

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Social Studies Curriculum Guide**



**BOE Adoption: 02/12/2015**

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Social Studies Curriculum Guide**

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Note:

- All units are core units. New units/modifications may be integrated into the existing curriculum to be in collaboration with interdisciplinary units/themes and/or current events.

### **INTERDISCIPLINARY THEMES**

Planned interdisciplinary activities can help students to make sensible connections among subjects, while limiting the specialist's tendency to fragment the curriculum into isolated pieces. Such activities provide students with broader personal meaning and the integrated knowledge necessary to solve real-world problems. Teachers are encouraged to independently and cooperatively develop lessons which cover multiple areas simultaneously.

### **MISSION STATEMENT**

The Rochelle Park School District's envisions an educational community which inspires and empowers all students to become self-sufficient and thrive in a complex, global society

## **DEPARTMENT VISION**

It is the firm belief of the Rochelle Park Township School District that our children need to know who we are, where we have been, and where we are going. Without knowledge of ourselves and our past we cannot understand the present, or begin to contemplate the future. The fundamental purpose of our social studies curriculum is to provide students with the historical, cultural and geographic knowledge necessary to participate effectively and responsibly in a complex democratic society.

We maintain that the course of study must provide students with an understanding of the relationships that exist between human cultures and their geographical environments. We further maintain that students should be made aware of the physical, historical, and political forces that have served to shape and define the tapestry of human culture and development.

While the course of study must lead young minds to an understanding and appreciation of our own unique American experience, it must also instill respect and admiration for the development and contributions of less familiar cultures. Such knowledge should contribute to the development of sophisticated thinking and decision-making processes, and to the cultivation of effective world citizens. Within this balance of knowledge, pride, respect and tolerance lies the truest spirit of the human condition - ever striving, ever hopeful.

This guide is to provide focus for the learning that will take place in this course, but is completely modifiable based upon the needs and abilities of the students and their Individual Education Plans. Curriculum implementation follows best practice and adheres to the New Jersey Core Content Standards. At the same time, for students with disabilities, the Individual Education Plan, specifically the Goals and Objectives of the plan, supersede any curricular adherence or suggestion.

## **21<sup>ST</sup> CENTURY THEMES & SKILLS**

Embedded in much of our units of study and problem based learning projects are the 21<sup>st</sup> Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

## **AFFIRMATIVE ACTION COMPLIANCE STATEMENT**

The Rochelle Park Township Public Schools are committed to the achievement of increased cultural awareness, respect and equity among students, teachers and community. We are pleased to present all pupils with information pertaining to possible career, professional or vocational opportunities which in no way restricts or limits option on the basis of race, color, creed, religion, sex, ancestry, national origin or socioeconomic status.

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
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**Grade:** 1

**Unit:** Citizenship

**Time Frame:** 1 MP

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Rules are created to protect the rights of people and help solve problems.</li> <li>• People’s rights and the common good depends on others being good citizens.</li> <li>• All people can work together to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• How do rules help us?</li> <li>• How can everyone help make rules?</li> <li>• What makes a good rule?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• how rules and laws protect the rights of people, help resolve conflicts, and promote the common good.</li> <li>• why it is important that we all do our part to be a good citizen.</li> <li>• how and why is important that people from diverse backgrounds come together to solve problems.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• brainstorm a list of rules that are appropriate for the classroom.</li> <li>• role-play situations demonstrating conflict resolution.</li> <li>• use evidence to support an idea in a written and/or oral format.</li> <li>• evaluate what makes a good rule or law.</li> </ul>	<p>6.1.4.A.1 6.1.4.A.11 6.1.4.A.15</p> <p>6.3.4.A.1 6.3.4.D.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>citizen consequences directions friend leader rules</p>	<p><u>Never Spit on Your Shoes</u> by Denys Cazet  <a href="http://www.udel.edu/dssep/literature.html">http://www.udel.edu/dssep/literature.html</a>            Brainpop Jr. Clips            - School            - Rights and Responsibilities            Book Flix Fiction/Non Fiction</p>	<p><u>Formative</u>            Class Discussion            Teacher Observation</p> <p><u>Summative</u>            Class Rules Project</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
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**Grade:** 1

**Unit:** My America

**Time Frame:** 1 MP

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Symbols are things or pictures that stand for something else.</li> <li>• Important symbols of America, such as the flag, the bald eagle, and the Statue of Liberty, represent freedom, strength, and our country.</li> </ul>	<ul style="list-style-type: none"> <li>• What are some important American symbols?</li> <li>• What does each symbol represent?</li> <li>• Why do these symbols evoke feelings of pride in the citizens of America?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• that a symbol is something that stands for something else.</li> <li>• important symbols of America, such as the flag, the bald eagle, and the Statue of Liberty, represent freedom, strength, and our country.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• identify important symbols of America</li> <li>• explain the meaning of the flag, the Statue of Liberty, the Liberty Bell, the bald eagle and the White House</li> <li>• explain why these symbols are so important to Americans</li> </ul>	<p>6.1.4.D.17</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
bald eagle flag Liberty Bell monument nation Pledge of Allegiance president stars Statue of Liberty stripes symbol United States of America Washington D. C. White House	Brain Pop Jr.  Teacher and the Rockbots (You Tube video/song) <ul style="list-style-type: none"> <li>- Pledge of Allegiance</li> <li>- What Does the Pledge Mean?</li> </ul> Discovery Streaming- search American Symbols  Smart Exchange Lessons	<u>Formative</u> Class Discussion Teacher Observation  <u>Summative</u> My America Project

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**Grade:** 1

**Unit:** Maps & Symbols

**Time Frame:** 1 MP

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• There are different types of maps that are useful in different situations.</li> <li>• Maps can be used to obtain information on an area.</li> <li>• Landforms, climate, weather and availability of resources have impacted where and how people live and work in different regions.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the different types of maps?</li> <li>• What information can be collected from a map?</li> <li>• How can I locate geographical features on a map?</li> <li>• What tools can I use to help me locate places on a map?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• maps provide information.</li> <li>• there are different types of maps.</li> <li>• maps and globes are different.</li> <li>• maps can show different physical features, both natural and manmade.</li> <li>• landforms are special ways the land is shaped, such as mountains, oceans, lakes, rivers, and plains.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• utilize a map to find out information</li> <li>• explain the difference between natural and manmade physical features on a map</li> <li>• identify the four directions on a compass</li> <li>• use a map key/legend to obtain information on a map</li> </ul>	<p>6.1.4.B.1 6.1.4.B.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
compass compass rose continent country earth east geography globe hill lake landforms legend map map key north ocean plain rivers south state symbol town United States west world	<p><u>Me on the Map</u> by Joan Sweeney  <u>Where Do I Live?</u> By Neil Chesanow  <u>Follow that Map!</u> By Scot Ritchie  <u>Mapping Penny's World</u> by Loreen Leedy  <u>There's a Map on my Lap</u> by Tish Rabe  <u>Map Keys</u> by Rebecca Aberg</p> <p>Brainpop Jr.            -Reading Maps            -Landforms            - Continents and Oceans</p> <p>Discovery Streaming Videos</p> <p>Teacher and the Rockbots- How to Read a Map (You Tube)</p>	<p><u>Formative</u>            Class Discussion            Teacher Observation</p> <p><u>Summative</u>            Map Project</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
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**Grade:** 1

**Unit:** Wants vs. Needs (Intro. To Economics)

**Time Frame:** 1 MP

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Money is used to get people the things that they want and need.</li> <li>• After money is earned, it can be spent or saved.</li> <li>• Money can be spent on goods or services.</li> </ul>	<ul style="list-style-type: none"> <li>• Why should we save money?</li> <li>• Just because I want something, do I really need it?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• a need is something people must have to survive.</li> <li>• a want is something would like to have.</li> <li>• a good is a thing you can make, grow, or buy.</li> <li>• a service is when you pay a person to do something for you.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• distinguish between wants and needs.</li> <li>• explain the exchange of goods and services.</li> <li>• explain the role of money in individuals' lives'.</li> <li>• use evidence to support and idea in a written and/or oral format.</li> </ul>	<p>6.1.4.C.2 6.1.4.C.5 6.1.4.C.10</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>earn save spend goods service wants needs shelter work</p>	<p>Goods and Services Sort:  <a href="http://www.sfsocialstudies.com/g2/u3/index.html">http://www.sfsocialstudies.com/g2/u3/index.html</a></p> <p>Brainpopjr.com videos and resources:</p> <ul style="list-style-type: none"> <li>• Goods and Services</li> <li>• Needs and Wants</li> <li>• Saving and Spending</li> </ul> <p><a href="http://www.bankingkids.org">www.bankingkids.org</a></p> <p><a href="http://econkids.rutgers.edu/">http://econkids.rutgers.edu/</a></p> <p>Smart Exchange Lessons</p> <p><u><i>A Chair for My Mother</i></u> by Vera B. Williams  <u><i>The Bag I'm Taking to Grandma's</i></u> by Shirley Neitzel  <u><i>How Much is That Doggie in the Window?</i></u> by Iza Trapani  <u><i>Jam &amp; Jelly</i></u> by Holly &amp; Nellie by Gloria Whelen  <u><i>The Pigeon Wants a Puppy</i></u> by Mo Willems</p> <p>Book Flix Fiction/Nonfiction</p>	<p><u>Formative</u> Class Discussion Teacher Observation</p> <p><u>Summative</u> Unit Project</p>

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**Grade:** 2

**Unit:** Coming to America

**Time Frame:** 1 MP

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Throughout history, people have come to America for different reasons.</li> <li>There was Native Americans living all over the United States prior to the other groups' arrival.</li> </ul>	<ul style="list-style-type: none"> <li>Who are some of the first groups of people that immigrated to the United States and what kind of challenges did they encounter?</li> <li>How was life different for children then compared to today?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Christopher Columbus was an explorer that wanted to find a new trade route. He sailed across the Atlantic and thought he found the Indies.</li> <li>hundreds of years later, European settlers, came to America to start a new life.</li> <li>why the Pilgrims left Europe</li> <li>the challenges that the Pilgrims encountered during their voyage and once they landed in America</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>explain how the Pilgrims were able to survive in the new land.</li> <li>describe the importance of the Native Americans, including Squanto, to the Pilgrims</li> <li>explain the difference between the first Thanksgiving and our current holiday celebration</li> <li>compare the life of a Pilgrim child to the life of a child today</li> </ul>	<p>6.1.4.B.2          6.1.4.D.1          6.1.4.D.2          6.1.4.D.4          6.1.4.D.17</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>America          Atlantic Ocean          England          Mayflower          Natives          New World          Pilgrims          Plymouth          ship          Squanto          Thanksgiving          voyage          Christopher Columbus          explore          Spain</p>	<p>BrainPOP Jr.- Columbus Day          Thanksgiving  <u>A Picture Book of Christopher Columbus</u> by David Adler  <u>In 1492</u> by Jean Marzollo          Sarah Morton's Day          Samuel Eaton's Day</p>	<p><u>Formative</u></p> <ul style="list-style-type: none"> <li>Students will write responses to writing prompts about what it would be like to be a Pilgrim child or a Native American child. Writing will include details about what life was like for them and how it compares to a child's life now.</li> <li>Students will create a mini-book on Christopher Columbus.</li> <li>Legend of the Five Corn Kernels Activity</li> </ul> <p><u>Summative</u>          Thanksgiving Production</p>

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**Grade:** 2

**Unit:** Celebrations

**Time Frame:** 1 MP

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>• We celebrate on different days of honor in many different ways and for many different reasons.</li> <li>• People from around the world celebrate holidays in different ways.</li> <li>• We can also celebrate special people that have had a significant impact on society.</li> <li>• Celebrations are an important part of American culture, as well as other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Why do we have days to honor famous citizens or groups?</li> <li>• How do people around the world celebrate holidays?</li> <li>• How do citizens show patriotism?</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• the names of major figures in American History, including George Washington, Sacajawea, Abraham Lincoln, Sacajawea, Harriet Tubman, Susan B. Anthony, and Martin Luther King, Jr.</li> <li>• the contributions of important women, African Americans, and Native Americans to the United States and New Jersey History</li> <li>• the names of major winter holidays that are celebrated by citizens in the United States and around the world</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• explain the historical significance of major national holidays (e.g. President’s Day, Martin Luther King, Jr., Day)</li> <li>• explore the basic concepts of diversity, tolerance, fairness, and respect for others.</li> <li>• compare and contrast how holidays are celebrated in different families and different countries.</li> <li>• explain why there is no “right or wrong” way to celebrate a holiday.</li> </ul>	<p>6.1.4.A.9          6.1.4.A.10          6.1.4.A.14          6.1.4.D.12</p>

<b>VOCABULARY</b>	<b>RESOURCES/MATERIALS</b>	<b>ASSESSMENT/PROJECT</b>
<p>equality            fairness            protest            peaceful</p>	<p>BrainPOP Jr.- Martin Luther King Jr.            Rosa Parks            Harriett Tubman            Winter Holidays            George Washington            Susan B Anthony            Johnny Appleseed            Helen Keller            George Washington Carver</p>	<p><u>Formative</u></p> <ul style="list-style-type: none"> <li>• read/respond mini-book on the winter holidays</li> <li>• response to various writing prompts about holidays.</li> <li>• Read/respond mini-books on different important figures in American history.</li> </ul> <p><u>Summative</u>            Biography Report- Famous American</p>

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**Grade:** 2

**Unit:** Families and Ancestry

**Time Frame:** 1 MP

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Current American culture is a product of different traditions, values, and beliefs brought by immigrants.</li> </ul>	<ul style="list-style-type: none"> <li>What would cause an immigrant to leave their home country and move to a new country?</li> <li>How has the American culture evolved?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>that the world is divided into many nations consisting of territory and people, with their own government, languages, customs, and laws.</li> <li>how to use technology to learn about students and their families in other countries through classroom links, e-mail, and Internet research.</li> <li>how families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, and celebrations.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>explain how present events are connected to the past.</li> <li>apply terms related to time including years, decades, centuries, and generations.</li> <li>compare family life in a community of the past to life in a community of the present.</li> <li>discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.</li> <li>explain that Americans have come from different parts of the world and have a common American heritage, in addition to the heritage of the countries of origin.</li> </ul>	<p>6.1.4.A.14</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
immigrate decades centuries generations heritage ancestors	<p><u>Some People I Know</u> text: Unit 2</p> <p><u>Me and My Family Tree</u> Joan Sweeney</p> <p><u>The Keeping Quilt</u> Patricia Polacco</p> <p><u>Grandfather’s Journey</u> Allen Say</p> <p>Culture Grams (Library Subscription)</p> <p>BrainPOP Jr – Ellis Island</p>	<p><u>Formative</u></p> <ul style="list-style-type: none"> <li>personal “inventory”</li> <li>Venn Diagram finding similarities and differences (text 54-55)</li> <li>Observation of student research for country reports</li> </ul> <p><u>Summative</u></p> <p>Country of Ancestry Report</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
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**Grade:** 2

**Unit:** My Community

**Time Frame:** 1 MP

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>• There are different types of communities.</li> <li>• People in communities communicate in different ways.</li> <li>• Communities have many workers in a variety of occupations.</li> <li>• Communities use goods and services to help their residents live.</li> <li>• Citizens need to work together to keep their community running and successful.</li> </ul>	<ul style="list-style-type: none"> <li>• How do communities vary by location and the way they are structured?</li> <li>• How do communities work to service the needs of the people?</li> <li>• What role can members of a community perform in order to work together to solve issues that pertain to their environment?</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• how households, businesses, laborers, and governments work together within a community.</li> <li>• how to contact local officials and community members to acquire information and/or discuss local issues.</li> <li>• reasons why it is important to set long-term goals when making financial decisions within the community.</li> <li>• how local and state communities have changed over time, and explain the reasons for changes.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• explain the different types of communities.</li> <li>• compare and contrast how access to and use of resources affects people across the world differently.</li> <li>• select a local issue and develop a group action plan to inform school and/or community members about the issue.</li> <li>• plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.</li> </ul>	<p>6.1.4.C.6          6.1.4.C.7          6.1.4.C.11          6.1.4.D.11          6.3.4.B.1          6.3.4.C.1</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
career city communication community economics environment family group interview law litter museum natural resources neighbor neighborhood pollute producers protect public recycle rule rural suburban tax town trade transportation urban volunteer	BrainPOP Jr.- Communities  United Streaming Videos—How Communities Grow and Change -Also several videos on different community helpers <u>How Many Stars are in the Sky?</u> By Lenny Hort (Comparing all communities) <u>City Green</u> by DyAnne DiSalvo-Ryan <u>Franklin’s Neighborhood</u> by Sharon Jennings, Paulette Bourgeois  <u>Some People I Know</u> Text- Unit 1 Depending on Others	<u>Formative</u> <ul style="list-style-type: none"> <li>• Participation in a community service project to raise awareness for a community cause.</li> <li>• Students will write a letter to a member of the local government or company regarding a concern about the environment.</li> <li>• Write a letter to the current US president about an environmental concern.</li> </ul> <u>Summative</u> Rochelle Park Advertising- Students will create a brochure of information or poster highlighting one aspect of their community. Community Helper Report- Students will interview a community helper and then complete a research report. The report will be presented to their classmates.

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**Grade:** 3rd      **Unit:** Geography      **Time Frame:** 1st Marking Period

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• There are tools to assist in locating places within a community, region, and world.</li> <li>• Physical features make the world a unique place.</li> <li>• The environment effects settlement and activity.</li> </ul>	<ul style="list-style-type: none"> <li>• What are major geographical features of our world?</li> <li>• How do I locate geographical features on a map?</li> <li>• How does geography influence a community?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.</li> <li>• 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.</li> <li>• human interaction impacts the environment in New Jersey and the United States.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• compare and contrast information that can be found on different types of maps, and determine when the information may be useful.</li> <li>• use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</li> <li>• compare ways people choose to use and divide natural resources.</li> <li>• relate advances in science and technology to environmental concerns, and to actions taken to address them.</li> <li>• identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.</li> </ul>	<p>6.1.4.B.1          6.1.4.B.2          6.1.4.B.3          6.1.4.B.4          6.1.4.B.5          6.1.4.B.8          6.1.4.B.9          6.1.4.B.10</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
compass rose scale key/legend cardinal directions map longitude latitude hemisphere landforms continent ocean coast erosion river lake flood forest humus prairie predator mountain physical feature temperature timberline	<p>From Sea to Shining Sea (Prelude (G1-G15), Chapters 1, 2 &amp; 3 – Unit 1, Listen to the Land)</p> <p>Time for Kids Brainpop.com</p> <p><b><u>Possible Literature:</u></b></p> <ul style="list-style-type: none"> <li>• <u>Me on the Map</u></li> <li>• <u>Armadillo from Amarillo</u></li> <li>• <u>Mapping Penny’s World</u></li> <li>• <u>Atlases</u></li> </ul> <p>Oceans and Continents Map scale Vocabulary Review Sheet/Continents/Equator/Circles Maps/globes What is Latitude/Longitude Grids</p>	<p><b><u>Formative</u></b> Class Participation and Discussion, Teacher Observation</p> <p><b><u>Summative</u></b> Teacher generated study guides and chapter tests.</p> <p><b><u>Reading:</u></b> Read aloud plays &amp; reading instruction packets from Scholastic Read Aloud Plays</p> <p><b><u>Art:</u></b> Poster Creation; Scrapbook (then &amp; now)</p> <ul style="list-style-type: none"> <li>• Magazine Project – students research one topic &amp; create magazine with feature articles, advertisements, etc. (food &amp; clothing, buildings, etc.)</li> <li>• Writing Letters / Thank You Cards</li> <li>• Geometric Fort Design</li> </ul> <p><b><u>Technology</u></b> – “Scavenger Hunt” – NY Public Library web site  <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>  <a href="http://www.phschool.com">www.phschool.com</a>  <a href="http://www.pbskids.org/cyberchase/games">www.pbskids.org/cyberchase/games</a></p> <p><b><u>Critical Thinking:</u></b> Color Coded Timeline</p> <p><b><u>Writing:</u></b> Comparing and Contrasting            Researching; Library research projects            Diaries/Journals/”Reflection Book”;            Thank You Cards/Writing Letters</p> <p><b><u>Presentations:</u></b> Power Point; Biographical Speech by a leader; Informational Portrait; Graphic Organizers; Commercial Skit; Talk Show Simulation; Debates</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Social Studies Curriculum Guide**

**Grade:** 3      **Unit:** The Land and The First Americans

**Time Frame:** 2<sup>nd</sup> & 3<sup>rd</sup> Marking Period

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>• Past and present interactions of people, culture, and environment shape the American heritage.</li> <li>• American culture has been based on traditions and values and behaviors of different cultural groups living in the United States.</li> <li>• Regions form and change as a result of physical conditions, economies, and cultures.</li> </ul>		<ul style="list-style-type: none"> <li>• Why study the past?</li> <li>• How have various cultural groups each influenced the history of our country?</li> <li>• How did my ancestors come to this country?</li> <li>• What factors influenced the American heritage?</li> </ul>	
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• culture is expressed and influenced by the behavior of people.</li> <li>• stereotyping and prejudice can lead to conflict, using examples from the past and present.</li> <li>• it is important to understand the perspectives of other cultures in an interconnected world.</li> <li>• 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.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</li> <li>• evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.</li> <li>• explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.</li> <li>• compare and contrast various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</li> <li>• research the role of historical symbols, monuments, and holidays and how they affect the American identity.</li> <li>• explain how an individual’s beliefs, values, and traditions may reflect more than one culture.</li> <li>• explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</li> <li>• compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.</li> </ul>	<p>6.1.4.B.4 6.1.4.B.6</p> <p>6.1.4.D.2 6.1.4.D.3 6.1.4.D.12 6.1.4.D.13 6.1.4.D.14 6.1.4.D.15 6.1.4.D.16 6.1.4.D.17 6.1.4.D.18 6.1.4.D.19 6.1.4.D.20</p>	

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>salmon cedar longhouse colony survive nomad agriculture sachem matrilineage manetuwak Ohtas inland goods wilderness pioneer blaze pass wagon train population trade center Oregon Trail Santa Fe Trail vein mineral Boom town</p>	<p><u>From Sea to Shining Sea</u> – Houghton Mifflin Text – Chapter 7&amp;8. 4<sup>th</sup> Grade Text <u>New Jersey</u>– Scott Foresman - Chapter 3.</p> <p><b><u>Possible Literature:</u></b> <u>Westward to Home: Joshua’s Oregon Trail Diary</u></p>	<p><b><u>Formative</u></b> Class Participation and Discussion, Teacher Observation Quizzes</p> <p><b><u>Summative</u></b> Teacher created assessments/unit tests Projects</p> <p><b><u>Reading:</u></b> Read aloud plays &amp; reading instruction packets from Scholastic Read Aloud Plays</p> <p><b><u>Art:</u></b> Poster Creation; Scrapbook (then &amp; now)</p> <ul style="list-style-type: none"> <li>• Magazine Project – students research one topic &amp; create magazine with feature articles, advertisements, etc. (food &amp; clothing, buildings, etc.)</li> <li>• Writing Letters / Thank You Cards</li> <li>• Geometric Fort Design</li> </ul> <p><b><u>Technology</u></b> – “Scavenger Hunt” – NY Public Library web site <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> <a href="http://www.phschool.com">www.phschool.com</a> <a href="http://www.pbskids.org/cyberchase/games">www.pbskids.org/cyberchase/games</a></p> <p><b><u>Critical Thinking:</u></b> Color Coded Timeline</p> <p><b><u>Writing:</u></b> Comparing and Contrasting Researching; Library research projects Diaries/Journals/”Reflection Book”; Thank You Cards/Writing Letters</p> <p><b><u>Presentations:</u></b> Power Point; Biographical Speech by a leader; Informational Portrait; Graphic Organizers; Commercial Skit; Talk Show Simulation; Debates</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Social Studies Curriculum Guide**

**Grade:** 3

**Unit:** Government and Economy

**Time Frame:** 4<sup>th</sup> Marking Period

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>• Citizens are active members of a community, who have rights and responsibilities.</li> <li>• Governments are formed to provide services for communities on a local, state, and national level.</li> </ul>	<ul style="list-style-type: none"> <li>• What is a government?</li> <li>• Why do people have governments?</li> <li>• How do leaders and laws help communities?</li> <li>• How can government leaders and people in the community solve problems?</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.</li> <li>• leaders and laws help communities within the local government.</li> <li>• the roles and responsibilities of the three branches of the national government.</li> <li>• how the people in a community choose their leader.</li> <li>• what a law is and how does a council pass a law.</li> <li>• the importance of why communities pass laws.</li> <li>• how the state and national governments are organized.</li> <li>• why a state needs a capital.</li> <li>• the three parts of a state government (lawmakers, governor, courts).</li> <li>• the responsibilities of elected leaders of a state and what they do.</li> <li>• the three parts of our national government and the main job of each part (congress, president, courts OR Legislative, Executive, Judicial).</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</li> <li>• determine how national and state governments share power in the federal system of government.</li> <li>• describe 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.</li> <li>• research how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</li> <li>• explain the process of creating change at the local, state, or national level.</li> <li>• determine how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</li> </ul>	<p>6.1.4.A.1          6.1.4.A.3          6.1.4.A.5          6.1.4.A.6          6.1.4.A.7          6.1.4.A.11          6.1.4.A.12          6.1.4.A.15</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>government mayor council taxes election law capital constitution President Congress campaign governor</p>	<p><u>From Sea to Shining Sea</u> – Houghton Mifflin – Chapter 11 Governing Our Land Branches of the Government Foldable/brochure Model government (class elections) Writing letters to state and/or federal members of government <i>(recommended activity to meet Standard 6.3.4.A.2)</i> Student created classroom constitutions <i>(recommended activity to meet Standard 6.3.4.A.1)</i> <b>Possible Books:</b> Woodrow, The Whitehouse Mouse House Mouse, Senate Mouse Marshall the Courthouse Mouse Woodrow for President</p> <p>Teacher created power points Discovery Education Interactive Websites Brainpop and Brainpop Jr. DVD's</p>	<p><u>Formative</u> Class discussions Quizzes</p> <p><u>Summative</u> Teacher created assessments Projects</p> <p><b>Reading:</b> Read aloud plays &amp; reading instruction packets from Scholastic Read Aloud Plays</p> <p><b>Art:</b> Poster Creation; Scrapbook (then &amp; now)</p> <ul style="list-style-type: none"> <li>• Magazine Project – students research one topic &amp; create magazine with feature articles, advertisements, etc. (food &amp; clothing, buildings, etc.)</li> <li>• Writing Letters / Thank You Cards</li> <li>• Geometric Fort Design</li> </ul> <p><b>Technology</b> – “Scavenger Hunt” – NY Public Library web site <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> <a href="http://www.phschool.com">www.phschool.com</a> <a href="http://www.pbskids.org/cyberchase/games">www.pbskids.org/cyberchase/games</a></p> <p><b>Critical Thinking:</b> Color Coded Timeline</p> <p><b>Writing:</b> Comparing and Contrasting Researching; Library research projects Diaries/Journals/”Reflection Book”; Thank You Cards/Writing Letters</p> <p><b>Presentations:</b> Power Point; Biographical Speech by a leader; Informational Portrait; Graphic Organizers; Commercial Skit; Talk Show Simulation; Debates</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Social Studies Curriculum Guide**

**Grade:** 4

**Unit:** Geographic Regions of the US and NJ

**Time Frame:** Sept.-Dec.

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>• Geography affects the economy, politics and culture of a region.</li> <li>• The meaning behind the US regions and the states and capitals within those regions.</li> <li>• New Jersey is made up of many diverse regions.</li> </ul>	<ul style="list-style-type: none"> <li>• How does knowledge of geography help to understand that geography is a spatial discipline that encompasses “anything that can be mapped?”</li> <li>• What is the importance of the regions of the US and how it is related to where you live (NJ)? – describe stereotypes of US/NJ regions.</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• different ways to measure distance (e.g., miles, kilometers, time).</li> <li>• the importance of the regions of the US and how it is related to where you live? – describe stereotypes of US regions.</li> <li>• the geography of New Jersey.</li> <li>• how regions change over time.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• use physical and political maps to identify locations and spatial relationships of places within local and nearby communities.</li> <li>• estimate distances between two places on a map using a scale of miles.</li> <li>• identify the major cities of New Jersey, the United States, and the world.</li> <li>• locate time zones, latitude, longitude, and the global grid.</li> <li>• explain changes in places and regions over time and the consequences of those changes.</li> <li>• identify the distribution and characteristics of populations for different regions of New Jersey and the United States.</li> </ul>	<p>6.1.4.A.15          6.1.4.B.1          6.1.4.B.2          6.1.4.B.3          6.1.4.B.4          6.1.4.B.5          6.1.4.B.6            6.3.4.A.4</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
oceans continents latitude longitude scale prime meridian equator compass rose globe hemisphere grid symbol sea level regions states capitals time zones ridges plateau suburbs lowland weathering urban area commute resort climate boardwalk rural areas	Enchanted Learning Fact Sheets and Quizzes Supplemental Materials will be received from 5 <sup>th</sup> Grade for US regions Scott Foresman Text Chapter 2 (NJ Regions) <b>Suggested Activities:</b> (Including Differentiated Strategies)  Oceans and Continents Map scale Vocabulary Review Sheet/Continents/Equator/Circles Maps/globes What is Latitude/Longitude Grids Maps for regions of US/NJ Graphic Organizer Regions Flip Book NJ Regions Map Regions of NJ: Relief Map Regions Brochure Regions PowerPoint	<u>Formative</u> Class participation/discussion Observations  <u>Summative</u> Teacher designed tests and activities <ul style="list-style-type: none"> <li>• A state a day for regions</li> <li>• Research-based projects</li> <li>• State Floats</li> </ul> <u>Reading:</u> Read aloud plays & reading instruction packets from Scholastic Read Aloud Plays  <u>Art:</u> Poster Creation; Scrapbook (then & now) <ul style="list-style-type: none"> <li>• Magazine Project – students research one topic &amp; create magazine with feature articles, advertisements, etc. (food &amp; clothing, buildings, etc.)</li> <li>• Writing Letters / Thank You Cards</li> <li>• Geometric Fort Design</li> </ul> <u>Technology</u> – “Scavenger Hunt” – NY Public Library web site <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> <a href="http://www.phschool.com">www.phschool.com</a> <a href="http://www.pbskids.org/cyberchase/games">www.pbskids.org/cyberchase/games</a>  <u>Critical Thinking:</u> Color Coded Timeline  <u>Writing:</u> Comparing and Contrasting Researching; Library research projects Diaries/Journals/”Reflection Book”; Thank You Cards/Writing Letters  <u>Presentations:</u> Power Point; Biographical Speech by a leader; Informational Portrait; Graphic Organizers; Commercial Skit; Talk Show Simulation; Debates

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Social Studies Curriculum Guide**

**Grade:** 4

**Unit:** Revolutionary War

**Time Frame:** Jan.- March

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>• Breaking away from British rule and becoming an independent country was important for the building of the foundation of the United States.</li> <li>• The Battles of the Revolutionary War and how their leaders succeeded in victories led to the fundamental values and principle of American democracy.</li> </ul>	<ul style="list-style-type: none"> <li>• How does an understanding of NJ Events in the past relate to your understanding of the present and the future?</li> <li>• How do the values and principles of American Democracy relate to the rights, responsibilities and roles of a citizen in New Jersey?</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• the reasons why revolutionary leaders, including George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston fought for independence from England.</li> <li>• New Jersey’s role during the American Revolution.</li> <li>• that Americans have come from different parts of the world and have a common American heritage in addition to the heritage of the countries of origin.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• recognize national, state, and local legislators and government officials and explain how to contact them for help or to express an opinion.</li> <li>• explain that Americans have come from different parts of the world and have a common American heritage in addition to the heritage of the countries of origin.</li> <li>• identify major documents and symbols in New Jersey and American history, including the Declaration of Independence, the United States Constitution, the New Jersey State Seal, and the Bill of Rights.</li> <li>• identify the fundamental values and principles of American democracy expressed in the Pledge of Allegiance, the Declaration of Independence, the United States Constitution and the Bill of Rights, and the first New Jersey Constitution.</li> </ul>	<p>6.1.4.A.1  6.1.4.A.2  6.1.4.A.3  6.1.4.D.1  6.1.4.D.4  6.1.4.D.5  6.1.4.D.6  6.1.4.D.7  6.1.4.D.17    6.3.4.D.1</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Parliament repealed import delegates tax boycott Patriot minutemen Loyalist Treason strategy legislature democracy veto override amendment ratified enlistment	<p><b><u>Revolution</u></b>            Text Scott Foresman (Chapters 5&amp;6)            Signers of the Declaration of Independence  <u>What's the Big Idea Ben Franklin?</u>            Yankee Doodle Song            Road to Revolution            Colonies in America            War in NJ            Cause &amp; Effect            Fact &amp; Opinions            Protesting British Taxes            Rev. War Study Guide and Test            War Hero Biography Project</p> <p><b><u>Rev. War</u></b>            Causes &amp; Effect            Fact &amp; Opinion Worksheets            Trade Books:  <u>Phoebe the Spy</u>  <u>The Fighting Ground</u>  <u>George Washington's Socks</u>  <u>Toliver's Secret</u>  <u>The Secret Soldier</u>  <u>The Winter of Red Snow</u> – video  <u>Listen and sing patriot songs</u></p>	<p><b><u>Formative</u></b>            Class Participation and Discussion,            Teacher Observation</p> <p><b><u>Summative</u></b>            American Revolution Hero            Project/Rubric            Teacher Generated Chapter Tests            (Chapters 5 &amp; 6)</p> <p><b><u>Reading:</u></b> Read aloud plays &amp;            reading instruction packets from            Scholastic Read Aloud Plays</p> <p><b><u>Art:</u></b> Poster Creation; Scrapbook            (then &amp; now)</p> <ul style="list-style-type: none"> <li>• Magazine Project – students research one topic &amp; create magazine with feature articles, advertisements, etc. (food &amp; clothing, buildings, etc.)</li> <li>• Writing Letters / Thank You Cards</li> <li>• Geometric Fort Design</li> </ul> <p><b><u>Technology</u></b> – “Scavenger Hunt” –            NY Public Library web site  <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>  <a href="http://www.phschool.com">www.phschool.com</a>  <a href="http://www.pbskids.org/cyberchase/games">www.pbskids.org/cyberchase/games</a></p> <p><b><u>Critical Thinking:</u></b> Color Coded            Timeline</p> <p><b><u>Writing:</u></b> Comparing and            Contrasting            Researching; Library research            projects            Diaries/Journals/”Reflection Book”;            Thank You Cards/Writing Letters</p> <p><b><u>Presentations:</u></b> Power Point;            Biographical Speech by a leader;            Informational Portrait; Graphic            Organizers; Commercial Skit; Talk            Show Simulation; Debates</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Social Studies Curriculum Guide**

**Grade:** 4th

**Unit:** Inventors and Innovation

**Time Frame:** March/April

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>• Major scientific inventions and discoveries have had significant impacts on our life today.</li> </ul>	<ul style="list-style-type: none"> <li>• How does an understanding of NJ inventions in the past relate to your understanding of the present and the future?</li> <li>• How were scientific innovations important to NJ History?</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• factors involved in the development of cities               <ul style="list-style-type: none"> <li>○ (e.g. transportation, food, marketplace, religion, and military protection.</li> </ul> </li> <li>• the development of transportation and communication networks in New Jersey and the United States.</li> <li>• major scientific discoveries and inventions, the scientists and inventors who developed them (e.g., Thomas Edison), and their impact on life today.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</li> <li>• research and articulate how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</li> <li>• identify major scientific discoveries and inventions, the scientists and inventors who developed them (e.g., Thomas Edison), and their impact on life today.</li> </ul>	<p>6.1.4.C.16            6.1.4.C.17            6.1.4.C.18</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>geologist turnpike canal census leisure reform textiles entrepreneur patent refine trust monopoly condense irrigation assembly line horticulturalist pharmaceutical</p>	<p>Scott Foresman (Chapter 7&amp;9)</p> <p>Morse Code Activity Edison Light Bulb Canning/Assembly Lines Travel By Water and Land Kids Discover - Invention Discover Page NJ Economy Grows/NJ Inventors</p>	<p><u>Formative</u> Class Discussion/Participation Observation</p> <p><u>Summative</u> Teacher generated Study Guide and Chapters 7 &amp; 9 Tests</p> <p><b><u>Reading:</u></b> Read aloud plays &amp; reading instruction packets from Scholastic Read Aloud Plays</p> <p><b><u>Art:</u></b> Poster Creation; Scrapbook (then &amp; now)</p> <ul style="list-style-type: none"> <li>• Magazine Project – students research one topic &amp; create magazine with feature articles, advertisements, etc. (food &amp; clothing, buildings, etc.)</li> <li>• Writing Letters / Thank You Cards</li> <li>• Geometric Fort Design</li> </ul> <p><b><u>Technology</u></b> – “Scavenger Hunt” – NY Public Library web site <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> <a href="http://www.phschool.com">www.phschool.com</a> <a href="http://www.pbskids.org/cyberchase/games">www.pbskids.org/cyberchase/games</a></p> <p><b><u>Critical Thinking:</u></b> Color Coded Timeline</p> <p><b><u>Writing:</u></b> Comparing and Contrasting Researching; Library research projects Diaries/Journals/”Reflection Book”; Thank You Cards/Writing Letters</p> <p><b><u>Presentations:</u></b> Power Point; Biographical Speech by a leader; Informational Portrait; Graphic Organizers; Commercial Skit; Talk Show Simulation; Debates</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Social Studies Curriculum Guide**

**Grade:** 4th

**Unit:** Immigration

**Time Frame:** May-June

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Immigration to the United States increased dramatically during the early 1900s</li> <li>• The nation faced many challenges as it experienced two world wars and the Great Depression.</li> </ul>	<ul style="list-style-type: none"> <li>• What does it mean to be an American?</li> <li>• How do the values and principles of American Democracy relate to the rights, responsibilities and roles of a citizen in New Jersey?</li> <li>• How did immigration effect the population of the United States?</li> <li>• How did the collapse of the financial markets effect the US/NJ population?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• the process by which immigrants can become United States citizens.</li> <li>• factors involved in the development of cities (e.g. transportation, food, marketplace, religion, culture, and military protection.</li> <li>• reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.</li> <li>• immigration to the United States increased dramatically during the early 1900s</li> <li>• many challenges were faced as experienced by two world wars and the Great Depression on our nation.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• explain that Americans have come from different parts of the world and have a common American heritage in addition to the heritage of the countries of origin.</li> <li>• identify the fundamental values and principles of American democracy expressed in the Pledge of Allegiance, the Declaration of Independence, the United States Constitution and the Bill of Rights, and the first New Jersey Constitution.</li> <li>• identify how immigration to the United States increased dramatically during the early 1900s.</li> <li>• research and recall facets of the collapse of the financial markets (The Great Depression).</li> </ul>	<p>6.1.4.A13          6.1.4.D.2          6.1.4.D.3          6.1.4.D.4          6.1.4.D.20            6.3.4.D.1</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
immigrant tenement sweatshop suffrage suffragist stock depression New Deal Holocaust Equal Rights Amendment Great Migration World War I Great Depression World War II	Scott Foresman (Chapter 10)  <u>Island of Hope, Island of Tears</u> Ellis Island Movie Immigration Stations Simulation Scholastic Interactive Tour of Ellis Island First Stop Immigration Play <u>A Very Important Day</u> (Harcourt) <u>The Long Way to a New Land</u> East/West Coast Immigration WS <u>Jessie Across the Sea</u> <u>Dreaming of America</u> <u>Memory Coat</u> <u>The Butterfly</u> <u>Terrible Things</u>	<u>Formative</u> Discussion/Observation/Participation  <u>Summative</u> Teacher generated study guides and tests  <b><u>Reading:</u></b> Read aloud plays & reading instruction packets from Scholastic Read Aloud Plays  <b><u>Art:</u></b> Poster Creation; Scrapbook (then & now) <ul style="list-style-type: none"> <li>• Magazine Project – students research one topic &amp; create magazine with feature articles, advertisements, etc. (food &amp; clothing, buildings, etc.)</li> <li>• Writing Letters / Thank You Cards</li> <li>• Geometric Fort Design</li> </ul> <b><u>Technology</u></b> – “Scavenger Hunt” – NY Public Library web site <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> <a href="http://www.phschool.com">www.phschool.com</a> <a href="http://www.pbskids.org/cyberchase/games">www.pbskids.org/cyberchase/games</a>  <b><u>Critical Thinking:</u></b> Color Coded Timeline  <b><u>Writing:</u></b> Comparing and Contrasting Researching; Library research projects Diaries/Journals/”Reflection Book”; Thank You Cards/Writing Letters  <b><u>Presentations:</u></b> Power Point; Biographical Speech by a leader; Informational Portrait; Graphic Organizers; Commercial Skit; Talk Show Simulation; Debates

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
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**Grade:** 5

**Unit:** 1 – Early Man

**Time Frame:** 1 Month

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>• There is a connection between the geography of a place and its history.</li> <li>• People settle near available resources.</li> <li>• Religion helps shape culture.</li> <li>• Many interconnecting components of a society form a civilization.</li> </ul>	<ul style="list-style-type: none"> <li>• Why would people migrate?</li> <li>• How is survival possible during pre history?</li> <li>• Why adaptation is needed in order to survive?</li> <li>• How does religion play a factor in everyday life?</li> <li>• What was the most essential discovery of ancient man that led to the development of civilizations?</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• the importance of archeological finds in understanding human history.</li> <li>• people migrated during prehistory because they were nomadic.</li> <li>• geography affects civilizations and the development of them.</li> <li>• the evolution of humans from villages to civilizations.</li> <li>• the development of farming and domestication changed the way that people lived.</li> <li>• the importance of trade in the development of civilizations.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• recognize physical and human characteristics of a region changing over time.</li> <li>• use a time line to explain the difference between BC or BCE and AC or ACE.</li> <li>• create a Venn diagram of women’s chores, men’s chores, and shared chores.</li> <li>• create a social class pyramid.</li> <li>• construct timelines of the events occurring during major eras.</li> <li>• select and use various geographic representations to compare information about people, places, regions, and environments.</li> <li>• use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</li> <li>• compare and contrast differing interpretations of current and historical events.</li> </ul>	<p>6.2.8.A.1.a          6.2.8.B.1.a          6.2.8.C.1.a          6.2.8.C.1.b          6.2.8.D.1.a          6.2.8.D.1.b          6.2.8.D.1.c</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>prehistory  archeologist  history  prehistory  oral tradition  nomad  fertile  domesticate  irrigation  civilization  surplus  artisan  social class</p>	<p>Prentice Hall: <u>The Ancient World</u>  Chapter 1</p> <p>Eyewitness Books:  1. <u>Early Humans</u>  2. <u>Prehistoric Life</u>  3. <u>Archeology</u></p> <p><a href="http://www.phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&amp;wcprefix=lbk&amp;wcsuffix=1000">http://www.phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&amp;wcprefix=lbk&amp;wcsuffix=1000</a></p> <p><a href="http://www.googleearth.com">www.googleearth.com</a></p> <p><a href="http://iceman.eurac.edu/">http://iceman.eurac.edu/</a></p> <p><a href="http://www.bbc.co.uk/science/horizon/2001/iceman.shtml">http://www.bbc.co.uk/science/horizon/2001/iceman.shtml</a></p> <p><a href="http://www.mummytombs.com/manin.Otzi.htm">http://www.mummytombs.com/manin.Otzi.htm</a></p> <p><a href="http://www.archaeology.org/0801/topten/otzi.html">http://www.archaeology.org/0801/topten/otzi.html</a></p> <p><a href="http://www.pbs.org/wgbh/nova/ancient/iceman-last-meal.html">http://www.pbs.org/wgbh/nova/ancient/iceman-last-meal.html</a></p> <p><a href="http://tabithamiller.com/">http://tabithamiller.com/</a></p> <p><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>  search: ice man</p>	<p><u>Formative:</u>  Section Quizzes</p> <p><u>Summative</u>  Chapter Tests</p> <p>Technology:  1. Utzi Webquest  2. Visiting the Lascaux Cave Art website.</p> <p>Art:  1. Murals  a. Lascaux cave art  b. Progression from nomads to early cities.</p>

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**Grade:** 5

**Unit:** 2 – Fertile Crescent

**Time Frame:** 1.5 Months

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>• Ancient river valleys were the sites of the world’s first civilizations.</li> <li>• There are underlying reasons for the rise and fall of civilizations.</li> <li>• The spread of civilizations throughout the Mediterranean area.</li> <li>• The Sumerians developed the first civilization in Mesopotamia.</li> <li>• The Sumerians made advances that helped their society develop.</li> <li>• Many cultures ruled parts of the Fertile Crescent.</li> </ul>	<ul style="list-style-type: none"> <li>• Why are rules and laws important for a society?</li> <li>• What was essential for survival in the ancient river valley?</li> <li>• How did physical geography affect the growth of ancient civilizations?</li> <li>• What legacies have been left by cultures of the past?</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• empires formed in Mesopotamia and the effects of trade and conquests on these ancient cultures.</li> <li>• the key points of Hammurabi’s Code.</li> <li>• The Phoenicians’ contributions to ancient societies.</li> <li>• the history of the Israelites and identify their historical leaders.</li> <li>• religious beliefs of the Israelites shaped their history.</li> <li>• the rules and laws that guided the Israelites</li> <li>• Jews living in different parts of the world preserved their heritage by living together in close communities, obeying their religious laws, and following traditions.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• compare and contrast Assyrian and Babylonian cultures.</li> <li>• explain the importance of the development of writing in Mesopotamia and the way they kept records.</li> <li>• describe the geography of the Fertile Crescent and explain the role of geographic features in the growth of cities.</li> <li>• explain how major events are related to one another in time.</li> <li>• use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</li> </ul>	<p>6.2.8.A.2.a          6.2.8.A.2.b          6.2.8.A.2.c          6.2.8.A.4.j          6.2.8.B.2.a          6.2.8.B.2.b          6.2.8.C.2.a          6.2.8.D.2.b          6.2.8.D.2.c          6.2.8.D.2.d          6.2.8.D.4.b</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>scribe city-state polytheism myth empire caravan bazaar code cuneiform alphabet monotheism famine exile covenant prophet Diaspora</p>	<p>Prentice Hall : <u>The Ancient World</u> Chapter 2</p> <p>Eyewitness Books: 1. <u>Mesopotamia</u> 2. <u>Archeology</u></p> <p><a href="http://www.phschool.com/webc/odes10/index.cfm?fuseaction=home.gotWebCode&amp;wcprefix=lbk&amp;wcsuffix=1000">http://www.phschool.com/webc/odes10/index.cfm?fuseaction=home.gotWebCode&amp;wcprefix=lbk&amp;wcsuffix=1000</a></p> <p>National Geographic – Ancient Civilizations Theme Set</p> <p>Ancient Civilizations with reading instruction by Trisha Callella. <a href="http://www.googleearth.com">www.googleearth.com</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> search: Fertile Crescent search: Ancient Sumaria search: Mesopotamia search: Phoenicians search: Phoenician Alphabet</p>	<p><u>Formative:</u> Section Quizzes</p> <p><u>Summative:</u> Chapter tests</p> <p>Reading: 1. Read aloud plays and reading instruction packets from Scholastic Read-Aloud plays of the Ancient World.</p> <p>Math: 1. Problems using Babylonian number system. Use <a href="http://www.math.5u.com/babylonian%20numerals.html">http://www.math.5u.com/babylonian%20numerals.html</a></p> <p>Writing: 1. The Phoenician Alphabet – have students write their names using the Phoenician alphabet. Pg. 47 of the student text. 2. Travel brochure. Pg 59 of student text. 3. Location project – real estate ad exploring the advantages of geography and climate in Mesopotamia.</p> <p>Critical Thinking: 1. Color coded timeline – create timeline for each civilization in Mesopotamia highlighting major events and contributions.</p>

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**Grade:** 5

**Unit:** 3 – Ancient Egypt & Nubia

**Time Frame:** 1.5 Months

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• The Nile River supports human life in ancient times and today.</li> <li>• Accomplishments of Egypt’s pharaohs have had a lasting impact.</li> <li>• Architectural accomplishments of Egypt were created without the mechanical innovations we have today.</li> <li>• That water, fertile soil, and protected setting of the Nile River Valley was a driving force in the rise of Egyptian civilization.</li> <li>• Egyptian religion and government were closely connected during the Old Kingdom.</li> <li>• Order and greatness were restored during the Middle and New Kingdoms.</li> <li>• The Egyptians made lasting achievements in writing, architecture, art and science.</li> </ul>	<ul style="list-style-type: none"> <li>• What conditions are necessary for a civilization to develop?</li> <li>• What economic and geographic factors led to the rise of the ancient Egyptian civilization?</li> <li>• Why was religion so important to the ancient Egyptian way of life?</li> <li>• How did the ancient Egyptians influence modern life.</li> <li>• What historical accomplishments are the Egyptian civilizations known for?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• the Nile River affected trade and the way of life of ancient Egyptians and Nubians.</li> <li>• pharaohs unified their country through the power that they held as political and religious leaders.</li> <li>• the achievements of the pharaohs.</li> <li>• the importance of religion and the afterlife to ancient Egyptians.</li> <li>• the reasons Egyptians mummified their dead and built great monuments in their honor.</li> <li>• Egyptians used technology and organization to build everlasting monuments such as the Great Pyramids.</li> <li>• ancient Egyptians achievements in writing, math, astronomy, and medicine.</li> <li>• the relationship between Egypt and Nubia throughout the 3 Kingdoms.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• trace the course of the Nile River from its origins to the Mediterranean Sea.</li> <li>• describe hieroglyphics and how they were deciphered.</li> <li>• show an understanding of the everyday lives of Ancient Egyptians.</li> <li>• explain how major events are related to one another over time.</li> <li>• select and analyze information from a variety of sources to present a reasoned argument or position in a well written and or oral format.</li> </ul>	<p>6.2.8.A.2.a  6.2.8.A.2.b  6.2.8.A.2.c  6.2.8.B.2.a  6.2.8.B.2.b  6.2.8.B.4.c  6.2.8.C.2.a  6.2.8.D.2.a  6.2.8.D.2.b  6.2.8.D.2.c  6.2.8.D.2.d  6.2.8.D.4.j</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
cataract delta silt pharaoh dynasty regent afterlife mummy pyramid hieroglyph papyrus astronomer artisan	<p>Prentice Hall: The Ancient World Chapter 3</p> <p>Eyewitness Book:</p> <ol style="list-style-type: none"> <li>1. <u>Ancient Egypt</u></li> <li>2. <u>Pyramid</u></li> <li>3. <u>Mummy</u></li> <li>4. <u>Archeology</u></li> </ol> <p><a href="http://www.phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&amp;wcprefix=lbk&amp;wcsuffix=1000">http://www.phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&amp;wcprefix=lbk&amp;wcsuffix=1000</a></p> <p>National Geographic – Ancient Civilizations Theme Set</p> <p><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>            search: Nile River            search: Ancient Egypt            search: Pharaoh            Use famous people and places in your searches.</p>	<p><u>Formative:</u> Section Quizzes.</p> <p><u>Summative:</u> Chapter Tests</p> <p>Reading:</p> <ol style="list-style-type: none"> <li>2. Read aloud plays and reading instruction packets from Scholastic Read-Aloud plays of the Ancient World.</li> </ol> <p>Map Skills:</p> <ol style="list-style-type: none"> <li>1. Students will create their own map of the Nile River Valley.</li> </ol> <p>Writing:</p> <ol style="list-style-type: none"> <li>1. Make your own cartouche.</li> <li>2. Nile River Brochure.</li> <li>3. Social Class pyramid.</li> </ol> <p>Research Writing:</p> <ol style="list-style-type: none"> <li>1. Pharaoh baseball card research project.</li> </ol> <p>Critical Thinking:</p> <ol style="list-style-type: none"> <li>1. Playing the game of Senet.</li> </ol> <p>Technology:</p> <ol style="list-style-type: none"> <li>1. Mummies and pyramid scavenger hunt.</li> </ol> <p>Art:</p> <ol style="list-style-type: none"> <li>1. Egyptian death masks.</li> <li>2. Scarab paper weight.</li> <li>3. Sand art.</li> <li>4. Hieroglyphic papyrus art.</li> <li>5. Sarcophagus drawing.</li> <li>6. Pyramid building</li> </ol>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
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**Grade: 5**

**Unit: 4 - Greece**

**Time Frame: 1 Month**

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>• Greece’s geography and its nearness to the sea strongly influenced the development of trade and growth of city-states.</li> <li>• The people of Athens tried many different forms of government before creating a democracy.</li> <li>• The Ancient Greeks created great myths and works of literature that influence the way that we speak and write today.</li> <li>• The two most powerful city states in Greece, Sparta and Athens, had very different cultures and became bitter enemies.</li> <li>• Alexander the Great built a huge empire and helped spread Greek culture to Egypt and Asia.</li> <li>• Ancient Greeks made lasting contributions in the arts, philosophy, and science.</li> </ul>	<ul style="list-style-type: none"> <li>• What historical accomplishments is the Ancient Greek civilization known for?</li> <li>• How did geography influence the development of civilization in Greece?</li> <li>• How did Ancient Greece develop its system of government?</li> <li>• What cultural differences existed among Greek city-states, including the roles of women?</li> <li>• What similarities existed among the Greek city-states?</li> <li>• How did Greece set lasting standards in art, architecture, politics, literature, and philosophy?</li> <li>• How did Alexander the Great create a large empire? Why did his empire fall apart after his death?</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• the major geographic features of Greece and the affect on its history.</li> <li>• the political framework of Athenian society and its influence on modern society.</li> <li>• the physical environment affected the lives of Greek people depending on their region.</li> <li>• the underlying reasons behind how and why people cooperate, but also engage in conflict, to control the Earth’s surface.</li> <li>• the physical and human characteristics of a region change over time.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• identify major geographic features of Greece.</li> <li>• use critical thinking skills to interpret events, recognize bias, and differing point of view.</li> <li>• select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</li> <li>• select and use various geographic representations to compare information about people, places, regions, and environments.</li> <li>• use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</li> <li>• construct timelines of the events occurring during major eras.</li> </ul>	<p>6.2.8.A.3.a          6.2.8.A.3.b          6.2.8.A.3.c          6.2.8.A.3.d          6.2.8.A.3.e          6.2.8.B.3.a          6.2.8.B.3.b          6.2.8.C.3.a          6.2.8.C.3.b          6.2.8.C.3.c          6.2.8.D.1.b          6.2.8.D.3.a          6.2.8.D.3.d          6.2.8.D.3.f</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>peninsula epic acropolis city-state aristocrat tyrant democracy tribute immortal philosopher tragedy agora plague blockade barbarian assassinate Hellenistic</p> <p><b><u>Key people and places:</u></b> Homer Solon Troy Pericles Parthenon Socrates Athens Sparta Persia Marathon King Philip Macedonia Alexander the Great Alexandria Euclid Archimedes</p>	<p>Prentice Hall: <u>The Ancient World</u> Chapter 6</p> <p>Eyewitness Books: 1. <u>Archeology</u> 2. <u>Ancient Greece</u></p> <p><a href="http://www.phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&amp;wcprefix=lbk&amp;wcsuffix=1000">http://www.phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&amp;wcprefix=lbk&amp;wcsuffix=1000</a></p> <p><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> search: Ancient Greece search: Athens search: Sparta search: Alexander the Great search: Greek inventions search: Greek government</p> <p>National Geographic – Ancient Civilizations Theme Set</p>	<p><b><u>Formative:</u></b> Chapter Quizzes</p> <p><b><u>Summative:</u></b> Chapter Test</p> <p><b><u>Reading:</u></b> 3. Read aloud plays and reading instruction packets from Scholastic Read-Aloud plays of the Ancient World.</p> <p><b><u>Writing:</u></b> 1. Write your own Fable – Based off of Aesop’s Fables. 2. Greek poems. 3. Write your own name using the Greek alphabet. 4. Write your own Greek Myth to explain occurrences in nature.</p> <p><b><u>Math:</u></b> 1. Make an abacus 2. Test theories proposed by Euclid and Pythagorus. 3. Mosaic tiles – create your own mosaic tiles and identify the pattern.</p> <p><b><u>Science:</u></b> 1. Test on buoyancy</p> <p><b><u>Architecture:</u></b> 1. Design your own Greek home.</p> <p><b><u>Music:</u></b> 1. Making a set of pan pipes.</p> <p><b><u>Government:</u></b> 1. Debate/ elections.</p> <p><b><u>Art:</u></b> 1. Design your own Greek Urn. 2. Design your own Greek Coin 3. Design your own headdress or jewelry 4. Create your own frieze 5. Create your own theatre masks. 6. 3-D Greek Gods.</p>

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**Grade:** 5

**Unit:** Rome

**Time Frame:** 1.5 Months

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Rome’s location and government helped it become a major power in the ancient world.</li> <li>• The legacies of early civilizations’ provide a foundation for today’s societies.</li> <li>• Rome’s government and written laws le to a more stable society and became a benchmark for democracy in future societies.</li> <li>• Rome made numerous advancements in the fields of architecture, technology, and science.</li> <li>• Rome grew politically and economically and developed a culture that influenced later civilizations after changing from a republic to an empire.</li> </ul>	<ul style="list-style-type: none"> <li>• How was the development of the Roman Empire influenced by geography?</li> <li>• What similarities exist between the government and legal system of the ancient Roman Republic and the modern United States?</li> <li>• How was ancient Roman culture influenced by previous civilizations?</li> <li>• How did the creation of the empire transform the Roman government, society, economy, and culture?</li> <li>• What achievements did the Romans make in the fields of literature, philosophy, history, art, architecture, technology, and science?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• the importance that geography played in Rome’s rise.</li> <li>• the role the Roman government played during the creation of the republic.</li> <li>• Rome gained and ruled its empire by treating conquered peoples wisely.</li> <li>• the achievements made during the reign of the five “good emperors.”</li> <li>• the influence Greek culture had on Rome.</li> <li>• aspects of the daily life of the rich, poor, and the slaves in ancient Rome.</li> <li>• the status of women in Rome.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• use critical thinking skills to interpret events, recognize bias, point of view, and context.</li> <li>• use effective strategies for locating information.</li> <li>• describe the political and social framework of Roman society including: 1) political and social institutions of the Roman Republic and the reasons for its transformation from Republic to Empire. 2) the influence of Roman leaders.</li> <li>• analyze how shifts in the political framework of Roman society impacted the expansion transformed Roman society, economy, and culture.</li> <li>• compare the natural characteristics used to define a region.</li> </ul>	<p>6.2.8.A.3.a          6.2.8.A.3.b          6.2.8.A.3.c          6.2.8.A.3.e          6.2.8.A.4.a          6.2.8.B.3.a          6.2.8.B.4.a          6.2.8.C.3.a          6.2.8.C.3.b          6.2.8.C.3.c          6.2.8.C.4.a          6.2.8.D.3.a          6.2.8.D.3.d          6.2.8.D.4.b          6.2.8.D.4.c          6.2.8.D.4.j</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p> republic  patrician  plebian  consul  veto  dictator  province  aqueduct  circus  People and Places:  Romulus and Remus  Etruscans  Julius Caesar  Octavian  Tiber River  Rome  Italy  Carthage  Gaul  Augustus  Hadrian  Greece  Coliseum  Martial  Senica </p>	<p> Prentice Hall: <u>The Ancient World</u>  Chapter 7 sections 1-3    Eyewitness Books:  1. <u>Ancient Rome</u>  2. <u>Archeology</u>    <a href="http://www.phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&amp;wcprefix=lbk&amp;wcsuffix=1000">http://www.phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&amp;wcprefix=lbk&amp;wcsuffix=1000</a>    <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>  search: Ancient Rome  search: Julius Caesar  search: Emperors of Rome  search: Roman architecture  search: Roman inventions  search: Roman government    Eyewitness Books:  <u>Ancient Rome</u> </p>	<p> <u>Formative:</u>  Section Quizzes    <u>Summative:</u>  Chapter Test    Reading:  4. Read aloud plays and reading instruction packets from Scholastic Read-Aloud plays of the Ancient World.    Math:  1. Writing in Roman Numerals.    Science:  1. How a volcano forms.  2. Create a new calendar.    Writing:  1. Comparing and contrasting Roman and Greek Gods.    Architecture:  1. Design a Roman city.  2. Design a Roman family home.    Government:  1. Poster creation on one of the four types of governments.  2. Simulation of the struggle between patricians and plebians. </p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
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**Grade:** 6

**Unit:** Rome and Byzantium

**Time Frame:** 1 month

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>• Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.</li> <li>• The legacies of early civilizations provide a foundation for today’s societies.</li> <li>• The culture of a society is influenced by factors such as geography, assimilation, conquest, migration, and trade.</li> </ul>	<ul style="list-style-type: none"> <li>• Does physical geography affect the development of societies around the world?</li> <li>• How have the legacies of the Greco-Roman societies influenced modern societies?</li> <li>• What makes a culture unique?</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• the Roman government did not, at first, tolerate the rise of Christianity in the empire.</li> <li>• the longevity of the Byzantine Empire.</li> <li>• the effect of the acceptance of Christianity on the Roman Empire.</li> <li>• how Rome fell to invaders.</li> <li>• some major contributions of the Byzantine empire to world culture.</li> <li>• the problems that led to the decline of the Roman Empire.</li> <li>• how Western civilization arose from a synthesis of Christianity and classical Greco-Roman civilization with the cultures of Northern European peoples.</li> <li>• the political events that may have contributed to the decline of the Roman Empire; including internal divisions, significant battles, invasions and political changes.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• construct timelines of the events occurring during major eras.</li> <li>• select and use various geographic representations to compare information about people, places, regions, and environments.</li> <li>• use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</li> <li>• select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</li> </ul>	<p>6.2.8.A.3.a          6.2.8.A.3.b          6.2.8.A.3.c          6.2.8.A.3.d          6.2.8.A.3.e          6.2.8.B.3.a          6.2.8.D.3.f          6.2.8.B.4.g          6.2.8.D.4.c          6.2.8.D.4.h</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
republic plebeian consul aqueduct circus strait isthmus patriarch schism Vandals Constantine Justinian Code sultan icons Hagia Sophia Ottoman Empire	Websites for Rome and timeline Text for Byzantium (Chapter 1) SMART Board Google Earth Discovery Streaming videos	<u>Formative:</u> Roman Empire activities (i.e. Latin language, Roman Numerals, engineering achievements, government), Before and after maps <u>Summative:</u> Ancient civilizations review, 6 <sup>th</sup> grade chart/timeline PBL, Test

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**Grade:** 6

**Unit:** Islam and the Middle East

**Time Frame:** 1 month

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>• The culture of a society is influenced by factors such as geography, assimilation, conquest, migration, and trade.</li> <li>• Governments and social systems evolve based on the needs of the society.</li> <li>• Three major monotheistic religions arose in the Middle East and have strongly influenced its development.</li> <li>• Arab culture was both a unifying and divisive force in the Middle East region.</li> </ul>	<ul style="list-style-type: none"> <li>• How does a society’s belief system affect its history?</li> <li>• 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?</li> <li>• What makes a culture unique?</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• the impact of geography on Arab culture.</li> <li>• the spread of Muhammad’s teachings.</li> <li>• basic beliefs shared by Muslims.</li> <li>• some beliefs shared by Muslims, Jews, and Christians.</li> <li>• how the strengths of the Islamic world led to its golden age.</li> <li>• key contributions of Islam’s golden age of science, mathematics, and literature.</li> <li>• the origin and development of Islamic Law, the significance of the Koran and the Five Pillars of Islam, the diverse religious cultural and geographic factors that influenced the ability of the Muslim government to rule, the split into the Sunni and Shiite factions, the importance of Muslim civilization in mediating long distance commercial, cultural, intellectual, and food crop exchange across Eurasia and parts of Africa.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• use critical thinking skills to interpret events, recognize bias, point of view, and context.</li> <li>• explain how major events are related to one another in time.</li> <li>• select and use various geographic representations to compare information about people, places, regions, and environments.</li> <li>• use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</li> <li>• assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.</li> </ul>	<p>6.2.8.B.2.b          6.2.8.B.4.d          6.2.8.C.4.e          6.2.8.D.4.b          6.2.8.D.4.b          6.2.8.D.4.h          6.2.8.D.4.i</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
nomad prophet hijra muezzin minaret imam Islam Allah Mosque pilgrimage Ramadan Hajj Quran (Koran) caliph patron tolerance Mecca Medina Kabah Bedouins Shiites Sunnis Muhammad	Textbook Chapter 1 Websites (Voki.com class account) SMART Board Google Earth Discovery Streaming videos	<u>Formative:</u> Section questions in textbook, Venn diagram comparison of Islam with Christianity and Judaism, Graphic organizers, Timeline of Muhammad's Life, Spread of Islam mapping activity, Interpret primary resource reading on Muhammad's life, Islamic inventions reading comprehension activity, Ramadan greeting card activity <u>Summative:</u> Religious tolerance Voki PBL, Islam test, including rise and spread of Islam, the Five Pillars, the Golden Age of Islam

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**Grade:** 6

**Unit:** Civilizations in Africa

**Time Frame:** 1 month

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>• The emergence of empires resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.</li> <li>• The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.</li> <li>• The culture of a society is influenced by factors such as geography, assimilation, conquest, migration, and trade.</li> <li>• Africa is a vast continent with much environmental, cultural and historical diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• How does our interpretation 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?</li> <li>• What caused cultural interactions and what were the consequences of those interactions?</li> <li>• Why do people trade?</li> <li>• What makes a culture unique?</li> <li>• Can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources?</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• how Islam influenced the empire of Mali.</li> <li>• what cultures influenced the ancient kingdoms of Aksum and Ethiopia.</li> <li>• the physical features of Africa.</li> <li>• the migrations of the Bantu-speaking peoples.</li> <li>• the contributions made by the Bantu-speaking peoples to other African cultures.</li> <li>• the role that gold and salt played in West African trade.</li> <li>• the role Great Zimbabwe played in East African trade.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• use critical thinking skills to interpret events, recognize bias, point of view, and context.</li> <li>• select and use various geographic representations to compare information about people, places, regions, and environments.</li> <li>• use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</li> <li>• select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</li> <li>• examine current issues, events, or themes and relate them to past events.</li> <li>• use effective strategies for locating information.</li> <li>• summarize information in written, graphic, or oral formats.</li> <li>• choose appropriate tools and information resources to support research and solve real world problems including but not limited to online resources and data bases, search engines, and subject directories.</li> </ul>	<p>6.1.8.A.1.a          6.1.8.D.1.b          6.2.8.B.4.b          6.2.8.B.4.c          6.2.8.B.4.c          6.2.8.B.4.d          6.2.8.C.4.d          6.2.8.D.4.b          6.2.8.D.4.i</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
savannas oasis migration city-state clan silent barter Sahara Mansa Musa Mali Ghana Songhai Swahili	Textbook Chapter 2 Websites (TeachUNICEF) Library media (books, EBSCOHost) Audacity and microphones for podcasting SMART Board Google Earth Discovery Streaming videos	<u>Formative:</u> Section questions in textbook, Venn Diagrams, Swahili language activity <u>Summative:</u> Library research project essay and/or podcast on issues affecting modern Africa, Unit test

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**Grade:** 6

**Unit:** Ancient America

**Time Frame:** 1 month

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>• The emergence of empires resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.</li> <li>• The pre-Columbian cultures of Latin and South America had a lasting impact on the region.</li> </ul>	<ul style="list-style-type: none"> <li>• Why do civilizations rise and fall?</li> <li>• What caused cultural interactions and what were the consequences of those interactions?</li> <li>• How does religion shape society?</li> <li>• How does the culture of a society influence its development?</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• the unification methods used by Incan rulers.</li> <li>• the uses of the mounds built by native North Americans.</li> <li>• the relationship of the Anasazi to the Pueblo cultures.</li> <li>• Mayan civilization to its physical geographic setting.</li> <li>• the accomplishments of Mayan and Aztec civilizations.</li> <li>• the Mayan and Aztec empires.</li> <li>• how the Incas ruled a vast empire.</li> <li>• how the needs of the empire resulted in advances in building and farming.</li> <li>• the ways of life the people of the Southwest to their environment.</li> <li>• the social and political elements of Incan and Aztec societies including the major aspects of government, the role of religion, daily life, economy, and social organization.</li> <li>• the relationships between Mesoamerican and Andean societies including the growth of urban societies and urban planning, religions and rituals, governing structure and economy and the construction of a Mesoamerican calendar and similarities in agricultural societal structures and artisan crafts.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• construct timelines of the events occurring during major eras.</li> <li>• select and use various geographic representations to compare information about people, places, regions, and environments.</li> <li>• use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</li> <li>• use effective strategies for locating information.</li> <li>• summarize information in written, graphic, or oral formats.</li> </ul>	<p>6.1.8.A.1.a          6.1.8.B.1.a          6.1.8.D.1.a          6.1.8.D.1.b          6.1.8.D.1.c          6.2.8.B.4.h          6.2.8.C.4.b          6.2.8.D.4.b          6.2.8.D.4.c</p>

<ul style="list-style-type: none"> <li>• the influence of early Mesoamerican societies on the Mayan civilization.</li> <li>• the development of the Mayan civilization from agricultural community to an urban civilization; including the influence of the environment on farming methods, irrigation systems and domestication of animals.</li> <li>• the significant features of Mayan civilization: location of Mayan cities, road systems and sea routes, role and status of men and women in Mayan society, role of religion and ceremonial games in Mayan culture and the structure and purpose of the Mayan pyramids.</li> </ul>		
<b>VOCABULARY</b>	<b>RESOURCES/MATERIALS</b>	<b>ASSESSMENT/PROJECT</b>
maize slash-and-burn agriculture hieroglyph causeway aqueduct artisan Quetzalcoatl Tenochtitlan quipu terrace pueblo	Textbook Chapter 3 Websites SMART Board Google Earth Discovery Streaming videos Museum board, or class account on an online, virtual poster site (e.g., edu.Glogster.com) Library book cart	<u>Formative:</u> Section questions in textbook, Meso-American calendars, Cartographer activity- create a map of South and Central America, Comparison chart, note-takers, Venn Diagram of Meso-America, <u>Summative:</u> Multi-media PBL (i.e. museum display, online posters) in which Groups research one of six pre-Colombian civilizations and create displays, 5-paragraph persuasive essay- Read 2 articles on pros and cons of providing Internet communication to isolated indigenous tribes of the Amazon, Pre-Colombian civilizations test

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**Grade:** 6

**Unit:** Civilizations in Asia (China, Japan, India)

**Time Frame:** 1 month

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Asia’s varying relationships with the Western world has both thwarted and improved its cultural, political, and economical progress.</li> <li>The geographical features of the cultures in Asia have served as a means of protection, while also limiting its ties, to the outside world.</li> </ul>	<ul style="list-style-type: none"> <li>How does a society’s belief system affect its history?</li> <li>How does geography affect the way people live?</li> <li>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?</li> <li>What makes a culture unique?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>the importance and value of the ideas of Confucius in China.</li> <li>the achievements of the Song and Tang dynasties in the golden ages of China.</li> <li>the geographic setting of Japan to its culture and history.</li> <li>Japanese history from the medieval period to the 1600s.</li> <li>the reasons for Japanese isolation from the 1600s to the 1850s.</li> <li>the importance of Hinduism in India and the impact of Muslim rulers.</li> <li>why Akbar was a wise and great ruler.</li> <li>the reasons for the downfall of the Mughal Empire.</li> <li>major geographic features of India and how these features affected history.</li> <li>the development of Hinduism &amp; its basic beliefs and duties.</li> <li>the main principles of Buddhism.</li> <li>the development of Buddhism in ancient India and how it spread to other countries.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>use critical thinking skills to interpret events, recognize bias, point of view, and context.</li> <li>construct timelines of the events occurring during major eras.</li> <li>explain how major events are related to one another in time.</li> <li>select and use various geographic representations to compare information about people, places, regions, and environments.</li> <li>use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</li> <li>compare and contrast differing interpretations of current and historical events.</li> <li>select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</li> <li>use effective strategies for locating information.</li> <li>summarize information in written, graphic, or oral formats.</li> </ul>	<ul style="list-style-type: none"> <li>6.2.8.A.2.a</li> <li>6.2.8.B.2.b</li> <li>6.2.8.A.2.b</li> <li>6.2.8.A.2.c</li> <li>6.2.8.A.3.a</li> <li>6.2.8.A.3.a</li> <li>6.2.8.A.3.b</li> <li>6.2.8.A.4.a</li> <li>6.2.8.B.2.a</li> <li>6.2.8.B.2.b</li> <li>6.2.8.B.3.a</li> <li>6.2.8.B.4.a</li> <li>6.2.8.B.4.d</li> <li>6.2.8.C.2.a</li> <li>6.1.8.C.3.a</li> <li>6.2.8.C.3.b</li> <li>6.2.8.C.3.c</li> <li>6.2.8.C.4.a</li> <li>6.2.8.C.4.e</li> <li>6.2.8.D.2.a</li> <li>6.2.8.D.2.b</li> <li>6.2.8.D.2.c</li> <li>6.2.8.D.2.d</li> <li>6.2.8.D.3.a</li> <li>6.2.8.D.3.b</li> <li>6.2.8.D.3.c</li> <li>6.2.8.D.3.d</li> <li>6.2.8.D.3.e</li> <li>6.2.8.D.3.f</li> <li>6.2.8.D.4.a</li> <li>6.2.8.D.4.b</li> </ul>

<ul style="list-style-type: none"> <li>the significance of the developing cultures of Asia, including the Golden Age in China and spread of Chinese civilization to Japan, Korea, and Southeast Asia and the rise of the Mongol Empire.</li> </ul>		6.2.8.A.4.a 6.2.8.A.4.b 6.2.8.B.4.b 6.2.8.D.4.c 6.2.8.B.4.f 6.2.8.D.4.b 6.2.8.D.4.c 6.2.8.D.4.g 6.2.8.D.4.j
<b>VOCABULARY</b>	<b>RESOURCES/MATERIALS</b>	<b>ASSESSMENT/PROJECT</b>
dynasty samurai bushido feudal system caste system subcontinent monsoon citadel caste avatar reincarnation dharma meditate nirvana untouchables Himalaya Mountains Indus River Valley Ganges River Valley Brahma Vishnu Shiva polytheism Hinduism Siddhartha Gautama Mohandas K. Gandhi Buddhism zodiac	Textbook Chapter 4 Websites Scrapbook materials (construction paper, scissors, printer, glue sticks) Google Translate SMART Board Google Earth Discovery Streaming videos	<u>Formative:</u> Section questions in textbook, Chinese New Year activity, Simulation and journal of Feudal Japan, Indian caste photograph activity, Religions of Asia reading comprehension activity & fill-in chart, Rise of India as a world power – current event activity <u>Summative:</u> Asia: Then and Now scrapbook, Asia civilizations test

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**Grade:** 6

**Unit:** Medieval Europe

**Time Frame:** 1 month

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>The emergence of empires resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.</li> <li>The culture of a society is influenced by factors such as geography, assimilation, conquest, migration, and trade.</li> </ul>	<ul style="list-style-type: none"> <li>What is the role of religion in government?</li> <li>Why do people trade?</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>how the Crusades changed medieval society.</li> <li>the positive and negative aspects of feudalism as a political and economic system.</li> <li>the role of the Church in medieval Europe.</li> <li>the cultural achievements in learning and the arts.</li> <li>the origins of feudalism and understand how it worked.</li> <li>the growth of cities and the rise of a merchant class and how they changed medieval life.</li> <li>the impact of the growth of trade in the later Middle Ages.</li> <li>the religious and economic reasons for the Crusades.</li> <li>the evolution of significant political, economic, social and cultural institutions and events that shaped European medieval society, including Catholic and Byzantine churches, feudalism and manor life, the Crusades, the rise of cities, and changing technology.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>explain how major events are related to one another in time.</li> <li>select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</li> <li>use effective strategies for locating information.</li> <li>summarize information in written, graphic, or oral formats.</li> </ul>	<p>6.2.8.C.4.e          6.2.8.D.4.b          6.2.8.D.4.c          6.2.8.D.4.d          6.2.8.D.4.e          6.2.8.D.4.f</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Middle Ages            medieval            feudalism            vassal            manor            self-sufficient            serf            peasant            squire            knight            clergy            excommunicate            guild            apprentice            chivalry            troubadour            lute            parliament            illuminated manuscripts            Julian calendar            Gregorian calendar            Gregorian chants            Pope Gregory VII            heraldry            coat-of-arms            Joan of Arc            Orleans</p>	<p>Textbook Chapter 5            Websites            SMART Board            Google Earth            Discovery Streaming videos            Library book cart            New York Public Library website            of scanned in illuminated            manuscript pages            CDs/music web sites            King Arthur short story</p>	<p><u>Formative:</u>            Section questions in textbook,            Create heraldry crest shields,            Create illuminated manuscript            pages, Arthurian skits, Crusades            primary resource activity – "Letters            from Those who Fought"  <u>Summative:</u>            Medieval Magazine Project –            Student researches one topic            (architecture, knights, food,            clothing, etc.) and create magazine            with feature articles,            advertisements, etc., Medieval            Europe vocabulary quiz, Medieval            Europe/Crusades test</p>

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**Grade:** 6

**Unit:** New Age In Europe in Europe

**Time Frame:** 1 month

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>• Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions.</li> <li>• The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.</li> <li>• The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations.</li> <li>• Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.</li> <li>• The emergence of empires resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.</li> </ul>	<ul style="list-style-type: none"> <li>• What causes a society to want to expand?</li> <li>• Why do people trade?</li> <li>• How do religions develop?</li> <li>• Do ideas change the way people live?</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• how Spain built an empire in the New World.</li> <li>• how Portugal led the way in European exploration outside Europe.</li> <li>• the ways that other explorers helped Europeans learn about new lands.</li> <li>• factors that contributed to oceanic travel and exploration in the 15<sup>th</sup> and 16<sup>th</sup> centuries including technological innovations in ship building navigation, naval warfare, navigational inventions such as the compass, and the impact of wind currents on the major trade routes.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• use critical thinking skills to interpret events, recognize bias, point of view, and context.</li> <li>• explain how major events are related to one another in time.</li> <li>• use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</li> <li>• select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</li> </ul>	<p>6.1.8.C.1.a          6.1.8.C.1.b          6.1.8.D.1.c          6.1.8.B.2.b          6.1.8.C.3.a          6.2.8.B.4.a          6.2.8.C.4.a          6.2.8.C.4.b          6.2.8.C.4.c</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
astrolabe caravel circumnavigate navigator Henry the Navigator Ferdinand Magellan Cape Bojador Strait of Magellan Hernán Cortés Francisco Pizarro conquistador encomienda	Textbook Chapter 6 Websites SMART Board Google Earth Discovery Streaming videos	<u>Formative:</u> Section questions in textbook, Web quest, New Age in Europe Activities, Making a compass activity (in text) <u>Summative:</u> Explorers PBL Test

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Social Studies Curriculum Guide**

**Grade:** 6

**Unit:** Changes in the Western World

**Time Frame:** 1 month

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.</li> <li>Governments and social systems evolve based on the needs of the society.</li> </ul>	<ul style="list-style-type: none"> <li>Are governments necessary in a society?</li> <li>Is any one political system the best?</li> <li>Why is wealth distributed differently among individuals and nations?</li> <li>How can new ideas change the way people live?</li> <li>Why does conflict happen?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>the impact of important new ideas on people’s views of government.</li> <li>the importance of the Magna Carta.</li> <li>the reasons for the development of nations in Europe.</li> <li>the reasons for the conflicts between kings and popes.</li> <li>the medieval origins of constitutional government in England (e.g. Edward I, Magna Carta, Model Parliament of 1295, Common Law).</li> <li>representative government and explain how it works to protect the majority and the minority (connect to Parliament).</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>use critical thinking skills to interpret events, recognize bias, point of view, and context.</li> <li>explain how major events are related to one another in time.</li> <li>select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</li> </ul>	<p>6.2.8.A.4.c</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
divine right absolute monarch indulgences English Bill of Rights Magna Carta Enlightenment scientific method Copernicus Galileo colony constitutional monarchy Napoleonic Code Runnymede King John	Textbook Chapter 7 Websites Wiki account (e.g., PBWorks or Wikispaces) SMART Board Google Earth Discovery Streaming videos	<p><u>Formative:</u>            Section questions in textbook,            Venn diagram of Christianity</p> <p><u>Summative:</u>            Biographical “character” web wiki            PBL, Skits – Age of Powerful Kings, Changes in Europe quiz,            Test – Absolute Monarchies</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Social Studies Curriculum Guide**

**Grade:** 7

**Unit:** Jamestown + Plymouth

**Time Frame:** 4 weeks

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>• Different reasons for emigration of early English-speaking settlers to America.</li> <li>• Location as a cause of economic development.</li> <li>• Early relationships with Native Americans.</li> <li>• Early forms of colonial government.</li> <li>• Beginning of African slavery in America.</li> </ul>	<ul style="list-style-type: none"> <li>• How did reasons for Jamestown &amp; Plymouth settlements differ from each other?</li> <li>• How did agricultural conditions determine economic development for the two colonies?</li> <li>• How were these early settlements governed?</li> <li>• How did relationships with Native Americans vary between the two colonies</li> <li>• How did slavery begin in America?</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• culture and lifestyle of Native American tribes before arrival of settlers</li> <li>• “push” and “pull” factors driving immigration</li> <li>• natural resources at settlement locations</li> <li>• profit motive behind Jamestown settlement – London Company as early corporation</li> <li>• religious freedom motive behind Plymouth settlement</li> <li>• John Smith’s role as leader of Jamestown</li> <li>• challenges faced by Jamestown settlers including warfare with Native Americans, famine, disease</li> <li>• tobacco as key success factor for Jamestown, leading to African indentured servants, distribution of land to settlers, elected legislators, labor strike.</li> <li>• Mayflower Compact establishes self-government in N. America.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• construct timelines of the events occurring during major eras.</li> <li>• explain how major events are related to one another in time.</li> <li>• use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</li> </ul>	<p>6.1.8.A.2.a          6.1.8.A.2.b          6.1.8.A.2.c          6.1.8.B.2.a          6.1.8.C.2.a          6.1.8.D.2.b          6.1.8.D.4.a</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>London Company  John Smith  Pocahontas  John Rolfe  Powhatan  indentured servant  House of Burgesses  Lord de la Warr  King Philip's War  Squanto  Samoset  Church of England (Anglicans)  Mayflower Compact  William Bradford  Puritans  Separatists (Saints – Pilgrims)  theocracy –autocracy – aristocracy  – representative and direct  democracy</p>	<p>Prentice Hall: America: History of  Our Nation text  Mayflower Compact  John Smith's Map of Virginia  John Smith's History of Virginia  Video – New World Colonized  (Discovery)</p>	<p><u>Formative:</u>  Mayflower Compact – Class  Compacts  Participation  Small group discussion  Compare/contrast charts</p> <p><u>Summative:</u>  Journals (John Smith, family  immigrant)  Presentations  Unit Test</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Social Studies Curriculum Guide**

**Grade:** 7

**Unit:** Colonial America

**Time Frame:** 5 weeks

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Geographic features and natural resources by colonial region.</li> <li>• Economic and religious differences between colonial regions, including use of slavery.</li> <li>• Impact of mercantilism on colonies – triangular trade.</li> <li>• Forms of colonial government.</li> <li>• Relationships with Indians varied by colony/region.</li> </ul>	<ul style="list-style-type: none"> <li>• Which European powers colonized American, and how did Great Britain come to dominate?</li> <li>• Why did immigrants settle in different regions?</li> <li>• How did geography and natural resources affect development of each colony/region?</li> <li>• How did religious tolerance vary by colony, and how did this affect development?</li> <li>• How were colonies governed?</li> <li>• What was the impact of Triangular Trade on economic development and growth of slavery?</li> <li>• How did relationships with Native Americans vary by region?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• reasons why European powers wanted colonies in N.A.</li> <li>• location of eastern seaboard states</li> <li>• key port cities</li> <li>• religious groups that settled in each region</li> <li>• key sources of economic development in each region</li> <li>• workings of triangular trade</li> <li>• development of permanent, hereditary slavery in US</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• select and use various geographic representations to compare information about people, places, regions, and environments</li> <li>• use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</li> </ul>	<p>6.1.8.A.2.a  6.1.8.A.2.b  6.1.8.A.2.c  6.1.8.B.2.a  6.1.8.B.2.b  6.1.8.B.2.c  6.1.8.C.2.a  6.1.8.C.2.b  6.1.8.C.2.c  6.1.8.D.2.a  6.1.8.D.2.b</p>
VOCABULARY	RESOURCES/MATERIALS	
colony subsistence farming cash crop indigo triangular trade Quakers – Lutherans – Catholics – Baptists - Jews mills merchant class Cavalier – aristocracy plantation Permanent & hereditary slavery Appalachian Mountains New England Region – Middle Region – Southern Region	History of US – Book 2, Ch. 17-31 Prentice Hall: America: History of Our Nation text supplementary readings – slavery and triangular trade Video – Diversity of Colonial Communities (Discovery) Teacher Powerpoint Presentations	<p><u>Formative:</u>            Participation            Small group discussion            Compare/contrast charts</p> <p><u>Summative:</u>            Presentations – Colonial Recruitment Commercial/Skit            Rubric            Map Quiz            Unit Test</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Social Studies Curriculum Guide**

**Grade:** 7

**Unit:** French & Indian War

**Time Frame:** 3 weeks

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• English were motivated to control North America.</li> <li>• English &amp; French had different Indian allies.</li> <li>• Control of key rivers guides military strategy.</li> <li>• Franklin’s Albany Plan of Union was an early attempt to combine colonies.</li> <li>• Geography, form of government, allies and reasons for fighting can lead to military advantage/disadvantage.</li> </ul>	<ul style="list-style-type: none"> <li>• What led to French &amp; Indian War?</li> <li>• How did English gain control of North America?</li> <li>• How does one side gain advantages over rival in war?</li> <li>• What are advantages and disadvantages of combining separate political entities to fight a war?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• English, French, Spanish and Dutch/Swedish holdings in North America.</li> <li>• Conflicts over territory, fur trade and religion led to war.</li> <li>• French allied with Huron tribe.</li> <li>• English allied with Iroquois Nation</li> <li>• Albany Plan of Union would have brought colonies together to fight war</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Construct timelines of events occurring during major eras.</li> <li>• Explain how major events are related to one another in time.</li> <li>• Select and use various geographic representations to compare information about people, places, regions, and environments.</li> <li>• Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</li> </ul>	<p>6.1.8.B.2.b 6.1.8.D.2.a</p>
VOCABULARY	RESOURCES/MATERIALS	
<p>Benjamin Franklin William Pitt Jeffrey Amherst General Braddock George Washington General Wolfe Iroquois Nation Huron Albany Quebec Montreal St. Lawrence River Fort Necessity William Johnson Militia Ally Siege Bayonet, Guerilla warfare</p>	<p>Prentice Hall: America: History of Our Nation text</p> <p>Cartoon- Join or Die N. Amer. Maps – 1754 and 1763</p> <p>Teacher Powerpoint presentations</p>	<p><u>Formative:</u> Participation Small group discussion Compare/contrast charts</p> <p><u>Summative:</u> Unit test</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Social Studies Curriculum Guide**

**Grade:** 7

**Unit:** Steps to Revolution

**Time Frame:** 4 weeks

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>• Loyalists v. Patriots</li> <li>• Taxes and colonists’ reactions to them as cause of colonies’ separation.</li> <li>• Role of firebrands in spreading idea of Revolution.</li> <li>• Propaganda as a factor in spreading the idea of revolution.</li> <li>• Declaration of Independence was founding document for USA.</li> </ul>	<ul style="list-style-type: none"> <li>• Why did England levy new taxes on colonies?</li> <li>• What led colonists to rebel against England?</li> <li>• Why did colonists have a range of opinions about rebelling against England?</li> <li>• How did propaganda affect public opinion?</li> <li>• How do people justify self-government?</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Actions of Samuel Adams, Thomas Paine and Patrick Henry toward spreading idea of revolution.</li> <li>• New taxes levied by Parliament on colonies, and colonists’ reactions, including Boston Tea Party.</li> <li>• Controversy over events at Boston Massacre.</li> <li>• Causes of Battles of Lexington and Concord.</li> <li>• Principles of self-government as set forth in Declaration.</li> <li>• Reason why slavery was not outlawed at time of Declaration.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Construct timelines of the events occurring during major eras.</li> <li>• Explain how major events are related to one another in time.</li> <li>• Compare and contrast differing interpretations of current and historical events.</li> <li>• Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.</li> <li>• Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</li> </ul>	<p>6.1.8.D.3.a          6.1.8.D.3.b          6.1.8.D.3d            6.3.8.A.2</p>

VOCABULARY	RESOURCES/MATERIALS	
Patriot Loyalist propaganda firebrand “Common Sense” Boston Massacre Boston Tea Party Battles of Lexington & Concord tarring/feathering Stamp Act/Sugar Act/ Townshend Acts/Intolerable Acts Quartering Act Samuel Adams Thomas Paine Thomas Gage Patrick Henry Paul Revere John Adams Thomas Preston Proclamation of 1763 Committees of Correspondence Sons of Liberty Olive Branch Petition Declaration of Independence Writs of Assistance Continental Congress repeal Minutemen	History of US – Book 3, Ch. 11-14, 16, 17, 20, 21, 29 Supplementary text readings: Boston Gazette article re: Massacre, websites re: British taxes on colonies, websites/printouts re: firebrand biographies Teacher Powerpoint presentations	<u>Formative:</u> Declaration analysis Participation Small group discussion  <u>Summative:</u> Olive Branch Petition – student version Steps project (choose:graphic bio, speech, newspaper, talk show simulation) Tax stamp, Boston Massacre newspaper – opposing viewpoint, political cartoon – Lex/Concord Questions on anti-slavery discussion re:Declaration Unit Test

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**

**Social Studies Curriculum Guide**

**Grade:** 7      **Unit:** Revolutionary War      **Time Frame:** 4 weeks

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>• Role of French as key American ally.</li> <li>• Role of foreign-born leaders in Revolutionary War.</li> <li>• General Washington’s defensive military strategy.</li> <li>• Role of various socioeconomic groups, races, and genders.</li> <li>• New Jersey’s integral role in Revolution.</li> </ul>		<ul style="list-style-type: none"> <li>• How did Americans defeat the much stronger, richer British to gain independence?</li> </ul>
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• significance of key battles: Trenton, Saratoga, Brandywine, Monmouth and Yorktown</li> <li>• description of Washington’s military strategy</li> <li>• description of British strategy to isolate New England</li> <li>• how French became allies and resources that they provided to Americans</li> <li>• role of key foreign leaders: Baron von Steuben, Marquis de Lafayette, Haym Solomon and Thaddeus Kosciuszko, Comte de Rochambeau, Comte de Grasse</li> <li>• importance of N. Greene, H. Knox, E. Allen, B. Arnold for Americans</li> <li>• importance of Burgoyne and Cornwallis for British</li> <li>• roles of women such as Mary L. Hayes (Molly Pitcher), Abigail Adams, Mercy Otis Warren, Phillis Wheatley</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• construct timelines of the events occurring during major eras</li> <li>• explain how major events are related to one another in time.</li> <li>• compare and contrast differing interpretations of current and historical events.</li> <li>• select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</li> </ul>	<p>6.1.8.D.3.c 6.1.8.D.3.d 6.1.8.D.3.e 6.1.8.B.3.c 6.1.8.B.3.d</p>
<b>VOCABULARY</b>	<b>RESOURCES/MATERIALS</b>	<b>ASSESSMENT/PROJECT</b>
<p>See all named people and battle sites in Knowledge section above</p> <p>Green Mountain Boys Continental Army Redcoats Hessians Valley Forge &amp; Jockey Hollow Bunker Hill/Breeds Hill</p>	<p>Prentice Hall: America: History of Our Nation text</p> <p>Library books and website printouts for battle information Maps</p>	<p><u>Formative:</u> Participation Small group discussion</p> <p><u>Summative:</u> Activities: Battle mapping, poetry of battle, geometric fort design, informational portrait, biographical dictionary, France “Thank You Card”, biographical speech by foreign-born leader, letter from soldier at Valley Forge Unit test</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Social Studies Curriculum Guide**

**Grade:** 7

**Unit:** Constitution

**Time Frame:** 8 weeks

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Steps to creation of US Constitution.</li> <li>• Political philosophies of federation vs. confederation.</li> <li>• Structure of U.S. federal government and federal system.</li> <li>• Rights guaranteed to Americans.</li> </ul>	<ul style="list-style-type: none"> <li>• What is a constitution?</li> <li>• How does US government as established by the constitution protect against concentration of power?</li> <li>• How does a representative democracy function?</li> <li>• How are individual rights guaranteed under the Constitution?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• differences between state constitutions</li> <li>• deficiencies of Articles of Confederation</li> <li>• key delegates at Constitutional Convention, esp. J. Madison</li> <li>• compromises at Constitutional Convention (3/5 clause, 1808 postponement, tariffs)</li> <li>• differences between NJ and VA plans, and how CT (“Great”) Compromise resolved them</li> <li>• functions of three branches of government</li> <li>• checks and balances between branches</li> <li>• federal system – powers of states and federal government</li> <li>• how bill becomes law</li> <li>• rights protected in Bill of Rights, and connection to current day issues</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</li> <li>• explain how major events are related to one another in time.</li> </ul>	<p>6.1.8.A.3.b          6.1.8A.3.c          6.1.8.A.3.d          6.1.8.A.3.g          6.1.8.B.3.b</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
constitution Articles of Confederation checks & balances veto override legislative/executive/judicial federal system NJ Plan/VA Plan/CT Compromise tariffs Constitutional Convention delegates preamble	Prentice Hall: America: History of Our Nation text U.S. Constitution (original and plain English “translation”) History Alive – Constitution Scavenger Hunt Teacher notes – Powerpoint presentation	<p><u>Formative:</u> Activities including:            Preamble paraphrase            3 branches graphic organizer            Constitution Scavenger Hunt            Constitutional Convention Simulations</p> <p><u>Summative:</u>            Unit test            Bill of Rights – library research</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Social Studies Curriculum Guide**

**Grade:** 7

**Unit:** Launching A New Nation

**Time Frame:** 2-3 weeks

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>• Pres. Washington as precedent, and his warnings for America’s future.</li> <li>• Jefferson v. Hamilton - debate over national finances, origin of political parties.</li> <li>• Early tests of Constitution – Alien &amp; Sedition Acts, Marbury v. Madison.</li> </ul>	<ul style="list-style-type: none"> <li>• How did Washington establish the presidency as a model for future administration</li> <li>• How did the debate over pre-Constitution national debt lead to formation of first political parties</li> <li>• How did Supreme Court establish itself as co-equal branch of Federal Government</li> <li>• How did disagreements over political parties threaten citizens’ rights</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• how Washington created first cabinet</li> <li>• how Washington DC was established as nation’s capital</li> <li>• how Supreme Court established power of judicial review</li> <li>• reason for Alien &amp; Sedition Acts, responses of Madison (VA Resolution) and Jefferson (KY Res.)</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• construct timelines of the events occurring during major eras</li> <li>• explain how major events are related to one another in time.</li> <li>• compare and contrast differing interpretations of current and historical events.</li> <li>• select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</li> </ul>	<p>6.1.8.A.3.e          6.1.8.A.3.f          6.1.8.C.3.b          6.1.8.D.3.c          6.1.8.C.4.a</p>

<b>VOCABULARY</b>	<b>RESOURCES/MATERIALS</b>	<b>ASSESSMENT/PROJECT</b>
sedition judicial review faction/party nullification census precedent national debt speculators National Bank political parties X-Y-Z affair Alien & Sedition Acts Federalists/Dem. Republicans Whiskey Rebellion	Prentice Hall: America: History of Our Nation text	<p><u>Formative:</u>            Washington’s Cabinet-Who’s Who-Linked to Modern Cabinet            Political Venn Diagrams, campaign posters, advertisements</p> <p><u>Summative:</u>            Unit Test</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Social Studies Curriculum Guide**

**Grade:** 8

**Unit:** Jefferson & American Expansion

**Time Frame:** 1-2 weeks

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>• Jefferson doubled size of US with LA Purchase.</li> <li>• Exploration by Lewis &amp; Clark developed knowledge of West.</li> <li>• Results of above included early conflict with Native Americans of various, distinct tribes.</li> <li>• The War of 1812 was caused by British interference with American shipping, and resulted in reassertion of American independence and increased respect from European nations.</li> </ul>	<ul style="list-style-type: none"> <li>• How did events of Jefferson era strengthen nation?</li> <li>• How did Jefferson respond to threats to the nation’s security?</li> <li>• What was the importance of the purchase and exploration of the Louisiana territory?</li> <li>• How did American identity develop as a result of expansion?</li> <li>• What were the causes and effects of the War of 1812?</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• circumstances of LA Purchase</li> <li>• scope of Lewis &amp; Clark Expedition: geography of American west, encounters with Native Americans</li> <li>• why US declared war on Britain in 1812</li> <li>• importance of key battles in Baltimore, Washington DC, Canada and New Orleans</li> <li>• how the War of 1812 ended and how it increased American nationalism and international respect</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• construct timelines of the events occurring during major eras</li> <li>• explain how major events are related to one another in time.</li> <li>• compare and contrast differing interpretations of current and historical events.</li> <li>• use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</li> <li>• select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</li> </ul>	<p>6.1.8.A.4.a          6.1.8.B.4.a          6.1.8.B.4.b</p>
<b>VOCABULARY</b>	<b>RESOURCES/MATERIALS</b>	<b>ASSESSMENT/PROJECT</b>
<p>Louisiana Purchase          Napoleon          Meriwether Lewis          William Clark          Sacagawea          Zebulon Pike          surveying          strict constructionist          “Jeffersonian Democracy”</p>	<p>Prentice Hall: America: History of Our Nation text</p>	<p><u>Formative:</u>          Opinion statement re: Jefferson’s authority to buy LA Territory          Lewis &amp; Clark Journal (possible comparison to space missions)</p> <p><u>Summative:</u>          Unit Test</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Social Studies Curriculum Guide**

**Grade:** 8

**Unit:** Constitution Refresher

**Time Frame:** 2 weeks

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Structure of U.S. federal government and federal system.</li> <li>• Rights guaranteed to Americans.</li> </ul>	<ul style="list-style-type: none"> <li>• How does a representative democracy function?</li> <li>• How are individual rights guaranteed under the Constitution?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• functions of three branches of government</li> <li>• checks and balances between branches</li> <li>• federal system – powers of states and federal government</li> <li>• how bill becomes law</li> <li>• rights protected in Bill of Rights, and connection to current day issues</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</li> </ul>	<p>6.1.8.A.3.b 6.1.8.A.3.g</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>checks &amp; balances veto override legislative/executive/judicial federal system</p>	<p>U.S. Constitution (original and plain English “translation”) History Alive – Constitution Scavenger Hunt Teacher notes – Powerpoint presentation</p>	<p><u>Formative:</u> Unit Pre-test 9-11; USA-PATRIOT Act re: 4<sup>th</sup> Amendment Constitution Scavenger Hunt 20<sup>th</sup> Century Amendments activity</p> <p><u>Summative:</u> Unit test</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Social Studies Curriculum Guide**

**Grade:** 8

**Unit:** Age of Jackson – Cherokee Removal

**Time Frame:** 2 weeks

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Differences between Jackson and prior presidents.</li> <li>• Democracy and voting power expanded in 1820s.</li> <li>• Conflict between US government and Native American tribes resulted in relocation and war.</li> </ul>	<ul style="list-style-type: none"> <li>• What makes a president popular</li> <li>• How do “common people” exercise power over “social elites”</li> <li>• How are conflicts resolved between Executive and Judicial branches of Federal Government?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• how Jackson’s background influenced his popularity</li> <li>• how constitutional amendment expanded the voting power of Americans (direct election of senators, etc.)</li> <li>• the impact of Indian Removal Act on several Native American tribes</li> <li>• how Cherokee Removal resulted from conflict between Supreme Court decision and Jackson’s refusal to carry it out</li> <li>• locations of Cherokee lands before and after removal by Jackson</li> <li>• how “states’ rights” debate caused crisis over tariffs, state taxes, National Bank</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• construct timelines of the events occurring during major eras</li> <li>• explain how major events are related to one another in time.</li> <li>• compare and contrast differing interpretations of current and historical events.</li> <li>• use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</li> <li>• select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</li> </ul>	<p>6.1.8.A.4.b 6.1.8.A.4.c 6.1.8.B.4.b</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
nominating conventions Jacksonian democracy Democratic party John C. Calhoun spoils system Martin Van Buren Whig Party Daniel Webster National Bank – McCulloch v. Maryland decision States’ rights doctrine Nullification crisis Indian Removal Act Indian Territory Worcester vs. Georgia Sequoia	Prentice Hall: America: History of Our Nation text  Supplemental materials	<p><u>Formative:</u>            Cherokee Protest Ad            Cherokee written language activity (translated newspaper, comparison of constitution)</p> <p><u>Summative:</u>            Unit Quiz            Indian Removal Act Map</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
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**Grade:** 8

**Unit:** Technology and American Expansion

**Time Frame:** 3-4 weeks

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>• Industrial Revolution changed way in which goods were made.</li> <li>• Lives of Americans changed due to rise of factories.</li> <li>• Invention of cotton gin led to expansion of slavery.</li> <li>• Transportation advances influenced growth of businesses and spread of population.</li> <li>• Push/pull factors that led to increases in immigration.</li> <li>• Ethnic and cultural conflicts that resulted from increased immigration.</li> </ul>	<ul style="list-style-type: none"> <li>• How did the Industrial Revolution change the way that goods are produced?</li> <li>• How did the rise of factories change the lives of working Americans?</li> <li>• How did the invention of the cotton gin lead to expansion of slavery?</li> <li>• How did new forms of transportation improve business travel and communication?</li> <li>• What factors lead people to immigrate to America?</li> <li>• How did increased immigration create conflicts in American society?</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• how new inventions such as roads, canals, railroads, steamboats, mass production, interchangeable parts and mills changed the economy and daily lives of people</li> <li>• how New Jersey’s transportation systems and economy developed during the mid 19<sup>th</sup> Century</li> <li>• how government responded to needs of workers through above changes</li> <li>• what motivates people to immigrate to America</li> <li>• what effects massive immigration had on American cities and society</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• explain how major events are related to one another in time.</li> <li>• compare and contrast differing interpretations of current and historical events.</li> <li>• use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</li> <li>• select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</li> </ul>	<p>6.1.8.A.4.b          6.1.8.C.4.b          6.1.8.C.4.c          6.1.8.D.4.a</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
push & pull immigration factors Nativists Know-nothing Party tenement industrial revolution textiles canal Eli Whitney – cotton gin Samuel Slater – textile mill interchangeable parts Morse code - telegraph mass production Robert Fulton Gibbons vs. Ogden decision Rhode Island system Lowell system trade unions strikes John Deere – steel plow Cyrus McCormick - reaper	Prentice Hall: America: History of Our Nation text	<u>Formative:</u> “Infomercials”/print advertisements for Ind. Rv. Invention Illustrated children’s book describing Ind. Rev. invention Illustrated Morris Canal map mapping development of road/rail networks. Factory Worker Diaries  <u>Summative:</u> Unit Test

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
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**Grade:** 8

**Unit:** Antebellum Period

**Time Frame:** 3 weeks

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>• Nature of slavery as an institution in the years leading up to Civil War.</li> <li>• Growth and activities of Abolitionist movement.</li> <li>• Early struggles for Women’s Rights in America.</li> <li>• Spread of slavery in Western territories led to conflicts over states’ rights.</li> <li>• Legislative and judicial actions relating to slavery postponed, then led to, conflict.</li> <li>• Compulsory public education spread across states.</li> </ul>	<ul style="list-style-type: none"> <li>• What was it like to be a slave?</li> <li>• How was slavery justified in the South?</li> <li>• How was opposition to slavery organized and voiced?</li> <li>• How was Women’s Rights movement influenced by Abolition movement, and what opposition did it face?</li> <li>• How did the spread of slavery into Western Territories lead to conflict?</li> <li>• How did decisions by Congress and Supreme Court deal with the issue of slavery in the decades leading to Civil War?</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• working and living conditions of slaves, aspects of slave trading, and slave escapes and rebellions</li> <li>• that Americans from a variety of backgrounds actively opposed slavery</li> <li>• role of Underground Railroad, especially in NJ</li> <li>• importance of Seneca Falls convention</li> <li>• how women’s rights movement and abolition movement were connected</li> <li>• causes and effects of Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act and Dred Scott decision</li> <li>• how IL Senate election of 1858 established A. Lincoln and S. Douglas as national figures</li> <li>• how President election of 1860 led to secession</li> <li>• Horace Mann, Lucy Stone, etc. helped to spread the popularity of compulsory public education laws across states.</li> <li>• how public education is funded.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• construct timelines of the events occurring during major eras</li> <li>• explain how major events are related to one another in time.</li> <li>• compare and contrast differing interpretations of current and historical events.</li> <li>• use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</li> <li>• select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</li> </ul>	<p>6.1.8.D.4.b          6.1.8.D.4.c          6.1.8.D.5.a</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Frederick Douglass Abraham Lincoln John Brown William Lloyd Garrison Sojourner Truth Underground Railroad Harriet Tubman Elizabeth Cady Stanton Lucretia Mott Seneca Falls Convention Susan B. Anthony Lucy Stone Missouri Compromise Compromise of 1850 Kansas- Nebraska Act Dred Scott Declaration of Sentiments abolitionist popular sovereignty suffrage	Prentice Hall: America: History of Our Nation text Teacher Powerpoint presentations Multimedia primary source accounts of slavery Maps illustrating expansion of slavery to western states and territories	<u>Formative:</u> Three Compromises chart Regions map  <u>Summative:</u> Unit test

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Social Studies Curriculum Guide**

**Grade:** 8

**Unit:** Civil War

**Time Frame:** 5-6 weeks

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>• Differences of North and South: population, economy, technology, leadership, political structure.</li> <li>• Emancipation Proclamation used as a military tool to add freed slaves as Union soldiers.</li> <li>• Home-front effects of North and South.</li> <li>• Roles of military strategy and execution, including Anaconda plan, McLellan’s caution, and decisive battles such as Bull Run, Vicksburg, Antietam and Gettysburg.</li> <li>• Roles of African Americans and women.</li> </ul>	<ul style="list-style-type: none"> <li>• What advantages did each side have at the start of the war?</li> <li>• Why did each side think the war would be won easily?</li> <li>• What were the causes and effects of the Emancipation Proclamation?</li> <li>• How did the war affect the people and politics of North and South?</li> <li>• How did generals on both sides affect the outcome of the war?</li> <li>• How did technology affect the outcome of the war?</li> <li>• How did African Americans and women affect the outcome of the war?</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• how North and South compared with respect to economic and military advantages</li> <li>• differences in military strategy between North and South</li> <li>• how Grant took control after McClellan and changed the direction of the Union Army</li> <li>• Lincoln’s reasons for issuing Emancipation Proclamation, and the effects of it</li> <li>• how Gettysburg ended Lee’s campaign in the North</li> <li>• the contributions of African Americans to the Union war effort</li> <li>• contribution of women to the war effort on both sides</li> <li>• how the military draft led to war opposition in North</li> <li>• how economic hardships led to unrest in the South</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• construct timelines of the events occurring during major eras</li> <li>• explain how major events are related to one another in time.</li> <li>• compare and contrast differing interpretations of current and historical events.</li> <li>• use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</li> <li>• assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.</li> <li>• select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</li> </ul>	<p>6.1.8.A.5.a          6.1.8.B.5.a          6.1.8.C.5.a          6.1.8.D.5.b          6.1.8.D.5.c</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
border state blockade martial law ironclads George McClellan Ulysses Grant Robert E. Lee emancipate William T. Sherman total war Clara Barton siege Battles of: Bull Run Vicksburg Gettysburg Antietam Jefferson Davis Abraham Lincoln	Prentice Hall: America: History of Our Nation text Teacher Powerpoints Primary Sources: <ul style="list-style-type: none"> <li>• Gettysburg Address</li> <li>• Emancipation Proclamation</li> <li>• Lincoln's Second Inaugural Address</li> </ul>	<u>Formative:</u> Participation Small group discussions Graphing relative resources for North vs. South  <u>Summative:</u> Vocabulary quiz Scrapbook project: battle descriptions, leadership profiles, soldier diary re: weapons/strategies, map, political cartoons Group powerpoints: leadership, strategies, home front, total war, end of war (Lincoln's 2 <sup>nd</sup> Inaugural) Test

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Social Studies Curriculum Guide**

**Grade:** 8

**Unit:** Reconstruction

**Time Frame:** 4 weeks

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Different effects of war in North and South</li> <li>• Lincoln and Johnson differed in their goals for Reconstruction</li> <li>• Reconstruction involves physical as well as social and political rebuilding</li> <li>• Disagreements over Reconstruction challenged the Constitution’s arrangement of checks and balances between the branches</li> <li>• End of Reconstruction led to decades of segregation and discrimination for African Americans</li> </ul>	<ul style="list-style-type: none"> <li>• How did government try to solve key problems facing the nation after the Civil War?</li> <li>• How did disagreements over Reconstruction lead to conflict in government and in the South?</li> <li>• How did the end of Reconstruction affect African Americans?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• how Lincoln’s plan for Reconstruction differed from Congress’s plan, including requirements for readmission to Union</li> <li>• Role of Freedmen’s Bureau</li> <li>• Effects of Lincoln’s assassination on Reconstruction</li> <li>• Impact of 13<sup>th</sup> Amendment and Pres. Johnson’s Reconstruction plan</li> <li>• Purpose of 14<sup>th</sup> Amendment</li> <li>• Rise of Radical Republicans in Congress, and their impact on Reconstruction</li> <li>• Process and outcome of Pres. Johnson’s impeachment and trial</li> <li>• How election of 1876, compromise of 1877 and end of Reconstruction led to development of KKK and lynching in South.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• construct timelines of the events occurring during major eras</li> <li>• explain how major events are related to one another in time.</li> <li>• compare and contrast differing interpretations of current and historical events.</li> <li>• use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</li> <li>• assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.</li> <li>• select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</li> </ul>	<p>6.1.8.A.5.b          6.1.8.C.5.a          6.1.8.C.5.b          6.1.8.D.5.d</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Reconstruction Freedmen’s Bureau John Wilkes Booth Amnesty Ten Percent Plan Wade-Davis Bill Andrew Johnson Thirteenth Amendment Black Codes Carpetbagger Scalawag Radical Republicans Thaddeus Stevens Fourteenth Amendment Impeachment Fifteenth Amendment Hiram Revels Blanche Bruce Ku Klux Klan Rutherford Hayes Election of 1876 Compromise of 1877 Poll tax Segregation Sharecropping Jim Crow Plessy v. Ferguson	Prentice Hall: America: History of Our Nation text Amendments 13-15 Primary Sources – diaries of teenagers living under military occupation	<u>Formative:</u> Participation Small group discussions  <u>Summative:</u> Student-generated group lesson on 6-8 subtopics. Unit test

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Social Studies Curriculum Guide**

**Grade:** 8

**Unit:** Presidential Leadership 1961-2009

**Time Frame:** 4 weeks

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>
Period between 1961 and 2009 saw major changes in: <ul style="list-style-type: none"> <li>• Civil rights</li> <li>• Cold War policies and military intervention</li> <li>• US involvement in Middle East</li> <li>• Fiscal policy</li> <li>• Government programs for disadvantaged Americans</li> <li>• Domestic and foreign-based terrorism acts</li> </ul>		<ul style="list-style-type: none"> <li>• How does presidential leadership influence major domestic and foreign events?</li> </ul>
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<b>Students will know:</b>  (see Vocabulary below – students will place these major events in context of list of presidents from Kennedy to G.W. Bush)	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• explain how major events are related to one another in time.</li> </ul>	6.1.12.A.12.a,b,c 6.1.12.C.12.a,d 6.1.12.D.12.a,d 6.1.12.A.13.b 6.1.12.B.13.b 6.1.12.D.13.e 6.1.12.A.14.a,b,c 6.1.12.D.14.c 6.1.12.A.15.a,d 6.1.12.C.15.a 6.1.12.D.15.d
<b>VOCABULARY</b>	<b>RESOURCES/MATERIALS</b>	<b>ASSESSMENT/PROJECT</b>
Cold War New Frontier Peace Corps Bay of Pigs Berlin Wall Cuban Missile Crisis Great Society Vietnam War Gulf of Tonkin Resolution Medicare/Medicaid Vietnamization Watergate Inflation Pardon Oil embargo/ energy crisis Iran Hostage Crisis Camp David Accords Reaganomics Star Wars Iran – Contra Scandal Persian Gulf War Welfare Reform NAFTA	Library books on individual presidents and decade compendia	<u>Summative:</u> Student essays on 3-4 events for assigned president Powerpoint presentations to class

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Social Studies Curriculum Guide**

**Grade:** 8

**Unit:** Holocaust / Genocide

**Time Frame:** 3 weeks

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>• Economic and political conditions in Germany after World War I led to rise of Hitler and Nazi Party.</li> <li>• Nazis took gradual steps to dehumanize Jews and other victims, leading to “final solution”.</li> <li>• Non-Jews took enormous risks to help Jews.</li> <li>• Jews formed several resistance groups.</li> </ul>	<ul style="list-style-type: none"> <li>• What led to the rise of Hitler and the Nazi Party in Germany?</li> <li>• How was life in ghettos, concentration camps and death camps under Nazi rule</li> <li>• How did Jews hide, escape, or benefit from rescue during the Holocaust</li> <li>• How did Jews resist Nazi oppression?</li> <li>• How can discrimination between people lead to mistreatment of groups?</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• how Nazis came to power in Germany, on a platform that emphasized Jewish responsibility for German problems</li> <li>• how Nuremberg laws removed key civil liberties for Jews in Germany</li> <li>• how German conquest of Europe led to persecution and/or relocation of Jews in occupied countries</li> <li>• how “Final Solution” planned for total extermination of Jews in Europe</li> <li>• how efforts of non-Jews led to hiding, escape and rescue of Jews in the midst of Nazi occupation</li> <li>• how Warsaw uprising symbolized Jewish resistance to Nazi power</li> <li>• how American and Soviet troops liberated camps and took steps to expose Nazi atrocities</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• construct timelines of the events occurring during major eras</li> <li>• explain how major events are related to one another in time.</li> <li>• compare and contrast differing interpretations of current and historical events.</li> <li>• use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</li> <li>• assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.</li> <li>• select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</li> </ul>	<p>“To Honor All Children” – New Jersey Commission on Holocaust Education</p> <p>18A:35-28 – Instruction on Holocaust, genocides required in elementary, secondary school curriculum.</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Nazis  racism  genocide  blitzkrieg  schutzstaffel  Kristallnacht  Eugenics  Aryan  Ghetto  Anti-Semitism  Resistance  Warsaw  Kindertransport  Einsatzgruppen  Concentration camp  Final Solution  Gas chamber  Crematorium  Auschwitz  Dachau  euphemism  Treblinka  Terezin</p>	<p>US Holocaust Memorial Museum  website – encyclopedia  “Schindler’s List” – excerpts  “Anne Frank – Diary of a Young  Girl”  “Ships to Nowhere”  Inge Auerbacher – Holocaust  survivor, children’s author, speaker</p>	<p><u>Summative:</u>  “Diary” or “Reflection Book”</p>