NORTH CALDWELL 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

Civics, Government and Human Rights (Civics) 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)	Geography, People and the Environment (Geo) Spatial Views of the World (SV) Human Population Patterns (PP) Human Environment Interaction (HE) Global Interconnections (GI)
Economics, Innovation and Technology (Econ) Economic Ways of Thinking (ET) Exchanges and Markets (EM) National Economy (NE) Global Economy (GE)	History, Culture and Perspectives (History) Continuity and Change (CC) Understanding Perspectives (UP) Historical Sourcing and Evidence (SE) Claims and Argumentation (CA)

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	K	1	2	3
1	Citizenship • Rules, classroom routine, classroom jobs Community Jobs • Workers - Teachers, Bus Drivers, postal workers, police officers, & firefighters	Citizenship • Rules, classroom routine, classroom jobs • Good vs bad rules/laws in the school and community • Working together Where we live • Our nation's resources • Features and places Neighborhood Helpers • What makes a community thrive • Rights and responsibilities of all members	Communities & Resources • Community helpers • Types of Communities • Resources • Farm to table Government • Structure of our system • Voting • National, state, local America's Beginnings • How our nation was born • Holidays we celebrate our nation's history	Geography • Explore maps • Understand symbols and the key • Digital tools • migration Civics • Identify a local issue and create possible solutions
2	Past and Present • How life has changed for families, fun, and travel	Holidays • awareness and understanding of cultural diversity and individuality • Common themes among cultural traditions (Thanksgiving, Veterans Day,	A World of Culture • Cultures and values • Holidays • Veteran's Day Family Histories	• Explore maps in depth • Ability to navigate a map • Create own map

	Neighborhoods • Who is in the neighborhood and how does it function	December (Celebrations) Maps & Globes • See the neighborhood expand to the state, nation, globe • Reading a map key • Seeing where we fit into the world	• History and dynamics of families past and present • Family tree and timelines	
3	Celebration • A history of people, holidays, and accomplishments from Americans in the past Maps • Introduction to geography with reading simple maps Flags & Symbols • Recognizing American symbolize and learning about what they represent; patriotic songs	US Symbols • Songs • Landmarks & monuments • Famous Patriots Weather • The location on Earth determines your weather/climate Goods and Services • The value of money • Where it comes from • How to spend/save and make money as an entrepreneur The American People • Many cultures; folktales; other holidays • Families are diverse • Yesterday and Today • Compare/Contrast schools, communities, jobs, transportation, people, and learning – then and now.	Heroes • Study many heroes from our history • Martin Luther King Jr. / Black History Month • Women's History Month • Prejudices and Stereotyping Geography • Understanding how to read and interpret maps • Focus on North America and USA for seasons and climate • Why People Work • Economics: producers and consumers • Explain the value of working • How to make choices about spending your money • How a product goes from start to completion • Buying and selling in the global market	US Government • Structure - Branches of Government (intro) • Functionality • Understanding why and how rules are created for classroom, local, state and national government • How our national laws protect the rights of citizens • Democratic principles • Fundamental Rights • Bill of Rights • Constitution • Fairness, Equality and the Common Good - how all of these have changed over time • Civil Rights, Human Rights, MLK

Marking Period	4	5	6
1	**Geography and map skills** (September-November) • Decipher and analyze maps and globes created for different purposes • Decode and use map features (latitude, longitude, scale, etc.) • Utilize digital tools to interpret maps • Use global address to describe and locate places • Find places using a grid system • Examine the impact of landforms, climate, & weather on life • Summarize the 5 themes of geography • Use different geographic representations to compare and contrast places **NJ's land** (November-December) • Discern NJ's relative and absolute location • Explain how NJ's natural regions were formed • Compare and contrast natural regions • Identify NJ's natural resources and their general location • Describe NJ's climate • Investigate how human migration relates to natural resources and climate • Create a friendly letter	**Geography and map skills** (September/October) • Find a location on a map from its longitude and latitude • Examine major characteristics of the 5 regions of the United States. • Identify major physical features of the United States • Work toward identifying at least half of the 50 states **Native Americans** (October/November) • Examine, compare, and contrast the migration, settlement, environment, and cultures of Native American groups **Age of Exploration** (November/December) • Explain factors that led to European exploration of the Americas in the 15th and 16th centuries • Examine new technology that encouraged exploration • Describe the impact of the expeditions of European explorers upon North America • Assess how conflicts and alliances among Europeans and Natives impacted the expansion of the American colonies • Examine the Columbian Exchange between Europe, Africa, and the Americas • Explain mercantilism and its impact on the economies	**(September - Mid-October)** Five Themes of Geography and map skills **Industrial Revolution and Immigration:** • Research and write explanatory texts about inventions and inventors that changed the way Americans lived. • Describe the advances that revolutionized transportation. • Describe how new business methods helped American industry grow. • Compare and contrast the practices used by leaders of Titans of Industry. • Summarize how working conditions changed as industry grew. • Describe workers' efforts to organize during the Industrial Revolution. • Identify the problems city dwellers faced and the efforts to improve city life. • Identify the reasons immigration to the United States increased in the late 1800s. • Summarize the challenges immigrates faced while trying to assimilate to American life. • Read for meaning. • Analyze primary and secondary sources to gain various perspectives.

	describing a region of NJ		**(Mid-October - November)** **World War I leads to the Roaring Twenties:** • Describe the U.S. policy of isolationism. • Identify the origins, importance, and spread of the jazz musical style. • Explain how new literature styles described American society in a new, more critical way. • Research and write explanatory texts about the famous individuals of the 1920s. • Identify the causes and effects of the industrial boom that occurred in the 1920s. • Analyze primary and secondary sources to gain various perspectives. • Analyze poems written during the Harlem Renaissance. • Read for meaning.
2	**NJ's Early People** (December-January) • Use cause and effect to explore how/why early people migrated to NJ over time • Investigate the evolution of Native Americans in NJ • Examine the early Lenni Lenape culture • Identify Lenape influences found in present day NJ **European Exploration** (January-February) • Describe how stereotyping & prejudice can lead to conflict • Determine causes and effects of European exploration • Discuss non-European explorers	**Settlements Take Root** (December/January) • Examine factors that impacted emigration and settlement patterns, such as political and economic problems/opportunities and religious freedom • Explain the consequences of colonization (explain how interactions among African, European, and Native American groups began a cultural transformation) • Describe what is known about the failed settlement of Roanoke • Explain key challenges and successes of the settlements at St. Augustine, Jamestown, and Plymouth	**(November - December)** **The Great Depression:** • Read for meaning. • Understand how the Depression affected Americans. • Identify the conditions in which FDR was able to win the 1932 presidential election. • Explain what the New Deal was and how it tried to promote economic recovery. • Identify obstacles and criticisms faced by the New Deal. • Explain how the Depression and the New Deal affected women and African Americans.

	that reached North America • Explore the significance of early trade routes and trading posts • Determine the impact of trade on NJ's environment and early people • Identify reasons for settlements and their effects on NJ's land and people **Colonization** (February-March) • Discuss the early European settlements in NJ and their relationships with the Lenape and each other • Examine the importance of artifacts in helping historians better understand the past • Investigate various reasons for settlements and colonization • Describe how colonization affected NJ's land and early people • Compare and contrast colonial life to modern life in NJ • Differentiate between slaves and indentured servants • Analyze NJ's evolution from settlements to a royal colony	**Life in the 13 Colonies** (February/March) • Examine factors that impacted emigration, settlement patterns, and regional identities of the colonies • Distinguish among the New England, Middle, and Southern Colonies. • Describe llife in a colony, such as government, religion, education, social life, trades, and slave life. • Examine religious or demographic freedom (i.e., race, gender, and economic status) and social, economic, and political opportunities in the colonies • Examine the European slave trade in West Africa, the Middle Passage, and the arrival in North America. • Describe slavery and indentured servitude in colonial labor systems. • Examine voluntary and involuntary migratory experiences of different groups of people • Explain the impact of triangular trade on multiple nations and groups	• Identify the causes and effects of the Dust Bowl. • Identify the legacies of the New Deal. • Construct arguments for and against the New Deal. • Write an argument focused on discipline-specific content. • Write informational text on the New Deal agencies. • Analyze primary and secondary sources to gain various perspectives. • Analyze poetry. • Write a literary analysis of a poem. • Cite textual evidence from three different sources - two print and one audio-visual to support a claim **(January - February)** **World War II:** • Explain why totalitarian dictators gained power after World War I. • Understand how World War II began in Europe. • Explain why the United States entered the war and strengthened its ties with the Allies. • Research various minority groups that contributed to the U.S. war effort. • Identify the ways in which the United States built its military and converted its economy to meet wartime needs. • Explain how World War II affected Japanese Americans and other groups of people at home.

			• Develop higher level understanding of the techniques propaganda employs • Understand what the Resistance Movement was as they further their understanding of the Holocaust • Analyze primary and secondary sources to gain various perspectives. • Write an argument for or against the use of the atomic bomb. • Evaluate text structure and read for meaning.

3	**Revolutionary War** (March-April) • Investigate events leading to the Revolutionary War • Analyze the significance of some major Revolutionary War battles (esp. those in NJ) • Connect NJ's geography & resources to it's significance as the Crossroads of the Revolution • Summarize effect of Ben Franklin, James Armistead, & other important people during the Revolutionary War • Interpret the roles of key people and documents in the creation of the USA • Create an essay describing James Amistead's impact in the Revolutionary War **Constitution** (April-May) • Summarize problems with the Articles of the Confederation • Analyze why and how the U.S. Constitution was written • Differentiate parts of the U.S. Constitution • Evaluate parts of the Constitution as responses to events leading up to the Revolutionary War • Paraphrase key amendments • Critique NJ's three Constitutions **Government, Civics, & Economics** May • Compare and contrast the levels and branches of government • Evaluate what makes a good rule or law	**The American Revolution** (March/April) • Summarize key events that created tensions between the colonists and Britain from 1754 to 1774 • Compare and contrast the American and British forces at the beginning of the Revolutionary War • Analyze the difference between Loyalists and Patriots and their arguments for and against independence • Identify the major events that led to the creation of the Declaration of Independence • Scrutinize the Declaration of Independence • Explain key factors that allowed the American colonies to defeat Britain in the Revolutionary War • List the major provisions of the Treaty of Paris **The Constitution** (May/June) • Describe the events that led to the creation of the Constitution • Analyze the three branches of government • Explain how the system of checks and balances in the Constitution prevents any one branch of the federal government from becoming too powerful • Explain how the Bill of Rights protects individual rights from government abuse • Describe key rights protected under the Bill of Rights, such as freedom of speech and protection against cruel and unusual punishment • Scrutinize the Constitution.	**(February - March)** **The Cold War:** • Identify how the United States tried to limit the spread of communism. • Identify the problems of the postwar economy. • Explain how the situation in Korea became the Korean War, the first military conflict of the Cold War. • Explain how the Cold War turned into an arms race. • Explain why Cuba became a crisis spot during the Cold War. • Analyze primary and secondary sources to gain various perspectives. • Write an argument for or against invasion of Cuba. • Read for meaning. **(March - April)** **The Civil Rights Movement** • Describe how the U.S. Supreme Court took on a more activist role under Chief Justice Earl Warren. • Explain significant events in which the civil rights movement picked up momentum after World War II. • Trace the argument supporting the fact that Johnson's Great Society increased the social role of the federal government. • Identify events in which nonviolent protest was used to gain equal rights under the law. • Analyze primary and secondary sources to gain various perspectives.

	• Identify and discuss civil rights leaders/activists • Explore NJ's industries in relation to local and global interdependence • Analyze opportunity cost when making economic decisions • Describe a free enterprise economy and the role of entrepreneurs **Immigration & New Jersey Today** June • Connect waves of immigration with reasons for immigration and world events • Differentiate between various immigration experiences • Evaluate the benefits of NJ's cultural diversity • Investigate NJ inventors, artists, politicians, etc	**Moving West** (June) • Explain Manifest Destiny • Describe how the United States acquired territory in Louisiana, Florida, Texas, Oregon and the Southwest • Explain how native peoples were affected by the westward expansion of the United States	• Read for meaning. **(April - June)** **The Vietnam War Era** • Explain how Vietnam became a focus of conflict after World War II. • Identify why the United States was concerned about developments in Vietnam. • Describe how Johnson widened the war in Vietnam. • Compare and contrast the war in Vietnam with other conflicts Americans were involved in. • Describe how the war divided Americans at home. • Explain how fighting in Vietnam came to an end. • Describe the long-term impact of the Vietnam War on Southeast Asia and the United States. • Analyze primary and secondary sources to gain various perspectives. • Write informational text. • Read for meaning.

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	Time Frame: Sept/Oct

Theme: Citizenship & Jobs

Essential Questions:
*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?

Priority Standards

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

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

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).

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

Guidelines for Differentiation	Informal: (no formal assessments for Kdg)
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	• Graphic organizers • Teacher observation • Class discussions • Class participation • Classwork

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	Time Frame: Nov/Dec

Theme: Past & Present / Neighborhoods

Essential Questions:
*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?

Priority Standards

6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules

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.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

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.

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

Guidelines for Differentiation	Informal: (no formal assessments for Kdg)
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	• Graphic organizers • Teacher observation • Class discussions • Class participation • Classwork

Interdisciplinary Connections

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.

Grade K	Social Studies	Time Frame: Jan/Feb

Theme: Celebrations & Maps

Essential Questions:
*What important people and events do we celebrate throughout the year?
*How do maps helps 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?

Priority Standards

6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.EconET.1: Explain the difference between needs and wants

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

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

Resources & Assessments

Guidelines for Differentiation	Informal: (no formal assessments for Kdg)
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	• Graphic organizers • Teacher observation • Class discussions • Class participation • Classwork

Interdisciplinary Connections

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	Time Frame:April/May

Theme: US Symbols

Essential Questions:
*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?

Priority Standards

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.

6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

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

Guidelines for Differentiation
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

Informal: (no formal assessments for Kdg)
- Graphic organizers
- Teacher observation
- Class discussions
- Class participation
- Classwork

Interdisciplinary Connections

Language Arts: 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
Career Readiness, Life Literacies, & Key Skills: 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
Computer Science & Design Thinking: • 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	Time Frame: Sept/Oct

Theme: Rules & Laws / Where we live / Neighborhood Helpers

Essential Questions:
*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?

Priority Standards

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).

6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).

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.

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

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

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.

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	
Guidelines for Differentiation 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.	Informal: (no formal assessments for Grade 1) • Graphic organizers • Teacher observation • Class discussions • Class participation • Classwork
Interdisciplinary Connections	
Language Arts – RL.1.3. Describe characters, settings, and major event(s) in a story, using key details. SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. *Recess Queen* by Alexis O'Neil (Holocaust connects: leaving others out; nobody is better than another) 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.NI.2: Describe how the Internet enables individuals to connect with others worldwide.	

Grade 1	Social Studies	Time Frame:Nov/Dec

Theme: Holidays / Maps & Globes

Essential Questions:
*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?

Priority Standards

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

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).

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.4: Investigate the relationship between the physical environment of a place and the economic activities found there.

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

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

Guidelines for Differentiation	Informal: (no formal assessments for Grade 1)
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	• Graphic organizers • Teacher observation • Class discussions • Class participation • Classwork

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	Time Frame:Jan/Feb

Theme: US Symbols / Weather / Goods & Services

Essential Questions:

*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?

Priority Standards

6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles

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).

6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.

6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.

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.

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).

6.1.2.EconNE.2: Describe examples of goods and services that governments provide.

6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.

6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.

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	
Guidelines for Differentiation HEP – make a book of US symbols and explain what each symbolizes Tier 2 – make a brochure of what activities match weather types Tier 3 – make a poster of what to do in NJ during each season 504 – select a Patriot song to sing with a friend ELL – identify faces on American coins and bills IEP – select a job and act out doing that service or providing a good. Is this good/service for a need or want?	Informal: (no formal assessments for Grade 1) • Graphic organizers • Teacher observation • Class discussions • Class participation • Classwork
Interdisciplinary Connections	
Language Arts SL 1.1 Partcipate 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. Career Readiness, Life Literacies, & Key Skills: 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.	

Grade 1	Social Studies	Time Frame: March/April

Theme: The American People / Then & Now

Essential Questions:
*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?

Priority Standards

6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

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.

6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history

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).

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

Guidelines for Differentiation	Informal: (no formal assessments for Grade 1)
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	• Graphic organizers • Teacher observation • Class discussions • Class participation • Classwork

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.

Grade 2	Social Studies	Time Frame: Sept/Oct

Theme: Communities, Government, America's Beginnings

Essential Questions:
*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?

Priority Standards

6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.

6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsPI.6: Explain what government is and its function.

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

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

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

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

Guidelines for Differentiation	Informal & Formal
HEP – Choose an elected office from text and research that person in our community	• Graphic organizers • Teacher observation

Tier 2 – Interview leaders in the building and learn about their responsibilities Tier 3 – Draw a concept web to show relationships between leaders 504 – use a flow chart to show the connection between leaders ELL – Use words and sketches to show the responsibility of each leader IEP – perform a skit about how leaders help	• Class discussions • Class participation • Classwork • Concept quizzes
Interdisciplinary Connections	
Language Arts 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. *Trouble at the Sandbox / Friends Around the World* by Foresman; *Keeping Quilt; Christmas Tapestry* (Holocaust connection – cultural tolerance) Media ReadWorks video and article about Amistad Career Readiness, Life Literacies, & Key Skills: 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.	

Grade 2	Social Studies	Time Frame: Dec/Jan

Theme: Culture & Family Histories

Essential Questions:
*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?

Priority Standards

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

6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

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.

6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

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

Guidelines for Differentiation	Informal & Formal:
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	• Graphic organizers • Teacher observation • Class discussions • Class participation • Classwork • Concept quizzes

IEP – Chunk assignments so that the teacher can check for understanding along the way.	

Interdisciplinary Connections

Language Arts RI.2.3. 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"

Career Readiness, Life Literacies, & Key Skills: 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.

Computer Science & Design Thinking: 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Grade 2	Social Studies	Time Frame: Feb

Theme: Heroes & Geography (Location and North America)

Essential Questions:
*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?

Priority Standards

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.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)

6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
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).

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.

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

Guidelines for Differentiation	Informal & Formal:
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	• Graphic organizers • Teacher observation • Class discussions • Class participation • Classwork • Concept quizzes

ELL – Use the vocabulary list to decide which words to look up IEP – Work in small groups to check for understanding throughout research	

Interdisciplinary Connections

Language Arts – 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
Media – videos and article research on African Americans (GW Carver, MLK, Rosa Parks, Ruby Bridges)
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: 8.1.2.AP.4: Break down a task into a sequence of steps.

Grade 2	Social Studies	Time Frame: March

Theme: Why People Work

Essential Questions:
*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?

Priority Standards

6.1.2.EconET.1: Explain the difference between needs and wants
6.1.2.EconET.3: Describe how supply and demand influence price and output of products.
6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives. *(Money Matters)*

6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically

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.

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.

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

Guidelines for Differentiation	Informal & Formal:
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	• Graphic organizers • Teacher observation • Class discussions • Class participation • Classwork • Concept quizzes

Interdisciplinary Connections

Language Arts – 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 the 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	Time Frame: April/May

Theme: Geography & History

Essential Questions:
*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?

Priority Standards

6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

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.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

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

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.

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.

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).

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.

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.

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

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	Time Frame: June

Theme: Government Functions

Essential Questions:

*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?

Priority Standards

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.

6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).

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.

6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.

6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.

6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.

6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government. •

6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.

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).

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

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.

Grade 4	Social Studies	Time Frame: Sept-Nov

Theme: Map Skills/ Geography

Essential Questions:

* How can we use tools to analyze and describe both the Earth and New Jersey?
* How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
* How do the 5 themes of geography influence our understanding of the earth and the sustainability of cultures, societies, and nations?
* How are New Jerseyans and their environment affected by each other?

Priority Standards

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).

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.

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.

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).

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.

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

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.

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.

6.1.5.GeoGI.1Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

Resources & Assessments	
Guidelines for Differentiation	Informal
HEP- Explain boundary lines on a political map formed by natural resources Tier 2 – Refer to boundary lines on a political map between states and countries Tier 3 – understand that boundary lines are a means of separating two areas. 504 – Trace lines formed by natural features ELL- Describe geographical features by looking at pictures and identifying characteristics IEP – Identify landforms and geographical features on a map and understand correlating vocabulary.	• Graphic organizers • Teacher observation • Class discussions • Class participation • Classwork Formal • Quizzes • Final unit assessment

Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills: 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology. Computer Science & Design Thinking: 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance. / 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data. 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.

Grade 4	Social Studies	Time Frame: Nov-Jan

Theme: NJ's Land & Early People

Essential questions:

* How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures and societies?
* How did New Jersey's natural regions form and what are their physical characteristics?
* How can you describe New Jersey's climate and resources?
* Who were the Native American groups of New Jersey and how did they live?

Priority Standards

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.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.

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

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.

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.

6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.

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.

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions that people make.

6.1.5.EconEM.2: Identify examples of a variety of resources that are used to produce goods and services (i.e., human capital, physical capital, and natural resources).

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.EconNE.2: Use data to describe how the availability of resources in New Jersey and other regions of the United States have impacted economic opportunities.

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

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.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.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.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.

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Resources & Assessments

Guidelines for Differentiation

HEP- Make a brochure about New Jersey's regions.
Tier 2- Create a postcard describing a place in New Jersey,
Tier 3- Write a friendly letter describing a place in New Jersey.
504- Create a postcard using a modified checklist.
ELL- Create a postcard/letter using sentence starters and a vocabulary list.
IEP- Write a friendly letter using a modified checklist and sentence starters.

Informal

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

Formal

- Quizzes
- Final unit assessment

Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills: 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global Computer Science & Design Thinking: 8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies. Language Arts: W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade 4	Social Studies	Time Frame: Feb-April

Theme: Exploration/Colonization/ Revolutionary War

Essential Questions:

- How did the exploration and settlement of North America affect New Jersey?
- How and why did New Jersey become a colony and then a state?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- What was New Jersey's role during the American Revolution?

Priority Standards

6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.

6.1.5.CivicsDP. 2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, equality, common good).

6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.

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.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.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

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.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.

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 Americans resulting in changes to conditions.

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).

6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.

6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.

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.

6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

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 economics 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.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.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.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.

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.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.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 practices 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.HistorySE.1: Examine multiple accounts of early European exploration 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.

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.

☐ Resources & Assessments

Guidelines for Differentiation

HEP - Create a pictograph story or myth elaborating on a checklist which includes legend and translation specifics.
Tier 2 -Create a short pictograph story with a legend on the front and the translation on the back.
Tier 3 - Create a pictograph sentence with a legend on the front and a translation on the back.
504 - Use sentence starters to create a pictograph story or sentence with a legend and translation.
ELL - Create a pictograph story or sentence choosing from already written ideas.
IEP - Create a pictograph sentence by choosing a sentence starter and following a modified checklist.

Informal

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

Formal

- Quizzes
- Final unit assessment

Interdisciplinary Connections

Language Arts – W4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. *Amistad: The Story of a Slave Ship* by Patricia McKissak/ RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. *A Spy Called James: The True Story of James Armistead Lafayette, Revolutionatry Double Agent* by Anne Rockwell (slavery and historical figures connection) and The Marquis de Lafayette's testimonial.

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.

Career Readiness, Life Literacies, & Key Skills: 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

Grade 4	Social Studies	Time Frame:April-June

Theme: Government/ Immigration/ NJ Today

Essential Questions:

* 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, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent state/world? *
* How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
* 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?

Priority Standards

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.

6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).

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.

6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state, and national levels.

6.1.5.CivicsPI.5: Explain how government functions at local, county, and state level.

6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.

6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.

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.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public offices with the responsibilities of the position.

6.1.5.CivicsDP.1: Using evidence, explain how the core civic virtues and demographic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.

6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.

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.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.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

6.1.5.EconET.2: Use quantitative data to engage in cost benefit analysis of decisions that impact the individual and/or community.

6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.

6.1.5.EconEM.3:Explain 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.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.

6.1.5.EconNE.5:Explain how the availability of public and private goods and services is influenced by the government and the global economy.

6.1.5.EconNE.6:Examine the qualities of entrepreneurs in a capitalist society.

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.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.

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.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.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.EconET.1: Investigate an economic issue that impacts children and propose a solution.

Resources & Assessments

<u>Guidelines for Differentiation</u>

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

Tier 2 – review the powers and responsibilities of government; summarize

Tier 3 – explain three branches of the government through an info-graphic

504 – Write a persuasive letter to our governor proposing a new law using a checklist.

ELL- Write a persuasive letter to our governor proposing a new law using a checklist, sentence starters, and a wordbank.

IEP – Write a persuasive letter to our governor proposing a new law using a modified checklist and sentence starters.

<u>Informal</u>

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

<u>Formal</u>

- Quizzes
- Final unit assessment

Interdisciplinary Connections

Language Arts – 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 /_RI.4.3. 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. *A Picture Book of Anne Frank* by David A. Adler

Career Readiness, Life Literacies, & Key Skills: 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

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

Grade 5	Social Studies	Time Frame: September/October

Theme: Geography

Essential Questions:

* 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?

Priority Standards

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.

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

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.

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.

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.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.

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.

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.

6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States

citizens. 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems

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.

6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.

Resources & Assessments

Guidelines for Differentiation 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	Informal • Graphic organizers • Teacher observation • Class discussions • Class participation • Classwork Formal • Quizzes • Final unit assessment
Interdisciplinary Connections	
Language Arts – RI.5.3. 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 / Career Readiness, Life Literacies, & Key Skills: 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global Computer Science & Design Thinking: 8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.	

Grade 5	Social Studies	Time Frame: October-January

Theme: Early settlements

Essential Questions:

*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?

Priority Standards

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.

6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.

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.

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.

6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.

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.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade

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

Tier 3 – Work in partners to present reasons why to settle in a particular area. 504 – Act out a colonial scene ELL- Match pictures to items needed in a settlement IEP – Make a model of a colonial artifact	• Class participation • Classwork Formal • Quizzes • Final unit assessment
Interdisciplinary Connections	
Language Arts – 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. Career Readiness, Life Literacies, & Key Skills: 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view Computer Science & Design Thinking: 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.	

Grade 5	Social Studies	Time Frame: February-March

Theme: Colonial Times

Essential Questions:
*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?

Priority Standards

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.

6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere

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.

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.

6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.

6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

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.

6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.

6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.

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

<u>Guidelines for Differentiation</u>
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

<u>Informal</u>
- Graphic organizers
- Teacher observation
- Class discussions
- Class participation
- Classwork

<u>Formal</u>
- 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	Time Frame: March-April

Theme: A New Nation

Essential Questions:
*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?

Priority Standards

☐ 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.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.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.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.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.

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 21st 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)

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 StudiesTime Frame:	September - November

Theme: A new nation emerges

Essential Questions:

*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?

Priority Standards

6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation)

6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people

6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.

- Research and write explanatory texts about inventions and inventors that changed the way Americans lived.
- Describe the advances that revolutionized transportation.
- Describe how new business methods helped American industry grow.
- Compare and contrast the practices used by leaders of Titans of Industry.
- Summarize how working conditions changed as industry grew.
- Describe workers' efforts to organize during the Industrial Revolution.
- Identify the problems city dwellers faced and the efforts to improve city life.
- Identify the reasons immigration to the United States increased in the late 1800s.
- Summarize the challenges immigrates faced while trying to assimilate to American life.
- Read for meaning.
- Analyze primary and secondary sources to gain various perspectives.

- Describe the U.S. policy of isolationism.
- Identify the origins, importance, and spread of the jazz musical style.
- Explain how new literature styles described American society in a new, more critical way.
- Research and write explanatory texts about the famous individuals of the 1920s.
- Identify the causes and effects of the industrial boom that occurred in the 1920s.

- Analyze primary and secondary sources to gain various perspectives.
- Analyze poems written during the Harlem Renaissance.
- Read for meaning.

Resources & Assessments	
Guidelines for Differentiation HEP- Research additional information about immigration today and compare and contrast it to the past Tier 2 – Explain how people assimilate to life in a new country Tier 3 – Locate a city based upon its latitude and longitude 504 – Create a map with relevant countries ELL- Illustrate/print and label items a curator would highlight in a museum exhibit on immigration and the Industrial Revolution IEP – Explain why anthropologists and historians 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	Time Frame: Nov - Feb

Theme: America becomes a world power

Essential Questions:

*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?

Priority Standards

6.3.8.CivicsPI.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.

6.3.8.CivicsPI.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

6.3.8.CivicsPD.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions)

6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).

6.2.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

6.2.8.GeoHE.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers

6.3.8.CivicsPI.2: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

- Read for meaning.
- Understand how to the Depression affected Americans.
- Identify the conditions in which FDR was able to win the 1932 presidential election.
- Explain what the New Deal was and how it tried to promote economic recovery.
- Identify obstacles and criticisms faced by the New Deal.
- Explain how the Depression and the New Deal affected women and African Americans.
- Identify the causes and effects of the Dust Bowl.
- Identify the legacies of the New Deal.
- Construct arguments for and against the New Deal.
- Write an argument focused on discipline-specific content.
- Write informational text on the New Deal agencies.
- Analyze primary and secondary sources to gain various perspectives.

- Analyze poetry.
- Write a literary analysis of a poem.
- Cite textual evidence from three different sources - two print and one audio-visual to support a claim

- Explain why totalitarian dictators gained power after World War I.
- Understand how World War II began in Europe.
- Explain why the United States entered the war and strengthened its ties with the Allies.
- Research various minority groups that contributed to the U.S. war effort.
- Identify the ways in which the United States built its military and converted its economy to meet wartime needs.
- Explain how World War II affected Japanese Americans and other groups of people at home.
- Develop higher level understanding of the techniques propaganda employs
- Understand what the Resistance Movement was as they further their understanding of the Holocaust
- Analyze primary and secondary sources to gain various perspectives.
- Write an argument for or against the use of the atomic bomb.
- Evaluate text structure and read for meaning.

Resources & Assessments	
Guidelines for Differentiation HEP- Create an interview with a Harlem Renaissance contributor Tier 2 – compare and contrast various perspectives during the Harlem Renaissance	Informal • Graphic organizers • Teacher observation • Class discussions • Class participation • Classwork Formal • Quizzes • Final unit assessment

Interdisciplinary Connections
Language Arts – 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. Career Readiness, Life Literacies, & Key Skills: 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. Computer Science & Design Thinking: 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.

Grade 6	Social Studies	Time Frame: Feb - March

Theme: The Role of the US in the World

Essential Questions:

*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?

Priority Standards

6.2,8.CC.4.d:

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.3: : Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.

6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.

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.

6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

- Identify how the United States tried to limit the spread of communism.
- Identify the problems of the postwar economy.
- Explain how the situation in Korea became the Korean War, the first military conflict of the Cold War.
- Explain how the Cold War turned into an arms race.
- Explain why Cuba became a crisis spot during the Cold War.
- Analyze primary and secondary sources to gain various perspectives.
- Write an argument for or against invasion of Cuba.
- Read for meaning.

- Describe how the U.S. Supreme Court took on a more activist role under Chief Justice Earl Warren.
- Explain significant events in which the civil rights movement picked up momentum after World War II.
- Trace the argument supporting the fact that Johnson's Great Society increased the social role of the federal government.
- Identify events in which nonviolent protest was used to gain equal rights under the law.
- Analyze primary and secondary sources to gain various perspectives.
- Read for meaning.

Resources & Assessments	
Guidelines for Differentiation HEP- Research events of the Great Depression and present to classmates Tier 2 – research and present the New Deal solutions and explain the benefits and limitations of it 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 New Deal program with the description HEP- Create a map of WWII divisions Tier 2 – create a short skit illustrating battles of WWII 504 – Write a letter from the perspective of a Japanese American in internment ELL- Ask and answer questions about the use of the atomic bomb based upon photos shown IEP – Identify challenges that Japan faced after the use of the atomic bomb	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: *Number the Stars* (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	Time Frame: April - June

Theme: Change and Varying Perspectives

Essential Questions:
*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?

Priority Standards

6.1.8.CivicsDP.3.a: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).
6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.
6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
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).
6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue
6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information
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.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).

- Explain how Vietnam became a focus of conflict after World War II.
- Identify why the United States was concerned about developments in Vietnam.

- Describe how Johnson widened the war in Vietnam.
- Compare and contrast the war in Vietnam with other conflicts Americans were involved in.
- Describe how the war divided Americans at home.
- Explain how fighting in Vietnam came to an end.
- Describe the long-term impact of the Vietnam War on Southeast Asia and the United States.
- Analyze primary and secondary sources to gain various perspectives.
- Write informational text.
- Read for meaning.

Resources & Assessments	
Guidelines for Differentiation Tier 1: Make a map of Vietnam highlighting important locations Tier 2: Explain how geography provided an advantage using the map students created HEP: Research the country of Vietnam 504: Listen to soldiers' accounts and list the challenges they faced IEP: Create a button and explain their position on the conflict	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

Addendum A ~ Holocaust and Amistad topics per grade

	Holocaust	Amistad
Kindergarten	*Chester and the Big Bad Bully* 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
Grade 1	*Recess Queen* by Alexis O'Neil (leaving others out; nobody is better than another) Page 23	*One Class, Many Cultures* Scott Foresman (celebrating diversity) Page 25
Grade 2	*Trouble at the Sandbox / Friends Around the World* by Foresman; *Keeping Quilt; Christmas Tapestry* (cultural tolerance) Page 31	ReadWorks video and article *Sailing for Freedom* Page 31
Grade 3	*Terrible Things: An allegory of the Holocaust* by Eve Bunting (animals are taken one by one). Page 43	*Henry's Freedom Box & Amistad: the story of a slave ship* Page 43
Grade 4	*A Picture Book of Anne Frank* by David A. Adler Page 58	*Amistad: The Story of a Slave Ship* by Patricia McKissack Page 53
Grade 5	*Maniac Magee* by Jerry Spinelli (fairness, equality) Page 57	Amistad connection: *Perspective of all People* (slides and article) Page 59
Grade 6	*The Boy in the Striped Pajamas* by John Boyne (story quilt, survivor poems) Page 68 *Number the Stars* by Lois Lowry (bystanders, Holocaust) Entire novel	*The Amistad Case "Give Us Free" (video and writing)* Page 70