



# Year at a Glance



# Planning and Scheduling Timelines

# 2009 • 2010

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# THE SCHOOL DISTRICT OF PHILADELPHIA

440 NORTH BROAD STREET  
PHILADELPHIA, PENNSYLVANIA 19130

September 2009


Dear Colleagues,

As we embark on the new academic year, we invite you to review the 2009-2010 *Planning and Scheduling Timelines (PST)*. This year's PST reflects only essential revisions, based on feedback from classroom teachers with extensive expertise in teaching the core curriculum. The PST is designed to guide your instruction and to ensure that the curriculum is aligned to the Pennsylvania content standards. The PST references many School District of Philadelphia resources, such as the *Core Curriculum* documents and *Access to the Core Curriculum Strategies Guide*, as well as textbooks; web-based resources are referenced to engage all learners in relevant content and to develop 21st century skills. PSTs are available in both published and electronic formats; live links to web-based resources are available in SchoolNet.

The *Year-at-a-Glance (YAG)* looks noticeably different in some content areas and at some grade levels. For example, in the literacy *YAG*, teaching goals and objectives replace story titles; we believe this change better communicates the instructional intent. We encourage teachers to look at the big picture. We urge teachers to make learning more comprehensible by building on what students already know, and by providing multiple opportunities for students to practice and apply new learning.

We wish you and your students a successful school year and we hope that this document, as well as those documents referenced in this guide, will help you plan and implement the best possible learning experiences for your students.

Sincerely,

A handwritten signature in black ink, appearing to read "Linda Chen". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Linda Chen, Deputy  
Office of Teaching and Learning



GRADE

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**2009-2010  
Year at a Glance**

FIRST CYCLE		
<p><b>September 8–October 23</b> <i>What is geography and why does it matter?</i></p>	<ul style="list-style-type: none"> <li>■ Terrorism and the War in Iraq</li> <li>■ Introduction to and Geography</li> <li>■ Five Themes of Geography</li> <li>■ The Geographer's Tools</li> <li>■ Financial Literacy: Lesson 1</li> </ul>	<ul style="list-style-type: none"> <li>■ Interpreting maps and globes</li> <li>■ Culture Regions</li> <li>■ Geography and the way people meet their needs</li> <li>■ Juvenile Justice Lesson</li> </ul>
SECOND CYCLE		
<b>REFER TO THE COORDINATING DOCUMENT</b>		
<p><b>October 26–December 11</b> <i>How does geography help us understand the national history and the cultural diversity of the United States?</i></p>	<ul style="list-style-type: none"> <li>■ The Geography of the United States</li> <li>■ Philadelphia: A City of Neighborhoods – We the People: Immigration in the 1800s</li> <li>■ Philadelphia: A City of Neighborhoods – The Irish Community</li> </ul>	<ul style="list-style-type: none"> <li>■ Philadelphia: A City of Neighborhoods – The Jewish Community</li> <li>■ Philadelphia: A City of Neighborhoods – The Italian Community</li> <li>■ Cambodian Community in Philadelphia</li> <li>■ Financial Literacy: Lesson 2 – Opportunity Cost</li> </ul>
THIRD CYCLE		
<p><b>December 14–February 12</b> <i>How did the geography of North America play a significant role in its development and spread of Native American cultures?</i></p>	<ul style="list-style-type: none"> <li>■ The Physical Geography of North America</li> <li>■ Settlements of the Native Americans</li> <li>■ Trail of Tears</li> <li>■ Financial Literacy: Cost/Price</li> </ul>	<ul style="list-style-type: none"> <li>■ Philadelphia Voices Lesson: Early People – The Lenape</li> <li>■ Juvenile Justice Lesson</li> </ul>
FOURTH CYCLE		
<p><b>February 16–March 26</b> <i>How does the history of Canada allow us to understand its present day culture?</i></p>	<ul style="list-style-type: none"> <li>■ The Geography of Canada</li> <li>■ Immigration in Canada</li> <li>■ French and Indian War</li> <li>■ Canadian government</li> </ul>	<ul style="list-style-type: none"> <li>■ Canada's natural resources and the importance of trade</li> <li>■ Financial Literacy: Risk</li> <li>■ Juvenile Justice Lesson</li> </ul>
FIFTH CYCLE		
<p><b>April 5–May 7</b> <i>How has the land, history and culture of Latin America influenced the development of the Western Hemisphere? Pt. 1</i></p>	<ul style="list-style-type: none"> <li>■ The Physical Geography of Latin America</li> <li>■ Aztecs, Mayas, Incas</li> <li>■ History and Cultures of Mexico</li> </ul>	<ul style="list-style-type: none"> <li>■ Philadelphia: A City of Neighborhoods – The Latino Community</li> <li>■ Financial Literacy: Scarcity/Choice</li> </ul>
SIXTH CYCLE		
<b>REFER TO THE COORDINATING DOCUMENT</b>		
<p><b>May 10–June 17</b> <i>How has the land, history and culture of Latin America influenced the development of the Western Hemisphere? Pt. 2</i></p>	<ul style="list-style-type: none"> <li>■ History and Cultures of the Central America</li> <li>■ History and Cultures of the Caribbean</li> </ul>	<ul style="list-style-type: none"> <li>■ History and Cultures of South America</li> <li>■ Financial Literacy: Incentives</li> <li>■ Juvenile Justice Lesson</li> </ul>





## **Planning and Scheduling Timeline**

**FIRST CYCLE SOCIAL STUDIES 6 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

**Focus Question: What is geography and why does it matter?**

During this cycle, the goal of my teaching is that students will become lifelong learners who collaborate with a team in a socially responsible way as they learn and analyze the events that resulted in the war with Iraq. Students will learn to construct meaning based on an examination of the five themes of geography and define why the study of geography is important. They will interpret and create maps, graphs, charts and models to develop an understanding of culture and cultural traits. Students will develop a robust vocabulary that will assist them in oral and written communication of geographical terms.

TEACHING OBJECTIVES: WHAT I WILL TEACH...	CONTENT/PERFORMANCE DESCRIPTOR(S): TEACHING TO PROFICIENCY	PA STANDARD STATEMENT(S) REFER TO PAGE(S) IN CORE CURRICULUM	TEXTUAL REFERENCES STRUCTURED LESSONS
<p><b>Juvenile Justice/Criminal Justice Curriculum</b> Teach the consequences of negative attitudes and conduct at home and in school. Discuss City of Phila. policy relating to truancy, lateness, cutting class and curfew violations. <b>Address 21st Century Applied Skills</b> • Lifelong Learning/Self Direction</p> <p><b>Terrorism and the War in Iraq</b> • Define terrorism • The attack of 9/11 • Security in the U.S. after 9/11 • The War in Iraq <b>Address 21st Century Applied Skills</b> • Ethics/Social Responsibility • Understanding Diversity • Teamwork/Collaboration</p>	<ul style="list-style-type: none"> <li>• Discuss the importance and reason for laws/rules.</li> <li>• Clarify the City of Philadelphia's policy relating to school-based violations of truancy, lateness, class cutting and curfew disobedience.</li> <li>• Relate the District Attorney's office established and enforced penalties for violations and their ramifications.</li> <li>• Assess ways to avoid negative involvement at home and in community</li> <li>• Discuss how these policies will assist us throughout life.</li> <li>• Describe what is meant by terrorism.</li> <li>• Examine events that led to the 9/11 attack on the World Trade Center</li> <li>• Describe how America and other nations are responding to terrorism</li> <li>• Identify the reasons why the U.S. took military action against the Taliban in Afghanistan and why America engaged in the War in Iraq?</li> <li>• Locate Iraq and Afghanistan on a map.</li> <li>• Identify geographic features of areas.</li> </ul>	<p><b>7.4A pp. 64-65</b></p>	<p><b>Gr. 6 – Juvenile Justice/Criminal Justice Curriculum – Lesson 2</b></p> <p><i>McDougal Littell</i> pp. 406-411 Map – A 32-35</p>
<p><b>Geography</b> • Definition of geography and why it is important • The Five Themes of Geography (location, place, region, human interaction, movement) • The different elements and purposes of maps • The elements and purposes of the geographic grid <b>Address 21st Century Applied Skills</b> Lifelong Learning/Self Direction</p>	<ul style="list-style-type: none"> <li>• Explain/define importance of geography and its relationship to understanding our world</li> <li>• Teach importance of the five themes of geography. Application and discussion of themes can be related to previous Iraq/Afghanistan lesson.</li> <li>• Investigate the different types of maps</li> <li>• Describe/explain different types of map projections and their significance</li> <li>• Explore the methods utilized to determine location.</li> </ul>	<p><b>7.2A pp. 20-21</b> <b>7.1A pp. 18-19</b></p> <p><b>Other Standards</b> <b>8.1B</b> <b>6.3C</b></p>	<p><i>McDougal Littell</i> pp. 35-40, pp. 3-13, pp. 41 Maps A2 – A5, A18-A23 Create a geography journal – define key terms –climate, weather, landforms, continent, desert, region, mountain, plateau, plains, river, valley, and savanna. Illustrate. Discuss ways these physical features affect lives and way of life. Compare and contrast.</p>
<p><b>Geography Tools /Geographic Impact</b> • Differences between maps and globes • Different types of maps, (i.e., Population, Thematic) • The different types of map projections • Uses of maps, charts, and graphs  • The relationship between geography and the way people meet their needs • The impact of geography, history and government on population • How geographic factors present global challenges <b>Address 21st Century Applied Skills</b> • Lifelong Learning/Self Direction</p>	<ul style="list-style-type: none"> <li>• Identify and describe the use of geographic tools (maps, globes, charts)</li> <li>• Explain differences/specific uses of maps and globes</li> <li>• Describe/explain different types of map projections and their significance</li> <li>• Describe how geographers use charts and graphs to display and compare information</li> <li>• Define and describe culture and cultural traits</li> <li>• Analyze the importance of geography in studying cultures</li> <li>• Identify the relationship between geography and the way people meet their needs</li> </ul>	<p><b>7.2A pp. 20-21</b> <b>7.3A pp. 22-23</b> <b>7.4A pp. 24-25</b></p> <p><b>Other Standards</b> <b>8.1B</b></p> <p><b>7.4A pp. 24-25</b> <b>7.3A pp. 22-23</b></p> <p><b>Other Standards</b> <b>8.4A</b></p>	<p><i>McDougal Littell</i> pp. 45-51 Complete Chapter 2 Assessment – (Terms &amp; Names, Critical Thinking, Visual Summary and Standards Based Assessment pp. 50-51) Teacher's Edition S14, S20, S22 (Map and Chart Support Activities)</p> <p><i>McDougal Littell</i> pp. 14-23 Maps - A2-A16</p> <p><b>Geography Journal</b> – Explore values and expectations of their own cultures through questioning (Core Curriculum. p. 22)</p>
<p><b>World Cultural Regions</b> • Examine a cultural region's evolution • Cultural regions of world • The interdependence of cultural regions <b>Address 21st Century Applied Skills</b> • Lifelong Learning/Self Direction • Understanding Diversity</p>	<ul style="list-style-type: none"> <li>• Define a cultural region</li> <li>• Illustrate world settlement patterns and geographic features.</li> <li>• Examine, locate and discuss the world's culture regions</li> <li>• Analyze how human activity and environmental changes are interrelated and dependent.</li> </ul>	<p><b>7.3A pp. 22-23</b> <b>7.4A pp. 24-25</b></p> <p><b>Other Standards</b> <b>8.4A</b> <b>8.1C</b></p>	<p><i>McDougal Littell</i> pp. 24-31 Maps-A2-A16 <b>Geo Journal</b> – List the cultural regions of the World and mark locations on a World Map.</p>
<p><b>Financial Literacy Module:</b> Lesson 1: My Consumer Choices 1A – Economic Reasoning - How I Make Choices 1B – Financial Literacy - My Consumer Choices <b>Address 21st Century Applied Skills</b> • Lifelong Learning/ Self Direction • Teamwork/ Collaboration</p>	<ul style="list-style-type: none"> <li>• Discuss why people spend money</li> <li>• Define goods, services, economics</li> <li>• Describe decision-making process relating to spending money.</li> <li>• Differentiate the spending habits of America with other countries. (Use a Venn diagram to contrast/compare cultural spending patterns.)</li> </ul>	<p><b>7.1A pp. 18-19</b> <b>7.2A p. 20-21</b></p> <p><b>Other Standards</b> <b>8.1B</b> <b>6.3C</b> <b>6.3B</b></p>	<p><b>Financial Literacy Module: Lesson 1: A &amp; B- My Consumer Choices</b> pp. 4-5</p> <p>Choice Making Worksheet pp 6A, 6B My Spending Diary p. 7</p>
<p><b>Reteach, review, accelerate, enhance understanding as need.</b> Best practices and multicultural connection in Core Curriculum <b>Address 21st Century Applied Skills</b> • Lifelong Learning/Self Direction • Ethics/Social Responsibility • Understanding Diversity • Teamwork/Collaboration <b>Student Ownership: Examining Data and Setting Goals</b></p>		<p>Please review all details taught in the past five weeks. Refer to all PA Standards Statements referred to in First Cycle lessons.</p>	<p><b>Comprehension</b> See Appendix p. A23 for use of the SQ3R strategy to preview, predict and summarize content.</p>

By the end of this cycle, students will demonstrate understanding of other cultures individually and as productive members of learning teams. Students are able to describe the cause/effect of particular events that impacted the migration pattern of Native American cultures. Students are able to organize, represent, and interpret data to facilitate their understanding about the Native American people of North America.

**FIRST CYCLE SOCIAL STUDIES 6 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

**Big Idea(s):** The importance of geography as a way to understand Earth and its people

WEEK DATES	SUPPORTS FOR 21 <sup>ST</sup> CENTURY LEARNING	SAMPLE ASSESSMENT ITEMS	CROSS CURRICULAR PSSA CONNECTIONS/SKILLS TO "WHAT I WILL TEACH"
<p>Cycle 1 Week 1  4 days  Sept. 8 to Sept. 11</p>	<p><b>Idea(s) for Investigations</b> <b>Teaching about September 11th</b> www.youngheroesofhistory.com/sept11links.htm www.surfnetkids.com/september11.htm <b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Ethics/Social Responsibility</li> <li>• Understanding Diversity</li> <li>• Teamwork/Collaboration</li> </ul>	<p><b>PSSA Multiple Choice</b> Which of these statements is an opinion? A. Terrorism is the use of violence against people or property to force changes in societies or governments. B. Terrorist activities have occurred across the globe C. Saddam Hussein was hiding weapons of mass destruction D. Al-Qaeda believes that the United States and other Western nations are evil</p>	<p><b>Global Terrorism</b> See Core Curriculum <b>page 64</b> for more strategies on teaching terrorism.  <b>Main Idea</b> See Appendix <b>page A57</b> Magnet Summary strategy to teach main idea.</p>
<p>Cycle 1 Week 2  5 days  Sept. 14 to Sept. 18  PSSA/ Constructed Response</p>	<p><b>Idea(s) for Investigations</b> <b>Geography</b> www.nationalgeographic.org <b>Classroom Activities</b> www.classzone.com <b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Lifelong Learning/Self Direction</li> </ul>	<p><b>PSSA Constructed Response</b> List and describe the Five Themes of Geography. Use at least two details from the text to support your answer. Which theme do you feel is the most important theme? Why?</p>	<p><b>Introduction to World Cultures and Geography</b> See Core Curriculum <b>page 18</b> for the five themes of geography and additional strategies to teach geography skills.  <b>Compare and Contrast</b> See Appendix <b>page A45</b> for use of the Venn Diagram graphic organizer to teach compare and contrast.  <b>Vocabulary</b> See Appendix <b>page A58</b> for use of the Wordsplash strategy and <b>page A59</b> for use of the Word Sorts strategy to teach vocabulary related to topic.</p>
<p>Cycle 1 Week 3 8 days  Sept. 21 to Oct. 2</p>	<p><b>Idea(s) for Investigations</b> <b>Geographic Understanding</b> www.nationalgeographic.org www.geography.about.com www.pbs.org/journeytoplanetearth/profiles/ www.classzone.com http://www.geographynetwork.com/ <b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Lifelong Learning/Self Direction</li> <li>• Teamwork/ Collaboration</li> </ul>	<p><b>PSSA Constructed Response</b> What is one advantage of using maps, charts, and graphs instead of the text? Explain how this is an advantage using at least two examples from the text to support your answer. Which do you feel is most helpful studying geography? Why?</p> <p><b>PSSA Multiple Choice</b> A characteristic of place is: A. latitude B. population C. migration D. climate</p>	<p><b>The Geographer's World</b> See Core Curriculum <b>pages 18-20</b> and <b>22-24</b> for additional strategies to teach the use of geographic tools.  <b>Structured Note-taking</b> See Appendix <b>page A24</b> for use of the Structured Note-taking strategy to teach new content.  <b>Categorize</b> See Appendix <b>page A18</b> for use of the Semantic Mapping strategy and <b>page A59</b> for use of the Word Sorts strategy to teach categorizing.</p>
<p>Cycle 1 Week 4 5 days Oct. 5 to Oct. 9  PSSA/ Constructed Response</p>	<p><b>Idea(s) for Investigations</b> <b>Geographic Understanding</b> www.nationalgeographic.org https://www.cia.gov/kids-page/index.html https://www.cia.gov/library/publications/the-world-factbook/index.html www.classzone.com <b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Lifelong Learning/Self Direction</li> </ul>	<p><b>PSSA Multiple Choice</b> People in culture regions share: A. beliefs B. history C. language D. all of the above</p>	<p><b>Welcome to the World</b> See Core Curriculum <b>pp. 22-24</b> for additional strategies to teach cultural differences  <b>Vocabulary</b> See Appendix <b>page 58</b> for use of the Wordsplash strategy and page A59 for the use of the Word Sorts strategy to teach vocabulary related to topic.  <b>Literacy Core Curriculum</b> <b>Summarize</b> See Appendix <b>p. A3</b> for use of A-B-C summarizer strategy to teach summarizing.</p>
<p>Cycle 1 Week 5 3 days Oct. 13 to Oct. 16</p>	<p><b>Idea(s) for Investigations</b> <b>Financial Literacy</b> www.kids.gov http://www.pppst.com/economics.html <b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Lifelong Learning/Self Direction</li> </ul>	<p><b>Constructed Response</b> <b>Financial Literacy Curriculum</b></p> <p>Related Question Why do people choose to live where they do? What geographic location appeals to you? Why?</p>	<p><b>Categorize</b> See Appendix <b>page A18</b> for use of the Semantic Mapping strategy and page A59 for the use of the Word Sorts strategy to teach categorizing.</p>
<p>Cycle 1 Week 6  5 days  Oct. 19 to Oct. 23</p>	<p><b>Idea(s) for Investigations</b> Review all sites listed above.  <b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Understanding Diversity</li> <li>• Lifelong Learning/Self Direction</li> </ul>	<p><b>Review Week</b></p>	<p><b>Literacy Core Curriculum</b> <b>Summarize</b> See Appendix <b>p. A3</b> for use of A-B-C summarizer strategy to teach summarizing.</p>

**SECOND CYCLE SOCIAL STUDIES 6 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

**Focus Question: How did the geography of North America play a significant role in its development and spread of Native American cultures?**

During this cycle, the goal of my teaching is that students will understand that as lifelong learners they will continually acquire new knowledge and skills. They will learn to act responsibly with the interest of others in mind as they gain an understanding of the various cultures. Students will explain the physical geography of North America and evaluate how it influences the economic development of regions. Students will analyze the migration, expansion, contributions and removal of Native American cultures throughout the regions of North America.

TEACHING OBJECTIVES: WHAT I WILL TEACH...	CONTENT/PERFORMANCE DESCRIPTOR(S): TEACHING TO PROFICIENCY	PA STANDARD STATEMENT(S) REFER TO PAGE(S) IN CORE CURRICULUM	TEXTUAL REFERENCES STRUCTURED LESSONS REFER TO THE COORDINATING DOCUMENT
<p><b>United States Geography</b></p> <ul style="list-style-type: none"> <li>Physical and political maps</li> <li>Physical features of United States</li> <li>Impact of physical features on population</li> <li>Geographic regions</li> </ul> <p><b>Address 21st Century Applied Skills</b> Lifelong Learning/Self Direction</p>	<ul style="list-style-type: none"> <li>Describe the physical geography of the United States.</li> <li>Discuss the difference between a physical and a political map and their specific purpose.</li> <li>Examine and explain the geographical regions of the US and Canada.</li> <li>Analyze how the physical features of an area affect a region.</li> </ul>	<p><b>7.2A pp. 44-45</b></p> <p><b>Other Standards 8.1B</b></p>	<p><i>McDougal Littell</i> A18-21 pp. 53-55 pp. 69-71 pp. 72-74</p> <p>Geo. Journal – CC p. 44 Geography mapping – CC p. 45</p>
<p><b>North America</b></p> <ul style="list-style-type: none"> <li>Regions of the U.S. and Canada</li> <li>Physical processes that shape the land</li> <li>Climate and vegetation</li> <li>Location of Northwest region of North America (Bering Strait)</li> </ul> <p><b>Address 21st Century Applied Skills</b> Lifelong Learning/Self Direction</p>	<ul style="list-style-type: none"> <li>Define North America as a region and explain how its location affects its relationship with other nations.</li> <li>Clarify the physical differences between US and Canada.</li> <li>Describe the relationships between geography and economy in Canada and the U.S.</li> <li>Identify the first people to migrate and settle in North America.</li> </ul>	<p><b>7.1B pp. 34-35</b></p> <p><b>Other Standards 8.3 A</b></p>	<p><i>McDougal Littell</i> Maps A22-A23 pp. 35-44, pp. 54-57, pp. 68-83, pp. 88-89, pp. 120</p> <ul style="list-style-type: none"> <li>Refer to websites in Ideas For Investigation for further information</li> </ul>
<p><b>Settlements of Native Americans</b></p> <ul style="list-style-type: none"> <li>Settlements of the Native Americans (Northwest, Southwest, Plains, Eastern Woodland)</li> <li>Investigate how Native Americans used and respected the land to survive</li> <li>Contributions made by the major tribes that influenced the development and culture of North America</li> </ul> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Understanding Diversity</li> <li>Ethics/Social Responsibility</li> <li>Lifelong Learning/Self Direction</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the lifestyles of the four major tribes.</li> <li>Create a chart to illustrate the characteristics of the four major tribes.</li> <li>Analyze the geographic connection between settlements of the Tribes with how they lived.</li> <li>Identify and explain the contributions made by the Native Americans of North America.</li> <li>Explore Native American tribal life, traditions and daily life.</li> <li>Investigate ways Native American culture and religious beliefs reflected in their daily lives.</li> </ul>	<p><b>7.1B pp 34-35</b></p> <p><b>7.2A pp.36-37</b></p> <p><b>Other Standards 8.3A</b></p>	<p><b>KEY TEXTUAL REFERENCE!</b></p> <p><i>McDougal Littell</i> pp. 71, 88, 120</p> <ul style="list-style-type: none"> <li>Refer to listed websites in Ideas For Investigation for related teaching information.</li> </ul>
<p><b>North American Native Americas</b></p> <ul style="list-style-type: none"> <li>Indian Removal Act</li> <li>Treaty of New Echota</li> <li>Trail of Tears</li> </ul> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Understanding Diversity</li> <li>Ethics/Social Responsibility</li> <li>Lifelong Learning/Self Direction</li> </ul>	<ul style="list-style-type: none"> <li>Locate Indian Territory. Review land importance to settlers and government.</li> <li>Recognize the Treaty of New Echota as an exploitation of the Native American. Review reasons.</li> <li>Identify reasons for the Indian Removal Act. Explore reasons for this Act and its consequences.</li> <li>Compare and explain the similarities of the Indian Removal Act and Treaty of New Echota.</li> <li>Explain the Trail of Tears. Map its route and recognize its negative impact on Native Americans.</li> <li>Create a timeline of significant events of the Trail of Tears.</li> </ul>	<p><b>7.3A pp.38-39</b></p> <p><b>Other Standards 8.3B</b></p>	<p><b>KEY TEXTUAL REFERENCE!</b></p> <ul style="list-style-type: none"> <li>Refer to listed websites in Ideas For Investigation for related teaching information.</li> </ul>
<p><b>Philadelphia: A City of Neighborhoods</b> Early Peoples - The Lenape</p> <ul style="list-style-type: none"> <li>Earliest inhabitants of PA.</li> <li>Conflicts with early Europeans</li> <li>Walking Purchase</li> </ul> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Understanding Diversity</li> <li>Ethics/Social Responsibility</li> <li>Lifelong Learning/Self Direction</li> </ul> <p><b>Financial Literacy Module:</b> Lesson 4: A &amp; B- Money Matters in the Middle School 4A – Economics Reasoning-Opportunity Costs 4B – Financial Literacy-There's No Such Thing as a Free Lunch</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Lifelong Learning/Self Direction • Teamwork/Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Use map skills to identify Native American tribes.</li> <li>Locate Lenni Lenape tribe sites in PA.</li> <li>Contrast the values of the Lenape people and the European settlers.</li> <li>Understand how William Penn's family acquired a large part of Pennsylvania through the Walking Purchase.</li> <li>Evaluate the implications of the Walking Purchase on Lenape life.</li> <li>Define opportunity cost, scarcity, and revenue.</li> <li>Examine the importance of making good financial decisions.</li> <li>Define the phrase "free lunch".</li> </ul>	<p><b>7.4A pp. 40-41</b></p> <p><b>Other Standards 8.3A</b></p> <p><b>7.1B pp. 42-43</b></p> <p><b>Other Standards 8.1B 6.3E</b></p>	<p><b>Philadelphia: A City of Neighborhoods</b> Early Peoples: The Lenape pp. 6-9 Activity Master 1-The Lenape People Activity Master 2-The Walking Purchase</p> <ul style="list-style-type: none"> <li>Refer to websites in Ideas For Investigation for further information</li> </ul> <p><b>Financial Literacy Module:</b> Lesson 4: A &amp; B- Money Matters in the Middle School - pp. 16-19 Activity Master 4A – p. 18 Activity Master 4B – p. 19</p>
<p><b>Reteach, review, accelerate, enhance understanding as needed</b> *Best practices and multicultural connection in Core Curriculum</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Teamwork/Collaboration</li> <li>Information Technology/Application</li> </ul> <p><b>Student Ownership: Examining Data and Setting Goals</b></p>		<p>Please review all details taught in the past five week lessons. Refer to all PA Standards Statements referred to in lessons.</p>	<p><b>Note: Use alternative texts to address the noted objectives</b></p> <ul style="list-style-type: none"> <li>Additional support and resource activities</li> <li>Theme resources</li> </ul>

By the end of this cycle, students will demonstrate understanding of other cultures individually and as productive members of learning teams. Students are able to describe the cause/effect of particular events that impacted the migration pattern of Native American cultures. Students are able to organize, represent, and interpret data to facilitate their understanding about the Native American people of North America.

**SECOND CYCLE SOCIAL STUDIES 6 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

**Big Idea(s):** The geography of North America played a significant role in the development and spread of Native American cultures.

WEEK DATES	SUPPORTS FOR 21 <sup>ST</sup> CENTURY LEARNING	SAMPLE ASSESSMENT ITEMS	CROSS CURRICULAR PSSA CONNECTIONS/SKILLS TO "WHAT I WILL TEACH"
<p>Cycle 2 Week 1  5 days  Oct. 26 to Oct. 30</p>	<p><b>Idea(s) for Investigation</b> <b>United States Geography:</b> <a href="http://www.maps4kids.com/countries.asp?qryCountry=us">www.maps4kids.com/countries.asp?qryCountry=us</a> <b>World Geography:</b> <a href="http://www.maps4kids.com/">www.maps4kids.com/</a> <b>Maps</b> <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a> <b>21st Century Applied Skills</b> • Lifelong Learning/Self Direction</p>	<p><b>PSSA Multiple Choice</b> What mountain range is found in Alaska? A. Appalachian B. Rocky C. Brooks D. Coast</p>	<p><b>The Physical Geography of the United States</b> See Core Curriculum <b>page 44</b> for more strategies about The United States. <b>Structured Note-taking</b> See Appendix <b>page A24</b> for use of the Structured Note-taking strategy to teach taking notes more effectively. <b>Literacy Core Curriculum</b> <b>Vocabulary</b> See Appendix <b>page A7</b> for use of the Frayer Model strategy to teach vocabulary development related to topic.</p>
<p>Cycle 2 Week 2 4 days Nov. 2 to Nov. 6  PSSA/ Constructed Response</p>	<p><b>Idea(s) for Investigation</b> <b>North America:</b> <a href="http://www.teach-nology.com/themes/social/namerica/">www.teach-nology.com/themes/social/namerica/</a> <a href="http://www.lessonplanet.com/search?keywords=Geography&amp;media=worksheet">http://www.lessonplanet.com/search?keywords=Geography&amp;media=worksheet</a> <b>Regional Maps</b> <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a> <b>21st Century Applied Skills</b> • Understanding Diversity • Ethics/Social Responsibility • Lifelong learning/Social Responsibility</p>	<p><b>PSSA Multiple Choice</b> In which region do ranchers raise cattle? A. Central Lowlands B. Great Plains C. Appalachian Mountains D. Rocky Mountains</p>	<p>See Core Curriculum <b>page 34</b> for additional strategies to teach North America. <b>Drawing Conclusions</b> See Appendix <b>page A48</b> for use of the Think, Pair, Share strategy to teach drawing conclusions. <b>Vocabulary</b> See Appendix <b>page A58</b> for use of the Wordplash strategy and <b>page A59</b> for the use of the Word Sorts strategy to teach vocabulary related to topic.</p>
<p>Cycle 2 Week 3 4 days  Nov. 9 to Nov. 13</p>	<p><b>Idea(s) for Investigation</b> <b>Native American Cultures:</b> <a href="http://projects.edtech.sandi.net/dailard/sw/">http://projects.edtech.sandi.net/dailard/sw/</a> <a href="http://www.native-languages.org/kids.htm">http://www.native-languages.org/kids.htm</a> <b>Native American Contributions</b> <a href="http://www2.scholastic.com/browse/article.jsp?id=3748131">http://www2.scholastic.com/browse/article.jsp?id=3748131</a> <b>Native Americans Resources</b> <a href="http://www.42explore2.com/native.htm">http://www.42explore2.com/native.htm</a> <b>Native American Settlements</b> <a href="http://www.mnsu.edu/emuseum/prehistory/settlements/index.shtml">http://www.mnsu.edu/emuseum/prehistory/settlements/index.shtml</a> <b>21st Century Applied Skills</b> • Understanding Diversity • Ethics/Social Responsibility • Lifelong Learning/Self Direction</p>	<p><b>PSSA ✓ Point Question</b> <b>Constructed Response</b> How did the geography of North America play a significant role in the development and spread of Native American cultures? Use at least two examples from the text to support your answer.</p>	<p>See Core Curriculum <b>page 34-36</b> for additional strategies to teach about Native American cultures. <b>Main Idea</b> See Appendix <b>page A44</b> for use of the Spider Map graphic organizer and <b>page A57</b> for the use of the Magnet Summary strategy to teach main idea.</p>
<p>Cycle 2 Week 4 5 days  Nov. 16 to Nov. 20  PSSA/ Constructed Response</p>	<p><b>Idea(s) for Investigation</b> <b>History of the Cherokee:</b> <a href="http://cherokeehistory.com/index.html">http://cherokeehistory.com/index.html</a> <a href="http://www.en.wikipedia.org/wiki/Indian_Removal_Act">www.en.wikipedia.org/wiki/Indian_Removal_Act</a> <a href="http://www.en.wikipedia.org/wiki/Treaty_of_New_Echota">www.en.wikipedia.org/wiki/Treaty_of_New_Echota</a> <b>Trail of Tears/Treaty of New Echota</b> <a href="http://www.nps.gov/history/NR/TWHP/wwwtps/lessons/118trail/118trail.htm">www.nps.gov/history/NR/TWHP/wwwtps/lessons/118trail/118trail.htm</a> <a href="http://www.lessonplanspage.com/SSLAMDTrailOfTearsUnitIdeas68.htm">www.lessonplanspage.com/SSLAMDTrailOfTearsUnitIdeas68.htm</a> <a href="http://www.pbs.org/wgbh/aia/part4/4h1567.html">http://www.pbs.org/wgbh/aia/part4/4h1567.html</a> <a href="http://www.powersource.com/nation/dates.html">www.powersource.com/nation/dates.html</a> <a href="http://www.memory.loc.gov/learn/features/immig/alt/native_american.html">www.memory.loc.gov/learn/features/immig/alt/native_american.html</a> <b>Primary Document – Cherokee Protest Letter</b> <a href="http://www.pbs.org/wgbh/aia/part4/4h3083t.html">http://www.pbs.org/wgbh/aia/part4/4h3083t.html</a> <b>The Cherokee and the Trail of Tears</b> <a href="http://www.learnnc.org/lp/editions/nchist-newnation/4548">http://www.learnnc.org/lp/editions/nchist-newnation/4548</a> <b>Native American History</b> <a href="http://school.discoveryeducation.com/lessonplans/programs/howthewestwaslost/">http://school.discoveryeducation.com/lessonplans/programs/howthewestwaslost/</a> <b>21st Century Applied Skills</b> Ethics/Social Responsibility • Understanding Diversity</p>	<p><b>Question From Lessons</b> <b>Constructed Response</b> Describe a historical place and its significance to the Native American. Use examples from "Ideas from Investigation" sites.</p>	<p>See Core Curriculum <b>page 38</b> for additional strategies to teach the culture and migration of the Cherokees. <b>Literacy Core Curriculum</b> <b>Main Idea</b> See Appendix <b>page A14</b> for use of the Most Important Word strategy to teach main idea.</p>
<p>Cycle 2 Week 5 8 days  Nov. 23 to Dec. 4</p>	<p><b>Idea(s) for Investigation</b> <b>Lenape Culture &amp; History:</b> <a href="http://www.native-languages.org/lenape_culture.htm">www.native-languages.org/lenape_culture.htm</a> <a href="http://www.lenapenation.org/lenapehistory.html">www.lenapenation.org/lenapehistory.html</a> <a href="http://www.manataka.org/page246.html">www.manataka.org/page246.html</a> <b>Lenni Lenape Philadelphia</b> <a href="http://www.zwire.com/site/news.cfm?newsid=17530850&amp;BRD=1681&amp;PAG=461&amp;dept_id=40467&amp;rfi=6">http://www.zwire.com/site/news.cfm?newsid=17530850&amp;BRD=1681&amp;PAG=461&amp;dept_id=40467&amp;rfi=6</a> <b>Lenni Lenape in PA way of Life</b> <a href="http://www.freewebs.com/delawarein/delawarehistory.htm">http://www.freewebs.com/delawarein/delawarehistory.htm</a> <b>Lenni Lenape and Walking Purchase</b> <a href="http://www.delawaretribeofindians.nsn.us/walking_purchase.html">http://www.delawaretribeofindians.nsn.us/walking_purchase.html</a> <b>Lenni Lenape and Early European Conflicts</b> <a href="http://nanticoke-lenape.info/history.htm">http://nanticoke-lenape.info/history.htm</a> <b>21st Century Applied Skills</b> Ethics/Social Responsibility Understanding Diversity <b>Idea(s) for Investigation:</b> <b>Financial Literacy:</b> <a href="http://www.kids.gov/">www.kids.gov/</a> <b>21st Century Applied Skills</b> • Lifelong Learning/Self Direction</p>	<p><b>PSSA Multiple Choice</b> A natural resource that helped shape the lives of the people of the Eastern Woodlands is: A. money B. crops C. clothing D. housing <b>Financial Literacy Related Question</b> What did the colonists give up in order to gain independence? What was their opportunity cost?</p>	<p>See Core Curriculum <b>page 40</b> for additional strategies to teach about the Native Americans. <b>Literacy Core Curriculum</b> <b>Vocabulary</b> See Appendix <b>page A7</b> for use of the Frayer Model strategy to teach vocabulary development related to topic. See Core Curriculum <b>page 36</b> for additional strategies to teach Native American migration. <b>Cause and Effect</b> See Appendix <b>page A38</b> for use of the Episode Pattern graphic organizer to teach cause and effect.</p>
<p>Cycle 2 Week 6 5 days Dec. 7 to Dec. 11</p>	<p><b>Idea(s) for Investigation</b> <b>North America:</b> <a href="http://www.teach-nology.com/themes/social/namerica/">www.teach-nology.com/themes/social/namerica/</a> Review sites referred to Cycle 2. <b>21st Century Applied Skills</b> • Understanding Diversity • Creativity/Innovation</p>	<p><b>PSSA ✓ Point Question</b> <b>Constructed Response</b> How does geography help us understand the national history and the cultural diversity of the United States? Use at least two examples from the text to support your answer.</p>	<p><b>Comprehension</b> See Appendix <b>page A23</b> for use of the SQ3R strategy to preview, predict and summarize content.</p>

**THIRD CYCLE SOCIAL STUDIES 6 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

**Focus Question: How does geography help us understand the national history and the cultural diversity of the United States?**

During this cycle, the goal of my teaching is that students become lifelong learners as they continuously acquire new knowledge and skills. They will act responsibly with the interest of others in mind as they learn about other cultures. Students will learn that humans migrate to diverse places for various reasons, and adapt to modify the world around them. They will understand that the United States contains many different vegetation and climate regions. Students will critique how immigration has played an important role in the development of culture in the United States.

TEACHING OBJECTIVES: WHAT I WILL TEACH...	CONTENT/PERFORMANCE DESCRIPTOR(S): TEACHING TO PROFICIENCY	PA STANDARD STATEMENT(S) REFER TO PAGE(S) IN CORE CURRICULUM	TEXTUAL REFERENCES STRUCTURED LESSONS
<p><b>Immigration</b></p> <ul style="list-style-type: none"> <li>Define immigration.</li> <li>Reasons for immigration</li> <li>Investigate the first ethnic groups who immigrated to the US, housing, and new lives.</li> <li>How immigration affected the culture of the United States</li> <li>Contributions by immigrants to United States culture</li> </ul>	<ul style="list-style-type: none"> <li>Investigate reasons for immigration. Discuss countries that immigrants emigrated from and political, social or religious situations that led to their relocation.</li> <li>Review immigrant's early housing, work and lives in US.</li> <li>Discuss the terms "melting pot" and "salad bowl" and their application when describing America.</li> <li>Analyze how immigration has played an important role in the development of culture in the United States.</li> <li>Explain immigration's affect on the geography and history of the United States.</li> </ul>	<p><b>7.3A pp. 46-47</b> <b>7.4A pp. 48-49</b></p> <p><b>Other Standards</b> <b>8.3B</b> <b>8.3A</b></p>	<p><i>McDougal Littell</i> pp. 85-91</p> <ul style="list-style-type: none"> <li>Refer to websites in Ideas For Investigation for further information</li> </ul>
<p><b>Philadelphia: A City of Neighborhoods</b> We the People: Immigration in the 1800's</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Understanding Diversity</li> <li>Ethics/Social Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Recognize Philadelphia. as a major port of entry to US.</li> <li>Differentiate between immigration as a matter of choice and enslavement as forced movement.</li> <li>Discuss major communities settled in Philadelphia, work-places and living conditions.</li> </ul>	<p><b>7.3A pp. 46-47</b> <b>7.4A pp. 48-49</b></p> <p><b>Other Standards</b> <b>8.3B</b> <b>8.3A</b></p>	<p><b>Philadelphia: A City of Neighborhoods</b> Lesson 2 We The People - pp. 10-11 Activity Masters - pp. 12-13 Define related vocabulary - p. 10</p>
<p><b>Philadelphia: A City of Neighborhoods</b> The Irish Community The Jewish Community The Italian Community</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Understanding Diversity</li> <li>Ethics/Social Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Locate on a map the countries that the Irish, Jewish and Italian immigrants came from.</li> <li>Discuss reasons for Irish immigration.</li> <li>Define famine and immigration waves.</li> <li>Relate how religion shaped the Irish community and their use of politics to gain power.</li> <li>Explain the events in other countries that drove the various waves of Jewish immigration.</li> <li>Identify the contributions of the Jewish community to Philadelphia's civic life.</li> <li>Discover the early living and working conditions in the Irish, Jewish and Italian communities.</li> <li>Explain Italian immigrant settlement patterns in Philadelphia.</li> <li>Identify the contributions of the Italian community to Philadelphia's cultural and civic life.</li> <li>Describe the reactions of native Philadelphians toward the new immigrants. Relate how bullying of the immigrants in the past reflects in neighborhoods and classrooms today.</li> </ul>	<p><b>7.3A p. 46</b> <b>7.4A p. 48</b></p> <p><b>Other Standards</b> <b>8.3C</b></p>	<p><b>Philadelphia: A City of Neighborhoods Module</b> <b>Lesson 4</b> – Irish Community pp. 18-19 Define vocabulary pp.18 Activity Masters pp. 20-21</p> <p><b>Lesson 3</b> – Jewish Community pp 14-15 Define vocabulary Activity Masters – pp. 16-17</p> <p><b>Lesson 5</b> – Italian Community pp. 22-23 Define vocabulary Activity Masters – pp. 24-25</p>
<p>United States Culture: Crossing Borders Traditional Arts and Culture in the Cambodian Community in Philadelphia</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Understanding Diversity</li> <li>Ethics/Social Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Locate Cambodia on a map.</li> <li>Recognize the causes leading to Cambodian immigration.</li> <li>Clarify reasons for the development of the Cambodian community in Philadelphia.</li> <li>Compare other early Philadelphia immigrant's way of life to those of the Cambodian immigrants.</li> </ul>	<p><b>7.4A pp. 48-49</b></p> <p><b>Other Standards</b> <b>8.3A</b></p>	<p><b>Traditional Arts and Culture in the Cambodian Community in Philadelphia</b></p> <p><b>Lesson: Spotlight:</b> Cambodian Community in Philadelphia</p> <p><i>McDougal Littell</i> Map A-33 and A34</p>
<p><b>Financial Literacy Module:</b> Money Matters in the Middle School Lesson 3: 3A – Economic Reasoning-Price &amp; Profit 3B – Financial Literacy-Party Planning <b>Juvenile Justice/Criminal Justice Curriculum</b> <b>Lesson 3 – Bullying</b> Legal and emotional consequences School District's Code of Care</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Lifelong Learning/Self Direction</li> <li>Teamwork/Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Identify the purpose of a budget</li> <li>Understand how a profit is made.</li> <li>Define bullying and give examples</li> <li>Stress serious legal and emotional consequences</li> <li>Discover methods which could be used to stop bullying</li> <li>Link Native American and immigrant bullying experiences and the results of these actions</li> <li>Review hate crime related stats and bullying connections</li> </ul>	<p><b>7.2A pp. 36-37</b></p> <p><b>Other Standards</b> <b>8.3A</b> <b>6.2A</b> <b>6.3B</b> <b>6.3D</b></p>	<p><b>Financial Literacy Module:</b> Lesson 3: A&amp;B- Money Matters in the Middle School pp. 12-15 Activity Master 3A – p. 14 Activity Master 3B – p. 15</p> <p>Juvenile Justice/Criminal Justice Curriculum – Lesson 3</p>
<p><b>Reteach, review, accelerate, enhance understanding as needed</b> *Best practices and multicultural connection in Core Curriculum</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Teamwork/Collaboration</li> <li>Information Technology/Application</li> </ul> <p><b>Student Ownership:</b> <b>Examining Data and Setting Goals</b></p>		<p>Please review all details taught in the past five weeks lessons. Refer to all PA Standards Statements referred to in lessons.</p>	<p><b>Note: Use alternative texts to address the noted objectives</b></p> <ul style="list-style-type: none"> <li>Additional support and resource activities</li> <li>Theme resources</li> </ul>

By the end of this cycle, students are able to act responsibly by monitoring their learning needs. They can cite evidence regarding reasons for migration and evaluate the effects on United States' growth, development and immigration. They can identify and explain the vegetation and climate regions of the United States. Students can summarize the important role immigration played in the development of the culture of the United States.

**THIRD CYCLE SOCIAL STUDIES 6 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

**Big Idea(s):** The geography of North America played a significant role in the development and spread of Native American cultures.

WEEK DATES	SUPPORTS FOR 21 <sup>ST</sup> CENTURY LEARNING	SAMPLE ASSESSMENT ITEMS	CROSS CURRICULAR PSSA CONNECTIONS/SKILLS TO "WHAT I WILL TEACH"
<p>Cycle 3 Week 1  5 days  Dec. 14 to Dec. 18  Report Card Conferences</p>	<p><b>Idea(s) for Investigation</b> <b>Immigration/US</b> <b>Multiple Immigration Resources</b> <a href="http://webtech.kennesaw.edu/jcheek3/immigration.htm">http://webtech.kennesaw.edu/jcheek3/immigration.htm</a> <b>Ellis Island Interactive</b> <a href="http://www.history.com/content/ellis-island">http://www.history.com/content/ellis-island</a> <b>Immigration – Complete lesson plan with worksheets/maps/diagrams</b> <a href="http://www.coreknowledge.org/CK/resrcs/lessons/05_6_ComingToAmerica.pdf">http://www.coreknowledge.org/CK/resrcs/lessons/05_6_ComingToAmerica.pdf</a> <b>The Impact of Immigration on America</b> <a href="http://www.coreknowledge.org/CK/resrcs/lessons/698Hopes.htm">http://www.coreknowledge.org/CK/resrcs/lessons/698Hopes.htm</a> <b>21st Century Applied Skills</b> • Understanding Diversity • Ethics/Social Responsibility</p>	<p><b>PSSA ✓ Point Question</b> <b>Constructed Response</b> Why is the term "salad bowl" used to describe the United States? Use at least two examples from the text to support your answer.</p>	<p><b>We the People</b> See Core Curriculum page 46-48 for more strategies about migration.  <b>Literacy Core Curriculum</b> <b>Main Idea</b> See Appendix page A14 for use of the Most Important Word strategy to teach main idea.</p>
<p>Cycle 3 Week 2  8 days  Dec. 21 to Jan. 8  PSSA/ Constructed Response</p>	<p><b>Idea(s) for Investigation</b> <b>Immigration/PA/Phila.</b> Phila. Immigration/Activity Packet/lesson <a href="http://www.phillyseaport.org/downloads/PhillySeaport-Immigration-Teacher_Activity_Packet.pdf">http://www.phillyseaport.org/downloads/PhillySeaport-Immigration-Teacher_Activity_Packet.pdf</a> <b>Phila. An Immigrant City</b> <a href="http://www.balchinstitute.org/resources/phila_ellis_island.html">http://www.balchinstitute.org/resources/phila_ellis_island.html</a> <b>PA &amp; Immigration</b> <a href="http://www.welcomingcenter.org/immigrationPA/europe.php">http://www.welcomingcenter.org/immigrationPA/europe.php</a> <b>21st Century Applied Skills</b> • Understanding Diversity • Ethics/Social Responsibility</p>	<p><b>PSSA ✓ Point Question</b> <b>Constructed Response</b> Compare lives of Philadelphia's or Pennsylvania's early immigrants. How were they alike and how did their lives differ?</p>	<p><b>We the People/Immigrate</b> See Core Curriculum page 46-48 for more strategies about migration.  <b>Literacy Core Curriculum</b> <b>Main Idea</b> See Appendix page A14 for use of the Most Important Word strategy to teach main idea.</p>
<p>Cycle 3 Week 3  5 days  Jan. 11 to Jan. 15</p>	<p><b>Idea(s) for Investigation</b> <b>Immigration/Phila./Irish/Italians/Jewish</b> <b>Irish Immigrants of Phila.</b> <a href="http://www.hsp.org/default.aspx?id=79">http://www.hsp.org/default.aspx?id=79</a> <b>Jewish in Philadelphia</b> <a href="http://www.nmahj.org/EXHIBITIONS/stillhome/index.htm">http://www.nmahj.org/EXHIBITIONS/stillhome/index.htm</a> <a href="http://www.phmc.state.pa.us/ppet/jews/page2.asp?secid=31">http://www.phmc.state.pa.us/ppet/jews/page2.asp?secid=31</a> <b>Italians in PA</b> <a href="http://www.phmc.state.pa.us/ppet/italians/page4.asp?secid=31">http://www.phmc.state.pa.us/ppet/italians/page4.asp?secid=31</a> <a href="http://www.hsp.org/default.aspx?id=669">http://www.hsp.org/default.aspx?id=669</a> <a href="http://www.hsp.org/default.aspx?id=1075">http://www.hsp.org/default.aspx?id=1075</a> <b>Philadelphia Neighborhoods:</b> <a href="http://en.wikipedia.org/wiki/List_of_Philadelphia_neighborhoods">http://en.wikipedia.org/wiki/List_of_Philadelphia_neighborhoods</a> <b>21st Century Applied Skills</b> • Understanding Diversity • Ethics/Social Responsibility</p>	<p><b>PSSA Multiple Choice</b> Where are the states with a large percentage of immigrants located? A. on the coasts or borders B. in the southeast region C. in the central region D. only by the northern border</p>	<p><b>Why People Immigrate</b> See Core Curriculum page 46-48 for more strategies on the effects of migration.  <b>Literacy Core Curriculum</b> <b>Main Idea</b> See Appendix page A14 for use of the Most Important Word strategy to teach main idea.</p>
<p>Cycle 3 Week 4  4 days  Jan. 19 to Jan. 22  PSSA/ Constructed Response</p>	<p><b>Idea(s) for Investigation</b> <b>Cambodian Americans:</b> <b>Community Profiles:</b> <a href="http://phillyshine.org/community_profiles.htm">http://phillyshine.org/community_profiles.htm</a> <a href="http://wapedia.mobi/en/Philadelphia?t=7">http://wapedia.mobi/en/Philadelphia?t=7</a> <b>History of Cambodia</b> <a href="http://www.everyculture.com/multi/Bu-Dr/Cambodian-Americans.html">http://www.everyculture.com/multi/Bu-Dr/Cambodian-Americans.html</a> <b>21st Century Applied Skills</b> • Understanding Diversity • Ethic/Social Responsibility</p>	<p><b>PSSA ✓ Point Question</b> <b>Constructed Response</b> How does geography help us understand the national history and the cultural diversity of the United States? Use at least two examples from the text to support your answer.</p>	<p><b>United States Culture: Crossing Borders</b> See Core Curriculum page 48 for more strategies about culture and development of a community.  <b>Drawing Conclusions</b> See Appendix page A48 for use of the Think, Pair, Share strategy to teach drawing conclusions</p>
<p>Cycle 3 Week 5  9 days  Jan. 25 to Feb. 5</p>	<p><b>Idea(s) for Investigation</b> <b>Financial Literacy:</b> <a href="http://www.kids.gov/">www.kids.gov/</a> <b>21st Century Applied Skills</b> • Lifelong Learning/Self Direction • Teamwork/Collaboration <b>Juvenile Justice – Bullying</b> Interactive site – <a href="http://www.barrington220.org/station/Teachers/Heather_Price/Bullying%20Worksheet.doc">http://www.barrington220.org/station/Teachers/Heather_Price/Bullying%20Worksheet.doc</a></p>	<p><b>Financial Literacy Curriculum Related Question:</b> How did Native Americans pay for what they needed?</p>	<p><b>Vocabulary</b> See Appendix page A58 for use of the Wordsplash strategy and page A59 for the use of the Word Sorts strategy to teach vocabulary related to topic. <b>Compare and Contrast</b> See Appendix page A35 for use of the Compare/Contrast Pattern graphic organizer to teach compare and contrast. <b>Problem-Solution</b> See Appendix page A31 for the use of the Problem-Solution Chart.</p>
<p>Cycle 3 Week 6 5 days  Feb. 8 to Feb. 12</p>	<p><b>Idea(s) for Investigation</b> <b>Geography &amp; History:</b> <a href="http://www.historycentral.com">www.historycentral.com</a> <a href="http://www.ushistory.org">www.ushistory.org</a> <a href="http://www.explorepahistory.com">www.explorepahistory.com</a> <b>21st Century Applied Skills</b> • Understanding Diversity • Ethic/Social Responsibility • Lifelong Learning/Self Direction</p>		<p><b>Comprehension</b> See Appendix page A23 for use of the SQ3R strategy to preview, predict and summarize content.</p>

**FOURTH CYCLE SOCIAL STUDIES 6 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

**Focus Question: How does the geography and history of Canada allow us to understand its present day culture?**

During this cycle, the goal of my teaching is that students will be exposed to experiences that encourage self-direction as they learn about other diverse cultures. They will explore the physical geography and culture of Canada. Students will develop an understanding of Canada's economic and governmental structures and be able to explain the settlement patterns in Canada. Students will analyze the essential cultural components of Canada's national identity.

TEACHING OBJECTIVES: WHAT I WILL TEACH...	CONTENT/PERFORMANCE DESCRIPTOR(S): TEACHING TO PROFICIENCY	PA STANDARD STATEMENT(S) REFER TO PAGE(S) IN CORE CURRICULUM	TEXTUAL REFERENCE STRUCTURED LESSONS
<p><b>North America – Canada</b></p> <ul style="list-style-type: none"> <li>Physical geography of Canada</li> <li>Canadian landforms</li> <li>Influence geography had on Canada's history and culture</li> </ul> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Lifelong Learning/Self Direction</li> </ul>	<ul style="list-style-type: none"> <li>List and describe the physical processes that shaped the land of Canada.</li> <li>Describe the seven-landform regions of Canada.</li> <li>Explain how the geography of Canada has influenced its culture.</li> </ul>	<p><b>7.2A pp. 52-53</b> <b>7.3A pp. 54-55</b></p> <p><b>Other Standards</b> <b>8.2B</b> <b>6.1C</b></p>	<p><i>McDougal Littell</i> pp. 54-55, pp. 72-74</p> <p>Maps A22-A23 Skillbuilder pp. 80</p>
<p><b>North America – Canada continued...</b></p> <ul style="list-style-type: none"> <li>French and Indian War</li> <li>Immigration in Canada</li> <li>Canadian settlements</li> </ul> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Ethics/Social Responsibility</li> <li>Understanding Diversity</li> <li>Lifelong Learning/Self Direction</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the effects the French and Indian War had on Canada's culture.</li> <li>Describe and analyze the settlement patterns in Canada.</li> <li>Identify the groups of people that make up Canada's population and their origins.</li> <li>Explain ways in which people adjust to their environment.</li> </ul>	<p><b>7.3A pp. 54-55</b> <b>7.4A pp. 56-57</b></p> <p><b>Other Standards</b> <b>8.3D</b> <b>8.1B</b></p>	<p><i>McDougal Littell</i> pp. 117-123 Skillbuilder pp. 122</p>
<p><b>North America – Canada continued...</b></p> <ul style="list-style-type: none"> <li>Nation of Provinces and Territories</li> <li>Canada's structure of government</li> <li>Canadian citizens and citizenship</li> </ul> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Understanding Diversity</li> <li>Ethics/Social Responsibility</li> <li>Lifelong Learning/Self Direction</li> </ul>	<ul style="list-style-type: none"> <li>Locate and identify the provinces and territories of Canada.</li> <li>Compare and contrast Canada's structure of government with the U.S.</li> <li>Summarize Canada's immigration and citizenship policies.</li> </ul>	<p><b>7.1B, pp. 50-51</b> <b>7.2A, pp. 52-53</b> <b>7.3A pp. 54-55</b> <b>7.4A, pp. 56-57</b></p> <p><b>Other Standards</b> <b>8.2B</b></p>	<p><i>McDougal Littell</i> pp. 124 to 127 Skillbuilder – Interpreting a Chart, p 126</p>
<p><b>North America – Canada continued...</b></p> <ul style="list-style-type: none"> <li>Canada's natural resources and importance of trade</li> <li>Connection between industry and transportation in the economy</li> <li>Canada's national identity as it relates to the arts and multiculturalism</li> </ul> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Understanding Diversity • Professionalism/Work Ethic</li> <li>Lifelong Learning/Self Direction</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and analyze the effect that Canada's natural resources has on their economy.</li> <li>Identify and explain Canada's four types of industries.</li> <li>Discuss the effects that Canada's transportation corridors and barriers they have on its industry.</li> <li>Describe and analyze the factors that contribute to Canada's national identity.</li> </ul>	<p><b>7.1B pp. 50-51</b> <b>7.2A pp. 52-53</b> <b>7.4A pp. 56-57</b></p> <p><b>Other Standards</b> <b>8.3D</b></p>	<p><i>McDougal Littell</i> pp. 128-131 pp. 132-136</p> <p>Atlas Data Files pp. 58-65</p> <p>Geo Journal Writing, Core Curriculum p. 50.</p>
<p><b>Financial Literacy Module:</b> Lesson 5: A &amp; B- Money Matters in the Middle School 5A – Economic Reasoning-Risk 5B – Financial Literacy-Where Should I Keep my Money?</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Lifelong Learning/Self Direction</li> </ul>	<ul style="list-style-type: none"> <li>Examine risk and risk tolerance.</li> <li>Identify bank services.</li> <li>Explore the major Canadian provinces.</li> <li>Which province is the United States most important trade partner? Why? How does this relate to economic risk reasoning?</li> </ul>	<p><b>7.3A pp. 54-55</b></p> <p><b>Other Standards</b> <b>6.1C</b> <b>8.1B</b> <b>6.5G</b> <b>6.3B</b> <b>6.3D</b></p>	<p><b>Financial Literacy Module:</b> Lesson 5: A &amp; B- Money Matters in the Middle School pp. 20-23</p> <p>5A Activity – p. 22 5B Activity – p. 23</p>
<p><b>Juvenile Justice/Criminal Justice Curriculum – Lesson 1</b> Understanding/Overcoming Negative Influences <b>Reteach, review, accelerate, enhance understanding as needed</b> *Best practices and multicultural connection in Core Curriculum</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Teamwork/Collaboration</li> <li>Information Technology Application</li> </ul> <p><b>Student Ownership:</b> <b>Examining Data and Setting Goals</b></p>	<ul style="list-style-type: none"> <li>Understand the positive and negative influence peer's play in our lives and how to overcome and deal with negative manipulation.</li> </ul>	<p>Please review all details taught in the past five week lessons. Refer to all PA Standards Statements referred to in lessons.</p>	<p><b>Juvenile Justice/Criminal Justice Curriculum – Lesson 1</b></p> <p><b>Note: Use alternative texts to address the noted objectives</b></p> <ul style="list-style-type: none"> <li>Additional support and resource activities</li> <li>Theme resources</li> </ul> <p>Best practices and multicultural connection</p>

By the end of this cycle, students will work in dynamic partnerships and groups as well as alone to explain the lifestyles of the diverse cultures of Canada as well as its physical features and regions. Students are able to utilize critical thinking strategies to analyze Canada's culture, economy and government. Students will demonstrate their understanding of Canada's multicultural society through oral and written presentations.

**FOURTH CYCLE SOCIAL STUDIES 6 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

**Big Idea(s):** The history of Canada allows us to understand its present day culture.

WEEK DATES	SUPPORTS FOR 21 <sup>ST</sup> CENTURY LEARNING	SAMPLE ASSESSMENT ITEMS	CROSS CURRICULAR PSSA CONNECTIONS/SKILLS TO "WHAT I WILL TEACH"
<p>Cycle 4 Week 1  4 days  Feb. 16 to Feb. 19</p>	<p><b>Idea (s) for Investigation</b> <b>Encompasses all Canadian lessons</b> <a href="http://www.canadainfolink.ca/">http://www.canadainfolink.ca/</a> <b>Canada Geography:</b> <a href="http://en.wikipedia.org/wiki/Geography_of_Canada">http://en.wikipedia.org/wiki/Geography_of_Canada</a> <a href="http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&amp;Params=A1ARTA0006275">http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&amp;Params=A1ARTA0006275</a> <a href="http://geography.about.com/library/cia/blccanada.htm">http://geography.about.com/library/cia/blccanada.htm</a> <b>21st Century Applied Skills</b> • Lifelong Learning/Self Direction</p>	<p><b>Multiple Choice</b> The term that is related to a region's weather: A. climate B. vegetation C. population D. culture</p>	<p><b>The Physical Geography of Canada</b> See Core Curriculum <b>page 52 -54</b> for more strategies in teaching about Canada.  <b>Clarifying</b> See Appendix <b>page A24</b> for use of the Structured Note-taking strategy to teach taking notes more effectively.  <b>Vocabulary</b> See Appendix <b>page A58</b> for use of the Wordsplash strategy and <b>page A59</b> for the use of the Word Sorts strategy to teach vocabulary related to topic.</p>
<p>Cycle 4 Week 2  5 days  Feb. 22 to Feb. 26  PSSA/ Constructed Response</p>	<p><b>Idea(s) for Investigation</b> <b>French and Indian War background</b> <a href="http://www.ushistory.org/Declaration/related/frin.htm">http://www.ushistory.org/Declaration/related/frin.htm</a> <b>French and Indian War Excellent interactive site</b> <a href="http://www.nculture.com/interactive/french_indian_war/index.html">http://www.nculture.com/interactive/french_indian_war/index.html</a> <b>Canadian Heritage:</b> <a href="http://www.canadianheritage.org/galleries/index.htm">http://www.canadianheritage.org/galleries/index.htm</a> <a href="http://canada.gc.ca/acanada/acPubHome.jsp?font=Oflang=eng">http://canada.gc.ca/acanada/acPubHome.jsp?font=Oflang=eng</a> All aspects of Canada and resources <a href="http://www.archaeolink.com/canadian_history_lesson_plans.htm">http://www.archaeolink.com/canadian_history_lesson_plans.htm</a> <b>21st Century Applied Skills</b> • Ethic/Social Responsibility • Understanding Diversity • Lifelong Learning/Self Direction</p>	<p><b>PSSA ✓ Point Question</b> <b>Constructed Response</b> Describe the diverse climates of Canada. Use at least two details from the text to support your answer.</p>	<p><b>Immigrating to Canada</b> See Core Curriculum <b>pages 50, 52, 54 and 56</b> for more strategies about Canada, a neighbor of the United States.  <b>Inference</b> See Appendix <b>page A4</b> for use of the It Says... I Say...And So strategy to teach inferencing.</p>
<p>Cycle 4 Week 3  5 days  Mar. 1 to Mar. 5</p>	<p><b>Idea(s) for Investigation</b> <b>Canada's Government:</b> <a href="http://www.collectionscanada.ca/confederation/kids/index-e.html">http://www.collectionscanada.ca/confederation/kids/index-e.html</a> <b>Lesson plans by province and territory</b> <a href="http://www.ualberta.ca/~jkirman/">http://www.ualberta.ca/~jkirman/</a> <b>21st Century Applied Skills</b> • Understanding Diversity • Ethics/Social Responsibility • Lifelong Learning/Self Direction</p>	<p><b>Multiple Choice</b> According to the text, <b>multiculturalism</b> means: A. a country with a long history of conflict. B. an acceptance of many cultures instead of just one. C. people that live in remote areas. D. people who share the same language and background.</p>	<p><b>A Constitutional Monarchy</b> See Core Curriculum <b>pages 50, 52, 54 and 56</b> for more strategies about Canada, a neighbor of the United States.  <b>Vocabulary</b> See Appendix <b>page A60</b> for the use of the Word Sort graphic organizer to teach vocabulary related to topic.</p>
<p>Cycle 4 Week 4 5 days  March 8 to March 12  PSSA/ Constructed Response</p>	<p><b>Idea(s) for Investigation</b> <b>Canadian Confederation:</b> <a href="http://www.collectionscanada.ca/confederation/kids/index-e.html">http://www.collectionscanada.ca/confederation/kids/index-e.html</a> <b>Canada's Economy:</b> <a href="http://www.canadainfolink.ca/charteleven.htm">http://www.canadainfolink.ca/charteleven.htm</a> <b>21st Century Applied Skills</b> • Professionalism/Work Ethic • Understanding Diversity • Lifelong Learning/Self Direction</p>	<p><b>PSSA ✓ Point Question</b> <b>Multiple Choice</b> Which statement best describes the term refugees? A. They are guaranteed freedom of religion. B. They flee their country because of war, disaster or persecution. C. They participate in the political system. D. They are prisoners of war.</p>	<p><b>Comparing Canada to the U.S.</b> See Core Curriculum <b>pages 50, 52, 54 and 56</b> for more strategies related to Canada and the United States  <b>Compare and Contrast</b> See Appendix <b>page A35</b> for use of the Compare/Contrast Pattern graphic organizer to teach compare and contrast.</p>
<p>Cycle 4 Week 5  5 days  Mar. 15 to Mar. 19</p>	<p><b>Idea(s) for Investigation</b> <b>Natural Resources of Canada and their Sustainability</b> <a href="http://www.canadiangeographic.ca/atlas/LessonPlan_Pdf/N6-8_Sustainability.pdf">http://www.canadiangeographic.ca/atlas/LessonPlan_Pdf/N6-8_Sustainability.pdf</a> <b>Multiculturalism across Canada</b> <a href="http://www.cln.org/subjects/mc_inst.html">http://www.cln.org/subjects/mc_inst.html</a> <a href="http://www.imagescanada.ca/r1-301-e.html">http://www.imagescanada.ca/r1-301-e.html</a> <b>21st Century Applied Skills</b> • Ethics/Social Responsibility • Understanding Diversity</p>	<p><b>Constructed Response</b> How is the United States similar to and different from Canada? Use at least two examples from the text to support your answer.</p>	<p><b>Canada's Economy</b> See Core Curriculum <b>pages 50, 52, 54 and 56</b> for more strategies about Canada, a neighbor of the United States.  <b>Inference</b> See Appendix <b>page A4</b> for use of the It Says...I Say...And So strategy to teach inference.</p>
<p>Cycle 4 Week 6  5 days  March 22 to March 26  Report Card Conferences</p>	<p><b>Idea(s) for Investigation</b> <b>Canadian Heritage:</b> <a href="http://www.canadianheritage.org/galleries/index.htm">http://www.canadianheritage.org/galleries/index.htm</a> <b>About Canada:</b> <a href="http://canada.gc.ca/acanada/acPubHome.jsp?font=Oflang=eng">http://canada.gc.ca/acanada/acPubHome.jsp?font=Oflang=eng</a> <b>21st Century Applied Skills</b> • Lifelong Learning/Self Direction • Understanding Diversity</p>	<p><b>PSSA ✓ Point Question</b> <b>Constructed Response</b> How does the history of Canada allow us to understand its present day culture? Use at least two examples from the text to support your answer.  <b>Review, Enrich and Reteach</b> Practice Research Skills: Question, Plan, Acquire, Organize, Synthesize, Evaluate</p>	<p><b>Comprehension</b> See Appendix <b>page A23</b> for use of the SQ3R strategy to preview, predict and summarize content.</p>

**FIFTH CYCLE SOCIAL STUDIES 6 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

**Focus Question: How has the land, history and cultures of Latin America influenced its development in the Western Hemisphere? Pt. 1**

During this cycle, the goal of my teaching is that students will collaborate with a team as they learn about the geographic and ancient cultures of Latin America. They will learn to articulate clearly and effectively how geography and economics impacted Mexico's culture and the historical events that influenced its development. Students will demonstrate their understanding of diversity and civic responsibility by engaging in meaningful cooperative learning activities that highlight the contributions and history of the Latino Community in Philadelphia.

TEACHING OBJECTIVES: WHAT I WILL TEACH...	CONTENT/PERFORMANCE DESCRIPTOR(S): TEACHING TO PROFICIENCY	PA STANDARD STATEMENT(S) REFER TO PAGE(S) IN CORE CURRICULUM	TEXTUAL REFERENCE STRUCTURED LESSONS
<p><b>Latin America</b></p> <ul style="list-style-type: none"> <li>Physical features of Latin America</li> <li>Human geography of Latin America</li> <li>Conflicts surrounding the uses of natural resources in the Amazon Rainforest</li> <li>Latin America as a cultural region</li> <li>Ancient Latin America</li> <li>Aztecs, Mayas, Incas</li> </ul> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Lifelong Learning/Self Direction</li> <li>Understanding Diversity</li> </ul>	<ul style="list-style-type: none"> <li>Locate Latin America and describe its physical features.</li> <li>Describe and explain the human geography of Latin America and formation of Caribbean Islands.</li> <li>Discuss the significance of the important geographic features of South America.</li> <li>Investigate the Amazon Rainforest and its importance.</li> <li>Review the history of Latin America.</li> <li>Identify and recognize the major contributions of the Mayan, Aztecs, Inca people.</li> </ul>	<p><b>7.1, pp.26-27</b></p> <p><b>7.2A, pp.28-29</b></p> <p><b>7.3A, pp.30-31</b></p> <p><b>7.4A, pp. 32-33</b></p> <p><b>Other Standards</b></p> <p><b>5.4E</b></p> <p><b>6.3B</b></p> <p><b>8.3A</b></p>	<p><i>McDougal Littell</i></p> <p><i>A24 and A25 Maps</i> Pp. 140-141 Pp. 144-145 Pp. 150-153 Pg. 160-166</p> <p><i>Geography – Core Curriculum p 27</i></p>
<p><b>Mexico</b></p> <ul style="list-style-type: none"> <li>Spanish settlers in Mexico and the Aztecs</li> <li>Mestizos and other classes of people</li> <li>New Spain</li> <li>Mexican revolution</li> <li>Government of Mexico</li> </ul> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Ethics/Social Responsibility</li> <li>Understanding Diversity</li> </ul>	<ul style="list-style-type: none"> <li>Explain the founding of New Spain.</li> <li>Describe and examine Mexico's fight for independence.</li> <li>Explore Mexico's diverse culture.</li> <li>Identify the purpose of the Treaty of Guadalupe Hidalgo and Gadsden Purchase.</li> <li>Recognize the changes that resulted from the revolution in Mexico.</li> </ul>	<p><b>7.3A, pp.30-31</b></p> <p><b>7.4A, pp.32-33</b></p> <p><b>Other Standards</b></p> <p><b>5.4E</b></p> <p><b>8.3A</b></p> <p><b>7.3A</b></p> <p><b>8.1A</b></p>	<p><i>McDougal Littell</i> pp. 170-184</p>
<p><b>Mexico</b></p> <ul style="list-style-type: none"> <li>Farming systems in Mexico</li> <li>Mexico's natural resources</li> <li>Importance of tourism in Mexico</li> <li>Mexico's cultural traditions</li> <li>Growth of cities in Mexico</li> </ul> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Lifelong Learning/Self Direction</li> <li>Understanding Diversity</li> </ul>	<ul style="list-style-type: none"> <li>Teach and evaluate Mexico's farming system.</li> <li>Explain the relationship between Mexico's natural resources and its economy.</li> <li>Analyze the impact tourism has on Mexico's economy.</li> <li>Illustrate Mexico's culture today with that of New Spain.</li> <li>Contrast life in Mexico's large cities with life in the country. Identify poverty as a major problem of Mexico and its ramifications.</li> </ul>	<p><b>7.2A pp. 26-27</b></p> <p><b>7.3A pp.30-31</b></p> <p><b>Other Standards</b></p> <p><b>5.4E</b></p> <p><b>8.3A</b></p>	<p><i>McDougal Littell</i> pp. 185-199</p>
<p><b>Philadelphia: A City of Neighborhoods</b> <b>The Latino Community</b></p> <ul style="list-style-type: none"> <li>What is Latino? Where did they come from?</li> <li>Latino immigration in Philadelphia</li> <li>Contributions of Latino community in Philadelphia</li> </ul> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Understanding Diversity</li> </ul>	<ul style="list-style-type: none"> <li>Recognize what it means to be Latino and emigration pattern of Latinos. Reasons for immigration.</li> <li>Examine cultural differences between Latin America and United States.</li> <li>Explore the settlement patterns of Latinos in Philadelphia.</li> <li>Describe contributions made by Latinos in Philadelphia.</li> </ul>	<p><b>7.3A pp.58-59</b></p> <p><b>7.4A pp.48-49</b></p> <p><b>Other Standards</b></p> <p><b>8.3A</b></p> <p><b>8.3B</b></p> <p><b>8.3C</b></p> <p><b>8.3D</b></p>	<p><b>Philadelphia: A City of Neighborhoods</b> <b>The Latino Community</b> pps. 26-29 Activity Master 11</p>
<p><b>Financial Literacy Module: Lesson 2:</b> Economic Reasoning 2A – Economic Reasoning- Scarcity and Choice 2B – Financial Literacy-I Wish I Had...</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Lifelong Learning/Self Direction</li> <li>Teamwork/Collaboration</li> </ul> <p><b>ONLY 5 WEEKS IN THIS CYCLE</b></p>	<ul style="list-style-type: none"> <li>Teach concepts of scarcity and choice.</li> <li>Review how we make choices.</li> <li>Define wants and needs.</li> </ul>	<p><b>7.3A pp. 22-23</b></p> <p><b>Other Standards</b></p> <p><b>8.1A</b></p> <p><b>5.4E</b></p> <p><b>7.3A</b></p> <p><b>6.3A</b></p> <p><b>6.3B</b></p>	<p><b>Financial Literacy Module:</b> Lesson 2 pp. 8-9 Activity 2A –p.10 Activity 2B-p. 11</p>

By the end of this cycle, students are able to collaborate as a team and demonstrate their understanding of the historical events that impacted Mexico's cultural development. Students are able to analyze how the geography of Latin America influenced its ancient culture. They are able to demonstrate cooperatively in teams their understanding of the history and contributions made by the Latino Community.

**FIFTH CYCLE SOCIAL STUDIES 6 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

**Big Idea(s):** The land, history and cultures of Latin America influenced its development in the Western Hemisphere. Pt.1

WEEK DATES	SUPPORTS FOR 21 <sup>ST</sup> CENTURY LEARNING	SAMPLE ASSESSMENT ITEMS	CROSS CURRICULAR PSSA CONNECTIONS/SKILLS TO "WHAT I WILL TEACH"
<p>Cycle 5 Week 1  5 days  Apr. 5 to Apr. 9</p>	<p><b>Idea(s) for Investigation</b> <b>Physical and human characteristics of South America</b> <a href="http://www.nationalgeographic.com/xpeditions/lessons/04/g35/locator.html">http://www.nationalgeographic.com/xpeditions/lessons/04/g35/locator.html</a> <b>South American Cultures</b> <a href="http://school.discoveryeducation.com/lessonplans/programs/travelers-southamerica/">http://school.discoveryeducation.com/lessonplans/programs/travelers-southamerica/</a> <b>Amazon Rain forest Interactive</b> <a href="http://www.eduweb.com/amazon.html">http://www.eduweb.com/amazon.html</a> <b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Ethics/Social Responsibility</li> <li>Understanding Diversity</li> </ul>	<p><b>PSSA Multiple Choice</b> Deforestation is: A. replanting trees. B. farming trees. C. cutting and clearing trees. D. fighting forest fires.</p>	<p><b>Introduction to World Cultures and Geography</b> See Core Curriculum page 18 for additional strategies to teach geography skills.  <b>Compare and Contrast</b> See Appendix page A35 for use of the Compare/Contrast Pattern graphic organizer to teach compare and contrast.  <b>Vocabulary</b> See Appendix page A58 for use of the Wordsplash strategy and page A59 for the use of the Word Sorts strategy to teach vocabulary related to topic.</p>
<p>Cycle 5 Week 2  5 days  Apr. 12 to Apr. 16</p>	<p><b>Idea(s) for Investigation</b> <b>Mexico:</b> <a href="http://en.wikipedia.org/wiki/Geography_of_Mexico">http://en.wikipedia.org/wiki/Geography_of_Mexico</a> <b>Sites related to Aztecs, Incas, Mayan Empires</b> <a href="http://www.cumbavac.org/Aztecs_Incas_Maya.htm">http://www.cumbavac.org/Aztecs_Incas_Maya.htm</a> <b>Mexican Revolution</b> <a href="http://www.emersonkent.com/wars_and_battles_in_history/mexican_revolution.htm">http://www.emersonkent.com/wars_and_battles_in_history/mexican_revolution.htm</a> <b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Understanding Diversity</li> <li>Ethics/Social Responsibility</li> </ul>	<p><b>PSSA / Point Question</b> <b>Constructed Response</b> How does life in rural areas differ from life in urban areas in Guatemala? Use at least three examples from the text to support your response.</p>	<p><b>Central America</b> See Core Curriculum page 28 for additional strategies to teach the countries of Central America and its people.  <b>Problem-Solution</b> See Appendix page A31 for use of the Problem-Solution Chart to teach problems and solutions.</p>
<p>Cycle 5 Week 3  5 days  Apr. 19 to Apr. 23</p>	<p><b>Idea(s) for Investigation</b> <b>History of Mexico:</b> <a href="http://www.history.com/states.do?action=detail&amp;state=All%20About%20Mexico&amp;contentType=State_Generic&amp;contentId=56706&amp;parentId=MEXICO">http://www.history.com/states.do?action=detail&amp;state=All%20About%20Mexico&amp;contentType=State_Generic&amp;contentId=56706&amp;parentId=MEXICO</a> <b>New Spain</b> <a href="http://www.zimbio.com/Lesson+Plans+and+Resources+for+Teaching/articles/10/Lesson+Plan+Explo+ring+Spanish+Empire+Americas">http://www.zimbio.com/Lesson+Plans+and+Resources+for+Teaching/articles/10/Lesson+Plan+Explo+ring+Spanish+Empire+Americas</a> <b>Mexico</b> <a href="http://www.nationalgeographic.com/features/96/mexico/learn/age02.html">http://www.nationalgeographic.com/features/96/mexico/learn/age02.html</a> <a href="http://www.elbalero.gob.mx/kids/">http://www.elbalero.gob.mx/kids/</a> <b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Understanding Diversity</li> <li>Lifelong Learning/Self Direction</li> </ul>	<p><b>PSSA Multiple Choice</b> Which of the following is an island in the Caribbean?  A. Greek B. Cuba C. Fiji D. Madagascar</p>	<p><b>The Caribbean Islands</b> See Core Curriculum page 28-30 for additional strategies to teach the landforms and regions of the Caribbean Islands.  <b>Main Idea</b> See Appendix page A44 for use of the Spider Map graphic organizer to teach main idea.</p>
<p>Cycle 5 Week 4  5 days  Apr. 26 to Apr. 30</p>	<p><b>Idea(s) for Investigation</b> <b>History of Latinos in Philadelphia</b> <a href="http://www.hsp.org/default.aspx?id=358">http://www.hsp.org/default.aspx?id=358</a> <a href="http://www.hsp.org/default.aspx?id=104">http://www.hsp.org/default.aspx?id=104</a> <b>Statistics</b> <a href="http://www.congreso.net/census.php">http://www.congreso.net/census.php</a> <b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Understanding Diversity</li> </ul>	<p><b>PSSA / Point Question</b> <b>Constructed Response</b> Compare and contrast two cultures in Latin America. Use at least three examples from the text to support your answer.</p>	<p><b>South America</b> See Core Curriculum page 28-30 for additional strategies to teach the countries of South America.  <b>Generalization</b> See Appendix page A39 for use of the Generalization/Principle Pattern graphic organizer to teach making generalizations.</p>
<p>Cycle 5 Week 5  5 days  May 3 to May 7</p>	<p><b>Idea(s) for Investigation</b> <b>Financial Literacy</b> <a href="http://www.kids.gov">http://www.kids.gov</a> <b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Lifelong Learning/Self Direction</li> <li>Teamwork/Collaboration</li> </ul>	<p><b>PSSA Multiple Choice</b> The Spanish language has been influenced most in Central America by the:  A. Aztec languages B. Taino language C. Mayan languages D. Inca languages</p>	<p><b>Mexico</b> See Core Curriculum page 30-32 for additional strategies to teach Mexico's government and civilizations.  <b>Organizing Information</b> See Appendix page A24 for use of the Structured Note-taking and page A17 for the use of the REAP Technique (Informational Story Frame) strategy to teach organizing information.  <b>Vocabulary</b> See Appendix page A60 Word Sort graphic organizer to teach vocabulary related to the topic.</p>

**SIXTH CYCLE SOCIAL STUDIES 6 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

**Focus Question: How has the land, history and cultures of Latin America influenced its development in the Western Hemisphere? Pt.2**

During this cycle, the goal of my teaching is that students will collaborate in teams as they learn about the effect geography has on the development of the countries of Latin America. Students will construct meaning around the historical events that influenced the development of the government, economy, and culture in Central and South America, and the Caribbean Islands. They will demonstrate personal accountability and effective work habits as they learn about the incentives that influence one's behavior.

TEACHING OBJECTIVES: WHAT I WILL TEACH...	CONTENT/PERFORMANCE DESCRIPTOR(S): TEACHING TO PROFICIENCY	PA STANDARD STATEMENT(S) REFER TO PAGE(S) IN CORE CURRICULUM	TEXTUAL REFERENCES STRUCTURED LESSONS REFER TO THE COORDINATING DOCUMENT
<p><b>Latin America</b></p> <ul style="list-style-type: none"> <li>Colonization of Central America and the Caribbean</li> <li>Independence of the colonies</li> <li>Spanish-American War</li> <li>The economy of the Caribbean nations</li> </ul> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Understanding Diversity</li> </ul>	<ul style="list-style-type: none"> <li>Explore the impact of colonization on Central America and the Caribbean</li> <li>Identify the European nations that established colonies in Central America and the West Indies</li> <li>Evaluate and analyze the effects of the Spanish-American War</li> <li>Compare and contrast the similarities and differences of the Caribbean and Central American cultures</li> </ul>	<p><b>7.3A pp. 30-31</b> <b>7.3A pp.58-59</b></p> <p><b>Other Standards</b> <b>5.2C</b> <b>8.3D</b></p>	<p><i>McDougal Littell</i> A-21-22 – Maps pp. 200-214</p>
<p><b>Latin America</b></p> <ul style="list-style-type: none"> <li>Impact of European settlements in South America</li> <li>Key concepts in the fight for independence</li> <li>Government and people of South America</li> <li>Geography's effect on South America's economy/trade</li> <li>Natural resources and industries</li> <li>Art and culture in South America</li> </ul> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Understanding Diversity</li> <li>Ethics/Social Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Investigate and analyze the impact the European settlement had on South America's fight for independence</li> <li>Describe and evaluate the affect independence had on the governments of South America</li> <li>Summarize the major factors that contributed to South America's economic and cultural development</li> </ul>	<p><b>7.1A pp. 26-27</b> <b>7.2A pp.28-29</b> <b>7.3A pp.30/58</b> <b>7.4A pp. 32-33</b></p> <p><b>Other Standards</b> <b>5.2C</b> <b>8.3D</b></p>	<p><i>McDougal Littell</i> A24-25 – Maps pp. 228-242</p>
<p><b>Cuba/Guatemala</b></p> <ul style="list-style-type: none"> <li>Cuba's history and relationship with the U.S.</li> <li>Cuba and Communism</li> <li>Guatemala's history and government</li> <li>The economy of Guatemala</li> </ul> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Understanding Diversity</li> <li>Lifelong Learning/Self Direction</li> <li>Teamwork/Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Examine and research Cuba's history and relationship with the U.S.</li> <li>Explain the effects of communism on Cuba's economic system</li> <li>Describe and explain key events in Guatemala's history</li> <li>Examine Guatemala's daily life and its effect on their economy</li> </ul>	<p><b>7.3A pp. 30/58</b></p> <p><b>Other Standards</b> <b>5.2B</b> <b>5.4E</b></p>	<p><i>McDougal Littell</i> A 21-22 – Maps pp. 215-220 pp. 221-225 pp.226-227 Assessment</p>
<p><b>Brazil/Peru</b></p> <ul style="list-style-type: none"> <li>Brazil's geography and economics</li> <li>The regional importance of Brazil's size and government</li> <li>The people and culture of Brazil</li> <li>Peru's geography</li> <li>Peru's economy and government</li> <li>The people and culture of Peru</li> </ul> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Understanding Diversity</li> <li>Ethics/Social Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Study and probe the affect Brazil's geographical size has on its economy</li> <li>Analyze the influence of diverse ethnic groups in development of Brazil's culture.</li> <li>Clarify Peru's struggle for a stable government and economy</li> <li>Compare and contrast the people and culture of Peru with that of the U.S.</li> </ul>	<p><b>7.3A pp.30/58</b></p> <p><b>Other Standards</b> <b>5.2C</b> <b>8.3D</b></p>	<p><i>McDougal Littell</i> A 24-25 – Maps pp. 243-249 pp. 250-254 pp. 255-257 Assessment</p>
<p><b>Financial Literacy Module:</b> Lesson 6: A &amp; B- Money Matters in the Middle School 6A – Economics Reasoning-Incentives 6B - I Can Make Good Spending Decisions</p> <p><b>Juvenile Justice/Criminal Justice Curriculum</b> Lesson 4 – Embracing Diversity/Action Plan</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Understanding Diversity</li> <li>Lifelong Learning/Self Direction</li> <li>Teamwork/Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Explore incentives that influence people's spending behaviors</li> <li>Recognize stereotyping and prejudices in school and community. Discuss how we can correct this behavior.</li> <li>Review lessons learned in module throughout the year, develop, and plan to change negative behavior.</li> </ul>	<p><b>Other Standards</b> <b>6.4D</b> <b>8.1B</b> <b>6.3F</b> <b>6.3B</b></p>	<p><b>Financial Literacy Module:</b> Lesson 6: - pp. 24-25 Activity 6A - Finding out about incentives p.26 Activity 6B - I'm a good decision maker p.27</p> <p><b>Juvenile Justice/Criminal Justice Curriculum</b> Lesson 4 – Embracing Diversity/Action Plan</p>
<p><b>Reteach, review, accelerate, enhance understanding as needed</b></p> <p>*Best practices and multicultural connection in Core Curriculum</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Teamwork/Collaboration</li> <li>Information Technology/Application</li> </ul> <p><b>Student Ownership:</b> <b>Examining Data and Setting Goals</b></p>		<p>Please review all details taught in the past five week lessons. Refer to all PA Standards Statements referred to in lessons.</p>	<p><b>Note: Use alternative texts to address the noted objectives</b></p> <ul style="list-style-type: none"> <li>Additional support and resource activities</li> <li>Theme resources</li> </ul>

By the end of this cycle, students are able to collaborate with a team in a socially responsible way as they demonstrate their knowledge of the affect geography had on the development of the countries of Latin America. They can explain the historical events that influenced the government, economy and culture of Central and South America, and the Caribbean Islands. They are able to articulate the incentives that influence spending behaviors.

**SIXTH CYCLE SOCIAL STUDIES 6 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

**Big Idea(s):** The land, history and cultures of Latin America influenced its development in the Western Hemisphere. Pt. 2

WEEK DATES	SUPPORTS FOR 21 <sup>ST</sup> CENTURY LEARNING	SAMPLE ASSESSMENT ITEMS	CROSS CURRICULAR PSSA CONNECTION/SKILLS TO "WHAT I WILL TEACH"
<p>Cycle 6 Week 1  4 days  May 10 to May 14</p>	<p><b>Idea(s) for Investigation</b> <b>Central America:</b> <a href="http://school.discoveryeducation.com/lesson-plans/programs/flagslatinamerica/">http://school.discoveryeducation.com/lesson-plans/programs/flagslatinamerica/</a> <a href="http://en.wikipedia.org/wiki/central_america">http://en.wikipedia.org/wiki/central_america</a> <b>21st Century Applied Skills</b> • Understanding Diversity</p>	<p><b>Multiple Choice</b> Two countries without a coastline in South America are: A. Bolivia, Paraguay B. Brazil, Peru C. Uruguay, Chile D. Peru, Bolivia</p>	<p>See Core Curriculum <b>page 58</b> for more strategies on migration and Latin American countries.  <b>Summarize</b> See Appendix <b>page A26</b> for use of the 3-2-1 strategy to teach summarizing.</p>
<p>Cycle 6 Week 2  5 days  May 17 to May 21  PSSA/ Constructed Response</p>	<p><b>Idea(s) for Investigation</b> <b>Cuba:</b> <a href="http://en.wikipedia.org/wiki/Spanish-American_War">http://en.wikipedia.org/wiki/Spanish-American_War</a> <a href="http://en.wikipedia.org/wiki/Cuba-United_States_relations">http://en.wikipedia.org/wiki/Cuba-United_States_relations</a> <a href="http://www.geocities.com/blancaveliz/GuatCulture.htm">http://www.geocities.com/blancaveliz/GuatCulture.htm</a> <b>21st Century Applied Skills</b> • Understanding Diversity • Ethics/Social Responsibility</p>	<p><b>Constructed Response</b> What do people living in specific cultural regions have in common? Use at least two examples from the text to support your response</p>	<p><b>Main Idea</b> See Appendix <b>page A57</b> Magnet Summary strategy to teach main idea.</p>
<p>Cycle 6 Week 3  5 days  May 24 to May 28</p>	<p><b>Idea(s) for Investigation</b> <b>Economy of South America:</b> <a href="http://en.wikipedia.org/wiki/Economy_of_South_America">http://en.wikipedia.org/wiki/Economy_of_South_America</a> <b>Economy of North America:</b> <a href="http://en.wikipedia.org/wiki/Economy_of_North_America">http://en.wikipedia.org/wiki/Economy_of_North_America</a> <a href="http://www.kids.gov">www.kids.gov</a> <b>21st Century Applied Skills</b> • Understanding Diversity • Teamwork/Collaboration • Lifelong Learning/Self Direction</p>	<p><b>Multiple Choice</b> What language is spoken by most of the people who live in Latin America and the Caribbean? A. English B. Portuguese C. French D. Spanish</p>	<p>See Core Curriculum <b>page 58</b> for more strategies on multiculturalism and Canada.  <b>Inference</b> See Appendix <b>page A4</b> for use of the It Says... I Say...And So strategy to teach inferencing.  <b>Vocabulary</b> See Appendix <b>page A60</b> for the use of Word Sorts strategy to teach vocabulary related to topic.</p>
<p>Cycle 6 Week 4 4 days  June 1 to June 4  PSSA/ Constructed Response</p>	<p><b>Idea(s) for Investigation</b> <b>South America:</b> <a href="http://en.wikipedia.org/wiki/South_America">http://en.wikipedia.org/wiki/South_America</a> <b>21st Century Applied Skills</b> • Ethics/Social Responsibility • Understanding Diversity</p>	<p><b>Constructed Response</b> When South American countries form trade blocs, how is that different from uniting politically? Cite evidence from the text.</p>	<p><b>Vocabulary</b> See Appendix <b>page A58</b> for use of the Wordsplash strategy and <b>page A59</b> for the use of the Word Sorts strategy to teach vocabulary related to topic.</p>
<p>Cycle 6 Week 5  5 days  June 7 to June 11</p>	<p><b>Idea(s) for Investigation</b> <b>Brazil:</b> <a href="http://en.wikipedia.org/wiki/Brazil">http://en.wikipedia.org/wiki/Brazil</a> <b>Peru:</b> <a href="https://www.cia.gov/library/publications/the-world-factbook/geos/pe.html#Intro">https://www.cia.gov/library/publications/the-world-factbook/geos/pe.html#Intro</a> <b>21st Century Applied Skills</b> • Understanding Diversity • Ethics/Social Responsibility</p>	<p><b>Multiple Choice</b> What is Guatemala's dominant industry? A. tourism B. manufacturing C. agriculture D. health services</p>	<p>See Core Curriculum <b>page 62</b> for more strategies about the economy.  <b>Compare and Contrast</b> See Appendix <b>page A35</b> Compare/Contrast graphic organizer to teach comparing and contrasting.</p>
<p>Cycle 6 Week 6  4 days  June 14 to June 17</p>	<p><b>21st Century Applied Skills</b> • Teamwork/Collaboration • Information Technology/Application</p>	<p><b>Constructed Response</b> Choose two historic events in the Western Hemisphere that occurred during the 19th century. Use at least two examples from the text to support your answer.  <b>Review, Enrich and Reteach</b> <b>Practice Research Skills:</b> Question, Plan, Acquire, Organize, Synthesize, Evaluate</p>	