

GRADE FIVE

GEOGRAPHY

COMMUNITIES

SOCIAL STUDIES SKILLS

CITIZENSHIP

HISTORY

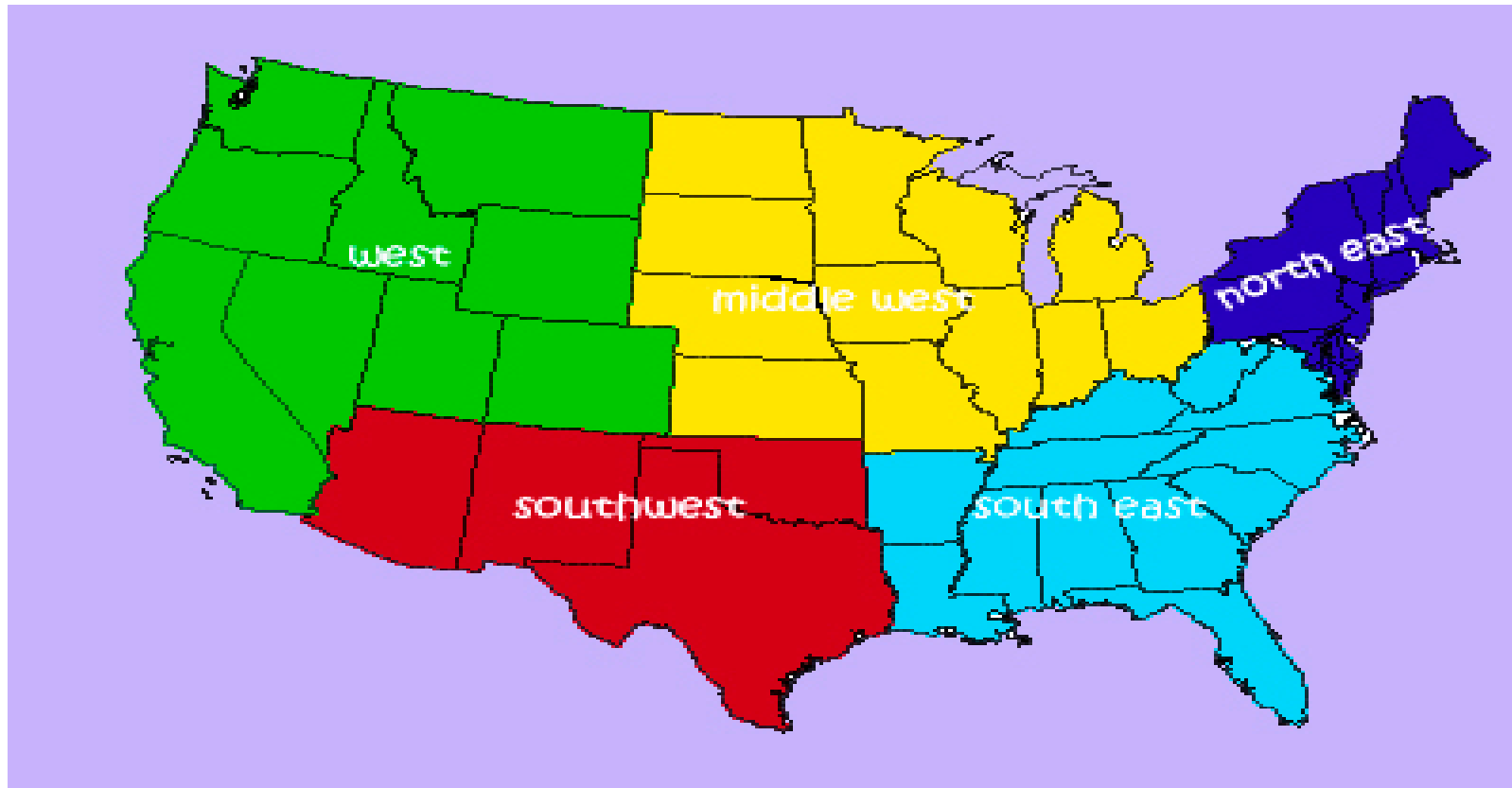
GOVERNMENT

ECONOMICS



UNITED STATES AND ITS REGIONS

Regions of the United States



Social Studies Skills: 6.1

*Social Studies Skills need to be used throughout the study of the units and across the curriculum.

Reading Skills	Writing Skills	Speaking Skills	Maps and Globe Skills	Charts and Graphs	Data and Diagrams
<ul style="list-style-type: none"> <input type="checkbox"/> Make generalizations based on multiple sources of information <input type="checkbox"/> Read Primary and Secondary Sources <input type="checkbox"/> Draw Conclusions <input type="checkbox"/> Read Biographies <input type="checkbox"/> Main Idea and Details <input type="checkbox"/> Venn Diagram: Compare and contrast Information <input type="checkbox"/> Classify/Categorize <input type="checkbox"/> Cause and Effect <input type="checkbox"/> Sequence: Past, Present, Future; 1st, 2nd, 3rd; <input type="checkbox"/> First, Next, Last <input type="checkbox"/> Recite poems <input type="checkbox"/> Read illustrations <input type="checkbox"/> Picture Walks <input type="checkbox"/> Predictions <input type="checkbox"/> Vocabulary Word Walls for social studies 	<ul style="list-style-type: none"> <input type="checkbox"/> Take Notes using note cards: One main idea with two or three supporting details per card <input type="checkbox"/> Make an outline <ul style="list-style-type: none"> <input type="checkbox"/> Topic <input type="checkbox"/> I <ul style="list-style-type: none"> <input type="checkbox"/> A. <input type="checkbox"/> B. <input type="checkbox"/> C. <input type="checkbox"/> II <input type="checkbox"/> Use the software program Inspiration to help with learning outlines skills <input type="checkbox"/> Topic Books – final project presented using technology tools <input type="checkbox"/> Friendly Letter <input type="checkbox"/> Letter to the Editor <input type="checkbox"/> Pen Pals – electronic <input type="checkbox"/> Write a news report using the 5 Words: Who, what, when, where, why 	<ul style="list-style-type: none"> <input type="checkbox"/> Retell stories <input type="checkbox"/> Choral Reading <input type="checkbox"/> Dramatize historical events <input type="checkbox"/> Poem Recitation <input type="checkbox"/> Opinion Speech <input type="checkbox"/> Describe photographs <input type="checkbox"/> Two minute oral presentation on a given topic 	<ul style="list-style-type: none"> <input type="checkbox"/> Map title <input type="checkbox"/> Map keys <input type="checkbox"/> Map ledged <input type="checkbox"/> Picture maps <input type="checkbox"/> Map of neighborhood <input type="checkbox"/> Map of town/city <input type="checkbox"/> Map of State <input type="checkbox"/> Map of the 50 States <input type="checkbox"/> Map of North America <input type="checkbox"/> Map of the World <input type="checkbox"/> History Map <input type="checkbox"/> Political Map <input type="checkbox"/> Locator Map <input type="checkbox"/> Landform Map <input type="checkbox"/> Hemispheres <input type="checkbox"/> Latitude <input type="checkbox"/> Longitude <input type="checkbox"/> Prime Meridian 	<ul style="list-style-type: none"> <input type="checkbox"/> Picture graphs <input type="checkbox"/> Bar graphs <input type="checkbox"/> Flow chart <input type="checkbox"/> Pie Chart <input type="checkbox"/> Line Graph <input type="checkbox"/> KWL Charts <input type="checkbox"/> Create a Chart - organize information 	<ul style="list-style-type: none"> <input type="checkbox"/> Read temperatures –Fahrenheit, Celsius <input type="checkbox"/> Two level Timelines <input type="checkbox"/> Diagrams

Reading Skills	Writing Skills	Speaking Skills	Maps and Globe Skills	Charts and Graphs	Data and Diagrams
<input type="checkbox"/> Internet Child friendly sites – materials, activities <input type="checkbox"/> Electronic Atlas <input type="checkbox"/> Electronic Encyclopedia <input type="checkbox"/> Almanac <input type="checkbox"/> Gazetteer* *Geographical dictionary <input type="checkbox"/> Glossary <input type="checkbox"/> Index	<input type="checkbox"/> Personal glossary Picture Book – alphabetical order <input type="checkbox"/> Shared Writing <input type="checkbox"/> Write six sentences paragraphs <input type="checkbox"/> Write informational reports <input type="checkbox"/> Write narrative accounts <input type="checkbox"/> Write persuasive letters <input type="checkbox"/> Write descriptive paragraphs <input type="checkbox"/> Journal Writing <input type="checkbox"/> diary Writing <input type="checkbox"/> Write questions for interviews <input type="checkbox"/> Write questions for surveys <input type="checkbox"/> Create a travel journal		<input type="checkbox"/> North Pole <input type="checkbox"/> South Pole <input type="checkbox"/> Equator <input type="checkbox"/> Elevation Map <input type="checkbox"/> Inset Map <input type="checkbox"/> Time Zone Map <input type="checkbox"/> Precipitation Map <input type="checkbox"/> Climate Map <input type="checkbox"/> Transportation Map <input type="checkbox"/> Population Map <input type="checkbox"/> Scale and Distance Maps <input type="checkbox"/> Small scale maps		

Unit One: Geography of the Regions of the United States


OUTCOMES	VOCABULARY	RESOURCES
<p><u>Regions:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Define the meaning of a region <input type="checkbox"/> Explain the difference between a state and a regional boundary <input type="checkbox"/> Compare/contrast: Geographic and cultural regions <input type="checkbox"/> Explain what it means for regions to be interdependent <input type="checkbox"/> Analyze the differences in landforms across the regions <p><u>Northeast Region</u></p> <p><u>The Place:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> List the states within the Northeast <ul style="list-style-type: none"> ● (Maine to Maryland) <input type="checkbox"/> Describe the weather and the climate of the Northeast <input type="checkbox"/> Describe the factors that affect the climate of the Northeast <input type="checkbox"/> Demonstrate geographic knowledge of the northeast: latitude, longitude, boundary lines of the states <input type="checkbox"/> Describe the landforms of the Northeast region: <input type="checkbox"/> Describe the waterforms of the Northeast: <input type="checkbox"/> Describe the urban centers of the North East that started at the ports and harbors <input type="checkbox"/> Define the megalopolis called the North East Corridor <input type="checkbox"/> Identify the two Great Lakes between which Niagara Falls is located 	<p>Locator map Boundary lines Route map Elevation Map Regional Map Landform map Population map</p> <p>Local address: Latitude and Longitude Latitude lines – parallel Longitude lines – meridians</p> <p>Mountains, flatlands, valleys, hills, farmland, plains, coastal plains</p> <p>Ocean, rivers, Great Lakes, harbors, Finger Lakes, rivers, basin, tributary bogs ...New York, Baltimore, Boston...Portsmouth Appalachians Glacier – Great Lakes Hudson River Niagara Falls Atlantic Ocean Highland Region</p>	<p>It is expected that Social Studies in the primary grades be taught through an abundance of literature: <u>Fiction, non-fiction and poetry.</u></p> <p>Social Studies should be <u>integrated</u> into the reading classes, and science and religion classes.</p> <p>It is expected that Social Studies be taught by the use of <u>interviews, site visits, software, music and art.</u></p> <p>It is expected that Social Studies is taught by using some of the vast resources on the <u>Internet</u></p> <p>It is expected that Social Studies is taught by the use of <u>individual and small group project, Webquests...</u></p> <p style="text-align: center;"><u>Textbooks</u></p> <p>Scott Foresman: Regions – 2008 Macmillan/McGraw-Hill: United States and Its Regions - 2008</p>

OUTCOMES	VOCABULARY	RESOURCES
<p><input type="checkbox"/> Identify the two main features for which Niagara Falls is known</p> <p><input type="checkbox"/> Identify the three main mountain ranges in the northeastern part of the Appalachian Mountain</p> <p><input type="checkbox"/> Identify two states in the Northeast that do not border the Atlantic Ocean</p> <p><u>The Climate of the Northeast</u></p> <p><input type="checkbox"/> Describe the four seasons of the northeast</p> <p><input type="checkbox"/> Identify three things that determine a climate.</p> <p><input type="checkbox"/> Describe a Nor'easter</p> <p><u>Natural Resources of the Northeast</u></p> <p><input type="checkbox"/> Describe the many rich natural resources of the Northeast:</p> <p><input type="checkbox"/> Chart the natural resources of the NE as renewable or non-renewable</p> <p><u>Greening of the Northeast</u></p> <p><input type="checkbox"/> Describe citizen efforts to preserve the rich resources of our beaches in the northeast</p> <p><input type="checkbox"/> Explain how pollution from a factory gets into our waters</p>	<p>Urban Center</p> <p>Boston to Washington Corridor</p> <p><u>Climate Factors</u></p> <p>Equator, precipitation, temperature</p> <p>weather</p> <p>Nor'easter</p> <p>Forests – rich with timber – maple, evergreen, spruce and pine water - an energy resource, tourism magnet, fish resources – crab, lobster; mountains – rich in minerals – coal, sporting events</p> <p>Pollution, Erosion</p> <p>Fishing, trapping of lobsters, crabs, oysters</p>	<p>Webquests</p> <p>What is a webquest? An inquiry-oriented activity in which most or all of the information used by students is online. Webquest give links necessary to complete the project</p> <p>BUILDING BLOCKS OF A WEBQUEST</p> <p><input type="checkbox"/> Introduction</p> <p><input type="checkbox"/> Task</p> <p><input type="checkbox"/> Process</p> <p><input type="checkbox"/> Resources</p> <p><input type="checkbox"/> Evaluation</p> <p><input type="checkbox"/> Conclusion</p> <p>For a full explanation of Webquests for elementary students do yourself a favor and read from the 'father of the webquest' what exactly they are all about.</p> <p>Bernie Dodge, San Diego State University</p> <p>http://webquest.sdsu.edu/about_webquests.html</p>


OUTCOMES	VOCABULARY	RESOURCES
<p><u>Economics: 6.5</u> <u>Economy</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the importance of the fishing industry to the Northeast from Maine to Maryland <input type="checkbox"/> Describe the role of Agriculture to the economy of the Northeast – dairy farming <input type="checkbox"/> Retell the rise and fall of factories in the Northeast: Early factories <input type="checkbox"/> Sketch the major factory work in the Northeast today: <input type="checkbox"/> Describe the major areas of tourism in the Northeast: <input type="checkbox"/> Explain why northeastern cities developed where they did <input type="checkbox"/> Explain how the resources of the Northeast shaped the industries that grew there <p><u>History: 6.6 (Culture of the Region)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Retell stories about the lives of the Amish people – both today and in the past <input type="checkbox"/> Retell stories of the different cultural celebrations of the Northeast <input type="checkbox"/> Describe leaders in the fields of music, art, literature and sports from the Northeast 	<p style="text-align: center;">Factories Samuel Slater’s cloth factories; Francis Lowell’s textile factories.</p> <p style="text-align: center;">Timber – Maine; Chemicals – New Jersey; Chocolate – Pennsylvania</p> <p style="text-align: center;">Beach communities, snowboarding sites, Niagara Falls, skiing, boating, fishing, hunting...</p> <p style="text-align: center;">Islands, peninsula, hills, mountains; wetlands, barrier island</p> <p style="text-align: center;">Rivers, beaches, ocean, lakes harbors, harbors, gulf</p> <p style="text-align: center;">Amish St. Patrick’s Day Parade, Oktoberfest, Greek Festival, Japanese Festival, La Festa Italiana, West Indian Day Parade, Annual Fisherman’s Festival, Cherry Blossom Festival...</p>	<p>How do you find Webquests on any topic?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Google them! <input type="checkbox"/> Type in any topic you want. e.g. <i>Webquests on the Lenape Indians</i> <input type="checkbox"/> You will be taken to a site rich <i>with primary and secondary</i> resources, activities, tasks, and games.... <p style="text-align: center;">Best Webquests</p> <p style="text-align: center;">http://eduscapes.com/sessions/travel/k3webquests.htm</p> <p style="text-align: center;">http://www.pbs.org/teachers/thismonth/democracy/index1.html</p> <p style="text-align: center;">http://bensguide.gpo.gov/</p> <p style="text-align: center;">http://en.wikipedia.org/wiki/List_of_counties_in_New_Jersey</p>

OUTCOMES	VOCABULARY	RESOURCES
<p><u>Southeast Region</u></p> <p><u>Geography: 6.6</u></p> <p><u>The Place:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate geographic knowledge of the southeast: latitude, longitude, boundary lines of the states <input type="checkbox"/> List the states within the Southeast (Virginia to Louisiana) <input type="checkbox"/> Identify and describe major landforms in the Southeast <input type="checkbox"/> Explain how barrier islands are formed <input type="checkbox"/> Describe the landforms of the Southeast: <input type="checkbox"/> Compare and contrast landform elevations in the Southeast <input type="checkbox"/> Describe the waterforms of the Southeast: <input type="checkbox"/> Describe the rural areas of the Southeast <input type="checkbox"/> Describe the tourism areas of the Southeast <input type="checkbox"/> Describe the urban centers of the Southeast <p><u>The Climate:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the climate of the Southeast <input type="checkbox"/> Describe the seasons of the Southeast <input type="checkbox"/> Describe the impact of the storm season in the Southeast - hurricanes 	<p style="text-align: center;"><u>Landforms</u></p> <p style="text-align: center;">Appalachian Uplands, Blue Ridge Mountains, Ozark Mountains, Great Valley, Sea Island</p> <p style="text-align: center;">Florida Peninsula</p> <p style="text-align: center;">Puerto Rico</p> <p style="text-align: center;">Barrier islands</p> <p style="text-align: center;">Wetlands – coastal flooding</p> <p style="text-align: center;"><u>Waterforms</u></p> <p style="text-align: center;">Mississippi River</p> <p style="text-align: center;">Gulf of Mexico</p> <p style="text-align: center;">Humidity</p> <p style="text-align: center;">Mild winters</p> <p style="text-align: center;">Hurricanes, Hurricane Katrina, levees</p>	<p style="text-align: center;"><u>Note Taking from Primary and Secondary Sources</u></p> <div style="background-color: #e0e0e0; padding: 5px;"> <p>This would be a good time to combine teaching students how to take notes from electronic resources and what plagiarism means and why it totally unacceptable.</p> </div> <p><i>Plagiarism</i> is a rapidly growing problem in many venues today. Because it is so easy to locate information using the Internet, students have given in to the temptation to take materials and use them for their own. This needs to be addressed by all who are in the education field -- by teaching the observance of proper citation and copyright compliance AND by making sure our students know that stealing someone else's work is wrong</p>

OUTCOMES	VOCABULARY	RESOURCES
<p><u>Natural Resources:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the importance of protecting endangered species <input type="checkbox"/> Describe the many rich natural resources of the Southeast <input type="checkbox"/> Identify ways in which resources of the Southeast are used <input type="checkbox"/> Identify a renewable and a nonrenewable resources found in the Southeast <input type="checkbox"/> Explain why coal is an important resource in the Southeast <input type="checkbox"/> Describe the life of a coal miner from Virginia <p><u>Greening of the Southeast</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe citizen efforts to preserve the rich resources of our non-renewable resources of coal and oil in the Southeast. 	<p>Trees, oil, coal, farmland</p> <p>Coal mining Mining Problems Pollution Carbon Dioxide</p> <p>Textiles Agriculture Tourism</p> <p>Alligator</p>	<p>Note taking from an electronic article.</p> <ol style="list-style-type: none"> 1. Give the information you want a title. e.g. Colonial Homes 2. Write one main sentence 3. Write two supporting detail sentences. <p style="text-align: center;">Title</p> <p style="text-align: center;">Main Idea – One Sentence</p> <p style="text-align: center;">One Detail - One Sentence</p> <p style="text-align: center;">One Detail – One Sentence</p> <p style="text-align: center;">One Detail – One Sentence</p> <p style="text-align: center;">Webquest on the Southeast</p> <p>Reminder: Google: Webquest Southeast http://web.bsu.edu/00smtancock/Storer/Southeast/sequest.htm</p> <p style="text-align: center;">Excellent site for activities: www.socialstudiesforkids.com</p>

OUTCOMES	VOCABULARY	RESOURCES
<p><u>Economics: 6.5</u></p> <p><u>Economy</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the role of agriculture to the economy of the Southeast – indigo, tobacco, rice, cotton – especially in the early days of the region <input type="checkbox"/> Retell the rise and fall of textile industry in North Carolina and its impact on the economy. <input type="checkbox"/> Describe the major areas of tourism in the Southeast: Florida, Williamsburg <p><u>History: 6.6 (Culture of the Region)</u></p> <p><u>Culture</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Retell stories of the different cultural celebrations of the Southeast: African American Festival of Freedom – Jun19; <input type="checkbox"/> New Orleans Jazz Festival <input type="checkbox"/> Describe Cajun people of New Orleans; Gullah Culture in the Sea Islands <input type="checkbox"/> Describe leaders in the fields of music, art, literature and sports from the Southeast: 	<p style="text-align: center;">New Orleans Cajun people</p> <p style="text-align: center;">Elvis, Louis Armstrong, Wynton Marsalis</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Elvis Presley</p>	<p style="text-align: center;">These are excellent sites for lessons, pictures, activities</p> <p style="text-align: center;">http://www.kent.k12.wa.us/curriculum/soc_studies/elem/elementary.htm</p> <p style="text-align: center;">http://www.glc.k12.ga.us/seqlps/sudisplay.asp?SUID=269</p> <p style="text-align: center;">http://classroom.ic-schools.net/basic/socst.html</p> <p style="text-align: center;">Great lesson plans, maps, activities on the geography of the United States</p> <p style="text-align: center;">http://www.nationalgeographic.com/xpeditions/lessons/04/q912/usregions.html</p> <p style="text-align: center;">Provide Materials for the students' creations:</p> <p style="text-align: center;">Wall murals Scrapbooks My Family's Customs Book Mobile Interview templates</p>

OUTCOMES	VOCABULARY	RESOURCES
<p><u>Midwest Region</u></p> <p><u>Geography: 6.6</u> <u>The Place</u></p> <p><input type="checkbox"/> Demonstrate geographic knowledge of the Midwest: latitude, longitude, boundary lines of the states</p> <p><input type="checkbox"/> List the states within the Midwest: <ul style="list-style-type: none"> ○ (Illinois to Wisconsin) </p> <p><input type="checkbox"/> Explain how the Great Lakes were formed</p> <p><input type="checkbox"/> Describe how the Great Lakes are connected to the Atlantic Ocean</p> <p><input type="checkbox"/> Describe the landforms of the Midwest: region.</p> <p><input type="checkbox"/> Describe the waterforms of the Midwest:</p> <p><input type="checkbox"/> Describe the urban centers of the Midwest:</p> <p><input type="checkbox"/> Define and describe the Badlands of the Midwest</p> <p><input type="checkbox"/> Define prairie and describe the types of life that live there</p> <p><u>The Climate</u></p> <p><input type="checkbox"/> Describe the climate of the Midwest.</p> <p><input type="checkbox"/> Discuss the rainfall of the Midwest and explain how it affects the growth of crops</p> <p><input type="checkbox"/> Recount the meaning of the words ‘lake effect’ and describe the reality of storms in the Midwest</p> <p><input type="checkbox"/> Describe the impact of tornadoes on the lives of the people of the Midwest</p>	<p style="text-align: center;">Glacier</p> <p style="text-align: center;">Great Lakes: Superior, Michigan Huron Erie and Ontario Mississippi River Missouri River Big Muddy</p> <p style="text-align: center;">Prairie lands Badlands Canyons, ravines, gullies</p> <p style="text-align: center;">Black Hill Mountains Mount Rushmore</p> <p style="text-align: center;">Black Hills</p> <p style="text-align: center;">St. Louis – Gateway to the West</p> <p style="text-align: center;">Lake Effect Winter Blizzards Tornadoes</p>	<p>Begin to teach the students how to use the wealth of resources available for understanding our global world:</p> <p style="text-align: center;">Electronic atlas Electronic encyclopedias e.g. www.sfsocialstudies.com</p> <p>Important Site for Social Studies Teachers: National Council of Social Studies Teachers: http://www.socialstudies.org</p> <p>Begin to make use of the incredible primary documents of your neighborhood from your county historical society e.g. http://resources.rootsweb.com/usa/NJ/Middlesex/</p> <p>New Jersey Historical Society – great primary documents for teachers and students</p>

OUTCOMES	VOCABULARY	RESOURCES
<p><u>Natural Resources:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the many rich natural resources of the Midwest: <input type="checkbox"/> Explain why the Midwest is an important agricultural region <p><u>Greening of the Midwest:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain why some farmers of the Midwest must irrigate their crops <input type="checkbox"/> Describe the eco-friendly cars that are being made in Detroit car factories today. <p><u>Economics: 6.5</u></p> <p><u>Economy</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain the advantages of shipping by water in the Midwest <input type="checkbox"/> Describe the importance of the agricultural industry the Midwest today. <input type="checkbox"/> Describe life at the large farm called agribusiness that dot the Midwest <input type="checkbox"/> Describe the rise and decline of the car manufacturing center – Detroit, Michigan <input type="checkbox"/> Describe the rise of the technology industry and medical research in the Midwest areas 	<p>Iowa: Corn, soybeans, wheat Kansas: Corn and soybeans Wisconsin: Dairy farming and wheat</p> <p>Agribusiness Heartland of America</p> <p>Metals from the mountains (copper, iron, coal)</p> <p>Eco-friendly Irrigation</p> <p>Great Lakes: Waterways – shipping</p> <p>America’s Breadbasket - export</p> <p>Henry Ford</p>  <p>Model T Ford</p>	<p>http://www.jerseyhistory.org/curriculum.html</p> <p>The Library of Congress has incredible primary and secondary sources – photographs, timelines, and stories. Google: americaslibrary</p> <p>http://www.congressforkids.net/Constitution_billofrights.htm</p> <div style="background-color: #e0e0e0; padding: 10px; text-align: center;"> <p>Begin to use Primary Documents for historical turning points in American History:</p> </div> <p>Primary Documents Letters, diaries, speeches, interviews</p> <p>Sometimes primary documents are not available so you have to use Secondary Documents – <i>second hand accounts</i> of a turning point:</p> <p>Biography, newspaper account, historical fiction...</p>

OUTCOMES	VOCABULARY	RESOURCES
<p><u>History: 6.6 (Culture of the Region)</u></p> <p><u>Culture</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Retell stories about the lives of the pioneers that settled in the Midwest long ago <input type="checkbox"/> Retell stories of the different cultural celebrations of the Midwest <input type="checkbox"/> Describe leaders in the fields of music, art, literature and sports from the Midwest <p><u>Southwest Region</u></p> <p><u>Geography: 6.6</u></p> <p><u>The Place:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate geographic knowledge of the southwest latitude, longitude, boundary lines of the states. <input type="checkbox"/> List the states within the Southwest (Arizona to Mexico) <input type="checkbox"/> Describe how the Grand Canyon was carved out by erosion caused by the Colorado River <input type="checkbox"/> Explain why the Grand Canyon has been made a national park <input type="checkbox"/> Describe the landforms of the Southwest region: <input type="checkbox"/> Describe the waterforms of the Southwest. <input type="checkbox"/> Describe the urban centers of the Southwest. 	<p style="text-align: center;">Pioneer Stories</p> <p style="text-align: center;">Tulip Festival – Dutch German Festivals Japanese Festivals Winter Carnival Corn Palace of South Dakota</p> <p style="text-align: center;">Mark Twain – Mississippi Laura Ingalls Wilder</p> <p style="text-align: center;">Thomas Stearns Eliot – T.S. Eliot Legend of Paul Bunyan – Minnesota</p> <p style="text-align: center;">Rock and Roll Hall of Fame – Cleveland Jazz – Kansas City Bluegrass star: Alison Krauss Indianapolis Motor Speedway Indy 500 Grand Prix</p> <p style="text-align: center;">Coastal states Plains</p> <p style="text-align: center;">Great Coastal Plains Prairies</p> <p style="text-align: center;">Swamps Mountains</p> <p style="text-align: center;">Mountain Valleys of Arizona and Utah</p> <p style="text-align: center;">Plateau Mesa Buttes</p>	<p style="text-align: center;"><u>Webquest on the Midwest</u> Reminder on finding Webquests: Google: Webquest Midwest</p> <p>http://www.spsd.net/dave/TE601b/PDF/Gonzales.pdf</p> <p style="background-color: #e0e0e0;">Thinkquest Library – for the Children and by the children</p> <p>Use the link below to go to a site that gives a whole new meaning to the term “Child Friendly.” You will find competitive projects from all around the world that students created and entered for adjudication at the Thinkquest Library.</p> <p>http://library.thinkquest.org</p> <p style="background-color: #e0e0e0;">The Library of Congress has an interactive program called America’s Story. It is especially helpful to you as a teachers and to your students to have this program that visually gives the students a real taste of the wonders of our country</p> <p>Reminder: Google: Library of Congress, America’s Story</p>

OUTCOMES	VOCABULARY	RESOURCES
<p><u>The Climate:</u></p> <p><input type="checkbox"/> Describe the different weather and climate of the Southwest</p> <p><input type="checkbox"/> Describe the seasons of the southwest</p> <p><u>Natural Resources:</u></p> <p><input type="checkbox"/> Describe the many rich natural resources of the Southwest:</p> <p><input type="checkbox"/> Identify a nonrenewable natural resource of the Southwest</p> <p><u>Greening of the Southwest</u></p> <p><input type="checkbox"/> Describe the water problems in the driest regions of the country – Arizona, Oklahoma, Texas and its impact on the lives of the people in the area</p> <p><u>Economics: 6.5</u></p> <p><u>Economy</u></p> <p><input type="checkbox"/> Explain how cattle raising helped the economy of the Southwest develop</p> <p><input type="checkbox"/> Describe cattle ranching in Early America</p> <p><input type="checkbox"/> Describe the importance of the mining industry to the Southwest</p> <p><input type="checkbox"/> Describe the role of Oil industry to the economy of the Southwest</p> <p><input type="checkbox"/> Describe the importance of the agriculture to the Southwest</p> <p><input type="checkbox"/> Describe the rise of the technology industry in the Texas, Arizona, New Mexico</p> <p><input type="checkbox"/> Describe the major areas of tourism in the Southwest</p> <p><input type="checkbox"/> Describe the urban centers of the Southwest</p>	<p>Four Corners of Utah, Colorado, Arizona, New Mexico</p> <p>Painted Desert – Arizona</p> <p>Buffalo Hunting Grand Canyon</p> <p>Colorado River Gulf of Mexico Rio Grande</p> <p>Desert Draught</p> <p>Petroleum – oil Mines: Gold, Silver, Copper</p> <p>Shipping Industry – oil</p> <p>Fields of Plenty Sugar – Gulf Coast in Texas Wheat and barley – Oklahoma and Texas Beef Industry</p> <p>Grazing Fields Buffalo Sheep Cattle</p> <p>Silicon Mesa Computer chips Cell phones</p> <p>Solar Energy – New Mexico Houston – Space Travel Alamo</p>	<p>http://www.americaslibrary.gov/cgi-bin/page.cgi</p> <p>Background information on the early days of the wild west:</p> <p>http://www.truecowboy.com/history.php</p> <p><u>Interdisciplinary Projects</u></p> <p>Interdisciplinary projects are those that connect two or more academic subjects around a given theme or topic. They are usually done over a span of time – a week, two weeks, and unit projects. They usually allow students to work on the project alone, with a partner or in a small group of no more than 4.</p> <p>Everything that we know about learner success tells us that when we give students a choice – choice of work partner(s), tasks, presentation...they will invest much more time and energy into the project.</p> <p>Before the project even begins the students know exactly what they need to do to develop a wonderful project because they have the grading rubric.</p> <p><u>Webquest on the Alamo</u></p> <p>http://www.thealamo.org/</p>

OUTCOMES	VOCABULARY	RESOURCES
<p><u>History: 6.6 (Culture of the Region)</u></p> <p><u>Culture</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Retell stories about the lives of cowboys and girls in the west – both in the past and present <input type="checkbox"/> Retell stories of the different cultural celebrations of the Midwest: <input type="checkbox"/> Describe leaders in the fields of music, art, literature and sports from the Southwest <p><u>Western Region</u></p> <p><u>Geography: 6.6</u></p> <p><u>The Place:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate geographic knowledge of the west latitude, longitude, boundary lines of the states, physical characteristics of the region – landforms, and waterforms <input type="checkbox"/> List the states within the West (Washington – Colorado + Hawaii and Alaska) <input type="checkbox"/> Identify the largest system of mountains in the United States <input type="checkbox"/> Compare and contrast the mountain ranges of the West <input type="checkbox"/> Compare geysers to the volcanoes of the West <input type="checkbox"/> Describe the landforms of the West Describe the waterforms of the West <input type="checkbox"/> Contrast the climate between Alaska and Hawaii 	<p>Native American Festival – powwow Snake Dance – Arizona Cinco de Mayo Texas Independence Day</p> <p>Traditional Mexican Dancers National Cowboys of Color Museum and Hall of Fame</p> <p>Earthquakes Geysers Hotspots</p> <p>Volcanoes Mount St. Helen – Washington Kilauea – Hawaii Yellowstone National Park</p> <p>Glaciers Tropical rain forests Bubbling mud flats Tallest mountains Magma</p> <p>Rocky Mountains Snow capped mountains Rio Grande Great Salt Lake *Hawaii and Alaska</p>	<p>Webquest on the California Gold Rush of 1849</p> <p>Google: Webquest Gold Rush California</p> <p>http://www.isu.edu/~trinmich/fever.html</p> <p>Stories from the Gold Rush Days:</p> <p>Google: Stories of the Gold Rush California</p> <p>http://nevadacountygold.com/History/BecomingCA.html</p> <div data-bbox="1583 834 1881 1377" data-label="Image"> </div> <p>Gold Miner</p>

OUTCOMES	VOCABULARY	RESOURCES
<p><u>The Climate:</u> <input type="checkbox"/> Describe the seasons of the West</p> <p><u>Natural Resources:</u> <input type="checkbox"/> Describe the many rich natural resources of the West</p> <p><u>Greening of the West</u> Describe the role conservationists have played in the national parks of the West</p> <p><u>Economics: 6.5</u></p> <input type="checkbox"/> Explain how landforms in the West effect the economy <input type="checkbox"/> Identify places where agricultural products are grown in the West <input type="checkbox"/> Locate areas of the West that have important fishing industries <input type="checkbox"/> Explain how people benefit from the resources of the West <input type="checkbox"/> Describe the importance of the movie industry to the West <input type="checkbox"/> Describe the role of technology to the economy of the Southwest <input type="checkbox"/> Describe the role that the Federal Government plays in the economy of the West <input type="checkbox"/> Retell the stories of the Gold Rush era in California <input type="checkbox"/> Describe the major areas of tourism in the West	<p>Rainy Cold – mountains Mild winters – Washington</p> <p>Gold- California and Alaska Silver – Nevada Oil and Natural Gas and Uranium – Wyoming</p> <p>Sequoia National Park</p> <p>San Jose Santa Clara Silicon Valley</p> <p>Hawaii, Utah, Nevada Army and Navy Rocket engines Pilot training</p> <p>Hollywood</p> <p>Las Vegas</p> <p>Seattle - Space Needle Chinatown in California Golden Gate Bridge Sutter’s Mill – Sacramento, California – gold</p>	<p>Art and Music and Literature in the Social Studies Lesson – Perfect Together. Of all the subjects that elementary students learn the one that has the most potential for connecting the arts, music and literature together is Social Studies. Through the arts you as a teacher can expose the students to so much more about the time, the event, and the background than any one textbook could ever do. Textbook reading is by nature linear – line-by-line by line. By using the arts you connect so many concepts together around one piece of work – the event, the climate, and the mores of the people...</p> <p>There is just so much story – his story/her story – which we need to hand over to the students that we can no longer use our limited time using just one medium – the word.</p>

OUTCOMES	VOCABULARY	RESOURCES
<p><u>History: 6.6 (Culture of the Region)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Retell stories about the lives of the fur trappers both today and in the past <input type="checkbox"/> Retell stories of the different cultural celebrations of the West <input type="checkbox"/> Describe leaders in the fields of music, art, literature and sports from the Southwest <input type="checkbox"/> Describe the importance of the movie industry to the culture of the West <input type="checkbox"/> Retell the stories of the Gold Rush era <input type="checkbox"/> Describe the major areas of tourism in the West <input type="checkbox"/> Retell stories about the lives of the fur trappers both today and in the past <input type="checkbox"/> Retell stories of the different cultural celebrations of the West <input type="checkbox"/> Describe leaders in the fields of music, art, literature and sports from the Southwest <div data-bbox="216 964 657 1295" data-label="Image"> </div> <p style="text-align: center;">Rodeos</p>	<p style="text-align: center;">Fur trappers – Rocky Mountain area</p> <p style="text-align: center;">Movie Industry</p> <p style="text-align: center;">Rodeos Crow Festival</p> <p style="text-align: center;">Gold Rush</p> <p style="text-align: center;">Tourism</p> <p style="text-align: center;">Sports</p>	<p style="text-align: center;"><u>Artists of the West</u></p> <p>Google: Wild West Artists http://www.wildwestart.com/</p> <div data-bbox="1461 467 2003 899" data-label="Image"> </div> <p style="text-align: center;">Woman at Auburn Ravine. California State Library</p> <p style="text-align: center;">www.isu.edu/~trinmich/allabout.html a</p>

Unit Two: Historical Stories of Early America

OUTCOMES	VOCABULARY	RESOURCES
<p>Note Well: Do our early history from the First American People up to and including the start on the Independent America. Grades 5 and 7 will take up the story of our heritage. Grades 10 and 11 will do likewise!</p> <p>It is important that our early heritage is presented in and through an abundance of literature and art. The meaning of our turning points in American History are best captured and retained through stories.</p> <p style="text-align: center;"><u>Historical Turning Points 6.4</u></p> <p><u>Native Americans Across the Regions</u></p> <p><u>Iroquois</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the Native Americans of the Northeast - Iroquois <input type="checkbox"/> Explain what might have drawn the Iroquois to the Northeast <input type="checkbox"/> Describe how the Iroquois lived before the Europeans lived before Europeans came to North America <p><u>Cherokee</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the Native Americans of the Southeast - Cherokee <input type="checkbox"/> Describe how the Cherokee lived before the Europeans lived before Europeans came to North America <input type="checkbox"/> Evaluate how Cherokee culture changed after Europeans came to the Southeast <input type="checkbox"/> Identify the Trail of Tears and describe its impact on the Cherokee 	<p>Woodland Indians Iroquois People of the Longhouse Wampum Iroquois League Role of women</p> <p>Hiawatha Deganawida Iroquois Confederacy Great Laws Discussion and compromise</p> <p>Six Nations</p> <p>Natural resources Farming Hunting Fishing</p> <p>Lakota Indians Blessed Kateri Tekawitha Buffalo Prairies and hills of the Great Plains Horses Buffalo – food, clothing, shelter, tools, weapons</p> <p>Black Hills of Dakota – sacred ground</p> <p>Teepees</p> <p>Sequoyah</p>	<p>Wonderful Webquests on all Native Americans groups of America</p> <p>http://www.frionaisd.com/webquests/wiseman150.htm</p> <p>http://nativeamericans.mrdonn.org/woodland.html</p> <p>Webquest: Pilgrims</p> <p>The Library of Congress has incredible primary and secondary sources – photographs, timelines, and stories.</p> <p>Google: americaslibrary</p> <p>http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/colonial</p> <p>Short history of colonial New Jersey</p> <p>http://www.usahistory.info/colonies/New-Jersey.html</p>


OUTCOMES	VOCABULARY	RESOURCES
<p><u>Sioux</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the Native Americans of the Midwest – Sioux <input type="checkbox"/> Describe the early Sioux culture <input type="checkbox"/> Describe how the Sioux lived before the Europeans lived before Europeans came to North America <input type="checkbox"/> Evaluate how Sioux culture changed after Europeans came to the Midwest <p><u>Navajo</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the Native Americans of the Southwest <input type="checkbox"/> Describe the early Navajo culture <input type="checkbox"/> Describe how the Navajo lived before the Europeans lived before Europeans came to North America <input type="checkbox"/> Evaluate how Navajo culture changed after Europeans came to the Midwest <input type="checkbox"/> Describe the “Long Walk” <p><u>Tlingit</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the Native Americans of the West - Tlingit <input type="checkbox"/> Describe the early Tlingit culture <input type="checkbox"/> Describe how the Tlingit lived before the Europeans lived before Europeans came to North America <input type="checkbox"/> Evaluate how Tlingit culture changed after Europeans came to the Midwest <input type="checkbox"/> Describe a Tlingit potlatch 	<p style="text-align: center;">Sioux Lakota, Nakota, Dakota Trapping Fur Trade</p> <p style="text-align: center;">Pioneers</p> <p style="text-align: center;">Navaho Mesas and mountains Farming Pueblos</p> <p style="text-align: center;">Builders Adobe Homes</p> <p style="text-align: center;">Tlingit</p> <p style="text-align: center;">Alaska Woodworkers Fishermen Canoes Multi-family plank houses Totem poles Potlatches</p> <p style="text-align: center;">Inuit Indians</p>	<p style="text-align: center;">Non-fiction Reading</p> <p>Research clearly shows us that students need help reading and understanding non-fiction materials. What better time or way to do learn this life-skill but by using non-fiction materials in and through the topics of Social Studies. Our students have access to the Internet – whether at school and at home. We need to find the ways to assign good reading materials to them on topics they need to study anyway. Assigning Webquests for homework, for project work will bring the students to materials that are readable and understandable.</p> <p>Imagine the day when we say to our students, <i>“Your homework this week is to go to these Webquests and read materials about _____”</i></p> <p>Webquests on the Navaho Indians Google: Webquest Navaho Indians</p> <p>http://coe.west.asu.edu/students/stennille/st3/webquest.html</p> <p>Webquest on Tlingit and Others http://www.ic.arizona.edu/ic/kmartin/School/tlingett.html</p>



OUTCOMES	VOCABULARY	RESOURCES
<p><u>History: European Colonists:</u></p> <p>Discuss the reasons why the colonists settled on the shores of the east coast Describe the problems these settlers encountered when they first came to the <u>new world</u>.</p> <p><u>History: Native Americans and the European Settlers:</u></p> <p>Identify the effects the increased contact between the Native Americans and the European settlers Compare and contrast the lifestyles of the native Americans and the European settlers Discover the wonderful ways the Native Americans and the first settlers worked together to improve their lives Analyze the political, social, and cultural characteristic of the English colonies Explain the differences in colonization of the Americas by England, the Netherlands, France, and Spain. (e.g. governance, relations with the mother country, interactions with other colonies and with Native Americans Describe Native American resistance to colonization including the Cherokee War against the English, French and Indian War, King George’s War</p>	<p>Thirteen colonies Settlers</p> <p><u>England</u> <u>Jamestown</u> <u>Plymouth</u></p> <p><u>Spain</u> St. Augustine Florida Francisco Coronado –gold</p> <p><u>France</u> Midwest Jean Baptiste Pointe Fur Trading</p> <p>Colonies Colonization</p> <p>Resistance Native Americans</p>	<p><u>The Oath of Citizenship</u></p> <p>I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I will bear arms on behalf of the United States when required by law; that I will perform noncombatant service in the Armed Forces of the United States when required by the law; that I will perform work of national importance under civilian direction when required by the law; and that I take this obligation freely without any mental reservation or purpose of evasion; so help me God. In acknowledgement whereof I have hereunto affixed my signature</p>

OUTCOMES	VOCABULARY	RESOURCES
<p><u>History: The American Revolution</u> Explain what Taxes are, how they are collected, and how the money collected is used Discuss the problems the colonists were having with the British over taxes Explain just why the colonists resisted those British taxes Discuss the outbreak of the American Revolution</p> <p>History: Loyalists and Patriots Explain the colonial resistance to the British taxes Debate the viewpoints of the Loyalists and Patriots Show how the Patriots and the Loyalists expressed and supported their views Discuss the reasons why revolutionary leaders, George Washington, Thomas Jefferson, Benjamin Franklin and Governor William Livingston fought for independence from England Explain the sequence of events that led to the First continental Congress Explain the accomplishments of this first Congress Explain the sequence of events that led to the Second continental Congress Explain the accomplishments of the Second continental Congress</p>	<p>French and Indian War Taxes Stamp Act Quartering Act Resistance Boston Tea Party</p> <p>Lexington and concord</p> <p>Loyalists Patriots</p> <p>George Washington Thomas Jefferson Benjamin Franklin William Livingston</p> <p>First Continental Congress Second Continental Congress</p> <p>Declaration of Independence</p> <p>Nine Supreme Court Judges Chief Judge Roberts Lifetime appointment Interpret the laws</p>	<p>Great Hang Out for Kids on New Jersey State Government / Constitution http://www.state.nj.us/hangout_nj/government.html</p> <p>Colonial Williamsburg has wonderful resources: http://www.history.org/</p> <p>This is a great 'hangout' for New Jersey students: http://www.state.nj.us/hangout_nj/</p> <p>New Jersey Legislature for elementary students: http://www.njleg.state.nj.us/kids/index.asp</p>

Unit Three: A Nation is Born – Government and Citizenship

OUTCOMES	VOCABULARY	RESOURCES
<p><u>Citizenship and Government: 6.2</u></p> <p><u>National Government:</u></p> <p>Identify the three levels of government</p> <p>Describe the role of the national or federal government</p> <p>Describe the make-up and responsibilities of the Executive Branch of Government</p> <p>Describe the make-up and responsibilities of the Legislative Branch</p> <p>Explain what the Constitution is and why it is important</p> <p>Describe the responsibilities of each of the three branches of government</p> <p>Explain how the Constitution can be changed</p> <p>Describe the rights granted to US citizens by the Constitution</p> <p>Describe the make-up and responsibilities of the Judicial Branch</p> <p>Describe the Native American Government</p>	<p>Constitutional Convention</p> <p>United States Constitution</p> <p>Services:</p> <p>Military</p> <p>Print Money</p> <p>Postage</p> <p>Issue passports</p> <p>Food and Drug Safety</p> <p>President</p> <p>Vice President</p> <p>Cabinet</p> <p>Term – 4 years</p> <p>Two terms</p> <p>Carries out laws</p> <p>Leads the military</p> <p>National Budget</p> <p>Military</p> <p>International Relations</p> <p>100 Senators</p> <p>Two from each state</p> <p>Elected for a six year term</p> <p>Multiple terms possible</p> <p>House of Representatives</p> <p>Number of state representatives based on population of the state</p> <p>Make laws</p> <p>Decides on budget appropriations</p>	<p>Primary Resources on the Constitution</p> <p>http://www.usconstitution.net</p> <p>Excellent site for children’s understanding of Bill of Rights</p> <p>http://www.congressforkids.net/Constitution_billofrights.htm</p> <p>Citizenship requirements</p> <p>18 years old</p> <p>Good character</p> <p>Read, Write and Speak English</p> <p>Knowledge of American history and government</p> <p>Take an oath of allegiance to the United States of America</p>

OUTCOMES	VOCABULARY	RESOURCES
<p><u>Democratic Values</u></p> <p>Describe the make-up and role of the United Nations</p> <p>Define the concept of a democracy</p> <p>Describe the requirements for United States Citizenship for the immigrants</p> <p>Describe some of our rights as American citizens</p> <p>Identify at least three responsibilities of citizens</p> <p>Identify three types of services that are paid for by taxes</p> <p>Explain why voting is an important responsibility in the US</p> <p>Discuss the role of patriotism</p> <p>Discuss the role and responsibility of volunteering in America</p> <p>Discuss the value of fairness in America</p> <p>Retell stories of brave women freedom seekers in our state history. Describe their contribution to our state</p>	<p>New York</p> <p>United Nations Plaza</p> <p>Peace Keepers</p> <p>Children’s Rights</p> <p>Disease Control</p> <p>UNICEF</p> <p>Citizens of the United States with voting rights</p> <p>Sovereign nation</p> <p>Bill of Rights</p> <p>Freedom of speech, press, religion</p> <p>Right to keep and bear arms, assembly, to petition, free of unreasonable search and seizure, cruel and unusual punishment, self-incrimination</p> <p>Right to vote</p> <p>Pay taxes</p> <p>Follow laws</p> <p>Jury Duty</p> <p>Women’s Rights</p> <p>Civil Rights</p> <p>Native American Rights</p>	 <p>United Nations Building in New York City</p> <p>Resource for Bill of rights Constitution etc. for kids</p> <p>www.constitutioncenter.org/explore/ForKids/index.shtml</p> <p>Volunteering for Children</p> <p>www.dosomething.org</p>

OUTCOMES	VOCABULARY	RESOURCES
<p><u>Civics 6.2</u></p> <p><u>Music</u></p> <p>Sing the song America Sing the Star Spangled Banner Sing the song Yankee Doodle Sing the song America the Beautiful Learn the American songs:</p> <ul style="list-style-type: none"> • You're a Grand Old Flag • Shenandoah • Sweet Betsy From Pie • Red River Valley • On Top of Old Smokey <p><u>Art</u></p> <p>Describe artist pieces from the Early American Times</p> <p><u>Civics 6.2</u></p> <p><u>Holidays</u></p> <p>Understand the holidays we celebrate as a nation Retell stories about Martin Luther King, Jr. "I Have a Dream"</p> <p><u>Symbols of our Country:</u></p> <p>Identify memorials, monuments and building connected to our American Identity. Understand some of the symbols that represent the United States Identify the motto of the United States</p>	<p>Throughout the school year through stories, songs, rituals and videos celebrate each and every national holiday – with meaning.</p> <p>National Holidays Memorial Day, July 4th Labor Day, Columbus Day, Veterans' Day, Thanksgiving, Martin Luther King, Jr. Day, Presidents' Day</p> <p>Celebrations Cinco de Mayo May Day</p> <p>Black History Month - February Women's History Month - March Chinese New Year Kwanzaa</p> <p>Thanksgiving, Native Americans, Pilgrims</p> <p>National Landmarks Washington Monument Jefferson Memorial Lincoln Memorial Mount Rushmore Capitol Building</p> <p>Symbols Statue of Liberty; Scales of Justice Pledge of Allegiance Flag Stars and Strips Bald eagle Presidential Seal Liberty Bell Uncle Sam U.S. Currency: E pluribus Unum; images on bills Motto "In God We Trust"</p>	<p>Listen/sing: songs from early America</p> <p>http://www.earlyamerica.com/music/billy_boy.mid</p> <p>Webquest on colonial Children</p> <p>http://www.macomb.k12.mi.us/wq/WebQ97/colamer2.htm</p> <p>Lesson ideas on the Colonial times http://www.proteacher.com/090021.shtm</p> <p>American Girl Lesson Plans on colonial life.</p> <p>Google: American Girl Colonial Period http://www.yale.edu/ynhti/curriculum/units/1997/3/97.03.05.x.html#b</p>  <p>Albert Bierstadt Hudson River School of Painting</p>  <p>The Problem We All Live With by Norman Rockwell</p> <p>Google: Norman Rockwell to see incredible prints of American life of the past</p>

UNIT FOUR: ECONOMICS IN THE REGIONS OF THE UNITED STATES – PRESENT AND PAST

OUTCOMES	VOCABULARY	RESOURCES
<p><u>Economics 6.5</u></p> <p><u>Wants and Needs</u></p> <p>Review the concepts of K-3 as they connect with New Jersey:</p> <p>Describe how families meet their basic needs</p> <p>Contrasts wants and needs in your life and in the life of your family</p> <p>Give examples of families having to measure ‘opportunity costs’ when it comes to a vacation in one of the regions of the US</p> <p>Assess the consequences of people in a region wanting more than they can afford. Give examples.</p> <p>Describe what life would be like here in Northeast if our wants and needs were greater than our natural resources could provide – scarcity. Give examples</p> <p><u>Spending and Saving</u></p> <p>Explain why wanting more than you can have requires you to make economic choices</p> <p>Explain the difference between saving, spending and earning money</p>	<p>Wants</p> <p>Needs</p> <p>Opportunity costs</p> <p>Natural resources</p> <p>Economic choices</p> <p>Saving, spending and earning</p> <p>Produces</p> <p>Consumers</p> <p>Economy</p> <p>Traditional, command and mixed markets</p> <p>Free market</p> <p>Production</p> <p>Assembly line</p> <p>Labor</p> <p>Wage</p> <p>Capital</p> <p>Profit</p>	<p>Provide Materials for the students’ projects:</p> <p>Wall murals</p> <p>Scrapbooks</p> <p>My Family’s Customs Book</p> <p>Mobile</p> <p>Interview templates</p> <p>Begin to teach the students how to use the wealth of resources available for understanding our global world:</p> <p>Electronic Atlas</p> <p>Electronic encyclopedias e.g. www.sfsocialstudies.com</p> <p>Important Site for Social Studies Teachers: National Council of Social Studies Teachers: http://www.socialstudies.org</p> <p>Begin to make use of the incredible primary documents of your neighborhood from your county historical society e.g. http://resources.rootsweb.com/usa/NJ/Middlesex/</p>

OUTCOMES	VOCABULARY	RESOURCES
<p><u>Goods and Services</u></p> <p>Sequence steps in producing something you really want that is factory made. e.g. clothing</p> <p>Distinguish the difference between producers and consumers</p> <p>Define economy</p> <p>Contrast planned economy vs. free enterprise</p> <p>Contrast traditional, command and mixed economies</p> <p>Define: production, assembly line, labor, wage, capital and profit in connection with factories and mills</p> <p>Explain how supply and demand effects the price you pay for games you really want</p> <p>Define the resources of a business: capital, Materials and Resources, Human Resources</p> <p><u>Trade</u></p> <p>Explain what it means for regions to be economically interdependent</p> <p>Explain what globalization is and why countries of the world depend on one another</p> <p>Describe how fast transportation and communication have made national and world trade possible</p>	<p>Producer Consumer Economy</p> <p>Planned economy Free enterprise</p> <p>Traditional, command and mixed economies</p> <p>Production, assembly line, labor, wage, capital, profit</p> <p>Supply and demand</p> <p>Resources of business</p> <p>Economically interdependent Globalization</p> <p>Transportation Communication</p>	<p>Great site for money projects:</p> <p>http://www.extension.umn.edu/distribution/youthdevelopment/DA6116.html</p> <p>Games for Social Studies: Economic</p> <p>http://www.socialstudiesforkids.com/subjects</p> <p>Webquest: Economy</p> <p>http://www.moneyinstructor.com/elementary.aso</p> <p>http://www.moneyinstruction.com/elementary.asp</p> <p>Lesson Plans on Wants and Needs; Goods and Services</p> <p>http://www.moneyinstructor.com/wsp/good.d.asp</p> <p>http://www.lessonplanspage.com/SSOWantsAndNeeds-WithMagazinePics12/htm</p>

SOCIAL STUDIES STANDARDS; STRATEGIES AND ASSESSMENTS

	RECALL/ COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESES	EVALUATION
WORD	Read/List/Respond: Lyrics, poems, non-fiction, biographies and historical stories about the Colonists	Describe in a story grammar format: Stranded on a Plymouth Plantation	Compare/Contrast Playtime in the lives of English children at Plymouth	Compose: Prayer for the safety of people of Jamestown	Assess: Student written poems about life during the American Revolution
LOGIC	Map/Globe Create a chart of the geographic features of the English/French/Spanish colonies	Venn Diagram: English and Spanish Colonies	Prepare a list of interview questions for a cowboy from the wild west	Case Study: Daily life of a 10 year old in a desert community	Decide: Impact of the American Revolution on families and relatives
PICTURE	View and Respond: CD-Rom about the American Revolution	Illustrate: Favorite scene from <u>Molly Pitcher</u>	Compare: Cartoons from the Gold Rush Days	Infer: What families worries are in a desert community	Assess: Effect of communication on family relations in a global world
BODY	Construct: Diorama of a cotton plantation from the old South	Dramatize: Scene from the Wild West	Prepare/Interview: Soldiers at the Memorial Day Celebration	Orate: Protest speech of a Loyalist, "No Union"	Panel Evaluation: Rights and Responsibilities of new citizens
MUSIC	Listen/Respond: Shenandoah	Record Reactions: Red River Valley	Generate Questions: On Top of Old Smoky	Compose: Rap Song about our Federal Government	Evaluate: Student written raps about the upcoming Revolution
PEOPLE	Discuss: Impact of the Europeans on the Native American way of life	Game: Responsibilities of each branch of government	Investigate: Native American Navajo Indians Today	Produce: Life on an Island	Conclude: Best survival tactics of the people in a draught area
SELF	Journal Writing: Summary of one day's historical reading. e.g. <u>Children of Morning Light</u>	Record: Reactions to the story, George Washington: <u>The Man Who Would Not Be King</u>	Analyze: Varied and unusual circumstances that led to your country's struggle independence	Plan: Imaginary trip to the Southwest	Grade: Lyric poems about life in an English Colony