Course Title: U.S. History

Subject: Social Studies

Grade Level: 6

Duration: Full Year

Prerequisite: None

Elective or Required: Required

Department Mission Statement:

The mission of Social Studies in the Glen Ridge schools is to ignite students' passion to become responsible, productive, and active citizens within a democratic society. The Social Studies curriculum will develop the students' understanding of themselves and their environment, encompassing an awareness of the United States as part of a global society. The curriculum stresses an educational environment which teaches respect for cultural, political, gender, racial and ethnic diversity. Authentic learning opportunities will empower students with critical thinking, problem-solving, thoughtful decision-making, communication, and leadership skills. Students will study historical, geographical, social, political and economic issues that shape the world. The Social Studies program will provide students with the knowledge and understanding of the past which is essential for successfully navigating the present and future.

Course Description:

Even though this course will continue on with United States history the students will take a deeper look into the economy and physical geography of our country. We will dive into the concepts of a free market trade so they have a better understanding of our economy. This course will provide different perspectives on our history. We will discover how our physical geography shaped our nation. We pick up our journey with the Declaration of Independence, which leads us to the Revolutionary War, and continue through to the growth and expansion of our nation.

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U.S. History
Topic/Unit: Exploring our World

Approximate # of Weeks: 7

Essential Questions:
How does topography shape our nation?
How are landforms created?
How is our Planet shaped?
How have technology and changing demographics impacted 21st century societies?

Upon completion of this unit students will be able to:
- Demonstrate an understanding of rules by following most classroom routines. 6.1.P.A.2
- Compare and contrast information that can be found on different types of maps, and determine when the information can be useful. (6.1.4.B.1)
- Describe 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. 6.1.4.B.4
- Compare and contrast characteristics of regions in the United States based on culture, economies, politics, and physical environment to understand the concept of regionalism. 6.1.4.B.6
- Compare ways people chose to use and divide natural resources. 6.1.4.B.8
- Describe how supply and demand influences price and output of products. 6.1.1.C.4
- Explain the role of specialization in the production and exchange of goods and services. 6.1.4.C.5

Interdisciplinary Standards (njcccs.org)
- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. R2
- Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific or technical context relevant to grades 6-8 texts and topics. R 4
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. W 2
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and the ideas clearly and efficiently. W 6

Activities – include 21st Century Technologies:
- Sketch the water cycle and how it impacts the region
- Collect data and record it on a chart
Conduct research and present findings with a poster or tech presentation on plate tectonics

Graphic organizers comparing different topics

Pair/Share assignment that includes reteaching material

Completing flashcards with various information on them about climates from around the world

Conducting a weather forecast

Conducting a group project outlining the role of each of the four industries

Group presentation on the different regions of United States and their industries

**Enrichment Activities:**

- Seek out examples of weathering and erosion
- Locate and duplicate a topographical map of a river that flows through your community
- Search through news webpages or newspaper articles that relate to interactions between water and people. Write a summary

**Methods of Assessments/Evaluation:**

- Review Sheet
- Plate Tectonic Brochure
- Diagram of Water Cycle
- Graphic Organizers
- Absolute and Relative location of homes and RAS

**Resources/Including Online Resources**

- People, Places, and Change: Holt
- Teacher Webpage
- United Streaming .com
- Google
- Smartboard

**U.S. History**

**Topic/Unit:** Gaining Freedom

**Approximate # of Weeks:** 7

**Essential Questions:**

- Can conflict lead to change?
- Why does conflict develop?
- What motivates people to act?

**Upon completion of this unit students will be able to:**
• Explain why the declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy. (6.1.8.D.3.b)
• Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and response by various groups and individuals in the North American colonies led to American Revolution. 6.1.8.D.3.a
• Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy. 6.1.8.D.3.b
• Analyze the impact of George Washington as general of the American revolutionary forces and as first president. 6.1.8.D.3.c
• Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution. 6.1.8.D.3.d

Interdisciplinary Standards (njcchs.org)
• Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. R 9
• Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. R 8
• Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. R 7
• Write arguments focused on discipline-specific content. W 1
• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W 4

Activities – include 21st Century Technologies:
• Hands-on chapter project
• 21st Century Skills Activity
• Primary source activity
• Written paragraphs arguing a position from the battles of Revolutionary War
• Timeline of Revolutionary America 1775-1783
• Analyze the early campaigns of Revolutionary War those critical thinking questions
• Graphic organizer identifying both sides of the parties involved during the war
• Diagram the causes for the British to lose control in South
• Comparing the Privateers to regular American soldiers
• Graphic organizer diagramming the Treaty of Paris
**Enrichment Activities:**
- To understand how American Revolution began, recite one or more stanzas from Henry Wadsworth Longfellow’s poem “Paul Revere’s Ride.”
- Create a Revolutionary “Hall of Fame.”

**Methods of Assessments/Evaluation:**
- Creative writing
- Project/Multi-media Presentation
- Oral presentation
- Poster/Display
- Chapter test

**Resources/Including Online Resources**
- Teacher Webpage
- Smartboard
- Google
- United Streaming.com

**U.S. History**  
**Topic/Unit: The Origins of our Country**

**Approximate # of Weeks: 6**

**Essential Questions:**
- Why do people form governments?
- How do new ideas change the way people live?
- How do governments change?

**Upon completion of this unit students will be able to:**
- Explain how rules and laws created community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. 6.1.4.A.1
- Explain how fundamental rights guaranteed by United States Constitution and the Bill of Rights contribute to the continuation and improvement of American democracy. 6.1.4.A.2
- Explain how the United States government is organized and how the United States Constitution defines and limits power of government. 6.1.4.A.4
- Compare the Articles of Confederation and the US Constitution in terms of the decision making powers of the national government. 6.1.8.A.3
- Evaluate the extent to which the leadership and the decisions of early administrations of the national government met the goals established in the Preamble of the Constitution. 6.1.8.D.3.g
Interdisciplinary Standards (njcpcs.org)

- Distinguish among fact, opinion, and reasoned judgement in a text. R 8
- Conduct a short research project to answer a question, drawing on a couple of sources that allow for multiple avenues of exploration. W 7
- Gather relevant information from multiple print and digital sources and quote and paraphrase the data and draw conclusions of what others wrote. W 8
- Draw evidence from informational texts to support analysis reflection, and research. W 9

Activities – include 21st Century Technologies:

- Written letter to framers of the Constitution and explain how the rights that they first wrote about still have an impact in our society today
- Primary sources activity
- Graphic Organizer of powers given in Articles of Confederation
- Write a blog
- Time line of events
- Graphic organizer outlining powers of National Government'
- Write a narrative discussing how the government encouraged westward expansion
- Analyze Shay’s Rebellion
- Graphic organizer outlining powers of each branch of government
- Graphic organizer describing the differences of power between State, Federal, and local governments
- Outline the seven major principles on which the Constitution was based
- Analyze the system of checks and balances
- Design a Bill of Rights for the 6th grade

Enrichment Activities:

- Compare state constitutions
- Develop an education web page about key components of US Constitution

Methods of Assessments/Evaluation:

- Blogging wall
- Webpages
- Chapter tests
- Oral presentations
- Multi-media presentation
- Essays

Resources/Including Online Resources

- Internet
- Teacher Webpage
- United Streaming.com
U.S. History
Topic/Unit: Our Leadership

Approximate # of Weeks: 6

Essential Questions:
- How do people, places, and ideas change over time?
- What are the characteristics of a leader?
- Why do conflicts develop?
- How do governments change?

Upon completion of this unit students will be able to:
- Explain the process of creating change at local, state, and federal level. 6.1.4.A.12
- Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. 6.1.4.D.17
- Evaluate as to what would make a good law. 6.3.4.A.1
- Plan an advocacy project about environmental issues at any level of government. 6.3.4.B.1
- Identify actions that are unfair or discriminatory, and propose solutions to address such actions. 6.3.4.D.1

Interdisciplinary Standards (njcccs.org)
- Cite specific textual evidence to support analysis of texts. R 1
- Determine the central ideas or conclusions of a text. R 2
- Write an informative text that uses precise language and vocabulary to explain a topic. W 2
- Write arguments focused on discipline-specific content. W 1

Activities – include 21st Century Technologies:
- Geography and history activity
- Written paragraphs on Jeffersonian Republics
- 21st Century skills activity
- Graphic organizers
- Time lines
- Pair/share
- Analyze the roles of various leaders of Early America
- Create a digital presentation guaranteed by the Bill of Rights
- Outline the role Alexander Hamilton had on the early American economy
- Graph taxes and how they impact society
- Compare the various treaties that lead to Whiskey Rebellion
- Map out Native American Campaigns of the Midwest
Enrichment Activities:
- Develop a political party and create a platform
- Develop a power point listing the basic rights from the Bill of Rights

Methods of Assessments/Evaluation:
- Essays
- Chapter tests
- Presentations
- Group Work

Resources/Including Online Resources
- Smartboard
- Teacher Webpage
- Internet
- United Streaming.com

U.S. History
Topic/Unit: Expansion of our Nation

Approximate # of Weeks: 8

Essential Questions:
- How does geography influence the way people live?
- Why does conflict develop?
- How can one deal with conflict?

Upon completion of this unit students will be able to:
- Learn about and respect other cultures within our nation. 6.1.P.D.4
- Explain how key events led to the creation of the United States. 6.1.4.D.4
- Explain how folklore and the actions of famous historical and fictional characters contributed to the American national heritage. 6.1.4.D.12
- Describe migration and settlement patterns of Native American groups. 6.1.8.B.1.a
- Analyze the world in spatial terms, using maps to determine what led to the exploration of new land routes. 6.1.8.B.1.b
- Evaluate alternative land use proposals based upon the history of westward expansion. 6.3.8.B.1

Interdisciplinary Standards (njcocs.org)
- Determine the central ideas or conclusions of a text. R 2
- Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. R 7
- Analyze the relationship between the primary and secondary source on the same topic. R 9
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W 2
- Write routinely over time frames. W 10
- Produce clear and coherent writing in which the development, organization, and style, are appropriate to task, purpose, and audience. W 4

**Activities – include 21st Century Technologies:**
- Graphic organizer on how the United States reduced the role of government in 1800
- Primary source on Jefferson election
- Graphic organizer on America’s response to piracy on the high seas
- Map out British advances and major battles during War of 1812
- Written paragraphs describing the role of women during War of 1812
- Graphic Organizer on free enterprise system
- Recreate the Lowell Factory system
- Map out Daniel Boone’s Warriors’ Path and write an essay on how that had an impact on American roadway system
- 21st century skills activity
- Analyze the cause and effect of the Missouri Compromise

**Enrichment Activities:**
- Create a magazine that emphases a historical figure
- Develop a scrap book depicting topics dealing with US growth and expansion.

**Methods of Assessments/Evaluation:**
- Chapter test
- PowerPoint presentations
- Presentations
- Multi-media presentations
- Essays
- Role playing

**Resources/Including Online Resources**
- Smartboard
- Teacher Webpage
- Internet
- United Streaming.com