

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS  
SOCIAL STUDIES CURRICULUM  
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<b><u>MARKING PERIOD 1 PREVIEW</u></b>	Students will be able to: <ul style="list-style-type: none"> <li>• define terms and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will use internet to assist in completing workbook pages 2 &amp; 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• WB (Workbook) p. 2 &amp; 3</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> </ul>	
<b>CIVICS</b>	<ul style="list-style-type: none"> <li>• explain that the U.S. has a diverse population.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and discuss Lesson #1 in text.</li> </ul>	<ul style="list-style-type: none"> <li>• Text p. 6-13</li> <li>• WB p. 4</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Teacher Observation</li> </ul>	6.2-A6
<b>CIVICS</b>	<ul style="list-style-type: none"> <li>• identify the rights and responsibilities of Americans.</li> </ul>	<ul style="list-style-type: none"> <li>• Chart and discuss the main ideas and details.</li> </ul>	<ul style="list-style-type: none"> <li>• Text p. 14-17</li> <li>• WB p. 6</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Teacher Observation</li> </ul>	6.2-D1
<b>ECONOMICS</b>	<ul style="list-style-type: none"> <li>• explain the benefits of a free enterprise system.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will define the following terms: economy, profit, supply and demand, export and import, consumer.</li> </ul>	<ul style="list-style-type: none"> <li>• Text p. 18-23</li> <li>• WB p. 7</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Teacher Observation</li> </ul>	6.5-A2,3
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• compare and contrast the climate and landforms of the regions of the U.S.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher will direct a class discussion about the “fact file” located on p. 26-27 of text.</li> <li>• Have students compare and contrast the weather in the various regions of the U.S.</li> </ul>	<ul style="list-style-type: none"> <li>• Text p. 26-27</li> <li>• WB p. 8</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Teacher Observation</li> </ul>	6.6-B1
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• interpret maps to find elevations in various places.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students locate and list states that have 3 or more elevation bands.</li> </ul>	<ul style="list-style-type: none"> <li>• Text p. 28-29</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Teacher Observation</li> </ul>	6.6.B1

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<p><b><i>MARKING PERIOD 1 PREVIEW</i></b></p> <p><b>GEOGRAPHY</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>evaluate the importance of natural resources.</li> </ul>	<ul style="list-style-type: none"> <li>Have students complete chart summarizing information from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Text p. 34-39</li> <li>WB p. 10</li> </ul>	<ul style="list-style-type: none"> <li>Assignment</li> <li>Teacher Observation</li> </ul>	<p>6.6-E1,2</p>
<p><b><i>MARKING PERIOD 1 CHAPTER 1</i></b></p> <p><b>GEOGRAPHY</b></p>	<ul style="list-style-type: none"> <li>explain why &amp; how early people migrated from Asia to the Americas.</li> </ul>	<ul style="list-style-type: none"> <li>After locating Asia, the Bering Strait, and the northwest coast of America, students trace the route early people may have taken.</li> </ul>	<ul style="list-style-type: none"> <li>Text p. 54-57</li> <li>WB p. 15</li> <li>Map</li> </ul>	<ul style="list-style-type: none"> <li>Check Workbook page</li> <li>Teacher Observation</li> </ul>	<p>6.6-D3,6</p>
<p><b>GEOGRAPHY</b></p>	<ul style="list-style-type: none"> <li>read a climograph and interpret information about the climate of a place.</li> </ul>	<ul style="list-style-type: none"> <li>In small groups, students discuss what a climograph of their community may look like.</li> </ul>	<ul style="list-style-type: none"> <li>Text p. 58-59</li> <li>WB p. 16</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	<p>6.6-B1</p>
<p><b>GEOGRAPHY</b></p>	<ul style="list-style-type: none"> <li>explain why early people living east of the Mississippi River built mounds.</li> </ul>	<ul style="list-style-type: none"> <li>Students use a Venn Diagram in comparing the two cultures of 2 major mound sites.</li> </ul>	<ul style="list-style-type: none"> <li>Text p. 60-64</li> <li>Venn Diagram</li> <li>WB p. 17</li> </ul>	<ul style="list-style-type: none"> <li>Check Workbook page</li> <li>Teacher Observation</li> </ul>	<p>6.6-B1</p>
<p><b>WORLD HISTORY</b></p>	<ul style="list-style-type: none"> <li>identify the reasons for the development of the Mayan civilization.</li> </ul>	<ul style="list-style-type: none"> <li>Students give examples of specialists in their school (e.g. nurse) and compare them to Mayan specializations.</li> </ul>	<ul style="list-style-type: none"> <li>Text p. 66-69</li> <li>WB p. 18</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	<p>6.3-B11,12</p>

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<p><b><u>CHAPTER 1</u></b></p> <p><b>WORLD HISTORY</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>compare &amp; contrast artifacts of early American civilizations.</li> </ul>	<ul style="list-style-type: none"> <li>Students use other sources to name different artifacts from the Aztec, Maya, and Inca civilizations.</li> </ul>	<ul style="list-style-type: none"> <li>Text p. 70-71</li> <li>Encyclopedias or other History books</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	<p>6.3-B10</p>
<p><b>SOCIAL STUDIES SKILLS</b></p>	<ul style="list-style-type: none"> <li>summarize information from the chapter.</li> </ul>	<ul style="list-style-type: none"> <li>Activities on p. 72-73.</li> <li>Assessment Book p. 5-6.</li> </ul>	<ul style="list-style-type: none"> <li>WB p. 19</li> <li>Assessment Book</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> </ul>	<p>6.1-A11</p>
<p><b><u>MARKING PERIOD 1</u></b></p> <p><b><u>CHAPTER 2</u></b></p> <p><b>GEOGRAPHY</b></p>	<ul style="list-style-type: none"> <li>describe how people of the Eastern Woodlands used forest resources.</li> </ul>	<ul style="list-style-type: none"> <li>In groups, students identify aspects of nature that they appreciate. They write a tribute to one of them, patterned after the Iroquois salute.</li> </ul>	<ul style="list-style-type: none"> <li>Text p. 76-81</li> <li>WB p. 21</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Check Workbook page</li> </ul>	<p>6.6-C1</p>
<p><b>GEOGRAPHY</b></p>	<ul style="list-style-type: none"> <li>describe the life of people in the Great Plains cultural region.</li> </ul>	<ul style="list-style-type: none"> <li>Students use books and Web sites to find 3 facts about buffalo to share with the class.</li> </ul>	<ul style="list-style-type: none"> <li>Text p. 82-87</li> <li>WB p. 22</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	<p>6.6-B1</p>

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<p><b><u>CHAPTER 2</u></b></p> <p><b>U.S. HISTORY</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• identify how &amp; where the Hopi built their homes.</li> <li>• describe a ceremony that honored Kachinas.</li> </ul>	<ul style="list-style-type: none"> <li>• In pairs, students write an informational article based on facts they learned about Kivas.</li> </ul>	<ul style="list-style-type: none"> <li>• Text p. 88-93</li> <li>• WB p. 24</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Check Workbook page</li> </ul>	<p>6.4-C6</p>
<p><b>ECONOMICS</b></p>	<ul style="list-style-type: none"> <li>• analyze the purpose of potlatches and totem poles.</li> </ul>	<ul style="list-style-type: none"> <li>• Students use canisters to make a totem pole depicting important events related to their family or their school.</li> </ul>	<ul style="list-style-type: none"> <li>• Text p. 94-97</li> <li>• WB p. 25</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	<p>6.5-A5</p>
<p><b>SOCIAL STUDIES SKILLS</b></p>	<ul style="list-style-type: none"> <li>• summarize information from Chapter 2.</li> </ul>	<ul style="list-style-type: none"> <li>• Activities on p. 98-99.</li> <li>• Complete Assessment Book p. 9-10.</li> </ul>	<ul style="list-style-type: none"> <li>• Text p. 98-99</li> <li>• Assessment Book</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> </ul>	<p>6.1-A11</p>
<p><b><u>MARKING PERIOD 2</u></b></p> <p><b><u>CHAPTER 3</u></b></p> <p><b>ECONOMICS</b></p>	<ul style="list-style-type: none"> <li>• identify the location and importance of the Silk Road.</li> <li>• summarize how trade led to greater ties among people of different continents.</li> </ul>	<ul style="list-style-type: none"> <li>• Students pretend they live in Europe during the late 1200's. They write a letter about a silk shirt they have just received.</li> </ul>	<ul style="list-style-type: none"> <li>• Text p. 102-105</li> <li>• WB p. 28</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Check Workbook page</li> </ul>	<p>6.5-A8</p>

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<b>CHAPTER 3</b> <b>ECONOMICS</b>	Students will be able to: <ul style="list-style-type: none"><li>relate West African wealth to its natural resources and to trade.</li></ul>	<ul style="list-style-type: none"><li>Students imagine they are merchants from Ghana. They make a "price list" showing how much gold they would trade for a horse, dyed cloth, or a pound of salt.</li></ul>	<ul style="list-style-type: none"><li>Text p. 106-109</li><li>WB p. 29</li></ul>	<ul style="list-style-type: none"><li>Teacher Observation</li><li>Check Workbook page</li></ul>	6.5-B1
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"><li>summarize the efforts of Europeans to explore lands far from Europe.</li></ul>	<ul style="list-style-type: none"><li>Students use outline maps to label important journeys of the Vikings. They can locate and label places where Leif Ericsson landed.</li></ul>	<ul style="list-style-type: none"><li>Text p. 110-115</li><li>Outline Map</li></ul>	<ul style="list-style-type: none"><li>Teacher Observation</li><li>Check Map</li></ul>	6.6-D4,6
<b>SOCIAL STUDIES SKILLS</b>	<ul style="list-style-type: none"><li>analyze parallel time lines to see how major events in different places occurred during the same period of time.</li><li>summarize information from Chapter 3.</li></ul>	<ul style="list-style-type: none"><li>Students use date from the time line in text to answer questions in the Math "Curriculum Connection" box.</li><li>Activities on p. 118-119.</li><li>Complete Assessment Book p. 13-14.</li></ul>	<ul style="list-style-type: none"><li>Text p. 116-117</li><li>WB p. 31</li><li>Text p. 118-119</li><li>Assessment Book</li></ul>	<ul style="list-style-type: none"><li>Teacher Observation</li><li>Check Workbook page</li><li>Check answers to questions</li><li>Test</li></ul>	6.1-A1    6.1-A11

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<p><b><u>MARKING PERIOD 2</u></b> <b><u>CHAPTER 4</u></b></p> <p><b>U.S. HISTORY/ GEOGRAPHY</b></p> <p><b>U.S. HISTORY</b></p> <p><b>GEOGRAPHY</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• explain the purpose of Columbus’s voyages to the Americas.</li> <li>• explain the reason for Christopher Columbus’s voyage.</li> <li>• define the following terms: latitude, longitude, meridian, prime meridian, grid.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will complete a graphic organizer (Use Transparency #11) and put Columbus’s voyage in sequence.</li> <li>• Have students write true or false questions about the information in Lesson #1 and take turns quizzing one another.</li> <li>• Have students write a sentence explaining why each term is important.</li> <li>• Have students write a sentence with the correct definition.</li> </ul>	<ul style="list-style-type: none"> <li>• QS (Quick Study) p. 32</li> <li>• Transparency #11</li> <li>• Textbook Ch. 4/Lesson 1</li> <li>• WB p. 36</li> <li>• Text</li> <li>• Text p. 140-141</li> <li>• WB p. 37</li> <li>• Dictionary</li> <li>• Encyclopedia</li> <li>• Social Studies Book</li> <li>• Website - (<a href="http://www.sfsocialstudies.com">www.sfsocialstudies.com</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• Check Organizer Together</li> <li>• Review Workbook</li> <li>• Teacher Observation</li> <li>• Review Workbook</li> <li>• Teacher Observation</li> <li>• Vocabulary Cards</li> </ul>	<p>6.4-C1</p> <p>6.4-C1</p> <p>6.6-A6</p>

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<p><b><i>MARKING PERIOD 2 CHAPTER 4</i></b></p> <p><b>GEOGRAPHY</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>explain the purpose of latitude and longitude.</li> </ul>	<ul style="list-style-type: none"> <li>Internet Activity: <i>www.sfsocialstudies.com</i> - go to <i>Atlas</i>. Use masking tape to create and label a grid on the floor simulating lines of latitude and longitude. Have students “walk through” the process of locating various positions.</li> </ul>	<ul style="list-style-type: none"> <li>WB p. 37</li> </ul>	<ul style="list-style-type: none"> <li>Workbook Review</li> <li>Teacher Observation</li> </ul>	<p>6.6-A6</p>
<p><b>U.S. HISTORY</b></p>	<ul style="list-style-type: none"> <li>describe the factors that enabled Cortés to defeat the Aztecs.</li> </ul>	<ul style="list-style-type: none"> <li>Students will complete the graphic organizer with events as the Spanish established New Spain in the Americas. Use Transparency #10.</li> </ul>	<ul style="list-style-type: none"> <li>Text p. 142-143</li> <li>Transparency #10</li> <li>WB p. 38</li> <li>Website - click on <i>Current Events</i></li> </ul>	<ul style="list-style-type: none"> <li>Workbook Review</li> <li>Teacher Observation</li> </ul>	<p>6.4-C4</p>
<p><b>U.S. HISTORY</b></p>	<ul style="list-style-type: none"> <li>describe the structure of society in New Spain.</li> </ul>	<ul style="list-style-type: none"> <li>Students will draw, paint, or make a three-dimensional representation of the kingdom, depicting its riches.</li> </ul>	<ul style="list-style-type: none"> <li>Text p. 144-151</li> <li>Every Student Learns Guide P. 70-73</li> <li>QS p. 36-37</li> <li>WB p. 39</li> </ul>	<ul style="list-style-type: none"> <li>Check Workbook Pages</li> <li>Teacher Observation</li> <li>Assignment</li> </ul>	<p>6.4-C4</p>
<p><b>REVIEW</b></p>	<ul style="list-style-type: none"> <li>summarize information from the chapter.</li> </ul>	<ul style="list-style-type: none"> <li>Activities on p. 152, 153</li> <li>Assessment Book p. 53-54</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>Assessment Book</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> </ul>	<p>6.1-A11</p>



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<p><b><u>MARKING PERIOD 2</u></b> <b><u>CHAPTER 5</u></b></p> <p><b>U.S. HISTORY</b></p> <p><b>U.S. HISTORY</b></p> <p><b>U.S. HISTORY</b></p> <p><b>GEOGRAPHY</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• evaluate the impact of the search for North-west Passage on the establishment of French and Dutch settlements in North America.</li> <li>• summarize the difficulties encountered by the Pilgrims on their journey and in establishing Plymouth colony.</li> <li>• identify the unique cultural and social characteristics of the thirteen English colonies.</li> <li>• compare and contrast the geography of New England, Middle and Southern Colonies.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students make fact cards and test each other's knowledge about French and Dutch settlements.</li> <li>• Web Site Technology - Click On <i>This Day In History</i> at Website.</li> <li>• Have groups create persuasive posters to convince new settlers to live in their colony.</li> <li>• Students will list two unique characteristics for each colony.</li> <li>• On a map, students will locate the thirteen English colonies and discuss similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook - Ch. 5/Lesson 2</li> <li>• Transparency #20</li> <li>• WB p. 43</li> <li>• Textbook - Ch. 5/Lesson 3</li> <li>• Transparency #13</li> <li>• WB p. 44</li> <li>• Text p. 176-182</li> <li>• Text p. 177</li> <li>• WB p. 46</li> </ul>	<ul style="list-style-type: none"> <li>• Review Workbook</li> <li>• Assignment</li> <li>• Assignment</li> <li>• Teacher Observation</li> <li>• Assignment</li> <li>• Teacher Observation</li> <li>• Review Workbook</li> </ul>	<p>6.4-D3</p> <p>6.4-A3</p> <p>6.4-D1</p> <p>6.6-B1</p>

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<p><b><i>MARKING PERIOD 2</i></b> <b><u>CHAPTER 5</u></b></p> <p><b>U.S. HISTORY</b></p> <p><b>REVIEW</b></p> <p><b>REVIEW</b></p> <p><b><i>MARKING PERIOD 3</i></b> <b><u>CHAPTER 6</u></b></p> <p><b>SOCIAL STUDIES SKILLS</b></p> <p><b>U.S. HISTORY</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• describe the accomplishments of significant colonial leaders.</li> <li>• summarize information from the chapter.</li> <li>• review Unit 2 and Test.</li> <li>• use primary sources to acquire information.</li> <li>• identify the contributions of significant individuals during the colonial period.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students work in groups to research a colonial leader and report to the class.</li> <li>• Activities on p. 186-187</li> <li>• Assessment Book p. 25-28</li> <li>• Workbook p. 47</li> <li>• Textbook p. 190-191</li> <li>• Assessment Book p. 29-32</li> <li>• Workbook p. 48</li> <li>• Writing Connection: Have students suppose they are students who lived during 1647.</li> <li>• Students will research the lives of people on this web site - Click on "Meet the People" at Website.</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Internet</li> <li>• Textbook</li> <li>• Workbook</li> <li>• Workbook</li> <li>• Textbook</li> <li>• Computers</li> <li>• Textbook</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Reports</li> <li>• Test</li> <li>• Test</li> <li>• Teacher Observation</li> <li>• Assignment</li> <li>• Reports</li> </ul>	<p>6.4-B1</p> <p>6.1-A11</p> <p>6.1-A</p> <p>6.1-A3</p> <p>6.4-B1</p>

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<p><b><i>MARKING PERIOD 3</i></b> <b><i>CHAPTER 6</i></b></p> <p><b>SOCIAL STUDIES SKILLS</b></p> <p><b>U.S. HISTORY</b></p> <p><b>SOCIAL STUDIES SKILLS</b></p> <p><b>U.S. HISTORY</b></p> <p><b>U.S. HISTORY</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• define terms and vocabulary.</li> <li>• identify the economic characteristics of the thirteen colonies.</li> <li>• identify important information in newspaper articles.</li> <li>• compare and contrast life in cities, towns, and farms.</li> <li>• identify the types of crops raised on plantations.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students write a sentence explaining why each term is important. Have students write a sentence with correct definition.</li> <li>• Have students identify products of the New England Middle and Southern Colonies.</li> <li>• Have students cut out a news story in a local newspaper and circle and label the parts of the article that were discussed in this lesson: headline, dateline, and first paragraph.</li> <li>• Discuss and chart components of colonial life.</li> <li>• Have students brainstorm a list of jobs farmers had to do. Then students can write a riddle about a job and have a partner solve their riddle.</li> </ul>	<ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Encyclopedia</li> <li>• WB p. 50</li> <li>• Website</li> <li>• Textbook</li> <li>• WB p. 52</li> <li>• Newspaper</li> <li>• Chart</li> <li>• WB p. 53</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Teacher Observation</li> <li>• Assignment</li> <li>• Teacher Observation</li> <li>• Assignment</li> <li>• Teacher Observation</li> <li>• Assignment</li> </ul>	<p>6.1-A11</p> <p>6.4-D2</p> <p>6.1-A7</p> <p>6.4-A2</p>



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GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<b>MARKING PERIOD 3 CHAPTER 7</b>	Students will be able to:				
<b>U.S. HISTORY</b>	<ul style="list-style-type: none"> <li>• describe the early Spanish colonies in Florida and New Mexico.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students compare the Spanish attempts to establish colonies in different parts on North America.</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• WB p. 58</li> <li>• Transparency #14</li> </ul>	<ul style="list-style-type: none"> <li>• Workbook</li> </ul>	6.4-C4
<b>U.S. HISTORY</b>	<ul style="list-style-type: none"> <li>• analyze reasons the French explored the Mississippi River.</li> </ul>	<ul style="list-style-type: none"> <li>• Have pairs of students act as Native Americans and French settlers at a trading post and role-play conversations about trading goods.</li> </ul>	<ul style="list-style-type: none"> <li>• WB p. 59</li> <li>• Transparency #10</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Assignment</li> </ul>	6.4-C4
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• compare and use scales to measure distance on maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore Online Maps @<a href="http://www.mapquest.com">www.map quest.com</a>. Have students enter a city and state. When a map appears, have them use the <u>zoom in</u> and <u>zoom out</u> functions to change the scale. Discuss situations when various scales would be useful.</li> </ul>	<ul style="list-style-type: none"> <li>• WB p. 60</li> <li>• Computers</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> </ul>	6.6-B1
<b>U.S. HISTORY</b>	<ul style="list-style-type: none"> <li>• describe the beginning of the French and Indian War.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students write letters about the French refusing to leave the Ohio River Valley. Students should state at least two reasons why the French should obey the demands. Remind students to include facts.</li> </ul>	<ul style="list-style-type: none"> <li>• WB p. 61</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> </ul>	6.4-D5
<b>REVIEW</b>	<ul style="list-style-type: none"> <li>• summarize information from the chapter.</li> </ul>	<ul style="list-style-type: none"> <li>• Activities p. 252, 253 &amp; 256.</li> <li>• Assessment Book p. 37-40 &amp; 41-44</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Assessment Book</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> </ul>	6.1-A11





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<b>MARKING PERIOD 4 CHAPTER 9</b>	Students will be able to:				
<b>U.S. HISTORY</b>	<ul style="list-style-type: none"> <li>explain why signing the Declaration of Independence was a dangerous act.</li> </ul>	<ul style="list-style-type: none"> <li>Have students write a two page dialogue between Adams and Washington with regard to Washington's new responsibilities as Commander-in-Chief of the Continental Army.</li> <li>Have students sequence events leading to the Declaration of Independence.</li> </ul>	<ul style="list-style-type: none"> <li>WB. P. 72</li> <li>Textbook Pages</li> </ul>	<ul style="list-style-type: none"> <li>Assignment</li> </ul>	6.4-E3
<b>U.S. HISTORY</b>	<ul style="list-style-type: none"> <li>understand the causes and effects of the American victory at Trenton.</li> </ul>	<ul style="list-style-type: none"> <li>Have students summarize why Washington's victory at Trenton was important for Americans.</li> </ul>	<ul style="list-style-type: none"> <li>Textbook p. 304</li> </ul>	<ul style="list-style-type: none"> <li>Assignment</li> </ul>	6.4-E2
<b>HUMANITIES</b>	<ul style="list-style-type: none"> <li>describe ways in which women and African Americans helped support the American Revolution.</li> </ul>	<ul style="list-style-type: none"> <li>Ask students to make a list of facts and then combine them to write a one page biography about how women and African Americans helped support the American Revolution</li> </ul>	<ul style="list-style-type: none"> <li>Text p. 306-307</li> <li>WB p. 73</li> </ul>	<ul style="list-style-type: none"> <li>Assignment</li> </ul>	6.4-E4
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>locate on a map and describe how Washington was able to trap the British at Yorktown.</li> </ul>	<ul style="list-style-type: none"> <li>Reproduce an outline map of eastern U.S. Have students use markers to show how American and French forces trapped the British.</li> </ul>	<ul style="list-style-type: none"> <li>WB p. 74-75</li> </ul>	<ul style="list-style-type: none"> <li>Assignment</li> </ul>	6.4-E2

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<b>MARKING PERIOD 4 CHAPTER 9</b>	Students will be able to:  —			—	—
<b>REVIEW</b>	<ul style="list-style-type: none"> <li>summarize information from the chapter.</li> </ul>	<ul style="list-style-type: none"> <li>Activities on p. 322 &amp; 323</li> <li>Assessment Book p. 49-52 &amp; 53-56</li> <li>Workbook p. 76</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>Assessment Book</li> <li>Workbook</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> </ul>	6.1-A11
<b>NYSTROM GEOGRAPHY LESSONS</b>			—		—
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>use information from maps, graphs, and photos to answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>Students use “World Facts” sheets given to answer questions from Activity Sheets 1a &amp; 1b.</li> </ul>	<ul style="list-style-type: none"> <li>Nystrom World Atlas</li> <li>Activity Sheets 1a &amp; 1b</li> </ul>	<ul style="list-style-type: none"> <li>Check answers</li> </ul>	6.6-A1
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>identify continents and their land cover.</li> </ul>	<ul style="list-style-type: none"> <li>Students use Map Markers in conjunction with the Nystrom World Atlas to complete Activity Sheets 2a - 2d.</li> </ul>	<ul style="list-style-type: none"> <li>Nystrom World Atlas</li> <li>Activity Sheets 2a - 2d</li> <li>Activity Maps</li> <li>Map Markers</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	6.6-A5
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>identify directions, divide maps into hemispheres, and locate places using latitude and longitude.</li> </ul>	<ul style="list-style-type: none"> <li>Using a transparency of Activity Sheet 3d, the class works together to plot North America.</li> </ul>	<ul style="list-style-type: none"> <li>Nystrom Atlas p. 104-105</li> <li>Activity Sheets 3a - 3d</li> <li>Activity Maps</li> <li>Transparency</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Check Maps</li> </ul>	6.6-A6

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<p><b>NYSTROM GEOGRAPHY LESSONS (con't)</b></p> <p><b>GEOGRAPHY</b></p> <p><b>NYSTROM WORLD LESSONS</b></p> <p><b>GEOGRAPHY</b></p> <p><b>GEOGRAPHY</b></p> <p><b>GEOGRAPHY</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• use thematic maps to gather data about a place.</li> <li>• use maps and latitude &amp; longitude locations to find specific information.</li> <li>• define and give examples of different land and water features.</li> <li>• locate the largest countries and urban areas in the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Students work in groups to complete activities on Activity Sheets 4a - 4d.</li> <li>• Using a transparency of the world map, students go up front to label a continent or ocean on the map.</li> <li>• With a partner, students use the World Atlas to complete Activity Sheets 2a - 2d.</li> <li>• Using the map on p. 45 in the Atlas, students choose one region of the U.S. and record the states that are included in it. Report to the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Nystrom Atlas p. 29-31</li> <li>• Activity Sheets 4a - 4d</li> <li>• Map Markers</li> <li>• Master Legend</li> <li>• Nystrom Atlas p. 6-25</li> <li>• Activity Sheets 1a - 1b</li> <li>• Nystrom Atlas p. 14-15</li> <li>• Activity Sheets 2a - 2d</li> <li>• Activity Maps</li> <li>• Map Markers</li> <li>• Nystrom Atlas p. 45</li> <li>• Activity Sheets 3a - 3d</li> <li>• Activity Maps</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Check p. 4a - 4d</li> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• Check p. 2a - 2d</li> <li>• Teacher Observation</li> </ul>	<p>6.6-A8</p> <p>6.6-A6</p> <p>6.6-C1</p> <p>6.6-A5</p>

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<p><b>NYSTROM WORLD LESSONS (con't)</b></p> <p><b>GEOGRAPHY</b></p> <p><b>GEOGRAPHY</b></p> <p><b>GEOGRAPHY</b></p> <p><b>GEOGRAPHY</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• identify factors, such as elevation and the ocean, that can influence climate.</li> <li>• compare the North Polar Region and the South Polar Region.</li> <li>• define sea level and explain the effects of changing sea levels.</li> <li>• identify areas of the world that are densely populated.</li> </ul>	<ul style="list-style-type: none"> <li>• Students choose a particular climate illustrated on p. 18-19 of the Atlas. Use the internet or other books to research and report further characteristics of that climate.</li> <li>• Use Atlas p. 104-105 to report the differences between the North Pole and South Pole. Record on a Venn Diagram.</li> <li>• Students use Activity Sheets 6a - 6c to label different underwater features on p. 6d.</li> <li>• Using the information gathered on p. 7d, students write a paragraph telling factors that seem to play the biggest role in affecting why a region is densely populated.</li> </ul>	<ul style="list-style-type: none"> <li>• Nystrom Atlas p. 16-19</li> <li>• Activity Sheets 4a - 4d</li> <li>• Activity Maps</li> <li>• Nystrom Atlas p. 104-105</li> <li>• Activity Sheets 5a - 5d</li> <li>• Activity Maps</li> <li>• Nystrom Atlas p. 6-7</li> <li>• Activity sheets 6a - 6d</li> <li>• Map Markers</li> <li>• Nystrom Atlas p. 16-25</li> <li>• Activity Sheets 7a - 7d</li> <li>• Scissors</li> <li>• Stapler</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• Check p. 6d</li> <li>• Teacher Observation</li> </ul>	<p>6.6-C1</p> <p>6.6-B1,3</p> <p>6.6-A5</p> <p>6.6-D2</p>

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<b>NYSTROM NORTH AMERICA LESSONS</b>	Students will be able to:				
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• describe the continent of North America.</li> </ul>	<ul style="list-style-type: none"> <li>• Using Activity Sheet 1b and the Atlas p. 26-31, students describe North America. Combine ideas to make a class list to describe it from A-Z.</li> </ul>	<ul style="list-style-type: none"> <li>• Nystrom Atlas p. 26-31</li> <li>• Activity Sheets 1a - 1b</li> <li>• Activity Maps</li> <li>• Map Markers</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	6.6-A8
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• identify major landforms and bodies of water in North America.</li> </ul>	<ul style="list-style-type: none"> <li>• After completing Activity Sheets 2a - 2c, students create a list of 3 words or phrases describing North America's water.</li> </ul>	<ul style="list-style-type: none"> <li>• Nystrom Atlas p. 26-27</li> <li>• Activity Sheets 2a - 2d</li> <li>• Activity Maps</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Check p. 2d</li> </ul>	6.6-A5
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• identify and locate select countries and cities of North America.</li> </ul>	<ul style="list-style-type: none"> <li>• Students work in groups to become more familiar with North America by completing Activity Sheets 3a - 3d.</li> </ul>	<ul style="list-style-type: none"> <li>• Nystrom Atlas p. 27 and 52-53</li> <li>• Activity Sheets 3a - 3d</li> <li>• Map Markers</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	6.6-A4,5
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• divide North America into geographical dry regions.</li> </ul>	<ul style="list-style-type: none"> <li>• Using the information gathered on Activity Sheet 4d, students use 2 or 3 word phrases to describe each dry geographical region.</li> </ul>	<ul style="list-style-type: none"> <li>• Nystrom Atlas p. 26-31</li> <li>• Activity Sheets 4a - 4d</li> <li>• Activity Maps</li> <li>• Map Markers</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Check p. 4d</li> </ul>	6.6-B3

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<b>NYSTROM NORTH AMERICA LESSONS (con't)</b>	Students will be able to:				
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• divide North America into geographical rainy regions.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe in chart form using Activity Sheet 5d, the rainy regions of the east, south, and Pacific.</li> </ul>	<ul style="list-style-type: none"> <li>• Nystrom Atlas p. 26-31</li> <li>• Activity Sheets 5a - 5d</li> <li>• Activity Maps</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	6.6-B3
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• identify groups that settled in Canada and why they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Using Activity Sheet 6d, students discuss the multicultural society of Canada and the advantages of this.</li> </ul>	<ul style="list-style-type: none"> <li>• Nystrom Atlas p. 34-35</li> <li>• Activity Sheets 6a - 6d</li> <li>• Map Markers</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Check p. 6d</li> </ul>	6.6-D2
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• trace a route through the Great Lakes to the Atlantic Ocean.</li> </ul>	<ul style="list-style-type: none"> <li>• Students use Activity Sheet 7d to complete a flow chart going from the western Great Lakes to the Atlantic Ocean.</li> </ul>	<ul style="list-style-type: none"> <li>• Nystrom Atlas p. 28-29</li> <li>• Activity Sheets 7a - 7d</li> <li>• Activity Maps</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	6.6-A5
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• identify some major agricultural products produced in the U.S.</li> </ul>	<ul style="list-style-type: none"> <li>• Students identify the type of agriculture common in their state. They write a paragraph telling about the growing season, rainfall, irrigation, and economic conditions that make this type of agriculture important.</li> </ul>	<ul style="list-style-type: none"> <li>• Nystrom Atlas p. 44-48</li> <li>• Activity Sheets 8a - 8d</li> <li>• Map Markers</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	6.6-E1

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<b>NYSTROM NORTH AMERICA LESSONS (con't)</b>	Students will be able to:				
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• locate megalopolises in the United States.</li> </ul>	<ul style="list-style-type: none"> <li>• Students work in groups to complete Activity Sheets 9a - 9b.</li> </ul>	<ul style="list-style-type: none"> <li>• Nystrom Atlas p. 40-41 &amp; 48-49</li> <li>• Activity Sheets 9a - 9b</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	6.6-D2
<b>ECONOMICS</b>	<ul style="list-style-type: none"> <li>• identify important industries of Mexico.</li> </ul>	<ul style="list-style-type: none"> <li>• Using Atlas p. 52-53, students list the name of each Mexican city and find its U.S. "twin city" located opposite each along the border.</li> </ul>	<ul style="list-style-type: none"> <li>• Nystrom Atlas p. 50-53</li> <li>• Activity Sheets 10a - 10d</li> <li>• Map Markers</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Check p. 10d</li> </ul>	6.5-A5
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• identify areas of volcanic activity in Middle America.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a few sentences explaining why there are no volcanoes along the U.S. Gulf Coast.</li> </ul>	<ul style="list-style-type: none"> <li>• Nystrom Atlas p. 50-51 &amp; 102</li> <li>• Activity Sheets 11a - 11d</li> <li>• Activity Maps</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	6.6-B3
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• identify places using deductive reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>• In a group, students brainstorm to write 2 or 3 paragraphs describing the continent where they live.</li> </ul>	<ul style="list-style-type: none"> <li>• Nystrom Atlas p. 26-55</li> <li>• Activity Sheets 12a - 12b</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	6.6-B1