

# FAIRFIELD PUBLIC SCHOOLS

## SOCIAL STUDIES

### CURRICULUM

### GRADES K-6



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## MISSION

*Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.*

## Intent and Spirit of the Social Studies Standards

*All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.*

*Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.*

## Vision

*An education in social studies fosters a population that:*

- *Is civic minded, globally aware, and socially responsible*
- *Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities.*
- *Makes informed decisions about local, state, national, and global events based on inquiry and analysis.*
- *Considers multiple perspectives, values diversity, and promotes cultural understanding.*
- *Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy.*
- *Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world*
- *Discerns fact from falsehood and critically analyzes information for validity and relevance.*

## Social Studies Education in the 21st Century

*The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.*

## Performance Expectation Codes

<p>Civics, Government and Human Rights (Civics)</p> <p>Civic and Political Institutions (PI) Participation and Deliberation (PD) Democratic Principles (DP) Processes, Rules and Laws (PR) Human and Civil Rights (HR) Civic Mindedness (CM)</p>	<p>Geography, People and the Environment (Geo)</p> <p>Spatial Views of the World (SV) Human Population Patterns (PP) Human Environment Interaction (HE) Global Interconnections (GI)</p>
<p>Economics, Innovation and Technology (Econ)</p> <p>Economic Ways of Thinking (ET) Exchanges and Markets (EM) National Economy (NE) Global Economy (GE)</p>	<p>History, Culture and Perspectives (History)</p> <p>Continuity and Change (CC) Understanding Perspectives (UP) Historical Sourcing and Evidence (SE) Claims and Argumentation (CA)</p>

Pages 3-5 retrieved from <https://www.nj.gov/education/standards/socst/index.shtml> on 4/14/22

## **Differentiation Strategies**

**There are examples of differentiation within each unit, but this general list may be used at any time to assist the student towards a greater understanding of the social studies content.**

*(For students with disabilities, appropriate accommodations, instructional adaptations, and/or modifications should be determined by the IEP or 504 team)*

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Give repetition and practice exercises
- Model skills/techniques to be mastered
- Give extended time to complete class work
- Provide copy of class notes
- Determine if preferential seating would be beneficial
- Provide access to a computer
- Provide copies of textbooks for home
- Provide access to books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication

### **Modifications for Homework and Assignments**

- Provide extended time to complete assignments
- Break down assignments
- Provide the student with clearly stated (written) expectations and grading criteria for assignments

### **Modifications for Assessments**

- Provide extended time on classroom tests and quizzes
- Provide alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations /modifications for assessments

## **Differentiation Strategies**

### **Gifted and Talented**

*(content, process, product and learning environment)*

- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more advanced material
- Allow team-teaching opportunities and collaboration
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Design surveys to generate and analyze data to be used in discussion.
- Use Higher-Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **English Language Learners**

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Provide repetition and practice
- Model skills/techniques to be mastered

#### **Modifications for Homework/Assignments**

- Provide Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Provide extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Interdisciplinary Connections** **(also noted within each unit)**

Social Studies is a unified body of knowledge whose concepts build upon each other. Connecting social studies concepts includes linking ideas to related ideas learned previously. Social studies events have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Social studies and language arts should complement each other in literature as often as possible. Students will benefit from this cross-curricular relationship as they learn more about the world through literature. Social studies and science also complement each other when the students study ancient times, cultures, religion, and astronomy.

# Social Studies Curriculum Pacing Chart

*The topics listed below outline how the standards are addressed throughout the year.*

Marking Period	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>
1	<p>Citizenship</p> <ul style="list-style-type: none"> <li>Rules, classroom routine, classroom jobs</li> </ul> <p>Community Jobs</p> <ul style="list-style-type: none"> <li>Workers - Teachers, Bus Drivers, postal workers, police officers, &amp; firefighters</li> </ul>	<p>Citizenship</p> <ul style="list-style-type: none"> <li>Rules, classroom routine, classroom jobs</li> <li>Good vs bad rules/laws in the school and community</li> <li>Working together</li> </ul> <p>Where we live</p> <ul style="list-style-type: none"> <li>Our nation's resources</li> <li>Features and places</li> </ul> <p>Neighborhood Helpers</p> <ul style="list-style-type: none"> <li>What makes a community thrive</li> <li>Rights and responsibilities of all members</li> </ul>	<p>Communities &amp; Resources</p> <ul style="list-style-type: none"> <li>Community helpers</li> <li>Types of Communities</li> <li>Resources</li> <li>Farm to table</li> </ul> <p>Government</p> <ul style="list-style-type: none"> <li>Structure of our system</li> <li>Voting</li> <li>National, state, local</li> </ul> <p>America's Beginnings</p> <ul style="list-style-type: none"> <li>How our nation was born</li> <li>Holidays we celebrate our nation's history</li> </ul>	<p>Geography</p> <ul style="list-style-type: none"> <li>Explore maps</li> <li>Understand symbols and the key</li> <li>Digital tools</li> <li>migration</li> </ul> <p>Civics</p> <ul style="list-style-type: none"> <li>Identify a local issue and create possible solutions</li> </ul>
2	<p>Past and Present</p> <ul style="list-style-type: none"> <li>How life has changed for families, fun, and travel</li> </ul>	<p>Holidays</p> <ul style="list-style-type: none"> <li>awareness and understanding of cultural diversity and individuality</li> <li>Common themes among cultural traditions (Thanksgiving, Veterans Day,</li> </ul>	<p>A World of Culture</p> <ul style="list-style-type: none"> <li>Cultures and values</li> <li>Holidays</li> <li>Veteran's Day</li> </ul> <p>Family Histories</p>	(Science Unit this marking period)



	<p>Neighborhoods</p> <ul style="list-style-type: none"> <li>Who is in the neighborhood and how does it function</li> </ul>	<p>December Celebrations)</p> <p>Maps &amp; Globes</p> <ul style="list-style-type: none"> <li>See the neighborhood expand to the state, nation, globe</li> <li>Reading a map key</li> <li>Seeing where we fit into the world</li> </ul>	<ul style="list-style-type: none"> <li>History and dynamics of families past and present</li> <li>Family tree and timelines</li> </ul>	
3	<p>Celebration</p> <ul style="list-style-type: none"> <li>A history of people, holidays, and accomplishments from Americans in the past</li> </ul> <p>Maps</p> <ul style="list-style-type: none"> <li>Introduction to geography with reading simple maps</li> </ul>	<p>US Symbols</p> <ul style="list-style-type: none"> <li>Songs</li> <li>Landmarks &amp; monuments</li> <li>Famous Patriots</li> </ul> <p>Weather</p> <ul style="list-style-type: none"> <li>The location on Earth determines your weather/climate</li> </ul> <p>Goods and Services</p> <ul style="list-style-type: none"> <li>The value of money</li> <li>Where it comes from</li> <li>How to spend/save and make money as an entrepreneur</li> </ul>	<p>Heroes</p> <ul style="list-style-type: none"> <li>Study many heroes from our history</li> <li>Martin Luther King Jr. / Black History Month</li> <li>Women's History Month</li> <li>Prejudices and Stereotyping</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>Understanding how to read and interpret maps</li> <li>Focus on North America and USA for seasons and climate</li> </ul>	<p>US Government</p> <ul style="list-style-type: none"> <li>Structure - Branches of Government (intro)</li> <li>Functionality</li> <li>Understanding why and how rules are created for classroom, local, state and national government</li> <li>How our national laws protect the rights of citizens</li> <li>Democratic principles</li> <li>Fundamental Rights</li> <li>Bill of Rights</li> <li>Constitution</li> <li>Fairness, Equality and the Common Good - how all of these have changed over time</li> <li>Civil Rights, Human Rights, MLK</li> </ul>
4	<p>Flags &amp; Symbols</p> <ul style="list-style-type: none"> <li>Recognizing American symbolize and learning about what they</li> </ul>	<p>The American People</p> <ul style="list-style-type: none"> <li>Many cultures; folktales; other holidays</li> <li>Families are diverse</li> </ul>	<p>Why People Work</p> <ul style="list-style-type: none"> <li>Economics: producers and consumers</li> </ul>	(Science Unit this marking period)

	represent; patriotic songs	<p>Yesterday and Today</p> <ul style="list-style-type: none"> <li>• Compare/Contrast schools, communities, jobs, transportation, people, and learning – then and now.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the value of working</li> <li>• How to make choices about spending your money</li> <li>• How a product goes from start to completion</li> <li>• Buying and selling in the global market</li> </ul>	
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Marking Period	<u>4</u>	<u>5</u>	<u>6</u>
1	<p>Geography and map skills</p> <ul style="list-style-type: none"> <li>• Use of maps analysis of cultural diffusion and economic interdependence</li> <li>• Understand the purpose for each type of map</li> <li>• Digital Tools for Measurement</li> <li>• Landforms, climate, weather impact on life</li> </ul>	<p>Geography and map skills</p> <ul style="list-style-type: none"> <li>• Find a location on a map from its longitude and latitude</li> <li>• Work toward identifying at least half of the 50 states</li> </ul> <p>Native Americans</p> <ul style="list-style-type: none"> <li>• Migration, settlement, and environment of Native American groups</li> </ul> <p>Age of Exploration</p> <ul style="list-style-type: none"> <li>• Why do people explore?</li> <li>• What led to the exploration of new water and land routes.</li> </ul>	<p>Geography and map skills</p> <ul style="list-style-type: none"> <li>• General map skills needed for each unit of area of study.</li> <li>• Digital tools/ geographic models</li> <li>• Natural resources in various areas</li> </ul> <p>Culture:</p> <ul style="list-style-type: none"> <li>• Identify the elements that make up a culture.</li> <li>• Examine the relationship between culture and geography.</li> <li>• Draw conclusions about the connections among religion, ethics, technology, and culture.</li> </ul> <p>Archaeology: Examine artifacts that show about early humans.</p>

2	(Science Unit this marking period)	<p>Age of Exploration (cont.)</p> <ul style="list-style-type: none"> <li>• The role of trade during this period.</li> <li>• The search for natural resources</li> <li>• Assess how conflicts and alliances among Europeans and Natives impacted the expansion of the American colonies.</li> </ul> <p>Settlements Take Root</p> <ul style="list-style-type: none"> <li>• Factors that impacted emigration and settlement patterns, such as political and economic problems/opportunities and religious freedom.</li> <li>• Consequences of colonization (explain how interactions among African, European, and Native American groups began a cultural transformation).</li> </ul>	<p>Hunter-Gatherer Societies:</p> <ul style="list-style-type: none"> <li>• Examine skills that helped hunter-gatherer societies survive.</li> <li>• Analyze features of early humans on the Stone Age.</li> </ul> <p>Paleolithic Age and Neolithic Age:</p> <ul style="list-style-type: none"> <li>• Examine how agriculture led to permanent settlements and specialized roles.</li> <li>• Identify common features of all early civilizations.</li> </ul> <p>Mesopotamia:</p> <ul style="list-style-type: none"> <li>• Examine how geography shaped civilization.</li> <li>• Compare and contrast Sumer and Babylon.</li> </ul> <p>Greco-Roman:</p> <ul style="list-style-type: none"> <li>• Identify the major legacies of ancient Greece and Rome.</li> <li>• Explain how Greece's and Rome's geography affected the lives of their people.</li> <li>• Compare and contrast the governments of Greece and Rome with modern America.</li> </ul>
3	<p>New Jersey</p> <ul style="list-style-type: none"> <li>• Use and Distribution of Land</li> <li>• Cities and Cultural Differences</li> <li>• Regions of NJ</li> <li>• Resources of NJ</li> <li>• Revolution Landmarks</li> </ul>	<p>Life in the Colonies</p> <ul style="list-style-type: none"> <li>• Religious or demographic freedom (i.e., race, gender, and economic status) and social, economic, and political opportunities in the colonies.</li> </ul>	<p>Ancient China:</p> <ul style="list-style-type: none"> <li>• Describe how geography makes it a diverse country.</li> <li>• Compare and contrast the Shang, Zhou, Qin, and Han dynasties and their accomplishments.</li> </ul>

	<ul style="list-style-type: none"> <li>Famous NJ People: inventors, politicians, etc</li> </ul> <hr/> <p>Native Americans</p> <ul style="list-style-type: none"> <li>Impact of Colonization</li> <li>Lenni Lenape Regions</li> <li>Cultural Progression and Conflicts</li> </ul>	<ul style="list-style-type: none"> <li>Factors that impacted emigration, settlement patterns, and regional identities of the colonies</li> <li>The Columbian Exchange between Europe, Africa, and the Americas.</li> <li>Slavery and indentured servitude in Colonial labor systems.</li> </ul>	<p>Ancient India:</p> <ul style="list-style-type: none"> <li>Examine how geography influenced the Indian subcontinent.</li> <li>Compare and contrast Mohenjo-Daro and Harappa.</li> <li>Analyze the caste system and how it affected society.</li> <li>Examine the Vedic Age and how the Vedas provide information about Aryan life.</li> <li>Compare and contrast the major components of Hinduism and Buddhism.</li> </ul>
4	(Science Unit this marking period)	<p>Life in the Colonies (cont.)</p> <ul style="list-style-type: none"> <li>Voluntary and involuntary migratory experiences of different groups of people.</li> <li>The impact of triangular trade on multiple nations and groups.</li> <li>Mercantilism and its impact on the economies</li> </ul>	<p>Islam:</p> <ul style="list-style-type: none"> <li>List the major beliefs and roots of Islam.</li> <li>Explain how the spread of Islam affected Southwest Asia.</li> <li>Explain how the spread of Islam gave rise to the Islamic world.</li> </ul> <p>Ancient Egypt:</p> <ul style="list-style-type: none"> <li>Examine how geography influenced the Egyptian civilization</li> <li>Identify the responsibilities of the pharaohs and their impact on the ancient Egyptians.</li> <li>Explain why trade was important to Egypt's economy.</li> <li>Analyze the Egyptian accomplishments in math, science, art, architecture, and literature.</li> </ul> <p>Middle Ages:</p>

			<ul style="list-style-type: none"><li>• Compare and contrast the Magna Carta with the Bill of Rights.</li><li>• Analyze how feudalism and manorialism brought social and economic order to Europe.</li><li>• Examine how monasteries and religious orders helped spread Christianity.</li><li>• Analyze the reasons for the Crusades of the Middle Ages.</li></ul>
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## **Grades K-2 Structure and Content**

Social studies instruction in early elementary focuses on developing student's understanding of their role in their family, community, county and world. Students learn foundational ideas of government, democracy, human rights, the common good, citizenship, and civil discourse as well as explore the American identity through symbols, holidays, and monuments that are reflective of our values and principles.

- 6.1 U.S. History in the World (Grades kindergarten through 12)
- 6.2 World History (Grades 8 through 12)
- 6.3 Active Citizenship in the 21st Century (Grades kindergarten through 12)

<https://www.nj.gov/education/standards/socst/index.shtml>

Grade K	Social Studies	Marking Period 1
<b>Theme: Citizenship &amp; Jobs</b>		
<u>Essential Questions:</u> *Why is it important to learn to be a good citizen? *What is something you can do to show you are responsible? *Why do people choose different jobs? *How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? *How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?		
<b>Priority Standards</b>		
<input type="checkbox"/> 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community  <input type="checkbox"/> 6.1.2.CivicsPR.1: Determine what makes a good rule or law.  <input type="checkbox"/> 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities  <input type="checkbox"/> 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.  <input type="checkbox"/> 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights  <input type="checkbox"/> 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).  <input type="checkbox"/> 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.		
<b>Resources &amp; Assessments</b>		
<u>Guidelines for Differentiation</u> HEP- write/draw about how to be a good citizen Tier 2 – work with a partner to label pictures about citizenship Tier 3 – list and label ways to be a good citizen 504 – work with a partner for role playing great citizens ELL- Use pictures next to words and headings IEP – Identify text features, headings, captions	<u>Informal: (no formal assessments for Kdg)</u> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Teacher observation</li> <li>• Class discussions</li> <li>• Class participation</li> <li>• Classwork</li> </ul>	

### Interdisciplinary Connections

Language Arts – RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text. *Chester and the Big Bad Bully* by Audrey Penn (Holocaust connection of treating others fairly)

Career Readiness, Life Literacies, & Key Skills: 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

Computer Science & Design Thinking: 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.



Grade K	Social Studies	Marking Period 2
<b>Theme: Past &amp; Present / Neighborhoods</b>		
<u>Essential Questions:</u> *How do things change over time? How do they stay the same? *What is our neighborhood like? What do you want to learn about our neighborhood? *How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? *How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?		
<b>Priority Standards</b>		
<input type="checkbox"/> 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules  <input type="checkbox"/> 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.  <input type="checkbox"/> 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. <b>(AAPI connection)</b>  <input type="checkbox"/> 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.  <input type="checkbox"/> 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.		
<b>Resources &amp; Assessments</b>		
<u>Guidelines for Differentiation</u> HEP – Make a map of important places in our community Tier 2 – explore signs from the community and explain their purpose Tier 3 – interview a parent or grandparent about what is different from when they were little 504 – provide actual items from the past to compare with present ELL – Look at (play if possible) old toys IEP – offer audio descriptions and larger text		<u>Informal: (no formal assessments for Kdg)</u> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Teacher observation</li> <li>• Class discussions</li> <li>• Class participation</li> <li>• Classwork</li> </ul>
<b>Interdisciplinary Connections</b>		

Language Arts – RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic \_Let’s Find Out: Black history month – MLK, inventors, GW Carver

Career Readiness, Life Literacies, & Key Skills: 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Computer Science & Design Thinking: 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.

*AAPL: What Color Is My Patka? By Deepika Kaur Pujji - Full [lesson](#) with video links from TAAS.*

Grade K	Social Studies	Marking Period 3
<b>Theme: Celebrations &amp; Maps</b>		
<u>Essential Questions:</u> *What important people and events do we celebrate throughout the year? *How do maps help us find and describe places? *How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? *How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?		
<b>Priority Standards</b>		
<input type="checkbox"/> 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).  <input type="checkbox"/> 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.  <input type="checkbox"/> 6.1.2.EconET.1: Explain the difference between needs and wants  <input type="checkbox"/> 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.  <input type="checkbox"/> 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.  <input type="checkbox"/> 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history		
<b>Resources &amp; Assessments</b>		
<u>Guidelines for Differentiation</u> HEP – review types of maps and make their own map of choice Tier 2 – Identify the purpose of each map Tier 3 – Use echo reading to practice oral language 504 – Kinesthetic: sketch an outline of the classroom using given shapes ELL – Tell classmates about a favorite holiday IEP – Partner work for direction words and their actions		<u>Informal: (no formal assessments for Kdg)</u> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Teacher observation</li> <li>• Class discussions</li> <li>• Class participation</li> <li>• Classwork</li> </ul>
<b>Interdisciplinary Connections</b>		

Language Arts SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. ED World lesson: trace the path on a map showing the zig zag journey of Amistad. Discuss slavery and how Lincoln worked to end it.

Career Readiness, Life Literacies, & Key Skills: 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

Grade K	Social Studies	Marking Period 4
<b>Theme: US Symbols</b>		
<u>Essential Questions:</u> *What symbols bring people together as Americans? *What do you think of when you hear the word “American”? *How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?		
<b>Priority Standards</b>		
<input type="checkbox"/> 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.  <input type="checkbox"/> 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.  <input type="checkbox"/> 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.		
<b>Resources &amp; Assessments</b>		
<u>Guidelines for Differentiation</u> HEP – write and draw thank you cards for neighborhood helpers Tier 2 – create a poster showing appreciation for neighborhood helpers Tier 3 – Predict content based upon pictures and headings on a page. 504 – Use a game piece to follow a route around the classroom ELL – orally practice what the Statue of Liberty to say to people coming into America IEP – Provide models to explain the significance of symbols		<u>Informal: (no formal assessments for Kdg)</u> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Teacher observation</li> <li>• Class discussions</li> <li>• Class participation</li> <li>• Classwork</li> </ul>
<b>Interdisciplinary Connections</b>		
<u>Language Arts:</u> RI K.2 Identify the main idea and details / SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail. / W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic <u>Career Readiness, Life Literacies, &amp; Key Skills:</u> 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives <u>Computer Science &amp; Design Thinking:</u> • 8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.		

Grade 1	Social Studies	Marking Period 1
<b>Theme: Rules &amp; Laws / Where we live / Neighborhood Helpers</b>		
<u>Essential Questions:</u> *Who makes rules and laws and why should we follow them? *How does our location affect the way we live? *How do people in the neighborhoods help each other? *How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? *How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?		
<b>Priority Standards</b>		
<input type="checkbox"/> 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).  <input type="checkbox"/> 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).  <input type="checkbox"/> 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.  <input type="checkbox"/> 6.1.2.CivicsPR.1: Determine what makes a good rule or law. <input type="checkbox"/> 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities  <input type="checkbox"/> 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.  <input type="checkbox"/> 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights  <input type="checkbox"/> 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.  <input type="checkbox"/> 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.  <input type="checkbox"/> 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).		

Resources & Assessments	
<u>Guidelines for Differentiation</u> HEP – Create a new rule for the classroom/ community Tier 2 – identify a list of rules and laws in the community Tier 3 – locate and mark vocabulary words in text 504 – draw/act out people in the community (actions, clothing) ELL – Preview new words / phrases and use them to describe pictures about the community IEP – Conduct a vocal role call and tally on the board.	<u>Informal: (no formal assessments for Grade 1)</u> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Teacher observation</li> <li>• Class discussions</li> <li>• Class participation</li> <li>• Classwork</li> </ul>
Interdisciplinary Connections	
<u>Language Arts – RL.1.3.</u> Describe characters, settings, and major event(s) in a story, using key details. <u>SL.1.4.</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <i>Recess Queen</i> by Alexis O’Neil (Holocaust connects: leaving others out; nobody is better than another) <u>Career Readiness, Life Literacies, &amp; Key Skills:</u> 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. <u>Computer Science &amp; Design Thinking:</u> 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.	

Grade 1	Social Studies	Marking Period 2
<b>Theme: Holidays / Maps &amp; Globes</b>		
<u>Essential Questions:</u> *Why do people celebrate national holidays? *What is your favorite holiday? What do you do on that holiday? *How can we use maps and globes? *Where have you seen maps and globes? What do they look like? *How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?		
<b>Priority Standards</b>		
<input type="checkbox"/> 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.  <input type="checkbox"/> 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).  <input type="checkbox"/> 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).  <input type="checkbox"/> 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).  <input type="checkbox"/> 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.  <input type="checkbox"/> 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.  <input type="checkbox"/> 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.  <input type="checkbox"/> 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.		
<b>Resources &amp; Assessments</b>		
<u>Guidelines for Differentiation</u> HEP – make a model of the neighborhood/community Tier 2 – have a Patriot party and act as an American hero Tier 3 – make a model of the classroom 504 – identify the cardinal directions in the classroom ELL – create a chart of all of the holidays celebrated by classmates and what each one represents IEP – Use the key to identify features on a map		<u>Informal: (no formal assessments for Grade 1)</u> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Teacher observation</li> <li>• Class discussions</li> <li>• Class participation</li> <li>• Classwork</li> </ul>



### Interdisciplinary Connections

Language Arts – SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed. *One Class, Many Cultures* Scott Foresman (Amistad connection- celebrating diversity) Videos and articles on African Americans: MLK, Thurgood Marshall, Rosa Parks, GW Carver.

Career Readiness, Life Literacies, & Key Skills: 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time

Computer Science & Design Thinking: 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Grade 1	Social Studies	Marking Period 3
<b>Theme: US Symbols / Weather / Goods &amp; Services</b>		
<u>Essential Questions:</u> *What are some important symbols of the United States and why are they important? *What do you think of when you hear the words “United States”? *How does weather affect our daily activities? *Have you ever not worn a coat and wished you had worn one? Tell about it. *How do we make choices about what to do with our money? *How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?		
<b>Priority Standards</b>		
<input type="checkbox"/> 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles <input type="checkbox"/> 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability). <input type="checkbox"/> 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there. <input type="checkbox"/> 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services. <input type="checkbox"/> 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities. <input type="checkbox"/> 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter). <input type="checkbox"/> 6.1.2.EconNE.2: Describe examples of goods and services that governments provide. <input type="checkbox"/> 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries. <input type="checkbox"/> 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place. <input type="checkbox"/> 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.		

Resources & Assessments	
<p><u>Guidelines for Differentiation</u></p> <p>HEP – make a book of US symbols and explain what each symbolizes</p> <p>Tier 2 – make a brochure of what activities match weather types</p> <p>Tier 3 – make a poster of what to do in NJ during each season</p> <p>504 – select a Patriot song to sing with a friend</p> <p>ELL – identify faces on American coins and bills</p> <p>IEP – select a job and act out doing that service or providing a good. Is this good/service for a need or want?</p>	<p><u>Informal: (no formal assessments for Grade 1)</u></p> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Teacher observation</li> <li>• Class discussions</li> <li>• Class participation</li> <li>• Classwork</li> </ul>
Interdisciplinary Connections	
<p><u>Language Arts</u> SL 1.1 Participate in collaborative conversations / RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><u>Career Readiness, Life Literacies, &amp; Key Skills:</u> 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves. / 9.1.2.FP.2: Differentiate between financial wants and needs. / 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family). / 9.1.2.PB.2: Explain why an individual would choose to save money.</p>	

Grade 1	Social Studies	Marking Period 4
<b>Theme: The American People / Then &amp; Now</b>		
<u>Essential Questions:</u> *How do so many different people make one nation? *What is something similar about you and one of your friends? *How is our life different from the past and how is it the same? *How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?		
<b>Priority Standards</b>		
<input type="checkbox"/> 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.  <input type="checkbox"/> 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.  <input type="checkbox"/> 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history  <input type="checkbox"/> 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays). <b>(AAPI Connection)</b>  <input type="checkbox"/> 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.		
<b>Resources &amp; Assessments</b>		
<u>Guidelines for Differentiation</u> HEP – Plan out a folktale skit from a culture shared in class Tier 2 – Interview a parent/grandparent about the differences from their childhood. Share with classmates Tier 3 – work with classmates to create a culture collage 504 – Make a timeline of your own life ELL – Include academic vocabulary when discussing items that have changed from the past IEP – participate in the folktale skit		<u>Informal: (no formal assessments for Grade 1)</u> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Teacher observation</li> <li>• Class discussions</li> <li>• Class participation</li> <li>• Classwork</li> </ul>

### Interdisciplinary Connections

Language Arts – RI 1.2 Identify the main idea and details / SL.1.6. Produce complete sentences when appropriate to task and situation (folktale)

Career Readiness, Life Literacies, & Key Skills: 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

Computer Science & Design Thinking: 8.2.2.ITH.2: Explain the purpose of a product and its value.

*AAPL: Women Advancing Equality Essay - Video and lesson support with discussion questions.*

Grade 2	Social Studies	Marking Period 1
<b>Theme: Communities, Government, America's Beginnings</b>		
<u>Essential Questions:</u> *What resources do people need to live and how do people get these resources? *How do governments run your community, state, and country? *How can exploring America's beginning help us to understand the present? *How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? *How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?		
<b>Priority Standards</b>		
<input type="checkbox"/> 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce. <input type="checkbox"/> 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions. <input type="checkbox"/> 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. <input type="checkbox"/> 6.1.2.CivicsPI.6: Explain what government is and its function. <input type="checkbox"/> 6.1.2.CivicsPR.1: Determine what makes a good rule or law. <input type="checkbox"/> 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities <input type="checkbox"/> 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. <input type="checkbox"/> 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights <input type="checkbox"/> 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. <input type="checkbox"/> 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.		
<b>Resources &amp; Assessments</b>		
<u>Guidelines for Differentiation</u> HEP – Choose an elected office from text and research that person in our community		<u>Informal &amp; Formal</u> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Teacher observation</li> </ul>

<p>Tier 2 – Interview leaders in the building and learn about their responsibilities</p> <p>Tier 3 – Draw a concept web to show relationships between leaders</p> <p>504 – use a flow chart to show the connection between leaders</p> <p>ELL – Use words and sketches to show the responsibility of each leader</p> <p>IEP – perform a skit about how leaders help</p>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Class participation</li> <li>• Classwork</li> <li>• Concept quizzes</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p>	
<p><u>Language Arts</u> RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed. / RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. / SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <i>Trouble at the Sandbox / Friends Around the World</i> by Foresman; <i>Keeping Quilt</i>; <i>Christmas Tapestry</i> (Holocaust connection – cultural tolerance)</p> <p><u>Media</u> ReadWorks video and article about Amistad</p> <p><u>Career Readiness, Life Literacies, &amp; Key Skills</u>: 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p>	

Grade 2	Social Studies	Marking Period 2
<b>Theme: Culture &amp; Family Histories</b>		
<u>Essential Questions:</u> *How are cultures around the world similar and different? *How can exploring family histories help us better understand the past? *How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies? *How have scientific and technological developments over the course of history changed the way people live and economies and governments function?		
<b>Priority Standards</b>		
<input type="checkbox"/> 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities <input type="checkbox"/> 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. <input type="checkbox"/> 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally). <input type="checkbox"/> 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. <input type="checkbox"/> 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture. <input type="checkbox"/> 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. <b>(AAPI connection)</b> <input type="checkbox"/> 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.		
<b>Resources &amp; Assessments</b>		
<u>Guidelines for Differentiation</u> HEP – Research different cultures and develop a method to present their findings Tier 2 – Write a story about a family tradition that shows their culture Tier 3 – Share their culture and compare to others 504 – make a family tree showing your family members and culture ELL – listen to the text being read aloud and stop and jot notes along the way		<u>Informal &amp; Formal:</u> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Teacher observation</li> <li>• Class discussions</li> <li>• Class participation</li> <li>• Classwork</li> <li>• Concept quizzes</li> </ul>



IEP – Chunk assignments so that the teacher can check for understanding along the way.	
<b>Interdisciplinary Connections</b>	
<p><u>Language Arts RI.2.3.</u> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Articles and videos from ReadWorks “Important and Influential People”</p> <p><u>Career Readiness, Life Literacies, &amp; Key Skills:</u> 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business. 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</p> <p><u>Computer Science &amp; Design Thinking:</u> 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.</p> <p><i>AAPI: <u>Grandfather's Journey</u> by Allen Say - Paired with a double-entry journal activity from <u>TAAS</u></i></p>	

Grade 2	Social Studies	Marking Period 3
<b>Theme: Heroes &amp; Geography (Location and North America)</b>		
<u>Essential Questions:</u> *Who are heroes and how do they improve our lives? *How does my life fit on a map? *Why is it important to know what is around your current location? *What can maps tell us about our continent? *How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world? *How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?		
<b>Priority Standards</b>		
<input type="checkbox"/> 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic). <input type="checkbox"/> 6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student’s assigned seat in the classroom, needs more thought) <input type="checkbox"/> 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States. <input type="checkbox"/> 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions. <input type="checkbox"/> 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). <input type="checkbox"/> 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event. <input type="checkbox"/> 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.		
<b>Resources &amp; Assessments</b>		
<u>Guidelines for Differentiation</u> HEP – Research a person, event, or place from American history (or other “hero” & create a presentation on technology (ie Google Slideshow) Tier 2 – Compare and contrast life in suburban, urban, and rural Tier 3 – Provide sentence starters to ask and answer questions 504 – Role play a hero’s importance through a reader’s theater activity		<u>Informal &amp; Formal:</u> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Teacher observation</li> <li>• Class discussions</li> <li>• Class participation</li> <li>• Classwork</li> <li>• Concept quizzes</li> </ul>

ELL – Use the vocabulary list to decide which words to look up IEP – Work in small groups to check for understanding throughout research	
<b>Interdisciplinary Connections</b>	
<p><u>Language Arts</u> – RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed. Biography LA unit for Understanding Perspectives</p> <p><u>Media</u> – videos and article research on African Americans (GW Carver, MLK, Rosa Parks, Ruby Bridges)</p> <p><u>Career Readiness, Life Literacies, &amp; Key Skills</u>: 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</p> <p><u>Computer Science &amp; Design Thinking</u>: 8.1.2.AP.4: Break down a task into a sequence of steps.</p>	

Grade 2	Social Studies	Marking Period 4
<b>Theme: Why People Work</b>		
<u>Essential Questions:</u> *How does the work people do in their jobs help our community and other communities? *How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?		
<b>Priority Standards</b>		
<input type="checkbox"/> 6.1.2.EconET.1: Explain the difference between needs and wants <input type="checkbox"/> 6.1.2.EconET.3: Describe how supply and demand influence price and output of products. <input type="checkbox"/> 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives. ( <i>Money Matters</i> ) <input type="checkbox"/> 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically <input type="checkbox"/> 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change. <input type="checkbox"/> 6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world. <input type="checkbox"/> 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.		
<b>Resources &amp; Assessments</b>		
<u>Guidelines for Differentiation</u> HEP –create a proposal of a way that you can earn money; make a list and have classmates vote Tier 2 – make a T-chart of needs and wants Tier 3 – use context clues to define topic related terms and vocabulary 504 – make a poster showing how raw materials become products ELL – Create a word web for an assigned section (product, goods, etc.) IEP – Explain how graphic features can enhance understanding		<u>Informal &amp; Formal:</u> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Teacher observation</li> <li>• Class discussions</li> <li>• Class participation</li> <li>• Classwork</li> <li>• Concept quizzes</li> </ul>
<b>Interdisciplinary Connections</b>		
<u>Language Arts</u> – RI 2.4 Determine the meaning of words and phrases relevant to topics / W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations) / SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		

Career Readiness, Life Literacies, & Key Skills: 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

Computer Science & Design Thinking: 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

## Grades 3-5 Structure and Content

In upper elementary, social studies instruction begins with the various levels of government functions, powers and responsibilities. Students explore topics of geography and economics through a local and state context, while learning the various histories, cultures and perspectives of United States starting with the native populations of the U.S. through 1763 with an emphasis on the geography, history and civics of New Jersey.

- 6.1 U.S. History in the World (Grades kindergarten through 12)
  - 6.2 World History (Grades 8 through 12)
  - 6.3 Active Citizenship in the 21st Century (Grades kindergarten through 12)
- 

The specific time periods (years) and names of the eras were informed by National Standards for History. Standard 6.1 U.S. History: America in the World by the End of Grade 5

- Era 1 Three Worlds Meet (Beginnings to 1620)
- Era 2 Colonization and Settlement (1585–1763)

<https://www.nj.gov/education/standards/socst/index.shtml>

Grade 3	Social Studies	Marking Period 1
<b>Theme: Geography &amp; History</b>		
<u>Essential Questions:</u> *How does our past affect our present? *How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? *How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?		
<b>Priority Standards</b>		
<input type="checkbox"/> 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.		
<input type="checkbox"/> 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose		
<input type="checkbox"/> 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism		
<input type="checkbox"/> 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States		
<input type="checkbox"/> 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.		
<input type="checkbox"/> 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.		
<input type="checkbox"/> 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).		
<input type="checkbox"/> 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.		
<input type="checkbox"/> 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.		
<input type="checkbox"/> 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.		
<input type="checkbox"/> 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.		

- ☐ 6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position
- ☐ 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.
- ☐ 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
- ☐ 6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
- ☐ 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

### Resources & Assessments

Guidelines for Differentiation (for Landmark project)  
 HEP: independently research landmark project and make presentation  
 Tier 2: Research is provided but must make a presentation  
 Tier 3: Research and template are provided for presentation project  
 504: fill out landmark slides with highlighted notes  
 ELL: sentence starters provided in presentation with research also provided  
 IEP: sentence starters provided in presentation with research also provided

#### Informal

- Graphic organizers
- Teacher observation
- Class discussions
- Class participation
- Classwork

#### Formal

- Quizzes
- Final unit assessment

### Interdisciplinary Connections

Language Arts – RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. *Molly's Pilgrim* by Barbara Cohen

Career Readiness, Life Literacies, & Key Skills: 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions / 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue

Computer Science & Design Thinking: 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.



Grade 3	Social Studies	Marking Period 3
<b>Theme: Government Functions</b>		
<u>Essential Questions:</u> *Why do we have government? How can I participate as a good citizen? *How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? *How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?		
<b>Priority Standards</b>		
<input type="checkbox"/> 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.  <input type="checkbox"/> 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).  <input type="checkbox"/> 6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.  <input type="checkbox"/> 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.  <input type="checkbox"/> 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.  <input type="checkbox"/> 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.  <input type="checkbox"/> 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government. •  <input type="checkbox"/> 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.  <input type="checkbox"/> 6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).  <input type="checkbox"/> 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).		

- ☐ 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- ☐ 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
- ☐ 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
- ☐ 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
- ☐ 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions (AAPI connection)
- ☐ 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- ☐ 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.
- ☐ 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- ☐ 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
- ☐ 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
- ☐ 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations
- ☐ 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- ☐ 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.
- ☐ 6.1.5.EconNE.1: Explain the ways in which the government pays for the goods and services it provides.
- ☐ 6.1.5.EconNE.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.
- ☐ 6.1.5.EconNE.6: Examine the qualities of entrepreneurs in a capitalistic society

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

### Resources & Assessments

#### Guidelines for Differentiation

(Historical Heroes Writing)

HEP: write a 4 paragraph essay on historical heroes

TIER 2: RACECER paragraph

TIER 3: Provided graphic organizer with the RACECER paragraph

504: graphic organizer with modified checklist

ELL: graphic organizer with sentence starters

IEP: sentence starters with a short response

#### Informal

- Graphic organizers
- Teacher observation
- Class discussions
- Class participation
- Classwork

#### Formal

- Quizzes
- Final unit assessment

### Interdisciplinary Connections

Language Arts – RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. *Henry's Freedom Box & Amistad: the story of a slave ship* and articles from Read Works *Terrible Things: An allegory of the Holocaust* by Eve Bunting (animals are taken one by one).

Career Readiness, Life Literacies, & Key Skills: 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology / 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

Computer Science & Design Thinking: 8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.

**AAPI: *Min Lee's Lunch* - Read Aloud and discussion questions and "What's on my plate" to celebrate different food traditions.**

Grade 4	Social Studies	Marking Period 1
<b>Theme: Geography</b>		
<u>Essential Questions:</u> * How do I fit into the world, country, state? * How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?		
<b>Priority Standards</b>		
<input type="checkbox"/> 6.1.5.GeoSV.1 Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).  <input type="checkbox"/> 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.  <input type="checkbox"/> 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.  <input type="checkbox"/> 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).  <input type="checkbox"/> 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States  <input type="checkbox"/> 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.  <input type="checkbox"/> 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).  <input type="checkbox"/> 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.  <input type="checkbox"/> 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights)		
<b>Resources &amp; Assessments</b>		
<u>Guidelines for Differentiation</u>	<u>Informal</u>	

<p>HEP- Explain boundary lines on a political map formed by natural resources</p> <p>Tier 2 – Refer to boundary lines on a political map between states and countries</p> <p>Tier 3 – understand that boundary lines are a means of separating two areas.</p> <p>504 – Trace lines formed by natural features</p> <p>ELL- Describe geographical features by looking at pictures and identifying characteristics</p> <p>IEP – Identify landforms and geographical features on a map and understand correlating vocabulary.</p>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Teacher observation</li> <li>• Class discussions</li> <li>• Class participation</li> <li>• Classwork</li> </ul> <p><u>Formal</u></p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Final unit assessment</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p>	
<p><u>Language Arts – RI.4.3.</u> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text / <u>RI.4.6.</u> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. <i>A Picture Book of Anne Frank</i> by David A. Adler (Holocaust connection)</p> <p><u>Career Readiness, Life Literacies, &amp; Key Skills:</u> 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view</p> <p><u>Computer Science &amp; Design Thinking:</u> 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic) / 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p>	

Grade 4	Social Studies	Marking Period 3
<b>Theme: Government Functions &amp; New Jersey</b>		
<u>Essential Questions:</u> * How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies? *How have scientific and technological developments over the course of history changed the way people live and economies and governments function?		
<b>Priority Standards</b>		
<input type="checkbox"/> 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries. <input type="checkbox"/> 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS). <input type="checkbox"/> 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions. <input type="checkbox"/> 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism. <input type="checkbox"/> 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere <input type="checkbox"/> 6.1.5.EconNE.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities. <input type="checkbox"/> 6.1.5.EconNE.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. <input type="checkbox"/> 6.1.5.EconEm.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities. 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. <input type="checkbox"/> 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government. <input type="checkbox"/> 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.		

- ☐ 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process)
- ☐ 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
- ☐ 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- ☐ 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
- ☐ 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
- ☐ 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
- ☐ 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- ☐ 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- ☐ 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- ☐ 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
- ☐ 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- ☐ 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

### Resources & Assessments

#### Guidelines for Differentiation

HEP- Research state representatives and the role they play in creating laws

#### Informal

- Graphic organizers
- Teacher observation

<p>Tier 2 – review the powers and responsibilities of government; summarize</p> <p>Tier 3 – explain three branches of the government through an info-graphic</p> <p>504 – use Lenape symbols to tell a story of early native New Jerseyans</p> <p>ELL- Identify and draw items used by early New Jersey natives.</p> <p>IEP – Identify community works who build roads, put up signs, etc. and their importance</p>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Class participation</li> <li>• Classwork</li> </ul> <p><u>Formal</u></p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Final unit assessment</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p>	
<p><u>Language Arts</u> – RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably / W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <i>Amistad: The Story of a Slave Ship</i> by Patricia McKissack</p> <p><u>Career Readiness, Life Literacies, &amp; Key Skills</u>: 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity</p> <p><u>Computer Science &amp; Design Thinking</u>: 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career. / 8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.</p>	



Grade 5	Social Studies	Marking Period 1
<b>Theme: Geography</b>		
<u>Essential Questions:</u> * How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? *How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?		
<b>Priority Standards</b>		
<input type="checkbox"/> 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.		
<input type="checkbox"/> 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States		
<input type="checkbox"/> 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.		
<input type="checkbox"/> 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.		
<input type="checkbox"/> 6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.		
<input type="checkbox"/> 6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.		
<input type="checkbox"/> 6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.		
<input type="checkbox"/> 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. ( <b>AAPI Connection</b> )		
<input type="checkbox"/> 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.		
<input type="checkbox"/> 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems		
<input type="checkbox"/> 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.		
<input type="checkbox"/> 6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.		

Resources & Assessments	
<u>Guidelines for Differentiation</u> HEP- Research early politicians who have shaped our state/nation Tier 2 – Create maps with political and physical features Tier 3 – label lines of latitude and longitude 504 – conduct a skit of challenges of early immigrants ELL- compare time zones to their native country IEP – create a poster showing regions of our nation	<u>Informal</u> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Teacher observation</li> <li>• Class discussions</li> <li>• Class participation</li> <li>• Classwork</li> </ul> <u>Formal</u> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Final unit assessment</li> </ul>
Interdisciplinary Connections	
<u>Language Arts – RI.5.3.</u> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text / <u>Career Readiness, Life Literacies, &amp; Key Skills: 9.4.5.CT.4:</u> Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global <u>Computer Science &amp; Design Thinking: 8.2.5.ETW.3:</u> Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved. <b>AAPI: Redefine America articles and photos. Complete <u>Activities #2 and #3</u></b>	

Grade 5	Social Studies	Marking Period 2
<b>Theme: Early settlements</b>		
<u>Essential Questions:</u> *How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies? *How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?		
<b>Priority Standards</b>		
<input type="checkbox"/> 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.  <input type="checkbox"/> 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.  <input type="checkbox"/> 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.  <input type="checkbox"/> 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.  <input type="checkbox"/> 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.  <input type="checkbox"/> 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.  <input type="checkbox"/> 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.  <input type="checkbox"/> 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.  <input type="checkbox"/> 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).  <input type="checkbox"/> 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.  <input type="checkbox"/> 6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade  <input type="checkbox"/> 6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.		

- ☐ 6.1.5.EconNE.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- ☐ 6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- ☐ 6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.
- ☐ 6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.
- ☐ 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- ☐ 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
- ☐ 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
- ☐ 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- ☐ 6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
- ☐ 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- ☐ 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- ☐ 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- ☐ 6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

### Resources & Assessments

#### Guidelines for Differentiation

HEP- Write a persuasive piece asking for a sponsor to provide at least 3 items needed in colonial times  
Tier 2 – compare and contrast two settlements

#### Informal

- Graphic organizers
- Teacher observation
- Class discussions

<p>Tier 3 – Work in partners to present reasons why to settle in a particular area.</p> <p>504 – Act out a colonial scene</p> <p>ELL- Match pictures to items needed in a settlement</p> <p>IEP – Make a model of a colonial artifact</p>	<ul style="list-style-type: none"> <li>• Class participation</li> <li>• Classwork</li> </ul> <p><u>Formal</u></p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Final unit assessment</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p>	
<p><u>Language Arts</u> – W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research B. Apply grade 5 Reading standards to informational texts / RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><u>Career Readiness, Life Literacies, &amp; Key Skills:</u> 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view</p> <p><u>Computer Science &amp; Design Thinking:</u> 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</p>	

Grade 5	Social Studies	Marking Period 3
<b>Theme: Colonial Times</b>		
<u>Essential Questions:</u> *What does it take to start a new colony? *What's worth fighting for? *How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? *How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?		
<b>Priority Standards</b>		
<input type="checkbox"/> 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.  <input type="checkbox"/> 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere  <input type="checkbox"/> 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.  <input type="checkbox"/> 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.  <input type="checkbox"/> 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.  <input type="checkbox"/> 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.  <input type="checkbox"/> 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.  <input type="checkbox"/> 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.  <input type="checkbox"/> 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.  <input type="checkbox"/> 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.  <input type="checkbox"/> 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).		

- ☐ 6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade
- ☐ 6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
- ☐ 6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- ☐ 6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- ☐ 6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.
- ☐ 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.
- ☐ 6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.
- ☐ 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- ☐ 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas
- ☐ 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- ☐ 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- ☐ 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
- ☐ 6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.
- ☐ 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
- ☐ 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.

- ☐ 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
- ☐ 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered
- ☐ 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- ☐ 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- ☐ 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- ☐ 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- ☐ 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- ☐ 6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
- ☐ 6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

### Resources & Assessments

#### Guidelines for Differentiation

HEP- write a letter home about their journal, from the point of view of an explorer  
 Tier 2 – Compare/contrast explorers then and now  
 Tier 3 – Identify and explain ways that colonial life was different than present-day  
 504 – Create a map to show various native group settlements in America  
 ELL- Create a matching game for the vocabulary terms from the unit; play with a peer  
 IEP – learn how to use a compass and practice basic navigation

#### Informal

- Graphic organizers
- Teacher observation
- Class discussions
- Class participation
- Classwork

#### Formal

- Quizzes
- Final unit assessment



### Interdisciplinary Connections

Language Arts – RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. *Maniac Magee* by Jerry Spinelli (Holocaust connection: fairness, equality)

Career Readiness, Life Literacies, & Key Skills: 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). / 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data / 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions

Computer Science & Design Thinking: 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model

Grade 5	Social Studies	Marking Period 4
<b>Theme: A New Nation</b>		
<u>Essential Questions:</u> *How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? *How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?		
<b>Priority Standards</b>		
<input type="checkbox"/> 6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. <input type="checkbox"/> 6.1.5.EconNE.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system. <input type="checkbox"/> 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures. <input type="checkbox"/> 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas <input type="checkbox"/> 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives. <input type="checkbox"/> 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas. <input type="checkbox"/> 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures. <input type="checkbox"/> 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions. <input type="checkbox"/> 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems. <input type="checkbox"/> 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights). <input type="checkbox"/> 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.		

- ☐ 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- ☐ 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. (AAPI connection)
- ☐ 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- ☐ 6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

### Resources & Assessments

#### Guidelines for Differentiation

HEP- brainstorm a new law and present the benefits of it to classmates

Tier 2 – explain how the Stamp Act hurt England

Tier 3 – research a job that no longer exists and explain what replaced it

504 – perform a skit from the Industrial Revolution

ELL- Select adjectives that make a good leader

IEP – reflect on the notion of living without laws and have a friendly debate with a share list of ideas

#### Informal

- Graphic organizers
- Teacher observation
- Class discussions
- Class participation
- Classwork

#### Formal

- Quizzes
- Final unit assessment

### Interdisciplinary Connections

Language Arts – RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Amistad connection: *Perspective of all People* (slides and article)

Career Readiness, Life Literacies, & Key Skills: 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data. / 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

Computer Science & Design Thinking: 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

AAPI: *A Letter from Mrs. Tape* Activity #4 about Equity in Education.

## Grade 6 Structure and Content

In middle school, students embark on instruction typically taught in a credit-based course format. Each credit is equivalent to a minimum of 40 minutes per week. Throughout this grade band, the performance expectations covered in standard 6.1 U.S. History focuses on the Revolution through Reconstruction (1754-1877) and standard 6.2 World History explores the beginning of man through global encounters (10,000 BCE -1450 CE). Standard 6.3 Active Citizenship in the 21<sup>st</sup> Century has students build their understanding of civics, government and human rights.

In addition, students are required to complete a civics course, minimum two quarters or equivalent, that addresses the values and principles underlying the American system of constitutional democracy; the function and limitations of government; and the role of a citizen in a democratic society.

- 6.1 U.S. History in the World (Grades kindergarten through 12)
- 6.2 World History (Grades 8 through 12)
- 6.3 Active Citizenship in the 21st Century (Grades kindergarten through 12)

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The specific time periods (years) and names of the eras were informed by National Standards for History.

Standard 6.1 U.S. History: America in the World by the End of Grade 8

- Era 3 Revolution and the New Nation (1754–1820s)
- Era 4 Expansion and Reform (1801–1861)
- Era 5 Civil War and Reconstruction (1850–1877)

Standard 6.2 World History / Global Studies by the End of Grade 8

- Era 1 The Beginnings of Human Society
- Era 2 Early Civilizations and the Emergence of Pastoral People (4000–1000 BCE)
- Era 3 The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)
- Era 4 Expanding Exchanges and Encounters (500–1450 CE)

<https://www.nj.gov/education/standards/socst/index.shtml>

Grade 6	Social Studies	Marking Period 1
<b>Theme: The Beginning of Civilization</b>		
<u>Essential Questions:</u> *How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? *How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?		
<b>Priority Standards</b>		
<input type="checkbox"/> 6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.		
<input type="checkbox"/> 6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).		
<input type="checkbox"/> 6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.		
<input type="checkbox"/> 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure		
<input type="checkbox"/> 6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.		
<input type="checkbox"/> 6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.		
<input type="checkbox"/> 6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.		
<input type="checkbox"/> 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.		
<input type="checkbox"/> 6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.		
<input type="checkbox"/> 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations. An individual's perspective is impacted by one's background and experiences. •		
<input type="checkbox"/> 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality		

- ☐ 6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
- ☐ 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- ☐ 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
- ☐ 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
- ☐ 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

### Resources & Assessments

#### Guidelines for Differentiation

HEP- Research additional information about events between ice age and beginning of common era.

Tier 2 – Explain how people and animals adapt to different seasons for survival

Tier 3 – Locate a city based upon its latitude and longitude  
504 – Create a map with relevant countries

ELL- Illustrate/print and label items an archeologist would need on a dig

IEP – Explain why archeologists and anthropologists study the past

#### Informal

- Graphic organizers
- Teacher observation
- Class discussions
- Class participation
- Classwork

#### Formal

- Quizzes
- Final unit assessment

### Interdisciplinary Connections

Language Arts – RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. / W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Career Readiness, Life Literacies, & Key Skills: 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Computer Science & Design Thinking: 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Grade 6	Social Studies	Marking Period 2
<b>Theme: Early Civilizations – Roman Empire</b>		
<u>Essential Questions:</u> *How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? *How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?		
<b>Priority Standards</b>		
<input type="checkbox"/> 6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming). <input type="checkbox"/> 6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies. <input type="checkbox"/> 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure <input type="checkbox"/> 6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time. <input type="checkbox"/> 6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. <input type="checkbox"/> 6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires. <input type="checkbox"/> 6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law). <input type="checkbox"/> 6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution. <input type="checkbox"/> 6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations. <input type="checkbox"/> 6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. <input type="checkbox"/> 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.		

- ☐ 6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
- ☐ 6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- ☐ 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
- ☐ 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality
- ☐ 6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
- ☐ 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- ☐ 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
- ☐ 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- ☐ 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
- ☐ 6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
- ☐ 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
- ☐ 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

### Resources & Assessments

#### Guidelines for Differentiation

HEP- Create a skit of the Roman Forum  
Tier 2 – compare and contrast our government with the early Greek and Roman governments

#### Informal

- Graphic organizers
- Teacher observation
- Class discussions



<p>Tier 3 – Select an event from the timeline and present facts about it to peers</p> <p>504 – create a cause and effect chart based on text events</p> <p>ELL- Give examples of ancient tools/equipment and professionals that used them</p> <p>IEP – Analyze a photo from Greek or Roman battle and summarize the event to classmates</p>	<ul style="list-style-type: none"> <li>• Class participation</li> <li>• Classwork</li> </ul> <p><u>Formal</u></p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Final unit assessment</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p>	
<p><u>Language Arts</u> – RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text / W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><u>Career Readiness, Life Literacies, &amp; Key Skills</u>: 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</p> <p><u>Computer Science &amp; Design Thinking</u>: 8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer. / 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</p>	

Grade 6	Social Studies	Marking Period 3
<b>Theme: Early Civilizations – China</b>		
<u>Essential Questions:</u> *How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? *How have scientific and technological developments over the course of history changed the way people live and economies and governments function?		
<b>Priority Standards</b>		
<input type="checkbox"/> 6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming). <input type="checkbox"/> 6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies. <input type="checkbox"/> 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure <input type="checkbox"/> 6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time. <input type="checkbox"/> 6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. <input type="checkbox"/> 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures. <input type="checkbox"/> 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations. <input type="checkbox"/> 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China). <input type="checkbox"/> 6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations. <input type="checkbox"/> 6.2.8.EconGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations. <input type="checkbox"/> 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.		

- ☐ 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- ☐ 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations. Historians develop arguments using evidence from multiple relevant historical sources. •
- ☐ 6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline
- ☐ 6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
- ☐ 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
- ☐ 6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- ☐ 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations. An individual's perspective is impacted by one's background and experiences.
- ☐ 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality
- ☐ 6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
- ☐ 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization
- ☐ 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- ☐ 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
- ☐ 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

- ☐ 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- ☐ 6.2.8.GeoPP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
- ☐ 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
- ☐ 6.2.8.EconGE.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty
- ☐ 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
- ☐ 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

### Resources & Assessments

#### Guidelines for Differentiation

HEP- Research events of the Han Dynasty and present to classmates  
 Tier 2 – research and present how silk is made  
 Tier 3 – Try writing in Chinese to relate to the people in the unit  
 504 – Listen to a list of statements and decide whether Confucius would agree or disagree  
 ELL- Create a visual representation of each vocabulary term.  
 IEP – Match the dynasties shown on the map with the entries on the timeline

#### Informal

- Graphic organizers
- Teacher observation
- Class discussions
- Class participation
- Classwork

#### Formal

- Quizzes
- Final unit assessment

### Interdisciplinary Connections

Language Arts –RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. / W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Holocaust connection: *The Boy in the Striped Pajamas* by John Boyne (story quilt, survivor poems)

Career Readiness, Life Literacies, & Key Skills: 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas

Computer Science & Design Thinking: 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

Grade 6	Social Studies	Marking Period 4
<b>Theme: Early Civilizations – India</b>		
<u>Essential Questions:</u> *How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? *How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?		
<b>Priority Standards</b>		
<input type="checkbox"/> 6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming). <input type="checkbox"/> 6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies. <input type="checkbox"/> 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure <input type="checkbox"/> 6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time. <input type="checkbox"/> 6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. <input type="checkbox"/> 6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. <input type="checkbox"/> 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline. <input type="checkbox"/> 6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor. <input type="checkbox"/> 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations. An individual’s perspective is impacted by one’s background and experiences. <b>(AAPI Connections)</b> <input type="checkbox"/> 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality		

- ☐ 6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
- ☐ 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- ☐ 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
- ☐ 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- ☐ 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
- ☐ 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
- ☐ 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

### Resources & Assessments

#### Guidelines for Differentiation

HEP- Create a brochure encouraging people to visit ancient India  
 Tier 2 – create a short skit illustrating the four Noble Truths  
 Tier 3 – Create a web to represent the different ethnic groups of India  
 504 – Form a map of India (model, sketch, computerized, or human) with  
 ELL- Ask and answer questions about India based upon photos shown  
 IEP – Identify historical places and cultural activities of ancient India through photographs.

#### Informal

- Graphic organizers
- Teacher observation
- Class discussions
- Class participation
- Classwork

#### Formal

- Quizzes
- Final unit assessment

### Interdisciplinary Connections

Language Arts – RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. Amistad Connection: The Amistad Case “Give Us Free” / SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors  
Career Readiness, Life Literacies, & Key Skills: 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas

Computer Science & Design Thinking: 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another. / 8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system

**AAPL: Stand Against Hatred videos and stories Pose the questions and discussions for group work and essay about standing up against hatred of others.**

Addendum A ~ Holocaust, Amistad, & AAPI topics per grade

	Holocaust	Amistad	Asian American & Pacific Islanders
Kindergarten	<i>Chester and the Big Bad Bully</i> by Audrey Penn (how to treat classmates and tolerate/understand differences) Page 16	ED World lesson: trace the path on a map showing the zig zag journey of Amistad. Discuss slavery and how Lincoln worked to end it. Page 20	<i>What Color Is My Patka?</i> By Deepika Kaur Pujji Full <a href="#">lesson</a> with video links from TAAS. Page 18
Grade 1	<i>Recess Queen</i> by Alexis O’Neil (leaving others out; nobody is better than another) Page 23	<i>One Class, Many Cultures</i> Scott Foresman (celebrating diversity) Page 25	<i>Women Advancing Equality Essay</i> Video and <a href="#">lesson</a> support with discussion questions. Page 29
Grade 2	<i>Trouble at the Sandbox / Friends Around the World</i> by Foresman; <i>Keeping Quilt; Christmas Tapestry</i> (cultural tolerance) Page 31	ReadWorks video and article <i>Sailing for Freedom</i> Page 31	<i>Grandfather's Journey</i> by Allen Say Paired with a double-entry journal activity from <a href="#">TAAS</a> Page 33
Grade 3	<i>Terrible Things: An allegory of the Holocaust</i> by Eve Bunting (animals are taken one by one). Page 43	<i>Henry’s Freedom Box &amp; Amistad: the story of a slave ship</i> Page 43	<i>Min Lee’s Lunch</i> Read Aloud and discussion <a href="#">questions</a> and “What’s on my plate” to celebrate different food traditions. Page 43
Grade 4	<i>A Picture Book of Anne Frank</i> by David A. Adler Page 45	<i>Amistad: The Story of a Slave Ship</i> by Patricia McKissack Page 48	<i>Redefine America</i> articles and photos. Complete <a href="#">Activities</a> #2 and #3 Page 50
Grade 5	<i>Maniac Magee</i> by Jerry Spinelli (fairness, equality) Page 57	Amistad connection: <i>Perspective of all People</i> (slides and article) Page 59	<i>A Letter from Mrs. Tape</i> <a href="#">Activity #4</a> about Equity in Education. Page 59
Grade 6	<i>The Boy in the Striped Pajamas</i> by John Boyne (story quilt, survivor poems) Page 68	<i>The Amistad Case “Give Us Free”</i> (video and writing) Page 70	<i>Stand Against Hatred</i> <a href="#">videos and stories</a> . Pose the questions and discussions for group work and essay about standing up against hatred of others. Page 71