

LUMBERTON TOWNSHIP SCHOOLS

**2011-2012
Social Studies Enrichment
Curriculum**

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New: 2011-2012
Reviewed and updated consistent with 2011 NJCCCS revisions

****For additional strategies and resources refer to New Jersey Core Curriculum Standards Framework at <https://www13.state.nj.us/NJCCCS/Worldclassstandards.aspx>**

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Philosophy

The Sixth Grade Social Studies Enrichment program focuses on The Five Themes of Geography, particularly map and globe skills with respect to the various learning styles of students. It provides the students with the primary concepts, features, and skills, associated with maps and the globe. Classroom lesson plans begin by introducing a topic, building upon a student's background, introducing and defining vocabulary, and developing a concept/skill.

Students are engaged in lessons that reinforce The Five Themes of Geography by incorporating the basic skills involved in interpreting maps, obtaining information from maps and globes, comparing and contrasting information on maps, and identifying features on a map and globe.

Several of the maps that are studied are strategically connected with the Social Studies curriculum of the Sixth Grade, so that students are made familiar with parts of the world covered in their Social Studies class. The Social Studies Enrichment course is aligned with the NJ Core Curriculum Standards for Geography (6.7; 6.8; 6.9) that may be found at <http://www.state.nj.us/njded/cccs/02>.

Suggested Sixth Grade Pacing Guide

Month	Week	Marking Period	Unit	Standards Met
September	1	1	General Inventory: Major Geographical Terms/Knowledge of Continents and Oceans	<i>6.2.B.1</i>
September	2	1	Introduction to Themes of Geography/Notes and Reinforcement Worksheets	6.2.A. 1,2; 6.2.B. 1; 6.2.C.1,2; 6.2.D. 1,2
September	3	1	Theme: Place Identify Physical/Human Features on a map/ Introduction to 16 Point Compass Rose	<i>6.2.B.1</i>
September	4	1	Theme: Place Direction/Cardinal & Intermediate/Map Application	<i>6.2.B.1</i>
October	1	1	Theme: Place Symbols & Legends/Definitions and Basic Symbols	<i>6.2.B.1</i>
October	2	1	Theme: Movement Scale & Distance /Introduction & Appl.	6.2.B. 1; 6.2.C.1,2; 6.2.D. 1,2

Month	Week	Marking Period	Unit	Standards Met
October	3	1	Theme: Human & Environment Interaction/ Link concepts to Ancient Civilization and apply to Modern World	6.2.A. 1,2; 6.2.B. 1; 6.2.C.1,2; 6.2.D. 1,2
October	4	1	Theme: Region Definition/Identifying regions on various maps	6.2.A. 1,2; 6.2.B. 1; 6.2.C.1,2; 6.2.D. 1,2
November	1	1	Theme: Location/ Introduction Grid Location/ Latitude & Longitude	6.2.B.1
November	2	End of MP 1	Final Project /Benchmark: Application of Five Themes of Geography	6.2.A. 1,2; 6.2.B. 1; 6.2.C.1,2; 6.2.D. 1,2

***Please follow the same pacing guide for the remaining marking periods.**

**NJ Core Curriculum Standards
For Social Studies**

- 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities
- 6.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
- 6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

Specific Lessons

Lesson 1 Social Studies Enrichment General Inventory: Geography Terms and Knowledge of Continents and Oceans

Objective: Students will work cooperatively to define basic geography terms and identify the 7 Continents and 4 Oceans.

Suggested activities:

- a. Geography Vocabulary Worksheet: page 1 of Enrichment Packet
- b. Continent and Ocean Worksheet with blank map template: page 2 and 3 of Enrichment Packet

CCS: 6.2.B.1

21st Century Skills Life and Career Standards:

- ✓ Creativity and Innovation
- ✓ Critical Thinking and Problem Solving
- ✓ Cross-Cultural Understanding and Interpersonal Communication
- ✓ Collaboration, Team Work, and Leadership
- ✓ Accountability, Productivity, and Ethics

Lesson 2 Introduction to the Five Themes of Geography

Objective: Students will define the Five Themes of Geography and identify examples of each from various maps.

Suggested activities:

- a. Five Themes of Geography Worksheets: pages 4-7 of Enrichment Packet
- b. Five Themes outline notes and corresponding fill-in worksheet: pages 8-10 of packet

CCS: 6.2.A. 1,2; 6.2.B. 1; 6.2.C.1,2; 6.2.D. 1,2

21st Century Skills Life and Career Standards:

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- ✓ Critical Thinking and Problem Solving
- ✓ Cross-Cultural Understanding and Interpersonal Communication
- ✓ Collaboration, Team Work, and Leadership
- ✓ Accountability, Productivity, and Ethics

Lesson 3 Geography Theme: Place

Objective: Students will define *Place* and identify examples of physical vs. human features on a map.

Suggested activities:

- a. Worksheets: page 11 & 12

CCS: 6.2.B.1

21st Century Skills Life and Career Standards:

- ✓ Creativity and Innovation
- ✓ Critical Thinking and Problem Solving
- ✓ Cross-Cultural Understanding and Interpersonal Communication
- ✓ Collaboration, Team Work, and Leadership
- ✓ Accountability, Productivity, and Ethics

Lesson 4 Geography Theme: Place/Direction

Objective: Students will identify the 16 points of the compass rose, define cardinal and intermediate directions, and apply knowledge to map.

Suggested activities:

- a. worksheets: pages :13-14
- b. homework: page 15
- c. Quiz Assessment

CCS: 6.2.B.1

21st Century Skills Life and Career Standards:

- ✓ Creativity and Innovation
- ✓ Critical Thinking and Problem Solving
- ✓ Cross-Cultural Understanding and Interpersonal Communication
- ✓ Collaboration, Team Work, and Leadership
- ✓ Accountability, Productivity, and Ethics

Lesson 5 Geography Theme: Place/Symbols, the Language of Maps

Objective: Students will identify basic symbols on a map and features on maps represented by symbols.

Suggested activities:

- a. worksheet: pages 16 & 17
- b. homework: page 18

CCS: 6.2.B.1

21st Century Skills Life and Career Standards:

- ✓ Creativity and Innovation
- ✓ Critical Thinking and Problem Solving
- ✓ Cross-Cultural Understanding and Interpersonal Communication
- ✓ Collaboration, Team Work, and Leadership
- ✓ Accountability, Productivity, and Ethics

Lesson 6 Geography Theme: Movement/Scale and Distance

Objective: Students will define the theme of Movement and will be introduced to the two methods of measuring distance using map scale.

Suggested activities:

- a. Post-it/Ruler Method Introduction pages: 19-21
- b. Worksheets: *Moving Day Reading Scale: Direct Distances*
- c. Quiz Assessment

CCS: 6.2.B. 1; 6.2.C.1,2; 6.2.D. 1,2

21st Century Skills Life and Career Standards:

- ✓ Creativity and Innovation
- ✓ Critical Thinking and Problem Solving
- ✓ Cross-Cultural Understanding and Interpersonal Communication
- ✓ Collaboration, Team Work, and Leadership
- ✓ Accountability, Productivity, and Ethics

Lesson 7 Geography Theme: Human/Environment Interaction

Objective: Students will define theme and link concepts of Ancient Civilization and apply to modern world through teacher-created activity.

Suggested activities:

- a. teacher-created activity: Modern Day Scenario
Application of Theme

CCS: 6.2.A. 1,2; 6.2.B. 1; 6.2.C.1,2; 6.2.D. 1,2

21st Century Skills Life and Career Standards:

- ✓ Creativity and Innovation
- ✓ Critical Thinking and Problem Solving
- ✓ Cross-Cultural Understanding and Interpersonal Communication
- ✓ Collaboration, Team Work, and Leadership
- ✓ Accountability, Productivity, and Ethics

Lesson 8 Geography Theme: Region

Objective: Students will define theme and complete worksheets illustrating regional characteristics.

Suggested activities:

- a. worksheets: pages 22 & 23

CCS: 6.2.A. 1,2; 6.2.B. 1; 6.2.C.1,2; 6.2.D. 1,2

21st Century Skills Life and Career Standards:

- ✓ Creativity and Innovation
- ✓ Critical Thinking and Problem Solving
- ✓ Cross-Cultural Understanding and Interpersonal Communication
- ✓ Collaboration, Team Work, and Leadership
- ✓ Accountability, Productivity, and Ethics

Lesson 9 Geography Theme: Location/ Gridding and Latitude and Longitude

Objective: Students will define theme and practice finding locations using map grid and latitude and longitude.

Suggested activities:

- a. worksheet: pages 24 & 25 (Gridding)
- b. worksheet: pages 26 – 28 (Latitude and Longitude)
- c. Quiz Assessment

CCS: 6.2.B.1

21st Century Skills Life and Career Standards:

- ✓ Creativity and Innovation
- ✓ Critical Thinking and Problem Solving
- ✓ Cross-Cultural Understanding and Interpersonal Communication
- ✓ Collaboration, Team Work, and Leadership
- ✓ Accountability, Productivity, and Ethics

Lesson 10 Final Project/ Benchmark

Objective: Students will use their knowledge of the Five Themes of Geography and apply them to the Five Themes of Geography Poster project aligned with teacher-created rubric. The following areas covered on this rubric are illustration and identification of themes, artistic presentation and typed paragraph explaining each theme as it corresponds to the students chosen country.

Suggested activities:

- a. Teacher-created Final Project

CCS: 6.2.A. 1,2; 6.2.B. 1; 6.2.C.1,2; 6.2.D. 1,2; 8.1

21st Century Skills Life and Career Standards:

- ✓ Creativity and Innovation
- ✓ Critical Thinking and Problem Solving
- ✓ Cross-Cultural Understanding and Interpersonal Communication
- ✓ Collaboration, Team Work, and Leadership
- ✓ Accountability, Productivity, and Ethics

Suggested Methods of Assessment:

1. class participation
2. cooperation with group
3. classroom hands-on activities
4. homework
5. home projects
6. activity books
7. teacher-created worksheets
8. teacher-created quizzes & tests

Resources Used:

1. Ancient Civilizations (Student's text) Harcourt Brace Publisher © 2000
2. Maps: Read, Understand, and Apply HMH Supplemental Publishers 2009
3. Scholastic Skills Books: Map Skills by Scholastic Books, Inc. © 1995
4. Scholastic News: Mapman's Guide to Understanding Your World by Scholastic Books, Inc. © 2000
5. Scholastic News: Great Map Games © 2000

Related Links:

1. <http://www.tmwmedia.com/index.html>
2. <http://www.maps.com/learn/101-content/skills.html>
3. <http://www.stemnet.nf.ca/CITE/maps.htm>
4. <http://teachers.net/lessons/posts/1151.html>
5. <http://www.cent.org/geo12/focus5a.htm>
6. <http://www.kidinfo.com/Geography/Maps.html>
7. <http://mapquest.com/>
8. http://www.thinkquest.org/library/lib/site_sum_outside.html?tname=J002254F&url=J002254F/



9. <http://gailsresourceguide.com/findmeonthemap.html>
10. <http://www.edhelper.com/cat47.htm>

Accommodations for Various Learners

English Language Learners	Students with Disabilities	Gifted & Talented
<ol style="list-style-type: none"> 1. Retell content information in easier English 2. Use simple sentence structure (verb-subject-object) 3. Use high frequency words 4. Avoid negative phrasing such as all, but, except 5. Actively help students build connections and associations in order to access background knowledge or previously taught information 6. Present students with written as well as oral messages (provide outlines or a copy of the notes of a classmate) 7. Always write assignments on the chalkboard 8. Modify assignments (fewer questions or fewer vocabulary) 9. Provide taped lessons 10. Provide concrete examples of vocabulary words through the use of visuals 11. Model Think Alouds to increase student comprehension 12. Directly teach learning strategies 13. Provide small group instruction 14. Provide preferential seating 15. Provide individual or study carrel 16. Use color overlays or templates 17. Provide oral reading of test questions in English 18. Provide oral reading of reading passages in English 19. Provide frequent monitored breaks 20. Provide extended time 	<ol style="list-style-type: none"> 1. Seat student near model (student/teacher) 2. Seat student near chalkboard 3. Use a highlight marker to identify key words, phrases, or sentences for student to read 4. Provide manipulative objects for student to use in solving math problems 5. Have peers deliver directions or explanations 6. Buddy in class to assist and clarify 7. Provide specific guidelines for prewriting 8. Provide mnemonic devices 9. Repeat major points of information 10. Provide visual cues (posters, number lines, gestures, use of chalkboard) 11. Provide study guides 12. Highlight new vocabulary and key words 13. Use advance organizers 	<ol style="list-style-type: none"> 1. Modify the content through acceleration, compacting, variety, reorganization, flexible pacing, and the use of more advance or complex concepts, abstractions, and materials 2. Provide content that is thematic, broad-based, and integrative rather than just single-subject areas 3. Provide opportunities to generalize, integrate, and apply ideas to content 4. Encourage students to move through content at their own pace 5. Provide enrichment activities for content such as critical thinking, problem finding, and problem solving 6. Modify process to be more intellectually demanding that require a higher level of response or open-ended questions that stimulate inquiry, active exploration, and discovery 7. Require students to think about topics in more abstract and complex ways 8. Activity selection should be based on student interests and encourage self directed learning 9. Align objectives with Bloom's Taxonomy 10. Modify the learning environment that encourages inquiry and independence. It should include a wide variety of materials, provides some physical movement, and connects the school experiences with the greater world 11. Modify product expectations and student responses. They should demonstrate what they have learned in a wide variety of forms that both reflect knowledge and ability to manipulate ideas 12. Assess curriculum effectiveness by accelerating the mastery of basic skills through testing-out procedures and reorganization of the curriculum according to higher level skills and concepts