

2020-2021 4-8 Social Studies Sequence of Units

Stratford Public Schools

4th grade:

Quarter	Topic/Essential Questions/Assessments:
<p>Quarter 1: NA for Q1 on Report Card</p>	<p>-Review social studies skills (including notetaking skills) using a current event</p>
<p>Quarter 2: Colonization Unit:</p>	<p><u>Staging the Questions:</u> How did the colonization of North America transform human history with regard to global trade, cultural exchanges, personal and religious freedoms, and the development of democracy?</p> <p>The formative and summative assessments will draw upon historical, civic, economic, and geographic topics studied throughout the duration of the unit.</p> <p>Colonization Unit Supporting Questions and Assessments:</p> <ul style="list-style-type: none"> ● What factors influence the political, economic and religious systems people develop when settling a new territory? <p><u>Formative Assessment:</u> Based on a group, such as the Pilgrims or Puritans, colony, or region, students will work in a group to create a “time capsule” to explain what influenced their economic, religious, and political systems. Group will present to the whole class to explain each factor/item.</p> <ul style="list-style-type: none"> ● What patterns and contrasts emerge across settlements? Why? <p><u>Formative Assessment:</u> Students will work with a partner or in small groups to create and present a diorama/model of a typical settlement from one of the three regions. When presenting, students will highlight the parts of the model that are likely similar to other settlements, and those parts that are in contrast.</p> <ul style="list-style-type: none"> ● What are the driving forces behind changes in an established territory?

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	<p><u>Formative Assessment:</u> Students will create a political cartoon or meme portraying a driving force that led to changes in an established territory from a specific group's point of view. Students will present their political cartoon or meme to the class and provide more details about the significance of their image.</p> <p><u>Overall Summative Assessment:</u> Each colonized region had its successes and failures, in addition to many positive and negative features. After studying about the colonization of each region or colony, what, in your opinion, is the best region or colony? (New England, Middle, Southern regions OR Jamestown, Plymouth, New Netherland, etc.) Students will create a brochure about their "best" colony or region that provides all the pros of settling there and why it would be a great place to live. Students must write using complete sentences and include pictures, maps, and/or diagrams of this colony/region. <i>(Teacher to partner with Media Specialist to help students create a digital brochure.) See unit for extension activities.</i></p>
<p>Quarter 3: American Revolution Unit:</p>	<p><u>Staging the Questions:</u> How does the distribution of resources and cultural diversity of a region affect the global relationships among nations and its citizens? Under what circumstances can political instability lead to civil war within a region or country? The formative and summative assessments will draw upon historical, civic, economic, and geographic topics studied throughout the duration of the unit.</p> <p>American Revolution Unit Supporting Questions and Formative Assessments:</p> <ul style="list-style-type: none">● What were the causes of the American Revolution?

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	<p><u>Formative Assessment:</u> Using construction paper and markers, students will create a cause and effect chain showing the causes of the American Revolution.</p> <ul style="list-style-type: none">• What happened after the Second Continental Congress? <p><u>Formative Assessment:</u> Students will create a timeline of events that happened during the American Revolution. The timeline should include the year of the event and a brief explanation of the event. The timeline can be created by hand or by using Google platforms or timeline generators.</p> <ul style="list-style-type: none">• What were some of the different perspectives held at the time of the Revolutionary War? <p><u>Formative Assessment:</u> Students will be creating a piece of propaganda about one of the events that led to the American Revolution. The propaganda should show one of the following sides of the event: loyalists or patriots.</p> <p><u>Overall Summative Assessment:</u> The students will research multiple perspectives in preparation for a debate about independence from Britain. The perspectives could include, a British soldier, a British citizen, a Colonist, a soldier for the Colonies. <i>See unit for extension activities.</i></p>
<p>Quarter 4: State of Connecticut History & CT Government</p>	<p><u>Staging the Question:</u> What historical events have led to Connecticut's changes and growth?</p> <p>State of Connecticut History & CT Government Supporting Questions and Formative Assessments:</p>

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5th grade:

Quarter:	Topic/essential questions and assessments:
Quarter 1: NA on Report Card	-Review social studies skills (including notetaking skills) using a current event
Quarter 2: European Exploration of the Western Hemisphere	<p><u>Staging the Question:</u> -How was the Western Hemisphere changed by European exploration?</p> <p>Supporting Questions: -What influenced European exploration of the Western Hemisphere? What roles did geography, economics, technology, and beliefs play in exploration? How can we record and use our content area learning?:</p> <ul style="list-style-type: none">● Formative Performance Task: Students will create a booklet (or flip book) highlighting the influences of European Exploration of the Western Hemisphere, focusing on: beliefs, economics, geography, and technology. Students will conclude this booklet with the country they think had the greatest impact on exploration and why. <p>-Why did Europeans wish to explore and colonize the Western Hemisphere? What were the effects of exploration and colonization in general?:</p> <ul style="list-style-type: none">● Formative Performance Task: Students will work in groups to create a podcast that will show the different perspectives of European exploration as they colonized new lands (Kings and Queens, explorers, native inhabitants, etc.) Students can use the Chromebooks to record these podcasts. (See podcast sample in folder.) <p>-How do researchers (students) think about causes and effects of exploration and colonization across history? Specifically, what themes can be seen for people exploring, colonizing, and/or relocating to</p>

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	<p>different lands? What are the advantages and disadvantages? How do researchers identify these patterns and reasons in history via art, literature, various primary sources, etc.:</p> <ul style="list-style-type: none">● Formative Performance Task: Students will work with a partner to create a T-chart poster board that focuses on a particular country and the exploration of that country. The poster board will identify the pros and cons of the country's settlement. The poster boards will be displayed and presented in a gallery walk presentation. Following the gallery walk, the teacher will facilitate a whole group discussion to lead students to identify the common reasons and patterns that have emerged throughout history with exploration and/or colonization. <p>-Summative Performance Task: Students will choose ONE current event/issue (see examples above) to compare to past exploration and colonization and will include patterns that emerge across history. They will work in small groups to create a scrapbook that will highlight these patterns. Students will use copies of photos, drawings, and maps, and will write small excerpts of their ideas regarding these patterns to craft their final scrapbook. (see rubric in folder)</p>
<p>Quarter 3: -Speak Loud Speak Proud</p> <p>NA on Report Card</p>	
<p>Quarter 4: -Westward Expansion</p>	<p><u>Staging the Question:</u></p> <p>-Why was America seen as a land of economic opportunity by the colonists? -What cultural practices of indigenous Americans and of the colonists influenced how they used land and how they interacted with each other?</p> <p>Supporting Questions:</p> <p>-What were the wants and needs of the government?:</p>

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	<ul style="list-style-type: none">● Formative Performance Task: List the factors that influenced westward expansion. Then create a bumper sticker with a hashtag that summarizes your findings. <p>-How did these needs and wants lead to conflict among groups? What were the troubles experienced in the new nation? What were the perspectives of conflicting groups?:</p> <ul style="list-style-type: none">● Formative Performance Task: Make a claim supported by evidence about the conflicts that arose from westward expansion. The students will write a paragraph with a claim and reasons to support the claim. <p>-What new technologies influenced westward expansion?:</p> <ul style="list-style-type: none">● Formative Performance Task: Create an annotated illustration (e.g., comic strip, political cartoon, timeline) that depicts technological forces that influenced westward expansion. <p>-Summative Performance Task:</p> <ul style="list-style-type: none">● Create a video documentary about whether or not westward expansion was “destined” and/or justified.
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6th grade:

Quarter:	Topic/essential questions and assessments:
Quarter 1: -The Making of Government:	<p>Staging the question:</p> <ul style="list-style-type: none">-What rules and guidelines will we put in place to make decisions and manage ourselves across the year?-What issues, concerns, and conflicts did the new country face?-What did our founding fathers learn from The Articles of Confederation to create a more perfect union? <p>Supporting questions:</p> <ul style="list-style-type: none">-Review social studies skills (including notetaking skills) using a current event <p>-What rules and guidelines will we put in place to make decisions and manage ourselves across the year?:</p> <ul style="list-style-type: none">● Formative Performance Task: Students will create a system for making decisions and managing class business, a system of governance. Students will create a belief statement and classroom guidelines and rules. Students will also possibly elect classroom representatives <p>-What issues, concerns, and conflicts did the new country face?:</p> <ul style="list-style-type: none">● Formative Performance Task: Students will research and form a claim, reasons and examples to prove if a strong centralized government would be a success or failure for the United States. Students will use this information to debate students with opposite views. Finally, students will work with students of the opposite view to find a compromise that will work for both sides. <p>-What did our founding fathers learn from The Articles of Confederation to create a more perfect union?:</p> <ul style="list-style-type: none">● Formative Performance Task: Students will participate in interactive centers and will research the impact of the Bill of Rights and U.S. Constitution.

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	<p>-Summative Performance Task:</p> <ul style="list-style-type: none">● Write a narrative piece from the point of view of one of the CT founding fathers about the struggles they faced while building the new nation's government.
Quarter 2: -The Western Hemisphere today	<p>Staging the Question: -Does everybody have equal access to employment, education, and an equal voice in government?</p> <p>Supporting Questions: -How does where people live affect their access to jobs, education and the right to be represented equally?:</p> <ul style="list-style-type: none">● Formative Performance Task: Students will participate in centers using maps, statistics and images to make inferences about what causes inequity in jobs, education and voting rights. (Integrates visual information with print and digital texts.) <p>-How does inequality affect a community?:</p> <ul style="list-style-type: none">● Formative Performance Task: Students will participate in creating a class chart to identify social inequities. Students will choose an inequality or injustice that they want to research in greater detail. (Integrates visual information with print and digital texts.)
Quarter 3: -The Western Hemisphere today	<p>Staging the Question: Does everybody have equal access to employment, education, and an equal voice in government?</p> <p>Supporting Questions: -How can we make a difference in the world when it comes to employment, education, and voting rights?:</p> <ul style="list-style-type: none">● Formative Performance Task: Students will work to research an inequality or injustice that affects them or they feel passionate about. Students will use print and digital texts and other available media to conduct

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	<p>their research. Students will use a medium of their choice to get their message across.</p> <ul style="list-style-type: none">● (Cites specific textual evidence to support analysis of primary and secondary sources.) <p>-Summative performance task:</p> <ul style="list-style-type: none">● Students will write a 2-3 minute speech about what their chosen inequality is and what message they are trying to get across. Students should be able to describe why their message is important to them.
<p>Quarter 4: -Holocaust mini-unit</p>	<p>Staging the Question:</p> <p>-How did the Holocaust represent man's inhumanity to man? -What roles were played by upstanders, bystanders, as well as those who committed atrocities?</p> <p>Supporting Questions:</p> <p>-How is the Holocaust defined? What events led up to the Holocaust?:</p> <ul style="list-style-type: none">● Formative Performance Task: List the events and factors that led to the Holocaust. Then, have students create their own quiz and answer key summarizing the topic. <p>-What circumstances and policies prevented the rest of the world from intervening to stop the Holocaust?:</p> <ul style="list-style-type: none">● Formative Performance Task: Have students create a venn-diagram comparing and contrasting the different circumstances and policies that Europe and the United States faced during this time. <p>-What have been the legacies of the Holocaust on survivors and their families? On the Jewish people? On global politics?:</p> <ul style="list-style-type: none">● Formative Performance Task: Have students write a diary entry or create a comic strip about the aftermath of World War II from the perspective of any group of people affected by World War II (Concentration Camp

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	<p>Survivors, Services, People living in Europe, America, Russia, or Japan).</p> <p>-Summative performance task:</p> <ul style="list-style-type: none">● Create a children’s book explaining the Holocaust and its effects. The book can be nonfiction or fiction.
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7th grade:

Month:	Topic/essential questions:	Assessment:
September:	<p>-Review social studies skills (2-3 weeks)</p> <p>-Europe unit:</p> <ul style="list-style-type: none"> • How does cultural diversity promote or obstruct national unity? • Is the European Union effective in promoting regional unity? 	<u>-Skill review assessment</u>
October:	<p>-Europe Unit:</p> <ul style="list-style-type: none"> • How does cultural diversity promote or obstruct national unity? • Is the European Union effective in promoting regional unity? 	The formative and summative assessments will draw upon historical, civic, economic, and geographic topics studied throughout the duration of the unit.
November:	<p>-Europe Unit:</p> <ul style="list-style-type: none"> • How does cultural diversity promote or obstruct national unity? • Is the European Union effective in promoting regional unity? 	<p><u>Formative Assessment:</u></p> <p>The formative and summative assessments will draw upon historical, civic, economic, and geographic topics studied throughout the duration of the unit.</p>
December:	<p>-Middle East and North Africa:</p> <ul style="list-style-type: none"> • How does the distribution of resources and cultural diversity of a region affect the global relationships among nations and its citizens? • Under what circumstances can political instability lead to civil war within a region or country? 	<p><u>Formative Assessment:</u></p> <p>(These are suggested assessments for scaffolding purposes, building towards the summative assessment. Both writing and speaking should be intertwined within assessment projects.)</p>

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January	<p>-Middle East and North Africa:</p> <ul style="list-style-type: none">• How does the distribution of resources and cultural diversity of a region affect the global relationships among nations and its citizens?• Under what circumstances can political instability lead to civil war within a region or country?	<p><u>-Summative Assessment:</u></p> <p>This leads students to analyze the various primary sources and video excerpts to explore the following question:</p> <p>How do resource distribution and cultural differences affect conflict and cooperation in the region?</p>
February:	<p>Sub-Saharan Africa:</p> <ul style="list-style-type: none">• How does a lack of resources, extreme physical environments, and a colonial past hamper the emergence of a developed Africa?• Under what circumstances can political instability result in civil unrest or even civil war within a region or country?• Who acts as the voice for endangered species throughout the natural world?	<p><u>Formative Assessment:</u></p> <p>(These are suggested assessments for scaffolding purposes, building towards the summative assessment. Both writing and speaking should be intertwined within assessment projects.)</p> <ul style="list-style-type: none">• Compare historical maps of the region. Have students contrast the influence different European powers have had on Africa throughout the 19th and early 20th centuries. Unpack the consequences of European Colonialism on the development of specific African nations, and Africa as a whole.• Examine several countries that are experiencing civil war, or conflict.

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		<p>Analyze the roots that drive these conflicts, and how this is related to resource distribution, religious differences, ethnic competition, and/or European interference. .</p> <ul style="list-style-type: none">● Construct a historical timeline of major conflicts and events within the region during the 20th century and beyond. Include specific dates and references to the Scramble for Africa, World War I and II, the Atlantic Charter, African independence movements in the 1950s and 1960s, Formation of the African National Congress, Apartheid, the development of Economic Community of West African States (ECOWAS), or other important monets/organizations . This will assist students in understanding the time frame of events and the impact those events had on Africa.
March:	Sub-Saharan Africa:	

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	<ul style="list-style-type: none"> • How does a lack of resources, extreme physical environments, and a colonial past hamper the emergence of a developed Africa? • Under what circumstances can political instability result in civil unrest or even civil war within a region or country? • Who acts as the voice for endangered species throughout the natural world? 	
<p>April:</p>	<p>Sub-Saharan Africa:</p> <ul style="list-style-type: none"> • How does a lack of resources, extreme physical environments, and a colonial past hamper the emergence of a developed Africa? • Under what circumstances can political instability result in civil unrest or even civil war within a region or country? • Who acts as the voice for endangered species throughout the natural world? <p>***SBAC review</p>	<p><u>-Summative Assessment:</u> With the conclusion of the Sub-Saharan Africa unit, there are several areas and topics that have been explored. This leads students to analyze the various primary sources and video excerpts to explore the following question:</p> <p>Will African nations continue to develop in spite of their colonial past, or has outside influence damaged their economic and cultural development?</p> <p>***Possibility of aligning SBAC review with content unit?</p>
<p>April- May:</p>	<p>Asia:</p> <ul style="list-style-type: none"> • How does population growth and increased urbanization and industrialization impact a 	<p><u>Formative Assessment:</u> (These are suggested assessments for scaffolding purposes, building towards the summative assessment. Both writing and speaking</p>

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	<p>country's environment and infrastructure?</p> <ul style="list-style-type: none"> ● What is the connection between globalization, human rights violations, and economic prosperity? ● How can cultural values and government systems determine a nation's economic growth? 	<p>should be intertwined within assessment projects.)</p> <ul style="list-style-type: none"> ● Quizzes ● webquest ● Venn Diagram ● Thumbs Up/Thumbs Down ● Exit Ticket ● Journal entry ● Something you learned/Something that interested you/something you still have questions about
<p>June:</p>	<p>Asia:</p> <ul style="list-style-type: none"> ● How does population growth and increased urbanization and industrialization impact a country's environment and infrastructure? ● What is the connection between globalization, human rights violations, and economic prosperity? ● How can cultural values and government systems determine a nation's economic growth? 	<p><u>-Summative Assessment:</u> Several areas have been explored by the conclusion of the Asia unit. Students are now ready to analyze the various primary sources and video excerpts to explore the following question:</p> <p>Can the benefits of the global economy reach all people or will it continue to divide them? How does globalization impact you</p>

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8th grade:

Month:	Topic/essential questions:	Assessment:
September:	<p>-Review social studies skills</p> <p>-Begin Creating a Nation:</p> <ul style="list-style-type: none"> ● What is the purpose of government? ● How has the U.S. Constitution's definition of government changed over time? ● How does the U.S. Constitution simultaneously protect citizen's rights while establishing strong national and state governments? 	<p>- Skills assessment</p>
October:	<p>- Creating a Nation:</p> <ul style="list-style-type: none"> ● What is the purpose of government? ● How has the U.S. Constitution's definition of government changed over time? ● How does the U.S. Constitution simultaneously protect citizen's rights while establishing strong national and state governments? 	<p><u>Formative Assessment:</u> (These are suggested assessments for scaffolding purposes, building towards the summative assessment. Both writing and speaking should be intertwined within assessment projects.)</p>
November:	<p>- Creating a Nation:</p> <ul style="list-style-type: none"> ● What is the purpose of government? ● How has the U.S. 	<p><u>Summative assessment:</u> What is the purpose of the government?</p>

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	<p>Constitution's definition of government changed over time?</p> <ul style="list-style-type: none"> • How does the U.S. Constitution simultaneously protect citizen's rights while establishing strong national and state governments? 	
December:	<p>-The Cost of Progress (Westward Expansion):</p> <ul style="list-style-type: none"> • What is progress? • What does "freedom and equality" mean to different groups? 	<p><u>Formative Assessment:</u> (These are suggested assessments for scaffolding purposes, building towards the summative assessment. Both writing and speaking should be intertwined within assessment projects.)</p>
January:	<p>-The Cost of Progress (Westward Expansion):</p> <ul style="list-style-type: none"> • What is progress? • What does "freedom and equality" mean to different groups? 	<p><u>Summative assessment:</u> Is America the land of opportunity? How did historical events support and/or contradict the idea of America as the land of opportunity? Has this ideal been realized today?</p>
February:	<p>-Division and Reunification (Civil War):</p> <ul style="list-style-type: none"> • What is freedom? • Why might it be difficult for the government to keep people safe? • Have Americans lived out the ideals 	<p><u>Formative Assessment:</u> (These are suggested assessments for scaffolding purposes, building towards the summative assessment. Both writing and speaking should be intertwined within assessment projects.)</p>

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	<p>of the Declaration of Independence</p> <ul style="list-style-type: none"> ● Is war ever justified? 	
March:	<p>-Division and Reunification (Civil War):</p> <ul style="list-style-type: none"> ● What is freedom? ● Why might it be difficult for the government to keep people safe? ● Have Americans lived out the ideals of the Declaration of Independence ● Is war ever justified? 	<p><u>Summative assessment:</u> What motivates someone to stand and fight for what they believe in or to walk away?</p>
April:	<p>***SBAC review</p> <p>-Revolutions:</p> <ul style="list-style-type: none"> ● Why do people rebel? 	<p>***Possibility of aligning SBAC review with content unit?</p> <p><u>Formative Assessment:</u> During the initial/review unit about the American Revolution students will be asked to complete teacher-created formative assessments that will measure students progress with skills and content</p>
May:	<p>-Revolutions:</p> <ul style="list-style-type: none"> ● Why do people rebel? 	<p><u>Summative Assessment:</u> Assessments within the unit will focus primarily on student choice. At the conclusion of the American Revolution unit students will then be tasked with completing a research summative assessment where they have the choice to pick from a list of the many historical revolutions</p>

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		throughout history.
June:	-Revolutions: <ul style="list-style-type: none">• Why do people rebel?	<u>Summative Assessment:</u> Assessments within the unit will focus primarily on student choice. At the conclusion of the American Revolution unit students will then be tasked with completing a research summative assessment where they have the choice to pick from a list of the many historical revolutions throughout history.