

Social Studies 6

North Brunswick Township Public Schools

Acknowledgements

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Course Description

The sixth grade course of study covers the heritage of the United States through an exploration of the events that led to and include the foundation of American democracy. The course begins with a review of the Declaration of Independence and the factors that led to the Revolutionary War; an in-depth examination of the causes and effects of the war will be studied. Students will learn the forms and functions of our government through their study of the United States Constitution, including the Constitution Convention, the branches of government and the Bill of Rights. The course will conclude with the expansion and development of our young republic, and how new ideas & inventions of the early 1800s paved the way for the Industrial Revolution. Students will continually examine the people and events involved in each area of study. As researching is an integral part of the learning process, several mini-lessons on basic research will be conducted throughout the course of the year. Furthermore, examination of the importance of citizenship will be highlighted through several lessons on America's election process. Reading & writing skills will be used in teaching and reviewing assigned material.

***The current curriculum documents in North Brunswick Township Public Schools reflect the most recent adopted 2009 NJCCCS for Social Studies which focuses on U.S. History, World History, and Active Citizenship; please note that four strands frame the content within each standard: (A) Civics, Government, and Human Rights; (B) Geography, People, and the Environment; (C) Economics, Innovation, and Technology; and (D) History, Culture, and Perspectives. 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.**

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.

Please note: The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the Standards") are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K-12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school. As of 2010, the New Jersey Department of Education replaced the Language Arts Literacy NJCCCS with the adoption of the Common Core State Standards for Reading, Writing, Speaking, and Fluency. These standards have been added in to all current K-8 Social Studies curriculums in North Brunswick Township.

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

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

Topic/Course: Introductory Activities

Grade: 6

Essential Question Expectations	Outcomes– Essential Skills	Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections	Modifications ESL / Special Education Academic Support	Assessments Formative Summative Benchmarks	PACING	NJCCCS
<p>- How do our interpretations of past events inform our understanding of cause and effect and how do they influence decisions about current issues?</p>	<p>- Identify issues and problems in both the past and present</p> <p>- Consider multiple perspectives of various peoples in the past</p> <p>- Evaluate the influence of the past on contemporary issues</p>	<p><u>ACTIVITIES:</u> Introductory activities:</p> <ol style="list-style-type: none"> 1. Current events will be taught throughout the course of study when necessary 2. Orientation of Subject 3. Classroom Procedures 4. Getting to know you 5. ABC's of Am. Hist. 6. Traveling Map <p><u>MATERIALS:</u></p> <ol style="list-style-type: none"> 1. Worksheets 	<p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p>	<p>Rubric for Traveling Map</p>	<p>5 days</p>	<p>6.1.8 overview</p> <p>6.3.8 overview</p>

NJCCCS: 6.3.8 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Topic/Course: Election Unit / SS 6

Grade: 6

Essential Question Expectations	Outcomes– Essential Skills	Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections	Modifications ESL / Special Education Academic Support	Assessments Formative Summative Benchmarks	PACING	NJCCCS/ Common Core
<ul style="list-style-type: none"> - What are the major ways in which U.S. citizens can participate in the political process? - What is the history of American political parties? - What is the significance of the Electoral College? - What components are necessary to run a successful campaign? 	<ul style="list-style-type: none"> - Understand the roles & duties of the President - Recognize the candidates & their platforms - Identify voting rights & responsibilities - Explain the characteristics of American political parties - Examine aspects of the campaign trail 	<p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> - Road to the White House interactive “board” game - graphic organizer / compare & contrast American political parties -compare & contrast presidential candidates - primary sources (news articles outlining campaign platforms & ideas) - simulated voting process <p><u>MATERIALS:</u></p> <ul style="list-style-type: none"> Jr. Scholastic “Election Unit” Grades 4-6 activity readers -ballot & ballot boxes 	<p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p>	<p>- critical thinking questions</p>	<p>8 days (every Monday beginning in Sept)</p>	<p>6.3.8.A.1 6.3.8.D.1</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.6</p>

NJCCCS: 6.1.8.3 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. ***Revolution and the New Nation: Disputes over political authority and economic issues contributed to a movement for independence in the colonies. Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.***

Topic/Course: Declaring Independence (Chapter 8 Lesson 5) / SS 6

Grade: 6

Essential Question Expectations	Outcomes– Essential Skills	Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections	Modifications ESL / Special Education Academic Support	Assessments Formative Summative Benchmarks	PACING	NJCCCS/ Common Core
<p>- What are the key events that led to the Declaration of Independence?</p> <p>-Who were the men involved in writing this document? How did they feel? How were their lives affected by this document?</p> <p>- What are key excerpts from the Declaration of Independence?</p> <p>- How did declaring independence affect the Patriots, Loyalists and Undecided colonists?</p>	<p>- understand the importance of the Declaration of Independence to the Colonists during the Revolutionary War era.</p> <p>- Explain why the Declaration of Independence is important & identify its key political concepts</p> <p>- Identify & explain the multiple causes & effects of historical events</p> <p>- determine the significance of the Declaration of Independence to Americans, today.</p> <p>- read and analyze a primary document.</p>	<p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> - vocabulary builder - Word Wall activities - primary source analysis of Dec of Independence - cause/effect chart of the writing of the document (pair-share) - analyze painting of the signing (critical thinking questions to include “<i>Why do you think the artist portrayed Jefferson, Adams & Franklin standing? How does this reflect the roles of these men?</i>”) <p><u>MATERIALS:</u></p> <ul style="list-style-type: none"> -textbook - Dec of Indep (copy) -guided reading worksheets - supplemental activities 	<p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p>	<ul style="list-style-type: none"> - vocabulary comprehension - critical thinking questions - unit test 	<p>1 ½ weeks</p>	<p>6.1.8.A.3.a. 6.1.8.D.3.b 6.1.8.D.4.b</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.7 LARH.6-8.9 LARH 6-8.10</p>

NJCCCS: 6.1.8.3 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. ***Revolution and the New Nation: Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today***

Topic/Course: Americans & The Revolution (Chapter 9 Section 1) **Grade: 6** :

Essential Question Expectations	Outcomes– Essential Skills	Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections	Modifications ESL / Special Education Academic Support	Assessments Formative Summative Benchmarks	PACING	NJCCCS/ Common Core
<p>- What lessons can we learn from history?</p> <p>- How did the American Revolution affect peoples lives?</p>	<p>- Describe the personal and economic effects of the war</p> <p>- Explain the roles of women, African Americans, and Native Americans during the war</p> <p>- Analyze the events leading up to the Revolutionary War</p>	<p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> - NJ map skills (battle sites) - vocabulary builder - Word Wall activities - graphic organizer (comparing Continental army with British Army) - write a patriotic poem about roles women played in the Rev. War - <i>skim & scan</i> p 341-343 to make list of women. African Amer & Native Amer who contributed war – DI - graph skills (parallel time lines during Rev: Britain v. America - “Patriot in Boston” online game (harcourtschool.com/SS1) <p><u>MATERIALS:</u></p> <p>Text maps Poem rubric Netbooks/computers</p>	<p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p>	<p>- vocabulary comprehension</p> <p>- critical thinking questions</p> <p>- writing sample</p>	<p>2 weeks</p>	<p>6.1.8.C.3.b 6.1.8.D.3.e</p> <p>LARH.6-8.2 LARH.6-8.4 LARH.6-8.5 LARH 6-8.10</p> <p>LAWH.6-8.1</p>

NJCCCS: 6.1.8.3 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. ***Revolution and the New Nation: Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today***

Topic/Course: Fighting for Independence (Chapter 9 Section 2)

Grade: 6

Essential Question Expectations	Outcomes– Essential Skills	Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections	Modifications ESL / Special Education Academic Support	Assessments Formative Summative Benchmarks	PACING	NJCCCS/ Common Core
<p>- What lessons can we learn from history?</p> <p>- What were some of the important early events of the Revolutionary War?</p>	<p>- Identify the early battles, campaigns & turning points of the Revolution</p> <p>- Examine the roles of American & British leaders</p> <p>- Describe how individuals & other nations contributed to the war's outcome</p> <p>- Understand the hardships of daily life for Rev. War soldiers</p>	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> - vocabulary builder - Word Wall activities - geography/map skills (battle sites) -compare skills images of British/American soldiers -Venn diagram to compare British & Continental armies - pair-share: <i>Reading Check</i> questions (early battles & victories) - create time line of most important events described in this lesson -analysis of “Yankee Doodle Dandy” (media) -draft a speech to lift the spirits of soldiers camped at Valley Forge -study of primary sources (“Life on the Battlefield” clothing/weapons): Document-Based questions <p>MATERIALS:</p> <ul style="list-style-type: none"> Outline maps Graphic Organizer Song Lyrics 	<p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p>	<ul style="list-style-type: none"> - vocabulary comprehension - critical thinking questions - writing sample 	<p>2 weeks</p>	<p>6.1.8.B.3.d 6.1.8.D.3.c 6.1.8.D.3.d</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.5 LARH.6-8.9 LARH 6-8.10</p> <p>LAWH.6-8.1</p>

NJCCCS: 6.1.8.3 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. ***Revolution and the New Nation: Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today***

Topic/Course: 1st Marking Period Assessment Test and Study Guide

Grade: 6

Essential Question Expectations	Outcomes– Essential Skills	Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections	Modifications ESL / Special Education Academic Support	Assessments Formative Summative Benchmarks	PACING	NJCCCS
<p>-What is government & what can it do?</p> <p>- How did declaring independence affect the Patriots, Loyalists and Undecided colonists?</p> <p>- How did the American Revolution affect peoples lives?</p> <p>- What were some of the important early events of the Revolutionary War?</p>	<p>- Explain why the Declaration of Independence is important & identify its key political concepts</p> <p>- Identify the early battles, campaigns & turning points of the Revolution</p> <p>- Describe how individuals & other nations continued to the war's outcome</p>	<p><u>ACTIVITIES:</u> 1st Marking Period Assessment Test and Study Guide 1. Go over Study Guide 2. Review activities</p> <p><u>MATERIALS:</u> 1. Study Guide</p>	<p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p>	<p>Quarterly Assessment</p>	<p>3 days</p>	<p>6.1.8.A.3.a. 6.1.8.B.3.d 6.1.8.C.3.b 6.1.8.D.3.b 6.1.8.D.3.c 6.1.8.D.3.d 6.1.8.D.4.b</p>

NJCCCS: 6.1.8.3 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. ***Revolution and the New Nation: Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today***

Topic/Course: Winning Independence (Chapter 9 Section 3) / SS 6

Grade: 6

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Essential Question Expectations	Outcomes– Essential Skills	Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections	Modifications ESL / Special Education Academic Support	Assessments Formative Summative Benchmarks	PACING	NJCCCS/ Common Core
<ul style="list-style-type: none"> - What lessons can we learn from history? - How did the Americans win the Revolutionary War? - How can fact and fiction be compared when dealing with historical references? 	<ul style="list-style-type: none"> - Identify the major battles & campaigns of the war - Describe how individuals & other nations contributed to the war’s outcome - Distinguish fact from fiction by comparing documentary sources on historical figures/events - Analyze the end of the Rev. War 	<p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> vocabulary builder - Word Wall activities - geography/map skills (major battle sites in NJ and beyond) -discussion on why certain battle occurred in these locations - compare word meaning on <i>traitor & treason</i>: person analysis of Benedict Arnold -create newspaper headlines for some of the events in winning the War (pair-share) -draw/create medal of honor for one of the Patriot heroes -distinguish fact from fiction: description of British surrender at Battle of Yorktown <p><u>MATERIALS:</u></p> <ul style="list-style-type: none"> Outline maps Graphic organizers Supplemental materials Rubric for ‘honor medal’ creation 	<p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p>	<ul style="list-style-type: none"> vocabulary comprehension - critical thinking questions - rubric (honor medal) 	<p>2 ½ weeks</p>	<ul style="list-style-type: none"> 6.1.8.B.3.d 6.1.8.D.3.c 6.1.8.D.3.f LARH.6-8.2 LARH.6-8.4 LARH.6-8.7 LARH.6-8.8 LARH 6-8.10

NJCCCS: 6.1.8.2 & 3 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. ***Colonization & Settlement: The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture. Revolution and the New Nation: Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today***

Topic/Course: Effects of War (Chapter 9 Section 4) / SS 6

Grade: 6

Essential Question Expectations	Outcomes– Essential Skills	Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections	Modifications ESL / Special Education Academic Support	Assessments Formative Summative Benchmarks	PACING	NJCCCS/ Common Core
<p>- What lessons can we learn from history?</p> <p>- How did the American Revolution affect life in the United States?</p>	<p>- Evaluate how the Declaration of Independence changed views on slavery</p> <p>- Understand the significance of new land policies & their impact on Native Americans</p> <p>-</p>	<p>ACTIVITIES:</p> <p>vocabulary builder</p> <p>- Word Wall activities</p> <p>- geography/map skills</p> <p>-examine wording of “all are born equal” in Dec Of Ind & relate to anti-slavery movement</p> <p>- write a brief news article covering Elizabeth’s Freeman’s court case (jury decision)</p> <p>-create graphic organizer: multiple causes of the settlement increase in western regions</p> <p><i>Skim & scan:</i> identify the 1785 ordinance & the NW Ordinance of 1785</p> <p>TimeLinks: interactive time line on Native Americans after the Rev.</p> <p>MATERIALS:</p> <p>Outline maps</p> <p>Graphic organizer</p> <p>Writing rubric</p> <p>Netbooks/computers: TimeLinks (online e-book)</p>	<p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p>	<p>vocabulary comprehension</p> <p>- critical thinking questions</p> <p>-writing sample</p> <p>- unit test</p>	<p>2 ½ weeks</p>	<p>6.1.8.A.2.a</p> <p>6.1.8.A.2.b</p> <p>6.1.8.A.3.a</p> <p>6.1.8.D.3.e</p> <p>6.1.8.D.4.b</p> <p>LARH.6-8.2</p> <p>LARH.6-8.4</p> <p>LARH.6-8.7</p> <p>LARH 6-8.10</p> <p>LAWH.6-8.1</p>

NJCCCS: 6.1.8.3 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. ***Revolution and the New Nation: Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today***

Topic/Course: The Constitutional Convention (Chapter 10 Section 1) / SS 6

Grade: 6

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Essential Question Expectations	Outcomes– Essential Skills	Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections	Modifications ESL / Special Education Academic Support	Assessments Formative Summative Benchmarks	PACING	NJCCCS/ Common Core
<p>- How was a new plan of government developed?</p> <p>-Why was the question of representation such an important issue at the Constitutional Convention of 1787?</p> <p>-Why was creating the office of the presidency such an important and difficult task for the delegates at the Constitutional Convention of 1787?</p>	<p>- Describe how the Constitution set up government in the U.S.</p> <p>- Explain the importance of the Great Compromise</p> <p>- Use critical thinking skills to analyze how problems are solved and solutions are implemented</p>	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> -Graphic organizers -Use of Primary Sources -Vocabulary definitions – -Word Wall activities - word web: U.S. Gov’t - analysis of historical portraits - Short story “When they Signed the Constitution” – response questions - picture analysis of Shay’s Rebellion -word cloud: “<i>Compromise</i>” & “<i>Commitment</i>”:personal account of compromise - write narrative account of the convention that describes important compromise made -interpret graph comparing free & enslaved people - Constitution Essay contest - Review activities (using Learning Styles) <p>MATERIALS:</p> <ul style="list-style-type: none"> Worksheets Supplemental materials Videos 	<p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p>	<p>vocabulary comprehension</p> <p>- critical thinking questions</p> <p>- narrative piece</p> <p>- essay</p>	<p>2 weeks</p>	<p>6.1.8.A.3.b 6.1.8.A.3.c 6.1.8.A.3.d 6.1.8.B.3.b 6.1.8.D.3.g</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.7 LARH 6-8.10</p> <p>LAWHST.6-8.2 (informative essay)</p>

NJCCCS: 6.1.8.2 & 3 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. ***Colonization & Settlement: The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture. Revolution and the New Nation: Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.***

Topic/Course: Marking Period 2 Assessment Test and Study Guide

Grade: 6

Essential Question Expectations	Outcomes– Essential Skills	Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections	Modifications ESL / Special Education Academic Support	Assessments Formative Summative Benchmarks	PACING	NJCCCS
<p>- How did the Americans win the Revolutionary War?</p> <p>- How did the American Revolution affect life in the United States?</p> <p>- How was a new plan of government developed?</p>	<p>-- Describe how individuals & other nations contributed to the war's outcome</p> <p>- Understand the significance of new land policies & their impact on Native Americans following the war</p> <p>- Describe how the Constitution set up government in the U.S.</p>	<p><u>ACTIVITIES:</u> 2nd Marking Period Assessment Test and Study Guide 1. Go over Study Guide 2. Review activities</p> <p><u>MATERIALS:</u> 1. Study Guide</p>	<p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p>	<p>Quarterly</p>	<p>3 days</p>	<p>6.1.8.B.3.d 6.1.8.D.3.c 6.1.8.D.3.f 6.1.8.A.2.a 6.1.8.A.2.b 6.1.8.A.3.a 6.1.8.D.3.e 6.1.8.D.4.b 6.1.8.A.3.b 6.1.8.A.3.c 6.1.8.A.3.d 6.1.8.B.3.b 6.1.8.D.3.g</p>

NJCCCS: 6.1.8.3 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. ***Revolution and the New Nation: Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today***

Topic/Course: Three Branches of Government (Chapter 10 Section 2) / SS 6

Grade: 6

Essential Question Expectations	Outcomes– Essential Skills	Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections	Modifications ESL / Special Education Academic Support	Assessments Formative Summative Benchmarks	PACING	NJCCCS/ Common Core
<p>-How does the Constitution separate powers between branches and maintain a system of checks and balances?</p> <p>- What are the powers of the three branches of government?</p>	<p>-Understand the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good.</p> <p>- Explain the purpose of the Constitution</p> <p>- Compare the powers & functions of the three branches of government</p>	<p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> - vocabulary - Word Wall activities -Memorize preamble to the Constitution - Graphic Organizers for 3 branches of gov't. - Drawing conclusions: <i>why would the delegates not want any one branch controlling the gov't</i> - write a set of school/classroom rules that illustrates the ideas in the Constitution -Venn diagram to compare gov't plans. -Graphing activities - Review activities <p><u>MATERIALS:</u></p> <ul style="list-style-type: none"> -worksheets -Preamble 	<p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p>	<p>vocabulary comprehension</p> <p>- critical thinking questions</p> <p>- writing sample</p>	<p>2 weeks</p>	<p>6.1.8.A.3.b</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.3 LARH.6-8.4 LARH.6-8.9 LARH 6-8.10</p> <p>LAWH.6-8.1</p>

NJCCCS: 6.1.8.2 & 3 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. ***Colonization & Settlement: The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture. Revolution and the New Nation: Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today***

Topic/Course: The Bill of Rights (Chapter 10 Section 3) / SS 6

Grade: 6

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Essential Question Expectations	Outcomes– Essential Skills	Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections	Modifications ESL / Special Education Academic Support	Assessments Formative Summative Benchmarks	PACING	NJCCCS/ Common Core
- What is the Bill of Rights, and why was it added to the Constitution?	<ul style="list-style-type: none"> - Describe the struggle to get the Constitution approved - Explain the key rights guaranteed in the Bill of Rights - Describe the development of the U.S. government 	<p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> -Graph activities:Contitution ratification vote -Vocabulary -Word Wall activities -Begin note-taking process (to be continued throughout course of study) -examine copy of NJ constitution; compare/contrast - Jigsaw activity: “The New Govt” (p.408-409) DI -make a poster or Power Point of Bill of Rights (include a few amendments & graphic to represent each) - population map <p><u>MATERIALS:</u></p> <ul style="list-style-type: none"> Worksheets Netbooks/computers Rubric for poster/PPT Videos 	<ul style="list-style-type: none"> ESL – use of text readings, notes, vocabulary for any activity SpEd. – word banks, extra time, preferential seating 	<ul style="list-style-type: none"> vocabulary comprehension - critical thinking questions - poster/PPT on Bill of Rights symbolism 	2 weeks	<ul style="list-style-type: none"> 6.1.8.A.2.a 6.1.8.A.2.b 6.1.8.A.3.f LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.7 LARH.6-8.9 LARH 6-8.10

NJCCCS: 6.1.8.3 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. ***Revolution and the New Nation: Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today***

Topic/Course: A Constitutional Democracy (Chapter 10 Section 4) / SS 6

Grade: 6

Essential Question Expectations	Outcomes– Essential Skills	Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections	Modifications ESL / Special Education Academic Support	Assessments Formative Summative Benchmarks	PACING	NJCCCS/ Common Core
<p>- How does the Constitution divide power among the national & state governments?</p>	<p>- Identify the principles of a constitutional government</p> <p>- Understand how the authority of a democracy comes from its people</p> <p>-Compare the powers granted to citizens, the federal government & the states</p>	<p><u>ACTIVITIES:</u></p> <p>-Venn diagram to compare gov't plans.</p> <p>-Vocabulary – Word Wall</p> <p>-<i>Skim & Scan:</i> reasons for separation of powers</p> <p>- graphic organizer on ‘checks & balances’</p> <p>- poster creation: encouraging citizens to be involved in democracy (co-op groups)</p> <p>- identify issue in the community & how can it be resolved: write letter to town council/local govt official</p> <p>-Constitution “missing pieces” online game (harcourtschool.com/SS1)</p> <p>Review activities</p> <p><u>MATERIALS:</u></p> <p>Worksheets</p> <p>Videos</p> <p>netbooks</p>	<p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p>	<p>- vocabulary comprehension</p> <p>- critical thinking questions</p> <p>- writing sample</p> <p>-unit test</p>	<p>2 weeks</p>	<p>6.1.8.A.3.b</p> <p>6.3.8.A.2</p> <p>LARH.6-8.2</p> <p>LARH.6-8.4</p> <p>LARH 6-8.10</p> <p>LAWH.6-8.1</p>

NJCCCS: 6.1.8.2 & 3 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. ***Colonization & Settlement: The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture. Revolution and the New Nation: Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today***

Topic/Course: Distinguishing Fact from Opinion

Grade: 6

Essential Question Expectations	Outcomes– Essential Skills	Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING	NJCCCS
<p>-Whose point of view matters?</p> <p>-How do you locate legitimate source?</p>	<p>-Distinguish among fact, opinion, and reasoned judgment in a text</p> <p>-Cite specific textual evidence to support analysis of primary and secondary sources</p> <p>-Determine the central ideas or information of a primary or secondary source.</p> <p>-Identify aspects of a text that reveal an author’s point of view or purpose</p>	<p><u>ACTIVITIES:</u> Distinguishing Fact from Opinion 1. Using excerpt of Primary Source to help distinguish fact from opinion</p> <p><u>MATERIALS:</u> 1. Worksheets</p>	<p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p>	<p>Included in Quarterly Assessment</p>	<p>1 day</p>	<p>6.1.8 overview</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.6 LARH.6-8.8</p>

NJCCCS: 6.1.8.2 & 3 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. ***Colonization & Settlement: The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture. Revolution and the New Nation: Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today***

Topic/Course: Marking Period 3 Assessment Test and Study Guide

Grade: 6th

Essential Question Expectations	Outcomes– Essential Skills	Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections	Modifications ESL / Special Education Academic Support	Assessments Formative Summative Benchmarks	PACING	NJCCCS
<p>- How does the Constitution separate powers between branches and maintain a system of checks and balances?</p> <p>- What is the Bill of Rights, and why was it added to the Constitution?</p> <p>- How does the Constitution divide power among the national & state governments?</p>	<p>-Understand the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good.</p> <p>- Explain the key rights guaranteed in the Bill of Rights</p> <p>-Compare the powers granted to citizens, the federal government & the states</p>	<p><u>ACTIVITIES:</u> 3rd Marking Period Assessment Test and Study Guide</p> <ol style="list-style-type: none"> 1. Go over Study Guide 2. Review activities <p><u>MATERIALS:</u></p> <ol style="list-style-type: none"> 1. Study Guide 	<p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p>	<p>Quarterly Assessment</p>	<p>3 days</p>	<p>6.1.8.A.2.a 6.1.8.A.2.b 6.1.8.A.3.b 6.1.8.A.3.f</p>

NJCCCS: 6.1.8.4 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. ***Expansion and Reform: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.***

Topic/Course: The Young Republic: Exploring the West (Chapter 11 Section 1) / SS 6

Grade: 6

Essential Question Expectations	Outcomes– Essential Skills	Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections	Modifications ESL / Special Education Academic Support	Assessments Formative Summative Benchmarks	PACING	NJCCCS/ Common Core
<p>- How did the Louisiana Purchase help the United States grow?</p> <p>- How do physical geography and the human environment interact to influence or determine the development of cultures, societies and nations?</p>	<p>- Describe how early pioneers met the challenges of frontier life</p> <p>-Describe the expedition to explore lands of the Louisiana Purchase</p> <p>- Examine the role of Sacagawea played in the Lewis & Clark expedition</p> <p>- Examine issues related to Lewis & Clark's expedition</p>	<p>ACTIVITIES:</p> <p>-Map Skills</p> <p>-Vocabulary definitions</p> <p>– Word Wall</p> <p>-Skim/Scan (using lesson title, main ideas, section title & key word to preview unit topics)</p> <p>- Reading/writing relating to folk tale</p> <p>- visual literacy: discuss Boone & people in painting (p427)</p> <p>-drawing conclusions: hypothesize type of hardships expected on frontier</p> <p>- write a letter as a Western farmer to friend on the East (discuss effects of Louisiana Purchase)</p> <p>-TimeLinks(e-book) Lewis & Clark</p> <p>-Primary source review of Clark's journal entry: speculate reaction to reaching Pac. Ocean</p> <p>-In-class discussion or blog "Imagine you are member of Corps of Discovery"; discuss sights/geog of new lands</p> <p>-critical thinking skills ('making decision' on route to Pac. Ocean – p434-435)</p> <p>MATERIALS:</p> <p>- Outline maps</p> <p>-Worksheets</p> <p>- Supplemental reading articles</p>	<p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p>	<p>Vocabulary comprehension</p> <p>Writing sample</p> <p>Graded map activity</p>	<p>2 weeks</p>	<p>6.1.4.A.4.a 6.1.8.B.4.a 6.1.8.B.4.b</p> <p>LARH.6-8.2 LARH.6-8.4 LARH.6-8.7 LARH 6-8.10</p> <p>LAWH.6-8.1</p>

NJCCCS: 6.1.8.4 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. ***Expansion and Reform: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.***

Topic/Course: Comparing Historical, Political and Relief Maps

Grade: 6

Essential Question Expectations	Outcomes– Essential Skills	Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING	NJCCCS
<p>-How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies and nations?</p>	<p>-Identify specific geographical and political regions of the United States</p> <p>-Determine settlement and expansion patterns</p>	<p><u>ACTIVITIES:</u> <u>Comparing Historical, Political and Relief Maps</u> 1. Comparing maps</p> <p><u>MATERIALS:</u> 1. Maps</p>	<p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p>	<p>Map skills</p>	<p>1 day</p>	<p>6.1.8.B.4.b</p> <p>LARH.6-8.7</p>

NJCCCS: 6.1.8.4 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. ***Expansion and Reform: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.***

Topic/Course: Explaining Borders (Chapter 11 Section 2) / SS 6

Grade: 6

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Essential Question Expectations	Outcomes– Essential Skills	Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections	Modifications ESL / Special Education Academic Support	Assessments Formative Summative Benchmarks	PACING	NJCCCS/ Common Core
<p>-What were the results of British attacks on American cities?</p> <p>-How did the War of 1812 affect the United States and its people?</p> <p>- How did the United States grow in the early 1800s & how were Native Americans affected?</p> <p>- How did the United States change under President Jackson?</p>	<p>- Describe the events & results of the War of 1812</p> <p>- Explain the Indian Removal Act & the Trail of Tears</p> <p>- Assess the changes that occurred during the Jacksonian Era (*2-3 day supplemental lesson)</p>	<p><u>ACTIVITIES:</u></p> <p>-Pictionary project</p> <p>-Vocabulary definitions</p> <p>– Word Wall</p> <p>- -analyze & describe meaning of “Star Spangled Banner”(use own word to decode what song means)</p> <p>- map skills (War of 1812 & Trial of Tears)</p> <p>-examine/discuss picture of Amer. trading ships (pair-share)</p> <p>-newspaperheadlines for War 1812: Amer & British news (pairs or groups)</p> <p>-create interview questions for leaders of Indian Removal (aimed at Jackson, Marshall & Ross)</p> <p>-Picture Walk: Trail of Tears DI</p> <p><u>MATERIALS:</u></p> <p>- primary source doc</p> <p>- Supplemental articles</p>	<p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p>	<p>- project</p>	<p>2 weeks</p>	<p>6.1.8.A.4.a 6.1.8.A.4.c 6.1.8.B.4.b</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.7 LARH.6-8.9 LARH 6-8.10</p>

NJCCCS: 6.1.8.4 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. ***Expansion and Reform: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.***

Topic/Course: Ocean to Ocean (Chapter 11 Section 3) / SS 6

Grade: 6

Essential Question Expectations	Outcomes– Essential Skills	Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections	Modifications ESL / Special Education Academic Support	Assessments Formative Summative Benchmarks	PACING	NJCCCS/ Common Core
<p>- How did the United States grow in the 1830s & the 1840s?</p> <p>- How do physical geography and the human environment interact to influence or determine the development of cultures, societies and nations?</p>	<p>- Explain how Texas became a state</p> <p>- Describe how pioneers traveled west on the Oregon & Mormon trails</p> <p>- Identify how the United States gained lands after the Mexican-American War</p> <p>-Describe the California Gold Rush</p>	<p><u>ACTIVITIES:</u></p> <p>- Map Skills (Texas Ind & Western trails)</p> <p>-Vocabulary definitions</p> <p>– Word Wall</p> <p>- Oregon Trail game</p> <p>- <i>Read the Walls:</i> “Expanding Borders” DI</p> <p>- jigsaw: Calif Gold Rush (p.45-451) DI</p> <p>- diary entry: ‘Pretend to be a forty-niner traveling to CA:write a diary entry describing your journey & what you will do once you arrive</p> <p>-Videos</p> <p>-Writing activity</p> <p><u>MATERIALS:</u></p> <p>Outline maps</p> <p>Hand signs for 5 states in NW Terr.</p> <p>Worksheets</p> <p>Supplemental articles</p>	<p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p>	<p>-vocabulary comprehension</p> <p>- writing sample</p>	<p>1 ½ weeks</p>	<p>6.1.8.A.4.b</p> <p>LARH.6-8.2</p> <p>LARH.6-8.4</p> <p>LARH.6-8.7</p> <p>LARH 6-8.10</p> <p>LAWH.6-8.1</p>

NJCCCS: 6.1.8.4 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. ***Expansion and Reform: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.***

Topic/Course: New Ideas and Inventions (Chapter 11 Section 4) / SS 6

Grade: 6

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Essential Question Expectations	Outcomes– Essential Skills	Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections	Modifications ESL / Special Education Academic Support	Assessments Formative Summative Benchmarks	PACING	NJCCCS/ Common Core
<p>- How did new inventions change life in the United States?</p> <p>- How did the idea of mass production change manufacturing?</p>	<p>- Explain how canals, steamboats & railroads improved transportation & shipping</p> <p>- Describe how new inventions led to the Industrial Revolution</p>	<p><u>ACTIVITIES:</u></p> <p>-Videos</p> <p>-Erie Canal Songs</p> <p>-Map and Data skills (pictograph of US factory growth)</p> <p>-Vocabulary definitions</p> <p>– Word Wall</p> <p>- <i>Picture Walk</i> (Mill Girls) DI</p> <p>- make a collage illustrating different items made in factories today</p> <p>- design a poster/advertisement of one of the new inventions during Ind. Rev (use words/pictures)</p> <p>-write an editotial that either supports/opposes the building of more factories</p> <p><u>MATERIALS:</u></p> <p>Worksheets</p> <p>Videos (America:Story of Us)</p>	<p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p>	<p>Map skills</p> <p>Vocabulary comprehension</p> <p>Writing sample</p> <p>test</p>	<p>2 weeks</p>	<p>6.1.8.C.4.b</p> <p>LARH.6-8.2</p> <p>LARH.6-8.4</p> <p>LARH.6-8.7</p> <p>LARH 6-8.10</p> <p>LAWH.6-8.1</p>

NJCCCS: 6.1.4.8 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. ***Expansion and Reform: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.***

Topic/Course: Marking Period 4 Assessment Test and Study Guide

Grade: 6

Essential Question Expectations	Outcomes– Essential Skills	Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections	Modifications ESL / Special Education Academic Support	Assessments Formative Summative Benchmarks	PACING	NJCCCS
<p>-What problems might a person face in moving to a new place?</p> <p>-What is the purpose of new technology?</p> <p>-Why did people disagree about states' rights?</p> <p>-How does a country expand its territory?</p>	<p>-Identify the reasons for westward expansion and the people involved in the process.</p> <p>-Understand how the Industrial Revolution changed the American way of life.</p>	<p><u>ACTIVITIES:</u> 4th Marking Period Assessment Test and Study Guide 1. Go over Study Guide 2. Review activities</p> <p><u>MATERIALS:</u> 2. Study Guide</p>	<p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p>	<p>Quarterly Assessment</p>	<p>3 days</p>	<p>6.1.8.A.4.b 6.1.8.A.4.c 6.1.8.B.4.a 6.1.8.B.4.b 6.1.8.C.4.b</p>

NJCCCS: 6.1.4.8 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. ***Expansion and Reform: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.***

Topic/Course: RADAR -- Math and Language Arts

Grade: 6

Essential Question Expectations	Outcomes– Essential Skills	Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections	Modifications ESL / Special Education Academic Support	Assessments Formative Summative Benchmarks	PACING	NJCCCS
<p>-How did pioneer families become self-sufficient?</p> <p>-What problems might a person face in moving to a new place?</p>	<p>-Analyze the cooperation of pioneers in overcoming problems they faced.</p>	<p><u>ACTIVITIES:</u> RADAR -- Math and Language Arts 1. Math RADAR 2. Language Arts RADAR – persuasive essay (Persuade your family the reasons you should all move west)</p> <p><u>MATERIALS:</u> 1. Worksheet and prompt</p>	<p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p>	<p>RADAR Math: 10 pts scale LA: 0-4 scale</p>	<p>2 days</p>	<p>6.1.8.B.4.a 6.1.8.B.4.b</p> <p>WHST.6-8.1 WHST.6-8.4</p>

NJCCCS: 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 **and 8.1.8.1 Technology** All students will use digital tools to access, manage, evaluate and synthesize information

Topic/Course: Mini – Research Unit

Grade: 6

Essential Question Expectations	Outcomes– Essential Skills	Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections	Modifications ESL / Special Education Academic Support	Assessments Formative Summative Benchmarks	PACING	NJCCCS/ Common Core
<ul style="list-style-type: none"> • Whose point of view matters? • How do you locate legitimate sources? <p>How are databases useful when conducting research?</p> <p>How does using the table of contents and the index of a source assist in locating prominent information relating to a topic?</p>	<ul style="list-style-type: none"> • Explain importance of a topic using supporting details from sources • Identify legitimate databases on the Internet for conducting research <p>Demonstrate ability to utilize parts of a source/ book effectively</p> <p>Establish the proper format for citations/works cited</p>	<p>ACTIVITIES:</p> <p>Lesson 1: Google / Internet search in LMC with Librarian (focus: researching concepts of War 1812)</p> <p>Lesson 2: Identifying parts of a book for research (focus: Table of Contents, Index-introduction), citing sources</p> <p>Lesson 3: Using the Index to research topics</p> <p>Lesson 4: Encyclopedia sources (finding facts on topics) (focus: Women’s History Month)</p> <p>Lesson 5: Internet Research – Databases</p> <p>MATERIALS:</p> <ol style="list-style-type: none"> 1. computers/netbooks 2. LMS Resarch Style Guide 3. activity worksheets for each lesson 4. textbook 5. primary/secondary source (LMC) 6. Research folder 	Modified activity worksheets	Acitivity worksheets will be collected/revie wed and stored in a cumulative research folder that will follow students to their 7 th grade SS teacher in Sept	1x a month for 5 lessons (5 days for direct lesson instruction)	(War of 1812) 6.1.8.A.4.a 6.1.8.B.4.b (Tech) 8.1.8.A.1 LARH.6-8.1 LARH.6-8.2 LARH.6-8.9 LAWHST.6-8.6 LAWHST.6-8.7 LAWHST.6-8.8

