

UNIT 1 Geography and American Indians - TCI 1,2,3

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 1**
Length: **6 weeks**
Status: **Published**

Course Pacing Guide

Unit	MP/Trimester	Weeks
Unit 1: TCI Lesson 1: Geography and the United States	1	8 sessions
Unit 1: TCI Lesson 2: American Indians and Their Land	1	9 sessions
Unit 1: TCI Lesson 3: American Indian Cultural Regions	1	10 sessions
Unit 2: TCI Lesson 4: How and Why Europeans Came to the New World	1	6 sessions
Unit 2: TCI Lesson 5: Routes of Exploration to the New World	1	8 sessions
Unit 2: TCI Lesson 6: Early English Settlements	2	7 sessions
Unit 3: TCI Lesson 7: Comparing the Colonies	2	9 sessions
Unit 3: TCI Lesson 8: Facing Slavery	2	11 sessions
Unit 3: TCI Lesson 9: Life in Colonial Williamsburg	2	10 sessions
Unit 4: TCI Lesson 10: Tensions Grow between the Colonies and Great Britain	2	9 sessions
Unit 4: TCI Lesson 11: To Declare Independence or Not	3	11 sessions
Unit 4: TCI Lesson 12: The Declaration of Independence	3	11 sessions
Unit 5: TCI Lesson 13: The American Revolution	3	8 sessions
Unit 5: TCI Lesson 14: The Constitution	3	10 sessions
Unit 5: TCI Lesson 15: The Bill of Rights	3	9 sessions

Unit Overview

During this unit, students will study the geography of the United States and indigenous societies in the Western hemisphere. They will explore how the first people arrived in America and how

they adapted to their environment. Students will study and compare characteristics of Native American cultures in various regions of the United States.

Enduring Understandings

Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.

Essential Questions

- 1.) What are the geographical features of the US and how do they affect how people live?
- 2.) How did the first people arrive in North America?
- 3.) How did American Indians adapt to different environments in North America?
- 4.) How and why did American Indian cultural regions differ?

New Jersey Student Learning Standards (No CCS)

SOC.6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
SOC.6.1.8.B.1.a	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
SOC.6.1.8.B.1.b	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
SOC.6.1.8.D.1.a	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

Amistad Integration

Remove/replace the text in this section - this is for your reference (link -- <https://nj.gov/education/amistad/about.htm>)

Purpose:

The Amistad Commission ensures that the Department of Education and public schools of New Jersey implement materials and texts which integrate the history and contributions of African-

Americans and the descendants of the African Diaspora.

Goals:

- 1) To infuse the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete and inclusive history.
- 2) To ensure that New Jersey teachers are equipped to effectively teach the revised social studies core curriculum content standards.
- 3) To create and coordinate workshops, seminars, institutes, memorials and events which raise public awareness about the importance of the history of African-Americans to the growth and development of American society in global context.

Holocaust/Genocide Education

Remove/replace the text in this section - this is for your reference (link -- https://nj.gov/education/holocaust/about_us/mandate.html)

RE: N.J.S.A. 18A:35-28, Holocaust/Genocide Education

- a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.
- b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Interdisciplinary Connections

List at least one specific standard

No general statements

Technology Standards

List specific standards that are relevant

No general statements

21st Century Themes/Careers

CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.

Financial Literacy Integration

Remove/replace the text in this section - this is for your reference -- (link to helpful resources: <https://www.nj.gov/education/aps/cccs/career/FLResources.pdf>)

An Act concerning public school instruction on financial literacy and supplementing chapter 35 of Title 18A of the New Jersey Statutes.

Be It Enacted by the Senate and General Assembly of the State of New Jersey:

1. The State Board of Education shall require that a school district incorporate in each of the grades ¹[kindergarten] six¹ through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide ¹[elementary and]¹middle school students with the basic financial literacy necessary for sound financial decision-making.

The instruction shall meet the requirements established by the State board and shall:

- a. be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular grade level; and
- b. include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.

Instructional Strategies & Learning Activities

Students will ...

- Identify elements of a world map.
- Analyze the world in spatial terms & use longitude and latitude to determine exact locations.
- Identify how the first people may have arrived in the Americas.
- Explain how Native Americans adapted to their environment.

Compare and contrast Native American cultural regions.

Strategies:

- Establish prior knowledge

- Present new material in small steps
- Think Aloud/ modeling
- Guided Practice
- State the objective
- Use graphic organizers/ anchor charts
- Concept sorting
- Check for understanding
- Provide feedback
- Workshop model
- Gradual release of responsibility
- Student-led discussion strategies
- Cooperative learning
- Tiered instructional activities
- Differentiation
- Small group instruction

Learning Activities:

- Apply appropriate academic and technical skills.
- Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding.
- Justify the need for greater cross-cultural understanding due to globalization.

Equipment/Materials needed:

Computer with a projector

Interactive Student Notebooks

Social Studies Alive! America's Past student text

iPads (optional)

Teacher Resources:

TCI Lesson 1 – Geography of the United States

[Physical Features PowerPoint](#)

[Features of Land PowerPoint](#)

TCI Lesson 2 – American Indians & Their Land

Additional Optional Activity:

<https://americanhistory.si.edu/buffalo/>

A Web site for students to use that is compatible with the iPads. Students explore a buffalo hide painting to learn history and culture.

TCI Lesson 3 – American Indian Cultural Regions

Differentiated Instruction

- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Debate
- The Hot Seat/Role-Play
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Genius Hour
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

- TCI Processing Activity Lesson 1 (Interactive Student Notebook)
- TCI Processing Activity Lesson 2
- TCI Processing Activity Lesson 3
- TCI Summative Assessment Lessons 1-3 (print online)
- Color code a map of North America labeling the names of the Native American cultural regions and the natural resources found there.
- Write a journal entry/create a scrapbook page from the point of view of a Native American from one specific tribe.

Summative Assessment

- Summative Performance Assessment given at the end of Unit 3 Colonial America (see unit 3 map for link)

Benchmark Assessments

Alternate Assessments

Resources & Technology

Resources:

- The TCI teacher website has excellent resources to enhance learning. Log in to the Web site, click on more, then enhancing learning for additional resources and activities.
- The Reading Further activity correlates to the 5th Grade Lucy Calkin's Common Core Writer's Workshop Lens of History Unit. It is an excellent activity to build prior knowledge.

Technology:

- Computer with Projector
- TCI website
- iPads

- Chromebooks

BOE Approved Texts

Textbook: Social Studies Alive! America's Past

TCI Student interactive notebook

Closure

Such as:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because

- _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
 - After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

*Add to or remove any of these as you see fit.

ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Access to Read/Write/Google to hear documents read aloud
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.

- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Grade spelling separately from content.
- Allow open-book or open-note tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.
- Digital copies of any textbooks
- Share any slide presentations with students prior to the lesson or for a near point copy

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits

At Risk

- Use of mnemonics
- Have student restate information

- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking

