</u> Global Awareness. Financial, economic, business and entrepreneurial literacy Civic literacy, Health literacy</p> <p><u>Skills:</u> Learning & Innovation Skills, Information, Media and Technology Skills, Life and Career Skills</p>	<p><u>Themes:</u> Global Awareness. Financial, economic, business and entrepreneurial literacy Civic literacy, Health literacy</p> <p><u>Skills:</u> Learning & Innovation Skills, Information, Media and Technology Skills, Life and Career Skills</p>	<p><u>Themes:</u> Global Awareness. Financial, economic, business and entrepreneurial literacy Civic literacy, Health literacy</p> <p><u>Skills:</u> Learning & Innovation Skills, Information, Media and Technology Skills, Life and Career Skills</p>	<p><u>Themes:</u> Global Awareness. Financial, economic, business and entrepreneurial literacy Civic literacy, Health literacy</p> <p><u>Skills:</u> Learning & Innovation Skills, Information, Media and Technology Skills, Life and Career Skills</p>	<p><u>Themes:</u> Global Awareness. Financial, economic, business and entrepreneurial literacy Civic literacy, Health literacy</p> <p><u>Skills:</u> Learning & Innovation Skills, Information, Media and Technology Skills, Life and Career Skills</p>
ASSESSMENTS (FORMATIVE, SUMMATIVE, BENCHMARK)	<p>Ch. Tests, Quizzes, Journal Entries, Study Island, Projects, Reaction Papers, Notebooks, Community Service Projects, Teacher Observation, Skill Sheets, Maps</p>	<p>Ch. Tests, Quizzes, Journal Entries, Study Island, Projects, Reaction Papers, Notebooks, Community Service Projects, Teacher Observation, Skill Sheets, Maps</p>	<p>Ch. Tests, Quizzes, Journal Entries, Study Island, Projects, Reaction Papers, Notebooks, Community Service Projects, Teacher Observation, Skill Sheets, Maps</p>	<p>Ch. Tests, Quizzes, Journal Entries, Study Island, Projects, Reaction Papers, Notebooks, Community Service Projects, Teacher Observation, Skill Sheets, Maps</p>	<p>Ch. Tests, Quizzes, Journal Entries, Study Island, Projects, Reaction Papers, Notebooks, Community Service Projects, Teacher Observation, Skill Sheets, Maps</p>

**Tabernacle Township School District Curriculum Guide
Grade 7 Social Studies Curriculum Map**

	February	March	April	May	June
UNIT/ TOPICS	<p>Revolution and the New Nation 1754-1820</p> <ul style="list-style-type: none"> •Articles of Confederation •Constitution •Bill of Rights <p><i>See NJSLS: 6.1.8 Strand 3</i> NJSLS 6.3.8 integrated</p>	<p>Expansion and Reform 1801-1861</p> <ul style="list-style-type: none"> •Formation of Political Parties •War of 1812 •Early Elections <p><i>See NJSLS: 6.1.8 Strand 4</i> NJSLS 6.3.8 integrated</p>	<p>Expansion and Reform 1801-1861</p> <ul style="list-style-type: none"> •Manifest Destiny •Louisiana Purchase •Removal of Native Americans <p><i>See NJSLS: 6.1.8 Strand 4</i> NJSLS 6.3.8 integrated</p>	<p>Expansion and Reform 1801-1861</p> <ul style="list-style-type: none"> •Age of Jackson •Market Revolution •West •Voting Rights <p><i>See NJSLS 6.1.8 Strand 4</i> NJSLS 6.3.8 integrated</p>	<p>Expansion and Reform 1801-1861</p> <ul style="list-style-type: none"> •Missouri Compromise •Lead up to Civil War <p><i>See NJSLS 6.1.8 Strand 4</i> NJSLS 6.3.8 integrated</p>
INSTRUCTIONAL MATERIALS	<ul style="list-style-type: none"> •Nonfiction texts •Primary Source Documents •Educational Media •Media Center & research resources •Internet and Cloud based Resources Teacher driven content 	<ul style="list-style-type: none"> •Nonfiction texts •Primary Source Documents •Educational Media •Media Center & research resources •Internet and Cloud based Resources Teacher driven content 	<ul style="list-style-type: none"> •Nonfiction texts •Primary Source Documents •Educational Media •Media Center & research resources •Internet and Cloud based Resources Teacher driven content 	<ul style="list-style-type: none"> •Nonfiction texts •Primary Source Documents •Educational Media •Media Center & research resources •Internet and Cloud based Resources Teacher driven content 	<ul style="list-style-type: none"> •Nonfiction texts •Primary Source Documents •Educational Media •Media Center & research resources •Internet and Cloud based Resources Teacher driven content

<p style="text-align: center;">INTERDISCIPLINARY CURRICULAR CONNECTIONS</p>	<ul style="list-style-type: none"> •LA •Mathematics •Science •iStem •Related Arts 	<ul style="list-style-type: none"> •LA •Mathematics •Science •iStem •Related Arts 	<ul style="list-style-type: none"> •LA •Mathematics •Science •iStem •Related Arts 	<ul style="list-style-type: none"> •LA •Mathematics •Science •iStem •Related Arts 	<ul style="list-style-type: none"> •LA •Mathematics •Science •iStem •Related Arts
<p style="text-align: center;">INTEGRATION OF 21ST CENTURY THEMES & SKILLS</p>	<p><u>Themes:</u> Global Awareness. Financial, economic, business and entrepreneurial literacy Civic literacy, Health literacy</p> <p><u>Skills:</u> Learning & Innovation Skills, Information, Media and Technology Skills, Life and Career Skills</p>	<p><u>Themes:</u> Global Awareness. Financial, economic, business and entrepreneurial literacy Civic literacy, Health literacy</p> <p><u>Skills:</u> Learning & Innovation Skills, Information, Media and Technology Skills, Life and Career Skills</p>	<p><u>Themes:</u> Global Awareness. Financial, economic, business and entrepreneurial literacy Civic literacy, Health literacy</p> <p><u>Skills:</u> Learning & Innovation Skills, Information, Media and Technology Skills, Life and Career Skills</p>	<p><u>Themes:</u> Global Awareness. Financial, economic, business and entrepreneurial literacy Civic literacy, Health literacy</p> <p><u>Skills:</u> Learning & Innovation Skills, Information, Media and Technology Skills, Life and Career Skills</p>	<p><u>Themes:</u> Global Awareness. Financial, economic, business and entrepreneurial literacy Civic literacy, Health literacy</p> <p><u>Skills:</u> Learning & Innovation Skills, Information, Media and Technology Skills, Life and Career Skills</p>
<p style="text-align: center;">ASSESSMENTS (FORMATIVE, SUMMATIVE, BENCHMARK)</p>	<p>Ch. Tests, Quizzes, Journal Entries, Study Island, Projects, Reaction Papers, Notebooks, Community Service Projects, Teacher Observation, Skill Sheets, Maps</p>	<p>Ch. Tests, Quizzes, Journal Entries, Study Island, Projects, Reaction Papers, Notebooks, Community Service Projects, Teacher Observation, Skill Sheets, Maps</p>	<p>Ch. Tests, Quizzes, Journal Entries, Study Island, Projects, Reaction Papers, Notebooks, Community Service Projects, Teacher Observation, Skill Sheets, Maps</p>	<p>Ch. Tests, Quizzes, Journal Entries, Study Island, Projects, Reaction Papers, Notebooks, Community Service Projects, Teacher Observation, Skill Sheets, Maps</p>	<p>Ch. Tests, Quizzes, Journal Entries, Study Island, Projects, Reaction Papers, Notebooks, Community Service Projects, Teacher Observation, Skill Sheets, Maps</p>

**Tabernacle Township School District Curriculum Guide
Grade 8 Social Studies Curriculum Map**

	September	October	November	December	January
UNIT/ TOPICS	The Civil War	Reconstruction Native Americans	Immigration Industrial Revolution	Spanish-American War World War I	The Roaring 20's The Great Depression
INSTRUCTIONAL MATERIALS	Instructional materials, including textbooks, educational media, library texts, computer software, videotapes, films, DVDs, and instructional television programs, as well as teacher/classroom supplies, & lesson plans	Instructional materials, including textbooks, educational media, library texts, computer software, videotapes, films, DVDs, and instructional television programs, as well as teacher/classroom supplies, & lesson plans	Instructional materials, including textbooks, educational media, library texts, computer software, videotapes, films, DVDs, and instructional television programs, as well as teacher/classroom supplies, & lesson plans	Instructional materials, including textbooks, educational media, library texts, computer software, videotapes, films, DVDs, and instructional television programs, as well as teacher/classroom supplies, & lesson plans	Instructional materials, including textbooks, educational media, library texts, computer software, videotapes, films, DVDs, and instructional television programs, as well as teacher/classroom supplies, & lesson plans

INTERDISCIPLINARY CURRICULAR CONNECTIONS	Language Arts, Science, Mathematics, Art, Music, Technology, Economics, Geography, Government, Civics, & World languages.	Language Arts, Science, Mathematics, Art, Music, Technology, Economics, Geography, Government, Civics, & World languages.	Language Arts, Science, Mathematics, Art, Music, Technology, Economics, Geography, Government, Civics, & World languages.	Language Arts, Science, Mathematics, Art, Music, Technology, Economics, Geography, Government, Civics, & World languages.	Language Arts, Science, Mathematics, Art, Music, Technology, Economics, Geography, Government, Civics, & World languages.
INTEGRATION OF 21ST CENTURY THEMES & SKILLS	<u>Themes:</u> Global Awareness. Financial, economic, business and entrepreneurial literacy Civic literacy, Health literacy <u>Skills:</u> Learning & Innovation Skills, Information, Media and Technology Skills, Life and Career Skills	<u>Themes:</u> Global Awareness. Financial, economic, business and entrepreneurial literacy Civic literacy, Health literacy <u>Skills:</u> Learning & Innovation Skills, Information, Media and Technology Skills, Life and Career Skills	<u>Themes:</u> Global Awareness. Financial, economic, business and entrepreneurial literacy Civic literacy, Health literacy <u>Skills:</u> Learning & Innovation Skills, Information, Media and Technology Skills, Life and Career Skills	<u>Themes:</u> Global Awareness. Financial, economic, business and entrepreneurial literacy Civic literacy, Health literacy <u>Skills:</u> Learning & Innovation Skills, Information, Media and Technology Skills, Life and Career Skills	<u>Themes:</u> Global Awareness. Financial, economic, business and entrepreneurial literacy Civic literacy, Health literacy <u>Skills:</u> Learning & Innovation Skills, Information, Media and Technology Skills, Life and Career Skills
ASSESSMENTS (FORMATIVE, SUMMATIVE, BENCHMARK)	Ch. Tests, Quizzes, Journal Entries, Study Island, Projects, Reaction Papers, Notebooks, Community Service Projects, Teacher Observation, Skill Sheets, Maps	Ch. Tests, Quizzes, Journal Entries, Study Island, Projects, Reaction Papers, Notebooks, Community Service Projects, Teacher Observation, Skill Sheets, Maps	Ch. Tests, Quizzes, Journal Entries, Study Island, Projects, Reaction Papers, Notebooks, Community Service Projects, Teacher Observation, Skill Sheets, Maps	Ch. Tests, Quizzes, Journal Entries, Study Island, Projects, Reaction Papers, Notebooks, Community Service Projects, Teacher Observation, Skill Sheets, Maps	Ch. Tests, Quizzes, Journal Entries, Study Island, Projects, Reaction Papers, Notebooks, Community Service Projects, Teacher Observation, Skill Sheets, Maps

**Tabernacle Township School District Curriculum Guide
Grade 8 Social Studies Curriculum Map**

	February	March	April	May	June
UNIT/ TOPICS	World War II	Cold War Korean War Space Program	JFK & Cuba JFK Assassination Civil Rights	Vietnam War U.S. Foreign Policy U.S. Global Society	Internet & 9/11
INSTRUCTIONAL MATERIALS	Instructional materials, including textbooks, educational media, library texts, computer software, videotapes, films, DVDs, and instructional television programs, as well as teacher/classroom supplies, & lesson plans	Instructional materials, including textbooks, educational media, library texts, computer software, videotapes, films, DVDs, and instructional television programs, as well as teacher/classroom supplies, & lesson plans	Instructional materials, including textbooks, educational media, library texts, computer software, videotapes, films, DVDs, and instructional television programs, as well as teacher/classroom supplies, & lesson plans	Instructional materials, including textbooks, educational media, library texts, computer software, videotapes, films, DVDs, and instructional television programs, as well as teacher/classroom supplies, & lesson plans	Instructional materials, including textbooks, educational media, library texts, computer software, videotapes, films, DVDs, and instructional television programs, as well as teacher/classroom supplies, & lesson plans

INTERDISCIPLINARY CURRICULAR CONNECTIONS	Language Arts, Science, Mathematics, Art, Music, Technology, Economics, Geography, Government, Civics, & World languages.	Language Arts, Science, Mathematics, Art, Music, Technology, Economics, Geography, Government, Civics, & World languages.	Language Arts, Science, Mathematics, Art, Music, Technology, Economics, Geography, Government, Civics, & World languages.	Language Arts, Science, Mathematics, Art, Music, Technology, Economics, Geography, Government, Civics, & World languages.	Language Arts, Science, Mathematics, Art, Music, Technology, Economics, Geography, Government, Civics, & World languages.
INTEGRATION OF 21ST CENTURY THEMES & SKILLS	<u>Themes:</u> Global Awareness. Financial, economic, business and entrepreneurial literacy Civic literacy, Health literacy <u>Skills:</u> Learning & Innovation Skills, Information, Media and Technology Skills, Life and Career Skills	<u>Themes:</u> Global Awareness. Financial, economic, business and entrepreneurial literacy Civic literacy, Health literacy <u>Skills:</u> Learning & Innovation Skills, Information, Media and Technology Skills, Life and Career Skills	<u>Themes:</u> Global Awareness. Financial, economic, business and entrepreneurial literacy Civic literacy, Health literacy <u>Skills:</u> Learning & Innovation Skills, Information, Media and Technology Skills, Life and Career Skills	<u>Themes:</u> Global Awareness. Financial, economic, business and entrepreneurial literacy Civic literacy, Health literacy <u>Skills:</u> Learning & Innovation Skills, Information, Media and Technology Skills, Life and Career Skills	<u>Themes:</u> Global Awareness. Financial, economic, business and entrepreneurial literacy Civic literacy, Health literacy <u>Skills:</u> Learning & Innovation Skills, Information, Media and Technology Skills, Life and Career Skills
ASSESSMENTS (FORMATIVE, SUMMATIVE, BENCHMARK)	Ch. Tests, Quizzes, Journal Entries, Study Island, Projects, Reaction Papers, Notebooks, Community Service Projects, Teacher Observation, Skill Sheets, Maps	Ch. Tests, Quizzes, Journal Entries, Study Island, Projects, Reaction Papers, Notebooks, Community Service Projects, Teacher Observation, Skill Sheets, Maps	Ch. Tests, Quizzes, Journal Entries, Study Island, Projects, Reaction Papers, Notebooks, Community Service Projects, Teacher Observation, Skill Sheets, Maps	Ch. Tests, Quizzes, Journal Entries, Study Island, Projects, Reaction Papers, Notebooks, Community Service Projects, Teacher Observation, Skill Sheets, Maps	Ch. Tests, Quizzes, Journal Entries, Study Island, Projects, Reaction Papers, Notebooks, Community Service Projects, Teacher Observation, Skill Sheets, Maps

Curriculum Modifications and Adaptations

The Tabernacle School District recognizes that there is no "recipe" for adapting general education curriculum to meet each students' needs. Each teacher, each student, each classroom is unique and adaptations are specific to each situation.

Differentiating instruction and providing multiple ways to assess allows more flexibility for students to meet the standards and requirements of the class. At other times, the curriculum can be made more accessible through accommodations. In addition, supports for one student may not necessarily be the same in all situations.

Following, are nine types of adaptations that can be used effectively in classrooms:

1. Input - adapt the way instruction is delivered to the learner (using different visuals, concrete examples, hands-on activities, cooperative groups).
2. Output - adapt how the learner can respond to instruction (allow for verbal vs. written response, use a communication book).
3. Difficulty - adapt the skill level, problem type, or the rules on how the learner may approach the work.
4. Level of support - increase (or decrease) the amount of personal assistance with specific learner) peer buddies, teaching assistants, cross-age tutors).
5. Size - adapt the number of items that the learner is expected to learn or compete.
6. Degree of participation - adapt the extent to which a learner is actively involved in the task.
7. Alternative goals - adapt the goals or outcome expectations while using the same materials.
8. Time - adapt the time allotted and allowed for learning, task completion or testing (individualize a timeline for

completing a task).

9. Substitute curriculum - provide the different instruction and materials to meet a learner's individual goals.