

Swedesboro-Woolwich School District's Social Studies Curriculum Guidance Document

TCI "Social Studies Alive - Our Community and Beyond" Unit 2

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit 2 (History)/Module Overview

In Unit 2, students will learn to:

- In lesson 5, students will investigate immigration in the United States by carefully analyzing visual and written primary sources from various time periods.
- In lesson 6, students will explore cultural diversity by looking at the contributions of different cultures in the categories of foods, languages, holidays, traditions, and the arts. Students will also play a game to brainstorm cultural contributions in your community.
- In lesson 7, students will create human monuments honoring the contributions of six individuals whose actions made a difference in the lives of people in their own community and around the country.
- In lesson 8, students will travel around the world to meet students like them from six different cultures. Then share what you have learned with the class.

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

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6.1.5.HistoryUP.1.:Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

6.1.5.HistoryCC.2.:Use a variety of sources to illustrate how the American identity has evolved over time.

6.1.5.HistoryUP.7.:Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.5.HistorySE.2.:Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity

6.1.5.CivicsCM.1.:Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.HistoryUP.7.:Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.5.HistoryUP.6.:Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.GeoPP.2.:Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.GeoGI.4.:Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

Unit 1/Geography Weekly Learning Activities and Pacing Guide

Time Frame: 8 weeks

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Lesson 5: Settling in the United States	6.1.5.HistoryUP.1.:Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe	Objective: We are learning: <ul style="list-style-type: none"> Analyze why and how people immigrate to the United States. Compare benefits and drawbacks of immigrating to the United States. Draw conclusions from primary and secondary 	Texts <ul style="list-style-type: none"> Student Journal Materials <ul style="list-style-type: none"> Activity Card A-T: Primary Sources

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<p>(10 days)</p>	<p>the challenges they encountered.</p> <p>6.1.5.HistoryCC.2.:Use a variety of sources to illustrate how the American identity has evolved over time.</p>	<p>sources.</p> <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Investigate immigration in the United States by carefully analyzing visual and written primary sources from various time periods. Summative Assessment: TCI Assessments: Lesson 5 "Settling in the United States" 	<ul style="list-style-type: none"> Audio Transcript: Immigration Audio Clips Handout: Access Points for Differentiation Spanish: Activity Card A-T Spanish: Handout: Access Points for Differentiation Spanish: Student Journal Spanish: Teacher's Guide Teacher's Guide
<p>Lesson 6:</p> <p>Diversity in the United States</p> <p>(10 days)</p>	<p>6.1.5.HistoryUP.7.:Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.1.5.HistorySE.2.:Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> Identify specific examples of cultural diversity. Identify cultural contributions of diverse groups to our communities. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Explore cultural diversity by looking at the contributions of different cultures in the categories of foods, languages, holidays, traditions, and the arts. Play a game to brainstorm cultural contributions in your community. Summative Assessment: TCI Assessments: Lesson 6 Diversity in the United States 	<p>Texts</p> <ul style="list-style-type: none"> Student Journal <p>Materials</p> <ul style="list-style-type: none"> Handout: Access Points for Differentiation Spanish: Handout: Access Points for Differentiation Spanish: Student Journal Spanish: Teacher's Guide Teacher's Guide
<p>Lesson 7:</p> <p>Making Communities Better</p> <p>(10 days)</p>	<p>6.1.5.CivicsCM.1.:Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.</p> <p>6.1.5.HistoryUP.7.:Describe why it is important to understand the</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> Identify how six individuals solved problems to improve the lives of people in their own community and in communities around the country. Explain why all individuals share a responsibility for making their community a better place to live. Research and describe the contributions of someone who has improved life in the local community. 	<p>Texts</p> <ul style="list-style-type: none"> Student Journal <p>Materials</p> <ul style="list-style-type: none"> Handout: Access Points for Differentiation Spanish: Handout: Access Points for Differentiation

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	<p>perspectives of other cultures in an interconnected world.</p> <p>6.1.5.HistoryUP.6.:Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p>	<p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Create human monuments honoring the contributions of six individuals whose actions made a difference in the lives of people in their own community and around the country. • Summative Assessment: TCI Assessments: Lesson 7 Making Communities Better 	<ul style="list-style-type: none"> • Spanish: Student Journal • Spanish: Teacher's Guide • Teacher's Guide • World History Extension: Four Leaders Who Have Impacted World History
<p>Lesson 8:</p> <p>Cultures Around the World</p> <p>(10 days)</p>	<p>6.1.5.GeoPP.2.:Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.5.GeoGI.4.:Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Identify the locations of continents and countries around the world. • Analyze cultural artifacts to identify what they reveal about ways of life. • Compare and contrast various ways of life. <p>Suggested Formative Assessment(s)</p> <ul style="list-style-type: none"> • With a partner, travel around the world to meet students like you from six different cultures. Then share what you have learned with the class. • Summative Assessment: TCI Assessments: Lesson 8 Cultures Around the World 	<p>Texts</p> <ul style="list-style-type: none"> • Student Journal <p>Materials</p> <ul style="list-style-type: none"> • Activity Card: Station Cards • Handout: Access Points for Differentiation • Spanish: Activity Card • Spanish: Handout: Access Points for Differentiation • Spanish: Student Journal • Spanish: Teacher's Guide • Teacher's Guide • World History Extension: Daily Life of Ancient Civilizations

[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)

