

# Social Studies Curriculum

*This curricula and accompanying instructional materials have been developed to align with the NJSLs and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21<sup>st</sup> century skills, integration of technology, and integration of 21<sup>st</sup> Century Life and Career standards.*

## **About the Standards**

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

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**Pacing**

<b>Lower Township Elementary School District Social Studies Curriculum Pacing Guide</b>	
<b>Content Area: Social Studies</b>	
<b>Course Title: My World Interactive: Social Studies United States Regions</b>	<b>Grade level: 4</b>
<b>Geography Skills Handbook Using Primary and Secondary Sources</b>	<b>Number of Days: 3-4</b>
<b>Chapter 1: Geography of the United States</b>	<b>Number of Days: 11-12 Days</b>  <b>Quest, Map and Graph Skills, Primary Source, Literacy Skills, and Citizenship Optional</b>
<b>Chapter 2: Americans and Their History</b>	<b>Number of Days: 13-14 Days</b>  <b>Quest, Map and Graph Skills, Primary Source, Literacy Skills, and Citizenship Optional</b>
<b>Chapter 3: Government in the United States</b>	<b>Number of Days: 10-11 Days</b>  <b>Quest, Critical Thinking, Primary Source, Literacy Skills, and Citizenship Optional</b>
<b>Chapter 4: The Nations' Economy</b>	<b>Number of Days: 12-13 Days</b>  <b>Quest, Critical Thinking, Primary Source, Literacy Skills, and Citizenship Optional</b>

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<b>Chapter 5: Regions: The Northeast</b>	<b>Number of Days: 14-15 Days</b> <b>Quest, Critical Thinking, Primary Source, Literacy Skills, and Citizenship Optional</b>
<b>Chapter 6: Regions: The Southeast</b>	<b>Number of Days: 14-15 Days</b> <b>Quest, Map and Graph Skills, Primary Source, Literacy Skills, and Citizenship Optional</b>
<b>Chapter 7: Regions: The Midwest</b>	<b>Number of Days: 12-13 Days</b> <b>Quest, Critical Thinking, Primary Source, Literacy Skills, and Citizenship Optional</b>
<b>Chapter 8: Regions: The Southwest</b>	<b>Number of Days: 14-15 Days</b> <b>Quest, Map and Graph Skills, Primary Source, Literacy Skills, and Citizenship Optional</b>
<b>Chapter 9: Regions: The West</b>	<b>Number of Days: 14-15 Days</b> <b>Quest, Critical Thinking, Primary Source, Literacy Skills, and Citizenship Optional</b>
<b>Date Created: July 2019</b>	<b>Board Approved On: 9/24/19</b>

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**Chapter Overview**

**Content Area:** Social Studies

**Chapter Title:** Geography and the United States

**Chapter:** 1

**Target Course/Grade Level:** 4

**Timeline:** 11-12 Days

**Chapter Summary:** Landforms and bodies of water influence how people live. Climate is the average temperature and rainfall in a place. People adapt to their environment. People change the environment and use its resources to help them live.

**Learning Targets**

**Standards**

- **6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities
- **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
- **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Content Statements**

- The influence of technology on history.
- The characteristics and scope of technology.
- The core concepts of technology.
- The relationships among technologies and the connections between technology and other fields of study.
- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions
- Places are jointly characterized by their physical and human properties.
- Understand and use technology systems.
- Select and use applications effectively and productively.
- Plan strategies to guide inquiry. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. Evaluate and select information sources

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<p>and digital tools based on the appropriateness for specific tasks.</p> <ul style="list-style-type: none"> <li>• Advocate and practice safe, legal, and responsible use of information and technology</li> <li>• Demonstrate personal responsibility for lifelong learning</li> <li>• Exhibit leadership for digital citizenship</li> </ul>	
Indicator #	Indicator:
<ul style="list-style-type: none"> <li>• <b>8.1.5.F.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Apply digital tools to collect, organize, and analyze data that support a scientific finding</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.A.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.A.2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.A.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use a graphic organizer to organize information about problem or issue.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.D.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Understand the need for and use of copyrights.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.D.2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the resource citations in online materials for proper use.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.D.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.D.4</b></li> </ul>	<ul style="list-style-type: none"> <li>• Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.E.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</li> </ul>

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<ul style="list-style-type: none"> <li>• <b>8.2.5.A.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.2.5.A.2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and present factors that influence the development and function of a product and a system</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.2.5.A.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.2.5.A.4</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.2.5.B.6</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and discuss how technologies have influenced history in the past century.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.B.4</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe how landforms, climate, and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States</li> </ul>
<p><b>Chapter Essential Questions</b></p> <ul style="list-style-type: none"> <li>• <b>How does geography affect the way we live?</b></li> </ul>	<p><b>Chapter Understandings</b></p> <ul style="list-style-type: none"> <li>• <b>Land and Regions</b></li> <li>• <b>Weather and Climate</b></li> <li>• <b>Regions and Resources</b></li> <li>• <b>People and the Land</b></li> </ul>
<p><b>Chapter Learning Targets (Outcomes)-</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• <b>Locate the United States on a map and identify the five regions of the United States</b></li> <li>• <b>Explain how the population of the United States has changed over time by reading a timeline.</b></li> <li>• <b>Identify people you will meet in the chapter.</b></li> </ul>	
<p><b>Integration of Technology:</b></p> <ul style="list-style-type: none"> <li>• <b>My World Online Text</b></li> </ul>	

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**Technology Resources:**

- Field Trip Video
- Rap About it
- Quest Project
- Vocabulary Game
- Brain Pop

**Opportunities for Differentiation** (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention ([www.help4teachers.com](http://www.help4teachers.com))
- Follow all IEP and 504 modifications

**Primary Interdisciplinary Connections:** Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

**Integration of 21st Century Skills through NJSL 9:**

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in	X

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	solving them.	
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

**Evidence of Learning**

**Formative Assessment:**

- Reading Check Questions
- Lesson Check Questions

**Summative Assessment:**

- Chapter Test

**Benchmark Assessment:**

- Chapter Test

**Alternative Assessment:**  
*Example: Create a concept map or infographic*

- Quest Project
- Time For Kids Magazine

Activities	Materials
<b>Lesson 1: Primary Source</b>	<b>My World Student Book</b>
<b>Lesson 2: Map and Graph Skills</b>	<b>My World Student Book</b>
<b>Lesson 4: Literacy Skills and Citizenship</b>	<b>My World Student Book</b>

**Teacher Notes: Quest Project and Activities at the end of each lesson are optional.**

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<b>Unit Overview</b>	
<b>Content Area:</b> Social Studies	
<b>Chapter Title:</b> Americans and Their History	<b>Chapter :</b> 2
<b>Target Coure/Grade Level:</b> 4	<b>Timeline:</b> 13- 14 Days
<p><b>Chapter Summary:</b> American Indians lived in North America before Europeans colonized the continent. Great Britain and Spain colonized what would later become the United States. The colonies fought for their independence and formed the United States of America. The United States grew and its economy industrialized. The United States fought a costly Civil War that ended slavery. New, inventions, immigration, and an economic depression changed the United States in the early twentieth century. Civil rights, war, and terrorism have affected the United States since World War 11.</p>	
<b>Learning Targets</b>	
<b>Standards</b>	
<ul style="list-style-type: none"> <li>● STANDARD #:</li> <li>● <b>6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities</li> <li>● <b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge</li> <li>● <b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</li> </ul>	
<b>Content Statements</b>	
<ul style="list-style-type: none"> <li>● The characteristics and scope of technology.</li> <li>● The core concepts of technology.</li> <li>● The relationships among technologies and the connections between technology and other fields of study.</li> <li>● The influence of technology on history.</li> <li>● Identify and define authentic problems and significant questions for investigation.</li> <li>● Plan and manage activities to develop a solution or complete a project.</li> <li>● Collect and analyze data to identify solutions and/or make informed decisions.</li> <li>● Use multiple processes and diverse perspectives to explore alternative solutions.</li> <li>● Indigenous societies in the Western Hemisphere migrated and changed in response</li> </ul>	

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<p>to the physical environment and due to their interactions with Europeans.</p> <ul style="list-style-type: none"> <li>● European exploration expanded global economic and cultural exchange into the Western Hemisphere.</li> <li>● Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</li> <li>● Key historical events, documents, and individuals led to the development of our nation.</li> <li>● The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</li> <li>● The United States democratic system requires active participation of its citizens.</li> <li>● Immigrants can become and obtain the rights of American citizens.</li> <li>● The world is comprised of nations that are similar to and different from the United States.</li> <li>● In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges</li> <li>● In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems</li> <li>● Understand and use technology systems.</li> <li>● Select and use applications effectively and productively.</li> <li>● Plan strategies to guide inquiry. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.</li> <li>● Advocate and practice safe, legal, and responsible use of information and technology</li> <li>● Demonstrate personal responsibility for lifelong learning</li> <li>● Exhibit leadership for digital citizenship</li> </ul>	
<p><b>Indicator #</b></p> <ul style="list-style-type: none"> <li>● <b>6.1.8.B.1.a</b></li> </ul>	<p><b>Indicator:</b></p> <ul style="list-style-type: none"> <li>● Describe migration and settlement patterns of Native American groups and explain how these patterns affected interactions in different regions in the Western Hemisphere</li> </ul>
<ul style="list-style-type: none"> <li>● <b>8.1.5.E.1</b></li> </ul>	<ul style="list-style-type: none"> <li>● Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</li> </ul>
<ul style="list-style-type: none"> <li>● <b>8.1.5.F.1</b></li> </ul>	<ul style="list-style-type: none"> <li>● Apply digital tools to collect, organize, and analyze data that support a scientific finding</li> </ul>

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<ul style="list-style-type: none"> <li>• <b>6.1.8.D.1.a</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast gender roles, religion, values, cultural practices and political systems of Native American groups.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.8.D.1.b</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain how interactions among African, European, and Native American groups began a cultural transformation.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.8.D.1.c</b></li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Determine the impact of European Colonization on Native American populations, including the Leni Lenape of NJ.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.2</b></li> </ul>	<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> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.4</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain how key events led to the creation of the United States and the state of New Jersey.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.5</b></li> </ul>	<ul style="list-style-type: none"> <li>• Relate key historical documents to present day government and citizenship.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.6</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United State government.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.A.9</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast the responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human</li> </ul>

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	rights).
<ul style="list-style-type: none"> <li>• <b>6.1.4.A.10</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.A.11</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain 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> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.A.12</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain the process of creating change at the local, state, or national level.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.A.13</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe the process by which immigrants become United States citizens.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.A.14</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.A.15</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.A.16</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.8.A.1.a</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</li> </ul>

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<ul style="list-style-type: none"> <li>• <b>8.1.5.D.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Understand the need for and use of copyrights.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.D.2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the resource citations in online materials for proper use.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.D.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.D.4</b></li> </ul>	<ul style="list-style-type: none"> <li>• Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.A.2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.A.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use a graphic organizer to organize information about problem or issue.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.2.5.A.2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and present factors that influence the development and function of a product and a system</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.2.5.A.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.2.5.A.4</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.2.5.B.6</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and discuss how technologies have influenced history in the past century.</li> </ul>

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<ul style="list-style-type: none"> <li>• <b>8.1.5.A.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.2.5.A.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.</li> </ul>
<p><b>Chapter Essential Questions</b></p> <ul style="list-style-type: none"> <li>• <b>How have we changed and how have we stayed the same during our history.</b></li> </ul>	<p><b>Chapter Understandings</b></p> <ul style="list-style-type: none"> <li>• American Indians lived in North America before Europeans colonized the continent.</li> <li>• Great Britain and Spain colonized what would later become the United States.</li> <li>• The colonies fought for their independence and formed the United States of America.</li> <li>• The United States grew and its economy industrialized.</li> <li>• The United States fought a costly Civil War that ended slavery.</li> <li>• New, inventions, immigration, and an economic depression changed the United States in the early twentieth century.</li> <li>• Civil rights, war, and terrorism have affected the United States since World War II.</li> </ul>
<p><b>Chapter Learning Targets (Outcomes)-</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• <b>Place key events and people of American history in a chronological sequence and context.</b></li> <li>• <b>Identify significant events in American history and the people connected to these events.</b></li> <li>• <b>Analyze visuals such as maps and timelines.</b></li> </ul>	
<p><b>Integration of Technology:</b></p> <ul style="list-style-type: none"> <li>• <b>My World Online Text</b></li> </ul>	
<p><b>Technology Resources:</b></p>	

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- Field Trip Video
- Rap About it
- Quest Project
- Vocabulary Game
- Brain Pop

**Opportunities for Differentiation** (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention ([www.help4teachers.com](http://www.help4teachers.com))
- Follow all IEP and 504 modifications

**Primary Interdisciplinary Connections:** Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

**Integration of 21st Century Skills through NJSLS 9:**

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in	X

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	solving them.	
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X
<b>Evidence of Learning</b>		
<b>Formative Assessment:</b>		
<ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Lesson Check Questions</li> </ul>		
<b>Summative Assessment:</b>		
<ul style="list-style-type: none"> <li>• Chapter Test</li> </ul>		
<b>Benchmark Assessment:</b>		
<ul style="list-style-type: none"> <li>• Chapter Test</li> </ul>		
<b>Alternative Assessment:</b>		
<i>Example: Create a concept map or infographic</i>		
<ul style="list-style-type: none"> <li>• Quest Project</li> <li>• Time For Kids Magazine</li> </ul>		
<b>Activities</b>	<b>Materials</b>	
<b>Lesson 1: Literacy Skills</b>	<b>My World Student Book</b>	
<b>Lesson 2: Map and Graph Skills</b>	<b>My World Student Book</b>	
<b>Lesson 4: Primary Source</b>	<b>My World Student Book</b>	
<b>Lesson 5: Citizenship</b>	<b>My World Student Book</b>	
<b>Teacher Notes: Quest Project and Activities at the end of each lesson are optional.</b>		

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Unit Overview	
<b>Content Area:</b> Social Studies	
<b>Chapter Title:</b> Government in the United States	<b>Chapter:</b> 3
<b>Target Course/Grade Level:</b> 4th	<b>Timeline:</b> 10-11 Days
<b>Chapter Summary:</b> The United States government is a democracy. Governments make laws and supply services. In a democracy, citizens are responsible for how their governments work. Governments have different structures. Constitutions tell how governments work. Governments have different powers.	
Learning Targets	
<b>Standards</b>	
<p>Standard #:</p> <ul style="list-style-type: none"> <li>● <b>6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities</li> <li>● <b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge</li> <li>● <b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</li> </ul>	
<b>Content Statements</b>	
<ul style="list-style-type: none"> <li>● The characteristics and scope of technology.</li> <li>● The core concepts of technology.</li> <li>● The relationships among technologies and the connections between technology and other fields of study.</li> <li>● The influence of technology on history.</li> <li>● Identify and define authentic problems and significant questions for investigation.</li> <li>● Plan and manage activities to develop a solution or complete a project.</li> <li>● Collect and analyze data to identify solutions and/or make informed decisions.</li> <li>● Use multiple processes and diverse perspectives to explore alternative solutions</li> <li>● Rules and laws are developed to protect people’s rights and the security and welfare of society.</li> <li>● The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.</li> </ul>	

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- American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
- There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.
- In a representative democracy, individuals elect representatives to act on the behalf of the people.
- The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
- The United States democratic system requires active participation of its citizens.
- Immigrants can become and obtain the rights of American citizens.
- The world is comprised of nations that are similar to and different from the United States.
- In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges
- In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems
- Key historical events, documents, and individuals led to the development of our nation.
- Understand and use technology systems.
- Select and use applications effectively and productively.
- Plan strategies to guide inquiry. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

Indicator #	Indicator
<ul style="list-style-type: none"> <li>• <b>8.1.5.E.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.F.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Apply digital tools to collect, organize, and analyze data that support a scientific finding</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.D.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Understand the need for and use of copyrights.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.D.2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the resource citations in online materials for proper use.</li> </ul>

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<ul style="list-style-type: none"><li>• <b>8.1.5.D.3</b></li></ul>	<ul style="list-style-type: none"><li>• Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.</li></ul>
<ul style="list-style-type: none"><li>• <b>8.1.5.D.4</b></li></ul>	<ul style="list-style-type: none"><li>• Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</li></ul>
<ul style="list-style-type: none"><li>• <b>6.1.4.A.1</b></li></ul>	<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 solve conflicts, and promote the common good.</li></ul>
<ul style="list-style-type: none"><li>• <b>6.1.4.A.2</b></li></ul>	<ul style="list-style-type: none"><li>• Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights.</li></ul>
<ul style="list-style-type: none"><li>• <b>6.1.4.A.3</b></li></ul>	<ul style="list-style-type: none"><li>• Determine how “fairness”, “equality”, and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.</li></ul>
<ul style="list-style-type: none"><li>• <b>6.1.4.A.4</b></li></ul>	<ul style="list-style-type: none"><li>• Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.</li></ul>
<ul style="list-style-type: none"><li>• <b>6.1.4.A.5</b></li></ul>	<ul style="list-style-type: none"><li>• Distinguish the roles and responsibilities of the three branches of national government.</li></ul>
<ul style="list-style-type: none"><li>• <b>6.1.4.A.6</b></li></ul>	<ul style="list-style-type: none"><li>• Explain how national and state governments share power in</li></ul>

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	<p>the federal system of government.</p>
<ul style="list-style-type: none"> <li>• <b>6.1.4.A.7</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.A.8</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.A.9</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.A.10</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.A.11</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain 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> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.A.12</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain the process of creating change at the local, state, or national level.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.A.13</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe the process by which immigrants become United States citizens.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.A.14</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe how the world is divided into</li> </ul>

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	<p>many nations that have their own governments, languages, customs, and laws.</p>
<ul style="list-style-type: none"> <li>• <b>6.1.4.A.15</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.A.16</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.6</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.A.2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Format a document using a word processing application to enhance text and include</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.A.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use a graphic organizer to organize information about problem or issue.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.2.5.A.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.2.5.A.2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and present factors that influence the development and function of a product and a system</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.2.5.A.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and present factors that influence the development and function of products and systems, e.g.,</li> </ul>

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	resources, criteria and constraints.
<ul style="list-style-type: none"> <li>• <b>8.2.5.A.4</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.2.5.B.6</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and discuss how technologies have influenced history in the past century.</li> </ul>
<ul style="list-style-type: none"> <li>• 8.1.5.A.1</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems, graphics, symbols and/ or pictures.</li> </ul>
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• <b>What is special about the American Government</b></li> </ul>	<p><b>Unit Understandings</b></p> <ul style="list-style-type: none"> <li>• The United States government is a democracy.</li> <li>• Governments make laws and supply services.</li> <li>• In a democracy, citizens are responsible for how their governments work.</li> <li>• Governments have different structures.</li> <li>• Constitutions tell how governments work.</li> <li>• Governments have different powers.</li> </ul>
<p><b>Unit Learning Targets (Outcomes)-</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• <b>Identify key events in the history of the government of the United States in a chronological sequence.</b></li> <li>• <b>Identify people in the government of the United States.</b></li> <li>• <b>Analyze visuals such as maps and timelines.</b></li> </ul>	
<p><b>Integration of Technology:</b></p> <ul style="list-style-type: none"> <li>• <b>My World Online Text</b></li> </ul>	

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**Technology Resources:**

- Field Trip Video
- Rap About it
- Quest Project
- Vocabulary Game
- Brain Pop

**Opportunities for Differentiation** (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention ([www.help4teachers.com](http://www.help4teachers.com))
- Follow all IEP and 504 modifications

**Primary Interdisciplinary Connections:** Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

**Integration of 21st Century Skills through NJSL 9:**

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in	X

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	solving them.	
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

**Evidence of Learning**

**Formative Assessment:**

- Lesson Check Questions
- Reading Check Questions

**Summative Assessment:**

- Chapter Test

**Benchmark Assessment:**

- Chapter Test

**Alternative Assessment:**  
*Example: Create a concept map or infographic*

- Quest Projects
- Time For Kids Magazine

Activities	Materials
<b>Lesson 1: Primary Source</b>	<b>My World Student Book</b>
<b>Lesson 2: Literary Skills</b>	<b>My World Student Book</b>
<b>Lesson 3: Critical Thinking &amp; Citizenship</b>	<b>My World Student Book</b>

**Teacher Notes: Quest Project and Activities at the end of each lesson are optional.**

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Unit Overview	
<b>Content Area:</b> Social Studies	
<b>Chapter Title :</b> The Nations' Economy	<b>Chapter :</b> 4
<b>Target Coure/Grade Level:</b> 4th	<b>Timeline:</b> 12-14 Days
<p><b>Chapter Summary:</b> An economy uses resources, people, and machines to produce goods and services. Economies are made up of producers and consumers. The price for goods and services depends on supply and demand. Businesses work to earn income and profit. Nations trade with each other and specialize in producing different goods and services.</p>	
Learning Targets	
<b>Standards</b>	
<ul style="list-style-type: none"> <li>● STANDARD #:</li> <li>● <b>6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities</li> <li>● <b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge</li> <li>● <b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</li> </ul>	
<b>Content Statements</b>	
<ul style="list-style-type: none"> <li>● The characteristics and scope of technology.</li> <li>● The core concepts of technology.</li> <li>● The relationships among technologies and the connections between technology and other fields of study.</li> <li>● The influence of technology on history.</li> <li>● Identify and define authentic problems and significant questions for investigation.</li> <li>● Plan and manage activities to develop a solution or complete a project.</li> <li>● Collect and analyze data to identify solutions and/or make informed decisions.</li> <li>● Use multiple processes and diverse perspectives to explore alternative solutions</li> <li>● Advocate and practice safe, legal, and responsible use of information and technology</li> <li>● Demonstrate personal responsibility for lifelong learning</li> </ul>	

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- Exhibit leadership for digital citizenship
- People make decisions based on their needs, wants, and the availability of resources.
- Economics is a driving force for the occurrence of various events and phenomena in societies.
- Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.
- Availability of resources affects economic outcomes.
- Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.
- Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.
- Economic opportunities in New Jersey and other states are related to the availability of resources and technology
- Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
- Understand and use technology systems.
- Select and use applications effectively and productively.
- Plan strategies to guide inquiry. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

Indicator #	Indicator
● <b>8.1.5.E.1</b>	● Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
● <b>8.1.5.F.1</b>	● Apply digital tools to collect, organize, and analyze data that support a scientific finding
● <b>8.1.5.D.1</b>	● Understand the need for and use of copyrights
● <b>8.1.5.D.2</b>	● Analyze the resource citations in online materials for proper use.
● <b>8.1.5.D.3</b>	● Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
● <b>8.1.5.D.4</b>	● Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
● <b>6.1.4.C.1</b>	● Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made

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	in their communities.
<ul style="list-style-type: none"> <li>• <b>6.1.8.C.1.b</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain why individuals and societies trade, how trade functions, and the role of trade during this period.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.C.2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.C.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain why incentives vary between and among producers and consumers.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.C.4</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe how supply and demand influence price and output of products.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.C.5</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain the role of specialization in the production and exchange of goods and services.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.C.6</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.C.7</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain how the availability of private and public goods and services is influenced by the global market and government.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.C.8</b></li> </ul>	<ul style="list-style-type: none"> <li>• Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.C.9</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast how the availability of resources affects people across the world differently.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.C.10</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain the role of money, savings, debt, and investment in individuals' lives.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.C.11</b></li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the importance of setting long-term goals when making financial decisions within the community.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.C.12</b></li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.C.13</b></li> </ul>	<ul style="list-style-type: none"> <li>• Examine the qualities of entrepreneurs in a</li> </ul>

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	capitalistic society.
<ul style="list-style-type: none"> <li>• <b>6.1.4.C.14</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.C.15</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.C.16</b></li> </ul>	<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> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.C.17</b></li> </ul>	<ul style="list-style-type: none"> <li>• Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.C.18</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.A.2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.A.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use a graphic organizer to organize information about problem or issue.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.2.5.A.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.2.5.A.2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and present factors that influence the development and function of a product and a system</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.2.5.A.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.2.5.A.4</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.</li> </ul>

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<ul style="list-style-type: none"> <li>● <b>8.2.5.B.6</b></li> </ul>	<ul style="list-style-type: none"> <li>● Compare and discuss how technologies have influenced history in the past century.</li> </ul>
<p><b>Chapter Essential Questions</b></p> <ul style="list-style-type: none"> <li>● <b>How does the economy meet our needs and wants?</b></li> </ul>	<p><b>Chapter Understandings</b></p> <ul style="list-style-type: none"> <li>● An economy uses resources, people, and machines to produce goods and services.</li> <li>● Economies are made up of producers and consumers.</li> <li>● The price for goods and services depends on supply and demand.</li> <li>● Businesses work to earn income and profit.</li> <li>● Nations trade with each other and specialize in producing different goods and services.</li> </ul>
<p><b>Unit Learning Targets (Outcomes)-</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>● <b>Use a map to identify the top-selling export in each state.</b></li> <li>● <b>Read a timeline to summarize how life changed for American workers from the 1700s to today.</b></li> </ul>	
<p><b>Integration of Technology:</b></p> <ul style="list-style-type: none"> <li>● <b>My World Online Text</b></li> </ul>	
<p><b>Technology Resources:</b></p> <ul style="list-style-type: none"> <li>● Field Trip Video</li> <li>● Rap About it</li> <li>● Quest Project</li> <li>● Vocabulary Game</li> <li>● Brain Pop</li> </ul>	
<p><b>Opportunities for Differentiation</b> (<i>Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted &amp; Talented</i>):</p> <ul style="list-style-type: none"> <li>● Teacher tutoring</li> <li>● Peer tutoring</li> <li>● Cooperative Learning Groups</li> <li>● Modified Assignments</li> <li>● Differentiated Instruction</li> <li>● Response to Intervention (<a href="http://www.help4teachers.com">www.help4teachers.com</a>)</li> <li>● Follow all IEP and 504 modifications</li> </ul>	
<p><b>Primary Interdisciplinary Connections:</b> Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts</p>	

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**Integration of 21st Century Skills through NJSL 9:**

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

**Evidence of Learning**

- Formative Assessment:**
- Reading Check Questions
  - Lesson Check Questions

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<b>Summative Assessment:</b> <ul style="list-style-type: none"><li>• Chapter Test</li></ul>	
<b>Benchmark Assessment:</b> <ul style="list-style-type: none"><li>• Chapter Test</li></ul>	
<b>Alternative Assessment:</b> <i>Example: Create a concept map or infographic</i> <ul style="list-style-type: none"><li>• Quest Project</li><li>• Time for Kids Magazine</li></ul>	
<b>Activities</b>	<b>Materials</b>
<b>Lesson 1: Literary Skills</b>	<b>My World Student Book</b>
<b>Lesson 3: Primary Source</b>	<b>My World Student Book</b>
<b>Lesson 4: Critical Thinking Skills &amp; Citizenship</b>	<b>My World Student Book</b>
<b>Teacher Notes: Quest Project and Activities at the end of each lesson are optional.</b>	

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**Unit Overview**

**Content Area:** Social Studies

**Chapter Title: Regions: The Northeast**

**Chapter: 5**

**Target Course/Grade Level:** 4th

**Timeline:** 14-15 Days

**Chapter Summary:** The Northeast has unique landforms, bodies of water, resources, and weather. The Northeast has played an important role in the early history of the United States. Immigrants helped shape the culture and economy of the Northeast and were instrumental in its growth. The Northeast has many urban areas and centers of commerce.

**Learning Targets**

**Standards**

- Standard #:
- **6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities
- **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
- **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Content Statements**

- The characteristics and scope of technology.
- The core concepts of technology.
- The relationships among technologies and the connections between technology and other fields of study.
- The influence of technology on history.
- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions
- Plan strategies to guide inquiry. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
- Advocate and practice safe, legal, and responsible use of information and technology

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- Demonstrate personal responsibility for lifelong learning
- Exhibit leadership for digital citizenship
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Places are jointly characterized by their physical and human properties.
- The physical environment can both accommodate and be endangered by human activities.
- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures
- Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.
- Advancements in science and technology can have unintended consequences that impact individuals and/or societies
- Urban areas, worldwide, share common physical characteristics, but may also have cultural differences
- Personal, family, and community history is a source of information for individuals about the people and places around them.
- The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- Cultures struggle to maintain traditions in a changing society.
- Prejudice and discrimination can be obstacles to understanding other cultures.
- Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
- The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view
- Understand and use technology systems.
- Select and use applications effectively and productively.

Indicator #	Indicator
<ul style="list-style-type: none"> <li>● <b>8.1.5.A.1</b></li> </ul>	<ul style="list-style-type: none"> <li>● Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</li> </ul>
<ul style="list-style-type: none"> <li>● <b>8.1.5.A.2</b></li> </ul>	<ul style="list-style-type: none"> <li>● Format a document using a word processing application to enhance text</li> </ul>

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	and include graphics, symbols and/ or pictures.
<ul style="list-style-type: none"> <li>• <b>8.1.5.A3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use a graphic organizer to organize information about problem or issue.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.A.5</b></li> </ul>	<ul style="list-style-type: none"> <li>• Create and use a database to answer basic questions</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.E.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.F.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Apply digital tools to collect, organize, and analyze data that support a scientific finding</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.D.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Understand the need for and use of copyrights.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.D.2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the resource citations in online materials for proper use.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.D.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.D.4</b></li> </ul>	<ul style="list-style-type: none"> <li>• Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.B.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.B.2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use physical and political maps to</li> </ul>

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	<p>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.</p>
<ul style="list-style-type: none"> <li>• <b>6.1.4.B.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.B.4</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.B.5</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe how human interaction impacts the environment in New Jersey and the United States.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.B.6</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.B.7</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain why some locations in New Jersey and the United States are more suited for settlement than others.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.B.8</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare ways people choose to use and distribute natural resources.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.B.9</b></li> </ul>	<ul style="list-style-type: none"> <li>• Relate advances in science and technology to environmental concerns, and to actions taken to address them.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.B.10</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be</li> </ul>

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	used to understand cultural differences.
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.7</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain the role Governor William Livingston played in the development of New Jersey government.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.8</b></li> </ul>	<ul style="list-style-type: none"> <li>• Determine the significance of New Jersey's role in the American Revolution.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.9</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.10</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.11</b></li> </ul>	<ul style="list-style-type: none"> <li>• Determine how local and state communities have changed over time, and explain the reasons for changes.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.12</b></li> </ul>	<ul style="list-style-type: none"> <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> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.13</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe how culture is expressed through and influenced by the behavior of people.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.14</b></li> </ul>	<ul style="list-style-type: none"> <li>• Trace how the American identity evolved over time.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.15</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs</li> </ul>

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	and practices.
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.16</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.17</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.18</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain how an individual's beliefs values and traditions may reflect more than one culture</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.19</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.20</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe why it is important to understand the perspectives of other cultures in an interconnected world.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.2.5.A.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.2.5.A.2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and present factors that influence the development and function of a product and a system</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.2.5.A.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.2.5.A.4</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.2.5.B.6</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and discuss how technologies have influenced history in the past century.</li> </ul>

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<b>Chapter Essential Questions</b> <ul style="list-style-type: none"><li>● <b>How does where we live affect who we are</b></li></ul>	<b>Chapter Understandings</b> <ul style="list-style-type: none"><li>● The Northeast has unique landforms, bodies of water, resources, and weather.</li><li>● The Northeast has played an important role in the early history of the United States.</li><li>● Immigrants helped shape the culture and economy of the Northeast and were instrumental in its growth.</li><li>● The Northeast has many urban areas and centers of commerce.</li></ul>
<b>Chapter Learning Targets (Outcomes)-</b> <i>Students will...</i> <ul style="list-style-type: none"><li>● <b>Place key events and people of American history in a chronological sequence and context.</b></li><li>● <b>Identify significant events in the history of the Northeast.</b></li><li>● <b>Analyze visuals such as maps and timelines.</b></li></ul>	
<b>Integration of Technology:</b> <ul style="list-style-type: none"><li>● <b>My World Online Text</b></li></ul>	
<b>Technology Resources:</b> <ul style="list-style-type: none"><li>● Field Trip Video</li><li>● Rap About it</li><li>● Quest Project</li><li>● Vocabulary Game</li><li>● Brain Pop</li></ul>	
<b>Opportunities for Differentiation</b> ( <i>Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted &amp; Talented</i> ): <ul style="list-style-type: none"><li>● Teacher tutoring</li><li>● Peer tutoring</li><li>● Cooperative Learning Groups</li><li>● Modified Assignments</li><li>● Differentiated Instruction</li><li>● Response to Intervention (<a href="http://www.help4teachers.com">www.help4teachers.com</a>)</li><li>● Follow all IEP and 504 modifications</li></ul>	
<b>Primary Interdisciplinary Connections:</b> Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts	

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**Integration of 21st Century Skills through NJSL 9:**

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

**Evidence of Learning**

**Formative Assessment:**

- Reading Check Questions
- Lesson Check Questions

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**Summative Assessment:**

- Chapter Test

**Benchmark Assessment:**

- Chapter Test

**Alternative Assessment:**

*Example: Create a concept map or infographic*

- Quest Project
- Time for Kids Magazine

<b>Activities</b>	<b>Materials</b>
<b>Lesson 3: Primary Source</b>	<b>My World Student Book</b>
<b>Lesson 4: Literacy Skills</b>	<b>My World Student Book</b>
<b>Lesson 5: Critical Thinking Skills &amp; Citizenship</b>	<b>My World Student Book</b>

**Teacher Notes: Quest Project and Activities at the end of each lesson are optional.**

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**Unit Overview**

**Content Area:** Social Studies

**Chapter Title: Regions: The Southeast**

**Chapter: 6**

**Target Course/Grade Level:** 4th

**Timeline:** 14- 15 Days

**Chapter Summary:** The Southeast has unique landforms, bodies of water, resources, and wildlife. People of the Southeast adapt to the region's unique climate, including its extreme weather. The Southeast played an important role in the founding and growth of the United States. The Southeast has undergone many social and economic changes since the Civil War.

**Learning Targets**

**Standards**

- **6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities
- **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
- **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Content Statements**

- The characteristics and scope of technology.
- The core concepts of technology.
- The relationships among technologies and the connections between technology and other fields of study.
- The influence of technology on history.
- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions
- Plan strategies to guide inquiry. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
- Advocate and practice safe, legal, and responsible use of information and technology
- Demonstrate personal responsibility for lifelong learning

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- Exhibit leadership for digital citizenship
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Places are jointly characterized by their physical and human properties.
- The physical environment can both accommodate and be endangered by human activities.
- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures
- Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.
- Advancements in science and technology can have unintended consequences that impact individuals and/or societies
- Urban areas, worldwide, share common physical characteristics, but may also have cultural differences
- Personal, family, and community history is a source of information for individuals about the people and places around them.
- The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- Cultures struggle to maintain traditions in a changing society.
- Prejudice and discrimination can be obstacles to understanding other cultures.
- Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
- The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view
- Understand and use technology systems.
- Select and use applications effectively and productively.

Indicator #	Indicator
<ul style="list-style-type: none"> <li>● <b>8.1.5.A.1</b></li> </ul>	<ul style="list-style-type: none"> <li>● Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</li> </ul>
<ul style="list-style-type: none"> <li>● <b>8.1.5.A.2</b></li> </ul>	<ul style="list-style-type: none"> <li>● Format a document using a word processing application to enhance text</li> </ul>

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	and include graphics, symbols and/ or pictures.
<ul style="list-style-type: none"> <li>• <b>8.1.5.A3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use a graphic organizer to organize information about problem or issue.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.A.5</b></li> </ul>	<ul style="list-style-type: none"> <li>• Create and use a database to answer basic questions</li> </ul>
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<ul style="list-style-type: none"> <li>• <b>8.2.5.A.4</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.2.5.B.6</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and discuss how technologies have influenced history in the past century.</li> </ul>

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**Chapter Essential Questions**

- **How does where we live affect who we are**

**Chapter Understandings**

- The Southeast has unique landforms, bodies of water, resources, and weather.
- The Southeast has played an important role in the early history of the United States.
- The Southwest played an important roll in the founding and growth of the United States
- The Southwest has undergone many social and economic changes since the Civil War

**Chapter Learning Targets (Outcomes)-**

*Students will...*

- **Place key events and people of American history in a chronological sequence and context.**
- **Identify significant events in the history of the Northeast.**
- **Analyze visuals such as maps and timelines.**

**Integration of Technology:**

- **My World Online Text**

**Technology Resources:**

- Field Trip Video
- Rap About it
- Quest Project
- Vocabulary Game
- Brain Pop

**Opportunities for Differentiation** (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention ([www.help4teachers.com](http://www.help4teachers.com))
- Follow all IEP and 504 modifications

**Primary Interdisciplinary Connections:** Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

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**Integration of 21st Century Skills through NJSL 9:**

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

**Evidence of Learning**

**Formative Assessment:**

- Reading Check Questions
- Lesson Check Questions

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**Summative Assessment:**

- Chapter Test

**Benchmark Assessment:**

- Chapter Test

**Alternative Assessment:**

*Example: Create a concept map or infographic*

- Quest Project
- Time for Kids Magazine

<b>Activities</b>	<b>Materials</b>
<b>Lesson 3: Literacy Skills</b>	<b>My World Student Book</b>
<b>Lesson 4: Primary Source</b>	<b>My World Student Book</b>
<b>Lesson 5: Citizenship</b>	<b>My World Student Book</b>
<b>Teacher Notes: Quest Project and Activities at the end of each lesson are optional.</b>	

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Unit Overview	
<b>Content Area:</b> Social Studies	
<b>Chapter Title: Regions: The Midwest</b>	<b>Chapter:</b> 7
<b>Target Course/Grade Level:</b> 4th	<b>Timeline:</b> 12-13 Days
<b>Chapter Summary:</b> The climate, landforms, bodies of water, and resources of the Midwest are unique. The Midwest became a transportation center of the United States. The farmland and other resources of the Midwest attracted settlers, which also led to the growth of cities and factories.	
Learning Targets	
<b>Standards</b>	
<ul style="list-style-type: none"> <li>● STANDARD #:</li> <li>● <b>6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities</li> <li>● <b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge</li> <li>● <b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</li> </ul>	
<b>Content Statements</b>	
<ul style="list-style-type: none"> <li>● The characteristics and scope of technology.</li> <li>● The core concepts of technology.</li> <li>● The relationships among technologies and the connections between technology and other fields of study.</li> <li>● The influence of technology on history.</li> <li>● Identify and define authentic problems and significant questions for investigation.</li> <li>● Plan and manage activities to develop a solution or complete a project.</li> <li>● Collect and analyze data to identify solutions and/or make informed decisions.</li> <li>● Use multiple processes and diverse perspectives to explore alternative solutions</li> <li>● Plan strategies to guide inquiry. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.</li> <li>● Advocate and practice safe, legal, and responsible use of information and technology</li> <li>● Demonstrate personal responsibility for lifelong learning</li> </ul>	

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- Exhibit leadership for digital citizenship
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Places are jointly characterized by their physical and human properties.
- The physical environment can both accommodate and be endangered by human activities.
- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures
- Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.
- Advancements in science and technology can have unintended consequences that impact individuals and/or societies
- Urban areas, worldwide, share common physical characteristics, but may also have cultural differences
  
- Personal, family, and community history is a source of information for individuals about the people and places around them.
- The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- Cultures struggle to maintain traditions in a changing society.
- Prejudice and discrimination can be obstacles to understanding other cultures.
- Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
- The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view
- Understand and use technology systems.
- Select and use applications effectively and productively.

Indicator #	Indicator
<ul style="list-style-type: none"> <li>● <b>8.1.5.A.1</b></li> </ul>	<ul style="list-style-type: none"> <li>● Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</li> </ul>
<ul style="list-style-type: none"> <li>● <b>8.1.5.A.2</b></li> </ul>	<ul style="list-style-type: none"> <li>● Format a document using a word processing application to enhance text</li> </ul>

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	and include graphics, symbols and/ or pictures.
<ul style="list-style-type: none"> <li>• <b>8.1.5.A3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use a graphic organizer to organize information about problem or issue.</li> </ul>
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<ul style="list-style-type: none"> <li>• <b>8.2.5.A.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.</li> </ul>
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<ul style="list-style-type: none"> <li>• <b>8.2.5.A.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.2.5.A.4</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.2.5.B.6</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and discuss how technologies have influenced history in the past century.</li> </ul>

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<b>Chapter Essential Questions</b> <ul style="list-style-type: none"><li>● <b>How does where we live affect who we are</b></li></ul>	<b>Chapter Understandings</b> <ul style="list-style-type: none"><li>● The climate, landforms, bodies of water and resources of the Midwest are unique.</li><li>● The Midwest became a transportation center of the United States The farmland and other resources of the Midwest attracted settlers, which also led to the growth of cities and factories.</li></ul>
<b>Chapter Learning Targets (Outcomes)-</b> <i>Students will...</i> <ul style="list-style-type: none"><li>● <b>Place key events and people of American history in a chronological sequence and context.</b></li><li>● <b>Identify significant events in the history of the Northeast.</b></li><li>● <b>Analyze visuals such as maps and timelines.</b></li></ul>	
<b>Integration of Technology:</b> <ul style="list-style-type: none"><li>● <b>My World Online Text</b></li></ul>	
<b>Technology Resources:</b> <ul style="list-style-type: none"><li>● Field Trip Video</li><li>● Rap About it</li><li>● Quest Project</li><li>● Vocabulary Game</li><li>● Brain Pop</li></ul>	
<b>Opportunities for Differentiation</b> ( <i>Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted &amp; Talented</i> ): <ul style="list-style-type: none"><li>● Teacher tutoring</li><li>● Peer tutoring</li><li>● Cooperative Learning Groups</li><li>● Modified Assignments</li><li>● Differentiated Instruction</li><li>● Response to Intervention (<a href="http://www.help4teachers.com">www.help4teachers.com</a>)</li><li>● Follow all IEP and 504 modifications</li></ul>	
<b>Primary Interdisciplinary Connections:</b> Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts	

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**Integration of 21st Century Skills through NJSLs 9:**

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

**Evidence of Learning**

**Formative Assessment:**

- Reading Check Questions
- Lesson Check Questions

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**Summative Assessment:**

- Chapter Test

**Benchmark Assessment:**

- Chapter Test

**Alternative Assessment:**

*Example: Create a concept map or infographic*

- Quest Project
- Time for Kids Magazine

Activities	Materials
Lesson 1: Critical Thinking	My World Student Book
Lesson 3: Primary Source	My World Student Book
Lesson 4: Literacy Skills & Citizenship	My World Student Book
<b>Teacher Notes: Quest Project and Activities at the end of each lesson are optional.</b>	

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**Unit Overview**

**Content Area:** Social Studies

**Chapter Title: Regions: The Southwest**

**Chapter: 8**

**Target Course/Grade Level:** 4th

**Timeline:** 14-15 Days

**Chapter Summary:** The Southwest has a variety of landforms, climates, and unique resources that have shaped the way of life of people in the region. The Southwest was home to many American Indian groups before Spanish settlers arrived. The Southwest has a scarcity of water and must utilize recent technological advancements to provide enough water for everyone.

**Learning Targets**

**Standards**

- STANDARD #
- **6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities
- **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
- **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

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**Content Statements**

- The characteristics and scope of technology.
- The core concepts of technology.
- The relationships among technologies and the connections between technology and other fields of study.
- The influence of technology on history.
- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions
- Plan strategies to guide inquiry. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
- Advocate and practice safe, legal, and responsible use of information and technology
- Demonstrate personal responsibility for lifelong learning
- Exhibit leadership for digital citizenship
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Places are jointly characterized by their physical and human properties.
- The physical environment can both accommodate and be endangered by human activities.
- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures
- Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.
- Advancements in science and technology can have unintended consequences that impact individuals and/or societies
- Urban areas, worldwide, share common physical characteristics, but may also have cultural differences
- Personal, family, and community history is a source of information for individuals about the people and places around them.
- The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- Cultures struggle to maintain traditions in a changing society.
- Prejudice and discrimination can be obstacles to understanding other cultures.
- Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
- The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual

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- points of view
- Understand and use technology systems.
  - Select and use applications effectively and productively.

Indicator #	Indicator
<ul style="list-style-type: none"> <li>• <b>8.1.5.A.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.A.2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.A3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use a graphic organizer to organize information about problem or issue.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.A.5</b></li> </ul>	<ul style="list-style-type: none"> <li>• Create and use a database to answer basic questions</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.E.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.F.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Apply digital tools to collect, organize, and analyze data that support a scientific finding</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.D.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Understand the need for and use of copyrights.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.D.2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the resource citations in online materials for proper use.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.D.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.</li> </ul>

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<ul style="list-style-type: none"><li>• <b>8.1.5.D.4</b></li></ul>	<ul style="list-style-type: none"><li>• Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</li></ul>
<ul style="list-style-type: none"><li>• <b>6.1.4.B.1</b></li></ul>	<ul style="list-style-type: none"><li>• Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</li></ul>
<ul style="list-style-type: none"><li>• <b>6.1.4.B.2</b></li></ul>	<ul style="list-style-type: none"><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></ul>
<ul style="list-style-type: none"><li>• <b>6.1.4.B.3</b></li></ul>	<ul style="list-style-type: none"><li>• Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.</li></ul>
<ul style="list-style-type: none"><li>• <b>6.1.4.B.4</b></li></ul>	<ul style="list-style-type: none"><li>• Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</li></ul>
<ul style="list-style-type: none"><li>• <b>6.1.4.B.5</b></li></ul>	<ul style="list-style-type: none"><li>• Describe how human interaction impacts the environment in New Jersey and the United States.</li></ul>
<ul style="list-style-type: none"><li>• <b>6.1.4.B.6</b></li></ul>	<ul style="list-style-type: none"><li>• Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.</li></ul>
<ul style="list-style-type: none"><li>• <b>6.1.4.B.7</b></li></ul>	<ul style="list-style-type: none"><li>• Explain why some locations in New Jersey and the United States are more</li></ul>

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	suited for settlement than others.
<ul style="list-style-type: none"> <li>• <b>6.1.4.B.8</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare ways people choose to use and distribute natural resources.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.B.9</b></li> </ul>	<ul style="list-style-type: none"> <li>• Relate advances in science and technology to environmental concerns, and to actions taken to address them.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.B.10</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.7</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain the role Governor William Livingston played in the development of New Jersey government.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.8</b></li> </ul>	<ul style="list-style-type: none"> <li>• Determine the significance of New Jersey's role in the American Revolution.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.9</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.10</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.11</b></li> </ul>	<ul style="list-style-type: none"> <li>• Determine how local and state communities have changed over time, and explain the reasons for changes.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.12</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other</li> </ul>

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	regions of the United States contributed to the American national heritage.
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.13</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe how culture is expressed through and influenced by the behavior of people.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.14</b></li> </ul>	<ul style="list-style-type: none"> <li>• Trace how the American identity evolved over time.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.15</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.16</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.17</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.18</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain how an individual's beliefs values and traditions may reflect more than one culture</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.19</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.20</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe why it is important to understand the perspectives of other cultures in an interconnected world.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.2.5.A.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.2.5.A.2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and present factors that influence the development and function of a product and a system</li> </ul>

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<ul style="list-style-type: none"> <li>● <b>8.2.5.A.3</b></li> </ul>	<ul style="list-style-type: none"> <li>● Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.</li> </ul>
<ul style="list-style-type: none"> <li>● <b>8.2.5.A.4</b></li> </ul>	<ul style="list-style-type: none"> <li>● Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.</li> </ul>
<ul style="list-style-type: none"> <li>● <b>8.2.5.B.6</b></li> </ul>	<ul style="list-style-type: none"> <li>● Compare and discuss how technologies have influenced history in the past century.</li> </ul>

<p><b>Chapter Essential Questions</b></p> <ul style="list-style-type: none"> <li>● <b>How does where we live affect who we are</b></li> </ul>	<p><b>Chapter Understandings</b></p> <ul style="list-style-type: none"> <li>● The Southwest has unique landforms, bodies of water, resources, and weather.</li> <li>● The Southwest was home to many American Indian groups before Spanish settlers arrived</li> <li>● The Southwest has a scarcity of water and must utilize recent technological advancements to provide enough water for everyone.</li> </ul>
<p><b>Chapter Learning Targets (Outcomes)-</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>● <b>Place key events and people of American history in a chronological sequence and context.</b></li> <li>● <b>Identify significant events in the history of the Northeast.</b></li> <li>● <b>Analyze visuals such as maps and timelines.</b></li> </ul>	
<p><b>Integration of Technology:</b></p> <ul style="list-style-type: none"> <li>● <b>My World Online Text</b></li> </ul>	
<p><b>Technology Resources:</b></p> <ul style="list-style-type: none"> <li>● Field Trip Video</li> <li>● Rap About it</li> <li>● Quest Project</li> <li>● Vocabulary Game</li> <li>● Brain Pop</li> </ul>	

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**Opportunities for Differentiation** (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention ([www.help4teachers.com](http://www.help4teachers.com))
- Follow all IEP and 504 modifications

**Primary Interdisciplinary Connections:** Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

**Integration of 21st Century Skills through NJSL 9:**

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X

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CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

**Evidence of Learning**

**Formative Assessment:**

- Reading Check Questions
- Lesson Check Questions

**Summative Assessment:**

- Chapter Test

**Benchmark Assessment:**

- Chapter Test

**Alternative Assessment:**  
*Example: Create a concept map or infographic*

- Quest Project
- Time for Kids Magazine

Activities	Materials
<b>Lesson 1: Map and Graph Skills</b>	<b>My World Student Book</b>
<b>Lesson 4: Literacy Skills</b>	<b>My World Student Book</b>
<b>Lesson 5: Primary Source &amp; Citizenship</b>	<b>My World Student Book</b>

**Teacher Notes: Quest Project and Activities at the end of each lesson are optional.**

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Unit Overview	
<b>Content Area:</b> Social Studies	
<b>Chapter Title: Regions: The West</b>	<b>Chapter:</b> 9
<b>Target Course/Grade Level:</b> 4th	<b>Timeline:</b> 14-15 Days
<b>Chapter Summary:</b> The West has a variety of landforms, climates, and unique resources that have shaped the way of life of people in the region. The West was home to many American Indian groups before Spanish settlers arrived. The West has many ports and trades with countries that border the Pacific Ocean.	
Learning Targets	
<b>Standards</b>	
<ul style="list-style-type: none"> <li>● <b>6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities</li> <li>● <b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge</li> <li>● <b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</li> </ul>	
<b>Content Statements</b>	
<ul style="list-style-type: none"> <li>● The characteristics and scope of technology.</li> <li>● The core concepts of technology.</li> <li>● The relationships among technologies and the connections between technology and other fields of study.</li> <li>● The influence of technology on history.</li> <li>● Identify and define authentic problems and significant questions for investigation.</li> <li>● Plan and manage activities to develop a solution or complete a project.</li> <li>● Collect and analyze data to identify solutions and/or make informed decisions.</li> <li>● Use multiple processes and diverse perspectives to explore alternative solutions</li> <li>● Plan strategies to guide inquiry. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.</li> <li>● Advocate and practice safe, legal, and responsible use of information and technology</li> <li>● Demonstrate personal responsibility for lifelong learning</li> </ul>	

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- Exhibit leadership for digital citizenship
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Places are jointly characterized by their physical and human properties.
- The physical environment can both accommodate and be endangered by human activities.
- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures
- Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.
- Advancements in science and technology can have unintended consequences that impact individuals and/or societies
- Urban areas, worldwide, share common physical characteristics, but may also have cultural differences
- Personal, family, and community history is a source of information for individuals about the people and places around them.
- The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- Cultures struggle to maintain traditions in a changing society.
- Prejudice and discrimination can be obstacles to understanding other cultures.
- Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
- The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view
- Understand and use technology systems.
- Select and use applications effectively and productively.

Indicator #	Indicator
<ul style="list-style-type: none"> <li>● <b>8.1.5.A.1</b></li> </ul>	<ul style="list-style-type: none"> <li>● Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</li> </ul>
<ul style="list-style-type: none"> <li>● <b>8.1.5.A.2</b></li> </ul>	<ul style="list-style-type: none"> <li>● Format a document using a word processing application to enhance text and include graphics, symbols and/ or</li> </ul>

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	<p>pictures.</p>
<ul style="list-style-type: none"> <li>• <b>8.1.5.A.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use a graphic organizer to organize information about problem or issue.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.A.5</b></li> </ul>	<ul style="list-style-type: none"> <li>• Create and use a database to answer basic questions</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.E.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.F.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Apply digital tools to collect, organize, and analyze data that support a scientific finding</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.D.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Understand the need for and use of copyrights.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.D.2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the resource citations in online materials for proper use.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.D.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>8.1.5.D.4</b></li> </ul>	<ul style="list-style-type: none"> <li>• Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.B.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.B.2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use physical and political maps to explain how the location and spatial</li> </ul>

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	relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
<ul style="list-style-type: none"> <li>• <b>6.1.4.B.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.B.4</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.B.5</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe how human interaction impacts the environment in New Jersey and the United States.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.B.6</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.B.7</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain why some locations in New Jersey and the United States are more suited for settlement than others.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.B.8</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare ways people choose to use and distribute natural resources.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.B.9</b></li> </ul>	<ul style="list-style-type: none"> <li>• Relate advances in science and technology to environmental concerns, and to actions taken to address them.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.B.10</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural</li> </ul>

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	differences.
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.7</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain the role Governor William Livingston played in the development of New Jersey government.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.8</b></li> </ul>	<ul style="list-style-type: none"> <li>• Determine the significance of New Jersey's role in the American Revolution.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.9</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.10</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.11</b></li> </ul>	<ul style="list-style-type: none"> <li>• Determine how local and state communities have changed over time, and explain the reasons for changes.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.12</b></li> </ul>	<ul style="list-style-type: none"> <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> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.13</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe how culture is expressed through and influenced by the behavior of people.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.14</b></li> </ul>	<ul style="list-style-type: none"> <li>• Trace how the American identity evolved over time.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6.1.4.D.15</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</li> </ul>

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<ul style="list-style-type: none"><li>• <b>6.1.4.D.16</b></li></ul>	<ul style="list-style-type: none"><li>• Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</li></ul>
<ul style="list-style-type: none"><li>• <b>6.1.4.D.17</b></li></ul>	<ul style="list-style-type: none"><li>• Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</li></ul>
<ul style="list-style-type: none"><li>• <b>6.1.4.D.18</b></li></ul>	<ul style="list-style-type: none"><li>• Explain how an individual's beliefs values and traditions may reflect more than one culture</li></ul>
<ul style="list-style-type: none"><li>• <b>6.1.4.D.19</b></li></ul>	<ul style="list-style-type: none"><li>• Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</li></ul>
<ul style="list-style-type: none"><li>• <b>6.1.4.D.20</b></li></ul>	<ul style="list-style-type: none"><li>• Describe why it is important to understand the perspectives of other cultures in an interconnected world.</li></ul>
<ul style="list-style-type: none"><li>• <b>8.2.5.A.1</b></li></ul>	<ul style="list-style-type: none"><li>• Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.</li></ul>
<ul style="list-style-type: none"><li>• <b>8.2.5.A.2</b></li></ul>	<ul style="list-style-type: none"><li>• Investigate and present factors that influence the development and function of a product and a system</li></ul>
<ul style="list-style-type: none"><li>• <b>8.2.5.A.3</b></li></ul>	<ul style="list-style-type: none"><li>• Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.</li></ul>
<ul style="list-style-type: none"><li>• <b>8.2.5.A.4</b></li></ul>	<ul style="list-style-type: none"><li>• Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.</li></ul>
<ul style="list-style-type: none"><li>• <b>8.2.5.B.6</b></li></ul>	<ul style="list-style-type: none"><li>• Compare and discuss how technologies have influenced history in the past century.</li></ul>

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**Chapter Essential Questions**

- **How does where we live affect who we are**

**Chapter Understandings**

- The West has unique landforms, bodies of water, resources, and weather.
- The West was home to many American Indian groups before Spanish settlers arrived.
- The West has many ports and trades with countries that border the Pacific Ocean.

**Chapter Learning Targets (Outcomes)-**

*Students will...*

- **Place key events and people of American history in a chronological sequence and context.**
- **Identify significant events in the history of the Northeast.**
- **Analyze visuals such as maps and timelines.**

**Integration of Technology:**

- **My World Online Text**

**Technology Resources:**

- Field Trip Video
- Rap About it
- Quest Project
- Vocabulary Game
- Brain Pop

**Opportunities for Differentiation** (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention ([www.help4teachers.com](http://www.help4teachers.com))
- Follow all IEP and 504 modifications

**Primary Interdisciplinary Connections:** Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

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**Integration of 21st Century Skills through NJSL 9:**

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

**Evidence of Learning**

**Formative Assessment:**

- Reading Check Questions
- Lesson Check Questions

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<b>Summative Assessment:</b>	
<ul style="list-style-type: none"> <li>• Chapter Test</li> </ul>	
<b>Benchmark Assessment:</b>	
<ul style="list-style-type: none"> <li>• Chapter Test</li> </ul>	
<b>Alternative Assessment:</b>	
<i>Example: Create a concept map or infographic</i>	
<ul style="list-style-type: none"> <li>• Quest Project</li> <li>• Time for Kids Magazine</li> </ul>	
<b>Activities</b>	<b>Materials</b>
<b>Lesson 3: Literacy Skills</b>	<b>My World Student Book</b>
<b>Lesson 4: Critical Thinking Skills</b>	<b>My World Student Book</b>
<b>Lesson 5: Primary Source &amp; Citizenship</b>	<b>My World Student Book</b>
<b>Teacher Notes: Quest Project and Activities at the end of each lesson are optional.</b>	

**Differentiation Strategies**

<b>Differentiation Strategies</b>	
<p>Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.</p>	
<b>Low Prep Strategies (add to list as needed)</b>	
<b>Varied journal prompts, spelling or vocabulary lists</b>	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
<b>Anchor activities</b>	Anchor activities provide meaningful options

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	for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
<b>Choices of books</b>	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
<b>Choices of review activities</b>	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
<b>Homework options</b>	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
<b>Student-teacher goal setting</b>	The teacher and student work together to develop individual learning goals for the student.
<b>Flexible grouping</b>	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
<b>Varied computer programs</b>	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
<b>Multiple Intelligence or Learning Style options</b>	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)

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<b>Varying scaffolding of same organizer</b>	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
<b>Think-Pair-Share by readiness, interest, and/or learning profile</b>	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
<b>Mini workshops to re-teach or extend skills</b>	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
<b>Orbitals</b>	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
<b>Games to practice mastery of information and skill</b>	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
<b>Multiple levels of questions</b>	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)

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<b>High Prep Strategies (add to list as needed)</b>	
<b>Cubing</b>	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
<b>Tiered assignment/ product</b>	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
<b>Independent studies</b>	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
<b>4MAT</b>	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
<b>Jigsaw</b>	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools

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	they need to get there.
<b>Multiple texts</b>	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
<b>Alternative assessments</b>	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
<b>Modified Assessments</b>	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
<b>Learning contracts or Personal Agendas</b>	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
<b>Compacting</b>	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
<b>Literature circles</b>	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.

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<b>Learning Centers</b>	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
<b>Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”</b>	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.