

**Social Studies education strives to provide learners with the knowledge, skills, attitudes, and perspectives necessary to become active, informed, and contributing members of communities.**

Access the full NJ Students Learning Standards for Social Studies here: [NJSL Social Studies](#)

<p><b>6.1 U.S. History: America in the World</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<p><b>Strand: A. Civics, Government, and Human Rights</b></p>
<p><b>NJCCCS:</b></p> <p><b>6.1.4.A.1</b> - Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p> <p><b>6.1.4.A.2</b> - Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. <b>6.1.4.A.3</b> - Determine how “fairness,” “equality,” and the “ common good” have influenced change at the local and national levels of United States government.</p> <p><b>6.1.4.A.7</b> - 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.</p> <p><b>6.1.4.A.8</b> - Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.</p> <p><b>6.1.4.A.9</b> - Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.</p> <p><b>6.1.4.A.10</b> - Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p> <p><b>6.1.4.A.11</b> - Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p> <p><b>6.1.4.A.12</b> - Explain the process of creating change at the local, state, or national level.</p> <p><b>6.1.4.A.14</b> - Describe how the world is divided into many nations that have their own governments, languages, customs, and laws. <b>6.1.4.A.15</b>- Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges</p> <p><b>6.1.4.A.16</b>- Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.</p> <p><b>NJSLS</b></p> <ul style="list-style-type: none"> <li>• <b>6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</b></li> <li>• <b>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.</b></li> </ul>	
<p><b>Big Ideas:</b>        Children need to develop an understanding of citizenship.</p>	
<p><b>Essential Questions:</b>        What is a citizen?        What makes a good citizen?        What can citizens do to create change?        Why do we have rules and laws?</p>	<p><b>Enduring Understandings:</b>        Rules and laws help a community function effectively.        All members of the community have a responsibility to take an active role.</p>

<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <ul style="list-style-type: none"> <li>· To define the role of a good citizen</li> <li>· To recognize the importance of rules and laws</li> <li>· To identify leadership roles and the qualities of a good leader</li> <li>· To identify and use voting as a way to make decisions</li> <li>· To identify historic figures who have influenced the nation</li> <li>· To discuss what is fair in certain situations</li> <li>· To recognize diversity among citizens of different nations</li> </ul>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Textbook</li> <li>· Activity book</li> <li>· Children’s Literature</li> <li>· Biographies</li> <li>· Maps/Atlas</li> <li>· Globe</li> <li>· Amistad Website</li> </ul>	<p><b>Suggested Vocabulary</b></p> <p>citizen, leader, vote, mayor, governor, President, fair, equal, rights, country, laws, rules, government, community</p>
	<p><b>Technology:</b></p> <p>Websites Safari Montage Computer Software</p>

	<p>ActivBoard</p> <p>8.1.2.A.1; 8.1.2.A.2; 8.1.2.A.4; 8.1.P.B.1; 8.1.2.E.1</p>
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<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Activity pages</li> <li>· Classroom discussions</li> <li>· Graphic organizers</li> <li>· Flip books</li> <li>· Read alouds</li> <li>· Student drawings</li> <li>· Graphs (voting)</li> <li>· Classroom rules</li> </ul>	
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<p><b>Extension Strategies/Activities:</b></p> <p>Letter writing (class book)</p>	
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<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: RI.1.10.; SL.1.1.A.; L.1.4.B. 21<sup>st</sup> Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.2.B.1; 1.1.2.D.1</p>
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<p><b>Suggested Assessments:</b></p> <p>Teacher observation, Tests, Quizzes, Projects, Activity pages</p>
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<p><b>6.1 U.S. History: America in the World</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<p><b>Strand: B. Geography, People, and the Environment</b></p>
<p><b>NJCCCS:</b></p> <p><b>6.1.4.B.1</b> - Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.</p> <p><b>6.1.4.B.2</b> - Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</p> <p><b>6.1.4.B.4</b> - 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.</p> <p><b>6.1.4.B.5</b> - Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p><b>6.1.4.B.7</b> - Explain why some locations in New Jersey and the United States are more suited for settlement than others. <b>6.1.4.B.8</b> - Compare ways people choose to use and divide natural resources.</p> <p><b>6.1.4.B.9</b> - Relate advances in science and technology to environmental concerns, and to actions taken to address them.</p> <p><b>6.1.4.B.10</b> - Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.</p> <p><b>NJSLS</b></p> <p><b>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</b></p>	
<p><b>Big Ideas:</b></p> <p>Geography impacts where and how people live and work.</p>	
<p><b>Essential Questions:</b></p> <p>What is geography?          What are landforms?          What is a map and how do they help us?          What can we do to address environmental concerns?          What is a natural resource?</p>	<p><b>Enduring Understandings:</b></p> <p>Geography impacts where and how people live and work. Citizens are responsible for their impact on the environment.</p>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <ul style="list-style-type: none"> <li>· To identify the physical characteristics of landforms and bodies of water</li> <li>· To identify different landforms and bodies of water</li> <li>· To explain what natural resources are</li> <li>· To explain how people depend on natural resources</li> <li>· To determine ways that people can impact and protect the environment</li> <li>· To discuss why we need maps</li> <li>· To identify the location of places using maps</li> <li>· To identify features on a map</li> <li>· To use knowledge to design and construct a map</li> </ul>	
<p><b>Instructional Materials/Resources:</b></p> <p>Textbook          Activity book          Children’s literature          Maps &amp; globes          Atlas          Websites</p>	<p><b>Suggested Vocabulary</b></p> <p>Map, globe, mountain, hill, plain, ocean, river, lake, resources, landforms, geography, weather, map key, north, south, east, west, city, symbol, town, state, country, continent, environment</p> <p><b>Technology:</b></p> <p>Safari Montage          Websites          ActivBoard          8.1.2.A.1; 8.1.2.A.2; 8.1.2.A.4; 8.1.P.B.1; 8.1.2.E.1</p>

**Recommended Instructional Activities:**

- Activity pages
- Map making
- Projects & crafts
- Flip book
- Poster

**6.3 Active Citizenship in the 21st Century** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Strand: B. Geography, People and the Environment**

**NJCCCS:**

**6.3.4.B.1** - Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions..

**NJSLS**

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

**Big Ideas:**

An active citizen is concerned about environmental issues.

**Essential Questions:**

How can students in Eastampton make others aware of environmental issues and possible solutions?

**Enduring Understandings:**

It is the responsibility of individuals to care for their environment.

**Knowledge, Skills, and Instructional Objectives:**

- To develop an understanding of environmental issues
- To describe ways in which people affect the environment (negative and positive)
- To design and create a poster which encourages people to affect the environment in a positive manner

**Instructional Materials/Resources:**

Children's literature  
Websites

**Suggested Vocabulary**

Environment  
Solution  
Pollution

**Technology:**

Videos  
Safari Montage  
ActivBoard

**Recommended Instructional Activities:**

- Classroom Discussion
- Read alouds
- Poster

**Extension Strategies/Activities:**

Assembly  
Poster contest

**Modification Strategies/Activities:**

IEP modifications will be implemented if needed.

**Cross-curricular Connections**

Art  
 Science  
 Language Arts

**Suggested Assessments:**

Teacher observation

**6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**Strand: C. Economics, Innovation, and Technology**

**NJCCCS:**

**6.1.4.C.1** - Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities. **6.1.4.C.2** - Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. **6.1.4.C.5** - Explain the role of specialization in the production and exchange of goods and services. **6.1.4.C.8** - 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. **6.1.4.C.9** - Compare and contrast how access to and use of resources affects people across the world differently. **6.1.4.C.10** - Explain the role of money, savings, debt, and investment in individuals' lives. **6.1.4.C.11** - Recognize the importance of setting long-term goals when making financial decisions within the community. **6.1.4.C.12** - Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. **6.1.4.C.15** - Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. **6.1.4.C.16** - Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. **6.1.4.C.17** - Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age. **6.1.4.C.18** - Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

**NJSLS**

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

**Big Ideas:**

Citizens make economic choices daily.

**Essential Questions:**

What is the difference between needs and wants?  
 What is the difference between goods and services?  
 How do people exchange goods and services?  
 How do people make decisions about saving and spending their money?  
 What are some kinds of transportation?  
 How has technology affected and changed the ways people live and work?

**Enduring Understandings:**

Every day people are making choices about what to do with the money they earn.  
 New technology has created change in the global economy. Economic choices are interdependent.

<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <ul style="list-style-type: none"> <li>· To distinguish between needs and wants and recognize examples of each</li> <li>· To explain the choices people can make about spending and saving money</li> <li>· To distinguish between goods and services and recognize examples of each</li> <li>· To identify various modes of transportation</li> <li>· To describe how technology has affected and changed the ways people live and work</li> <li>· To identify ways in which science and technology have affected communication</li> <li>· To identify ways people exchange goods and services</li> </ul>	
<p><b>Instructional Materials/Resources:</b></p> <p>Textbook Activity book Children's literature Websites</p>	<p><b>Suggested Vocabulary</b></p> <p>Wants, needs, goods, services, choices, spending, saving, transportation, shelter, volunteer, trade, factory, job, paycheck, earn,</p>
	<p><b>Technology:</b></p> <p>Safari Montage Websites ActivBoard</p>

		8.1.2.A.1; 8.1.2.A.2; 8.1.2.A.4; 8.1.P.B.1; 8.1.2.E.1
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Activity pages</li> <li>· Projects &amp; crafts</li> <li>· Flip book</li> <li>· Poster</li> <li>· Class discussions</li> <li>· Read alouds</li> <li>· Graphic organizer</li> </ul>		
<p><b>Extension Strategies/Activities:</b></p> <p>Role playing</p>	<p><b>Modification Strategies/Activities:</b></p> <p>IEP modifications will be implemented if needed</p>	
<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: RI.1.10.; SL.1.1.A.; L.1.4.B. 21<sup>st</sup> Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.2.B.1; 1.1.2.D.1</p>		
<p><b>Suggested Assessments:</b></p> <p>Teacher observation, Tests, Quizzes, Projects, Activity pages</p>		

<p><b>6.3 Active Citizenship in the 21st Century</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	<p><b>Strand: C. Economics, Innovation, and Technology</b></p>
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<p><b>NJCCCS:</b>  <b>6.3.4.C.1</b> - Develop and implement a group initiative that addresses an economic issue impacting children.  <b>NJSLS</b>  • <b>6.1.2.EconET.2:</b> Cite examples of choices people make when resources are scarce.  <b>6.1.2.EconET.3:</b> Describe how supply and demand influence price and output of products.</p>	
<p><b>Big Ideas:</b>  An active citizen helps others who are less fortunate economically.</p>	
<p><b>Essential Questions:</b>  How can students in Eastampton help others in their community?</p>	<p><b>Enduring Understandings:</b>  It is the responsibility of individuals to help others who are less fortunate.</p>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <ul style="list-style-type: none"> <li>· To develop an understanding that others are less fortunate</li> <li>· To describe ways in which others are less fortunate</li> <li>· To plan a collection of items to be donated to a county agency</li> <li>· To implement collection</li> <li>· To evaluate success of group initiative</li> </ul>	
<p><b>Instructional Materials/Resources:</b>  Children’s literature  Agency websites  Guest Speaker</p>	<p><b>Suggested Vocabulary</b>  “Less fortunate”  Local shelter  Economy  Food Bank  Collection  Donate</p> <p><b>Technology:</b>  Agency website  Safari Montage  ActivBoard  8.1.2.A.1; 8.1.2.A.2; 8.1.2.A.4; 8.1.P.B.1; 8.1.2.E.1</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Classroom discussion</li> <li>· Read aloud</li> <li>· Data collection</li> </ul>	
<p><b>Extension Strategies/Activities:</b>  Student-made greeting cards</p>	<p><b>Modification Strategies/Activities:</b>  IEP modifications will be implemented if needed</p>
<p><b>Cross-curricular Connections</b>  Language Arts: RI.1.10.; SL.1.1.A.; L.1.4.B.  21<sup>st</sup> Century: CRP1; CRP3; CRP6; CRP11; CRP12  Visual and Performing Arts: 1.1.2.B.1; 1.1.2.D.1</p>	

<p><b>Suggested Assessments:</b>  Teacher observation</p>
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<p><b>6.1 U.S. History: America in the World</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<p><b>Strand: D. History, Culture, and Perspectives</b></p>
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<p><b>NJCCCS:</b></p> <p><b>6.1.4.D.1</b> - Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. <b>6.1.4.D.2</b> - Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</p> <p><b>6.1.4.D.4</b> - Explain how key events led to the creation of the United States and the state of New Jersey.</p> <p><b>6.1.4.D.6</b> - Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</p> <p><b>6.1.4.D.9</b> - Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.</p> <p><b>6.1.4.D.11</b> - Determine how local and state communities have changed over time, and explain the reasons for changes.</p> <p><b>6.1.4.D.12</b> - Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.</p> <p><b>6.1.4.D.13</b> - Describe how culture is expressed through and influenced by the behavior of people.</p> <p><b>6.1.4.D.14</b> - Trace how the American identity evolved over time.</p> <p><b>6.1.4.D.15</b> - Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p> <p><b>6.1.4.D.16</b> - Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. <b>6.1.4.D.17</b> - Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. <b>6.1.4.D.18</b> - Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</p> <p><b>6.1.4.D.19</b> - Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. <b>6.1.4.D.20</b> - Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><b>NJSLS</b></p> <ul style="list-style-type: none"> <li>• <b>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.</b></li> <li>• <b>6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.</b></li> </ul>	
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<p><b>Big Ideas:</b> Immigration has shaped the United States in many important ways.</p>	
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<p><b>Essential Questions:</b></p> <p>Who were the first Americans?  Who are some early explorers to America?  Who were some of the people who settled in America?  Who are some of the historical figures who have influenced the nation?  How have various cultural groups overcome hardships while settling in a new land?  How were the United States formed?  What are some American symbols?  What are some traditions and celebrations that people from</p>	<p><b>Enduring Understandings:</b></p> <p>People have immigrated for a variety of reasons.  American society reflects the many different cultures that have immigrated.  Symbols represent American identity.</p>
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<p>various cultures take part in?</p>	
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**Knowledge, Skills, and Instructional Objectives:**

- To identify Native Americans as the first people to live in America
- To learn about early explorers to America
- To identify some of the different people who settled in America
- To identify the contributions of historical figures who have influenced the nation and have exemplified good citizenship · To recognize how various cultural groups have overcome hardship
- To explain how the United States were formed
- To use biographies to identify contributions of historical figures
- To identify symbols of national identify
- To learn about other traditions, such as special celebrations that come from other cultures

<b>Instructional Materials/Resources:</b> Textbook Activity book Children’s Literature Websites Maps & Globe Biographies	<b>Suggested Vocabulary</b> American symbols, Native American, tradition, Pilgrims, explorer, colonies, United States, independence, celebrations, slavery, historical figures
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"> <li>· Classroom discussions</li> <li>· Read alouds</li> <li>· Activity pages</li> <li>· Crafts &amp; projects</li> <li>· Booklets</li> <li>· Graphic organizers</li> </ul>	
<b>Extension Strategies/Activities:</b> Class booklets	<b>Modification Strategies/Activities:</b> IEP modifications will be implemented if needed
<b>Cross-curricular Connections/Standards:</b> Language Arts: RI.1.10.; SL.1.1.A.; L.1.4.B. 21 <sup>st</sup> Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.2.B.1; 1.1.2.D.1	
<b>Suggested Assessments:</b> Tests, Quizzes, Activity book pages, Teacher observation, Projects	

**Modifications of SpEd/ESL/students at Risk/gifted:**

**Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I Team Intervention Plan , and may include (but not limited to) the following:**

**Presentation accommodations:**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille/Nemeth Code
- Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teachers' lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

**Response accommodations:**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

**Setting accommodations:**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best ( for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

**Timing accommodations:**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing task

**Scheduling accommodations:**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

**Organization skills accommodations:**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordination assignments in a book or planner
- Receive study skills instruction

**Assignment modifications:**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments