

The background of the slide features a large, light gray watermark of the Hamburg School mascot. The mascot is a stylized bulldog with a large, red and blue ruffled collar. It is wearing a white helmet with a gold-colored faceplate that has vertical stripes. The bulldog is holding a small white bell in its mouth.

Social Studies Curriculum

Hamburg School

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Rationale

The students at Hamburg School must be able to integrate with the changing world of communication and information. Students need to be able to apply critical thinking and analyze the world's events and history. By actively exploring and writing about history, society, and civics, the students are on a path to good citizenship and cultural awareness and understanding.

Mission

Hamburg School assists and encourages learners as they develop knowledge and skills in the Social Studies classroom. Their growth in these areas will support students as they develop their attitudes and perspectives and become contributing members of society and the world communities.

Vision

Social Studies education supports students to:

- Have global awareness and whose civic-mindedness promote social responsibility
- Can critically analyze information verifying relevance and validity
- Strive to participate in all levels of local and global communities
- Improve both communication and collaboration skills with diverse communities
- Use analysis and inquiry in making informed decisions
- Understand that the global economy connects all people and countries worldwide
- Value equity, inclusion and diversity

Social Studies Practices - All Grades

Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

Structure of the NJSLS -SS

- 6.1 U.S. History: America in the World
- 6.2 World History/ Global Studies
- 6.3 Active Citizenship in the 21st Century

Coding of Performance Expectations

Civics, Government and Human Rights (Civics) <ul style="list-style-type: none"> ● PI Civic and Political Institutions ● PD Participation and Deliberation ● DP Democratic Principles ● PR Processes, Rules and Laws ● HR Human and Civil Rights ● CM Civic Mindedness 	Geography, People and the Environment (Geo) <ul style="list-style-type: none"> ● SV Spatial Views of the World ● PP Human Population Patterns ● HE Human Environment Interaction ● GI Global Interconnections
Economics, Innovation and Technology (Econ) <ul style="list-style-type: none"> ● ET Economic Ways of Thinking ● EM Exchanges and Markets ● NE National Economy ● GE Global Economy 	History, Culture and Perspectives (History) <ul style="list-style-type: none"> ● CC Continuity and Change ● UP Understanding Perspectives ● SE Historical Sourcing and Evidence ● CA Claims and Argumentation

For Standards 6.1, grades K–2 and 3–5, and 6.3, all grades, the performance expectation code should be interpreted as follows (e.g., 6.1.2.CivicsCP.1):

6.1	2	CivicsCP	1
Standard number	By the end of grade	Strand Disciplinary Concept	Performance Expectation

For standards 6.1 and 6.2, grades 6-12, the inclusion of the era impacts the coding of each performance expectation as follows ((e.g., 6.1.2.CivicsCP.3.1):

6.1	8	CivicsCP	3	a
Standard number	By the end of grade	Strand / Disciplinary Concept	Era	Performance Expectation

NJSLS -SS Eras

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) Grade 3-4
- Era 2 Colonization and Settlement (1585 - 1763) Grade 5

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) Grade 6
- Era 4 Expansion and Reform (1801 - 1861) Grade 7
- Era 5 Civil War and Reconstruction (1850 - 1877) Grade 8

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

- Era 1 The Beginnings of Human Society Grade 5
- Era 2 Early Civilizations and the Emergence of Pastoral People (4000 - 1000 BCE) Grade 6
- Era 3 The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE - 600 CE) Grade 7
- Era 4 Expanding Exchanges and Encounters (500 - 1450 CE) Grade 8

Essential Questions

Civics, Government, and Human Rights

- 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?

Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

Economics, Innovation, and Technology

- 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 government's function?

History, Culture, and Perspectives

- 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?

BAND: by the end of Grade 2

Strand	Pacing Guide	Disciplinary Concepts
Civics, Government, and Human Rights: Civic and Political Institutions	K - 12 days	<ul style="list-style-type: none"> Local community and government leaders have roles and responsibilities to provide services for their community members. Rules for all to live by are a result of the actions of government, organizations, and individuals. The actions of individuals and government affect decisions made for the common good.
Civics, Government, and Human Rights: Participation and Deliberation	1 - 10 days	When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard.
Civics, Government, and Human Rights: Democratic Principles	2 - 10 days	The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).
Civics, Government, and Human Rights: Processes and Rules	K - 12 days	<ul style="list-style-type: none"> Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly. Processes and rules should be fair, consistent, and respectful of the human rights of all people.
Civics, Government, and Human Rights: Human and Civil Rights	1 - 10 days	Individuals may be different, but all have the same basic human rights.
Civics, Government, and Human Rights: Civic Mindedness	2 - 9 days	Certain character traits can help individuals become productive members of their community.
Geography, People and the Environment: Spatial Views of the World	2 - 9 days	<ul style="list-style-type: none"> A map is a symbolic representation of selected characteristics of a place. Geographic data can be used to identify cultural and environmental characteristics of places.
Geography, People and the	2 - 9 days	<ul style="list-style-type: none"> Physical and human characteristics affect where people live (settle).

Environment: Human Population Patterns		<ul style="list-style-type: none"> • People use goods from local and distant places to meet their daily needs.
Geography, People and the Environment: Human Environment Interaction	1 - 10 days	Environmental characteristics influence how and where people live.
Geography, People and the Environment: Global Interconnections	2 - 10 days	Global interconnections occur in both human and physical systems across different regions of the world.
Economics, Innovation and Technology: Economic Ways of Thinking	2 - 10 days	<ul style="list-style-type: none"> • Individuals make decisions based on their needs, wants, and the availability of resources. • Limited resources influence choices. • Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).
Economics, Innovation and Technology: Exchange and Markets	K - 12 days	Goods and services are produced and exchanged in multiple ways.
Economics, Innovation and Technology: National Economy	1 - 11 days	<ul style="list-style-type: none"> • The availability of resources influences current and future economic conditions. • Governments play an economic role in the lives of individuals and communities.
Economics, Innovation and Technology: Global Economy	1 - 11 days	There are benefits to trading goods and services with other countries.
History, Culture, and Perspectives: Continuity and Change	K - 14 days	<ul style="list-style-type: none"> • Historical timelines put events in chronological order to help people understand the past. • Understanding the past helps to make sense of the present.
History, Culture, and Perspectives: Understanding Perspectives	1 - 11 days	<ul style="list-style-type: none"> • Two or more individuals can have a different understanding of the same event. • Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.

History, Culture, and Perspectives: Historical Sourcing and Evidence	K - 14 days	<ul style="list-style-type: none"> • The nature of history involves stories of the past preserved in a variety of sources. • Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.
History, Culture, and Perspectives: Claims and Argumentation	2 - 9 days	Historians create arguments outlining ideas or explanations based on evidence.

By the End of Grade 2 6.1 U.S. History: America in the World

6.1 Civics, Government, and Human Rights: Civics and Political Institutions	
CORE IDEA Local community and government leaders have roles and responsibilities to provide services for their community members.	Performance Expectation <ul style="list-style-type: none"> • 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.
CORE IDEA Rules for all to live by are a result of the actions of government, organizations, and individuals.	Performance Expectation 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.
CORE IDEA The actions of individuals and government affect decisions made for the common good.	Performance Expectation <ul style="list-style-type: none"> • 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. • 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 Civics, Government, and Human Rights: Participation and Deliberation	
CORE IDEA When all members of the group are	Performance Expectation <ul style="list-style-type: none"> • 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of

given the opportunity to participate in the decision-making process everyone's voice is heard.	<p>others, and sharing opinions.</p> <ul style="list-style-type: none"> 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
<p>CORE IDEA</p> <p>The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).</p>	<p>Performance Expectation</p> <ul style="list-style-type: none"> 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. 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 Civics, Government, and Human Rights: Processes and Rules	
<p>CORE IDEA</p> <p>Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.</p>	<p>Performance Expectation</p> <ul style="list-style-type: none"> 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.
<p>CORE IDEA</p> <p>Processes and rules should be fair, consistent, and respectful of the human rights of all people.</p>	<p>Performance Expectation</p> <p>6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p>
6.1 Civics, Government, and Human Rights: Civic Mindedness	
<p>CORE IDEA</p> <p>Certain character traits can help individuals become productive members of their community.</p>	<p>Performance Expectation</p> <ul style="list-style-type: none"> 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. 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). 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1 Geography, People, and the Environment: Human Population Patterns

CORE IDEA

Physical and human characteristics affect where people live (settle).

Performance Expectation

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 Geography, People, and the Environment: Spatial Views of the World

CORE IDEA

A map is a symbolic representation of selected characteristics of a place.

Performance Expectation

- 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).

CORE IDEA

Geographic data can be used to identify cultural and environmental characteristics of places.

Performance Expectations Pond?

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, local landmarks such as Heater's Pond and Sterling Hill Mine).

6.1 Geography, People, and the Environment: Human Environment Interaction

CORE IDEA

Environmental characteristics influence the how and where people live.

Performance Expectation

- 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.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.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.

6.1 Geography, People, and the Environment: Global Interconnections

CORE IDEA

Global interconnections occur

Performance Expectation

between human and physical systems across different regions of the world.	<ul style="list-style-type: none"> • 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place. • 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
6.1 Economics, Innovation, and Technology: Economic Ways of Thinking	
CORE IDEA Individuals make decisions based on their needs, wants, and the availability of resources.	Performance Expectation <ul style="list-style-type: none"> • 6.1.2.EconET.1: Explain the difference between needs and wants. • 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.
CORE IDEA Limited resources influence choices.	Performance Expectation 6.1.2.EconET.3: Describe how supply and demand influence price and output of products.
CORE IDEA Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).	Performance Expectation <ul style="list-style-type: none"> • 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives. • 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.
6.1 Economics, Innovation, and Technology: Exchange and Markets	
CORE IDEA Goods and services are produced and exchanged in multiple ways.	Performance Expectation <ul style="list-style-type: none"> • 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 Economics, Innovation, and Technology: National Economy	
CORE IDEA The availability of resources influences current and future economic	Performance Expectation 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable

conditions.	economic conditions.
CORE IDEA Governments play an economic role in the lives of individuals and communities.	Performance Expectation 6.1.2.EconNE.2: Describe examples of goods and services that governments provide.
6.1 Economics, Innovation, and Technology: Global Economy	
CORE IDEA There are benefits to trading goods and services with other countries.	Performance Expectation <ul style="list-style-type: none"> • 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically. • 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.
6.1 History, Culture, and Perspectives: Continuity and Change	
CORE IDEA Historical timelines put events in chronological order to help people understand the past.	Performance Expectation <ul style="list-style-type: none"> • 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.
CORE IDEA Understanding the past helps to make sense of the present.	Performance Expectation 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
6.1 History, Culture, and Perspectives: Understanding Perspectives	
CORE IDEA Two or more individuals can have a different understanding of the same event.	Performance Expectation 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.
CORE IDEA Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.	Performance Expectation <ul style="list-style-type: none"> • 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 History, Culture, and Perspectives: Historical Sourcing and Evidence	
CORE IDEA The nature of history involves stories of the past preserved in a variety of sources.	Performance Expectation <ul style="list-style-type: none"> • 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. • 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).
CORE IDEA Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.	Performance Expectation <ul style="list-style-type: none"> • 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 History, Culture, and Perspectives: Claims and Argumentation	
CORE IDEA Historians create arguments outlining ideas or explanations based on evidence.	Performance Expectation 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

By the End of Grade 2 6.3 Active Citizenship

6.3 Civics, Government, and Human Rights: Participation and Deliberation	
CORE IDEA When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard.	Performance Expectation 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 Geography, People and the Environment: Global Interconnections	

CORE IDEA Global interconnections occur between human and physical systems across different regions of the world.	Performance Expectation <ul style="list-style-type: none"> • 6.3.2.GeoGI.1: Investigate the significance of a global issue such as climate change and share information about how it impacts different regions around the world. • 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.
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By the End of Grade 2

Interdisciplinary Connections		
MATH <ul style="list-style-type: none"> • MP.2 Reason abstractly and quantitatively. (K-PS2-1) 	ELA <ul style="list-style-type: none"> • RI.K.1 With prompting and support, ask and answer questions about key details in a text. (K-PS2-2) • ELA • Writing about informational text • Citing evidence from informational text • Reading informational text 	ART PHYSICAL ED HEALTH

By the End of Grade 2

MATERIALS and RESOURCES: Teacher Pay Teachers materials All texts linked to YouTube or Storyline online <ul style="list-style-type: none"> • Video Tools: YouTube, QR Codes: QR Code Generator • Game-based • Interpersonal • Communicative Tools: SeeSaw 	INSTRUCTIONAL STRATEGIES <ul style="list-style-type: none"> • Reinforcing effort • Provide recognition • Cooperative learning • Cues, Questions, Organizers • Summarizing (or note taking) • Generating & testing hypotheses • Student practice • Individualized instruction • Effective feedback • Presenting learning goals/ 	Computer & Design Thinking <ul style="list-style-type: none"> 8.1.2.CS.1 operate tech 8.1.2.DA.1 present data - include climate change 8.1.2.DA.3 describe patterns in visual presentation 8.1.2.DA.4 predict based on charts/graphs 8.2.2.ED.1 describe function of a product 8.2.2.ED.2 collaborate to solve problem 8.2.2.ED.3 select & use appropriate materials 	CLKS <ul style="list-style-type: none"> 9.1.2.Cl.1 open to new ideas 9.1.2.Cl.2 originality and inventiveness 9.4.2.CT.1 brainstorm about climate change 9.4.2.CT.2 resources to execute a plan 9.4.2.CT.3 use inductive or deductive reasoning 9.4.2.DC.2 respecting digital content
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<ul style="list-style-type: none"> • Authentic listening and reading sources that provide data and support for speaking and writing prompts. • <i>Let's Find Out</i> magazine with online component • Trade books • Biographies • Community members • <i>Social Studies Weekly</i> 	<p>objectives</p> <ul style="list-style-type: none"> • Self-directed learning • Blended learning • Authentic learning • Adapting to learning styles • Conferencing • Make connections using prior knowledge • Investigations • Flexible classrooms • Flipped classroom • Graphic organizers • Guest speakers • Identifying similarities and differences • Learning centers • Modeling • Music/ songs • Peer teaching • project -based learning • Reading aloud • Debate • Word walls • Student choice • Think- Pair- Share • Rubrics • Varied texts • Literature circles • Reading buddies 	<p>8.2.2.ITH.1 ID products for human needs or wants</p> <p>8.2.2..ITH.2 explain purpose of product</p> <p>8.2.2.ITH.3 discuss how tech improves life</p> <p>8.2.2.ITH.4 discuss how tools improve daily tasks</p> <p>8.2.2.ETW.1 ID products from nature or from tech</p> <p>8.2.2.ETW.2 ID natural resources to create a product</p> <p>8.2.2.ETW.3 describe system for</p>	<p>9.4.2.DC.7 Actions for Climate Change</p> <p>9.4.2.GCA.1 importance of culture</p> <p>9.4.2.IML.2 visual data (bar graph, picture graph)</p> <p>9.4.2.TL.6 Communicate with visual tools</p>
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By the End of Grade 2

<p>MODIFICATIONS -SPECIAL NEEDS, 504</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Incorporate repetition and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of Class notes ● Provide preferential seating to be mutually determined by the student and teacher ● Accommodate Student's request to use a computer to complete assignments. ● Establish expectations for correct spelling on assignments. ● Provide extra textbooks for home. Student may request books on tape 	<p>STUDENTS AT RISK OF FAILURE</p> <ul style="list-style-type: none"> ● Ask students to restate information, directions, and assignments. ● Incorporate repetition and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Provide preferential seating to be mutually determined by the student and teacher ● Accommodate student's request to use a computer to complete assignments. ● Establish expectations for correct spelling on assignments. ● Provide extra textbooks for home. ● Accommodate student's request for 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 	<p>GIFTED AND TALENTED</p> <ul style="list-style-type: none"> ● Use advanced supplementary / reading materials ● Provide thematic topics for discussion and research: families & communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities. ● Use technological devices to gain access to online resources in order to research and explore current events and cultural practices. Use advanced supplementary / reading materials ● Use authentic resources to promote a deeper understanding of culture. ● Provide opportunities for open-ended, self-directed activities ● Encourage communication outside the language classroom for travel, study, work, and/or interviews with community members. ● Encourage the use of creativity ● Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.) 	<p>ELL Modifications</p> <ul style="list-style-type: none"> ● Seat student near teacher ● Print clearly ● Do not use cursive ● Give directions in print & orally ● Print keywords, page numbers, homework, deadlines on the board ● Incorporate visuals ● Avoid slang or colloquial sayings, ● Avoid complex sentence structure ● Use questions that need one-word answers ● Be ready to give additional instructions on complex tasks
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	<ul style="list-style-type: none"> • Encourage student to proofread assignments and tests • Provide regular parent/ school communication • Check/sign student agenda daily 	<p>Conduct research and provide presentations of cultural topics.</p> <ul style="list-style-type: none"> • Design surveys to generate and analyze data to be used in discussion 	
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By the End of Grade 5

Disciplinary Concepts

Strand	Disciplinary Concepts
Civics, Government, and Human Rights: Civic and Political Institutions	<ul style="list-style-type: none"> • In a representative democracy, individuals play a role in how a government functions. • In a representative democracy, individuals elect representatives to act on the behalf of the people. • Levels of government (i.e., local, state, and federal) have different powers and responsibilities.
Civics, Government, and Human Rights: Participation and Deliberation	<ul style="list-style-type: none"> • Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials). • Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered. • A major role of citizens in a representative democracy is to make responsible decisions about who should govern.
Civics, Government, and Human Rights: Democratic Principles	Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.
Civics, Government, and Human Rights: Processes and Rules	<ul style="list-style-type: none"> • There are different processes for establishing rules and laws. • Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.
Civics, Government, and Human Rights: Human and Civil Rights	<ul style="list-style-type: none"> • It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights. • Individuals have the right to be safe and not to be bullied or discriminated against.

Civics, Government, and Human Rights: Civic Mindedness	Certain dispositions help individuals contribute to the health of American democracy.
Geography, People and the Environment: Spatial Views of the World	Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.
Geography, People and the Environment: Human Population Patterns	<ul style="list-style-type: none"> • Regions form and change as a result of unique physical conditions, economies, and cultures. • Patterns of settlement differ markedly from region to region, place to place, and time to time. • The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition.
Geography, People and the Environment: Human Environment Interaction	<ul style="list-style-type: none"> • Environmental and cultural characteristics influence where and how people live. • Human activity affects the cultural and environmental characteristics of places and regions. • Cultural and environmental characteristics change over time.
Geography, People and the Environment: Global Interconnections	<ul style="list-style-type: none"> • Interactions between humans have led to the spread of cultural practices, artifacts, languages, and other attributes as well as changes in environmental characteristics and diseases. • In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.
Economics, Innovation and Technology: Economic Ways of Thinking	<ul style="list-style-type: none"> • Economic decision-making involves setting goals and identifying the resources available to achieve those goals. • An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.
Economics, Innovation and Technology: Exchange and Markets	<ul style="list-style-type: none"> • The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production. • The exchange of goods and services can have negative and positive effects.
Economics, Innovation and Technology: National Economy	<ul style="list-style-type: none"> • The government uses a variety of tools to pay for the goods and services that it provides to individuals and communities. • A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.
Economics, Innovation and Technology: Global Economy	Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.

History, Culture, and Perspectives: Continuity and Change	<ul style="list-style-type: none"> • Chronological sequencing helps us track events over time. • Interactions of people and events throughout history have shaped the world we experience today.
History, Culture, and Perspectives: Understanding Perspectives	<ul style="list-style-type: none"> • Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures. • Events may be viewed differently based on one's perspective. • Historical records are shaped by the society that the recorder of the events lived in.
History, Culture, and Perspectives: Historical Sourcing and Evidence	<ul style="list-style-type: none"> • There are a variety of sources that help us understand the past. • Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.
History, Culture, and Perspectives: Claims and Argumentation	Historians use evidence from multiple sources to support their claims and arguments about the past.

By the End of Grade 5 6.1 U.S History

Pacing Guide embedded with Core Ideas

Era 1 Three Worlds Meet (Beginning to 1620) - Grade 3 & 4

Era 2 Colonization and Settlement (1585 to 1763) - Grade 5

6.1 Civics, Government, and Human Rights: Civics and Political Institutions	
CORE IDEA In a representative democracy, individuals play a role in how the government functions. PACING Gr 5 8 days	Performance Expectation <ul style="list-style-type: none"> • 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).
CORE IDEA In a representative democracy,	Performance Expectation

<p>individuals elect representatives to act on the behalf of the people. PACING Gr 4 3 days</p>	<p>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.</p>
<p>CORE IDEA Levels of government (i.e., local, state, and federal) have different powers and responsibilities. PACING Gr 4 3 days</p>	<p>Performance Expectation</p> <ul style="list-style-type: none"> • 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.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
<p>6.1 Civics, Government, and Human Rights: Participation and Deliberation</p>	
<p>CORE IDEA Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials). PACING Gr 5 7 days</p>	<p>Performance Expectation</p> <ul style="list-style-type: none"> • 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).
<p>CORE IDEA Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered. PACING Gr 3 3 days</p>	<p>Performance Expectation 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.</p>
<p>CORE IDEA A major role of citizens in a representative democracy is to make responsible decisions about</p>	<p>Performance Expectation 6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.</p>

who should govern. PACING Gr 5 7 days	
6.1 Civics, Government, and Human Rights: Democratic Principles	
CORE IDEA Fundamental rights that allow democratic societies to function can be seen at all levels of government in society. PACING gr 5 8 days	Performance Expectation <ul style="list-style-type: none"> • 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.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
6.1 Civics, Government, and Human Rights: Processes and Rules	
CORE IDEA There are different processes for establishing rules and laws. PACING Gr 4 3 days	Performance Expectation <ul style="list-style-type: none"> • 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.2: Describe the process by which immigrants can become United States citizens.
CORE IDEA Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good. PACING Gr 3 4 days	Performance Expectation <ul style="list-style-type: none"> • 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.CivicsPR.4: Explain how policies are developed to address public problems.
6.1 Civics, Government, and Human Rights: Human and Civil Rights	
CORE IDEA It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights. HR1 PACING Gr 5 8 days HR2 & 3	Performance Expectation <ul style="list-style-type: none"> • 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, inspiring 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.

PACING Gr 4 3 days	
CORE IDEA Individuals have the right to be safe and not to be bullied or discriminated against. PACING Gr 3 3 days	Performance Expectation 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
6.1 Civics, Government, and Human Rights: Civic Mindedness	
CORE IDEA Certain dispositions help individuals contribute to the health of American democracy. CM1 through 4 PACING Gr 5 (8 days) CM5 & 6 PACING Gr 4 (3 days)	Performance Expectation 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by 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.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions. • 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society. • 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
6.1 Geography, People, and the Environment: Human Environment Interaction	
CORE IDEA Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts. HE1 PACING Gr 5 (7 days) HE2 PACING Gr 4 (3 days) HE3 PACING Gr 3 (4 days)	Performance Expectation • 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.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.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

6.1 Geography, People, and the Environment: Global Interconnections

CORE IDEA

Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.

PACING

Gr 3 4 days

Gr 4 3 days

Gr 5 7 days

Performance Expectation

- 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 Economics, Innovation, and Technology: Economic Ways of Thinking

CORE IDEA

Economic decision making involves setting goals and identifying the resources available to achieve those goals.

PACING

Gr 5 7 days

Performance Expectation

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

CORE IDEA

An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.

PACING Gr 5 7 days

Performance Expectation

- 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 Economics, Innovation, and Technology: Exchange and Markets

CORE IDEA

The availability of human capital,

Performance Expectation

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

<p>physical capital, and/or natural resources has contributed to the specialization of trade and production.</p> <p>PACING Gr 4 3 days</p>	<ul style="list-style-type: none"> • 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.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.
<p>CORE IDEA</p> <p>The exchange of goods and services can have negative and positive effects.</p> <p>PACING Gr 5 8 days</p>	<p>Performance Expectation</p> <ul style="list-style-type: none"> • 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.
<p>6.1 Economics, Innovation, and Technology: National Economy</p>	
<p>CORE IDEA</p> <p>The government uses a variety of tools to pay for goods and services it provides to individuals and communities.</p> <p>PACING Gr 5 7 days</p>	<p>Performance Expectation</p> <p>6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.</p>
<p>CORE IDEA</p> <p>A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.</p> <p>PACING</p> <p>NM2 & 3 Gr 4 3 days</p> <p>NM4 Gr 3 3 days</p> <p>NM 6 & 7 Gr 5 7 days</p>	<p>Performance Expectation</p> <ul style="list-style-type: none"> • 6.1.5.EconNM.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.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. • 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. • 6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy. • 6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society. • 6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
<p>6.1 Economics, Innovation, and Technology: Global Economy</p>	

<p>CORE IDEA Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.</p> <p>GE 1 & 2 PACING Gr 4 3 days GE 3, 4, 5 PACING Gr 5 8 days</p>	<p>Performance Expectation</p> <ul style="list-style-type: none"> • 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.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.
<p>6.1 History, Culture, and Perspectives: Continuity and Change</p>	
<p>CORE IDEA Chronological sequencing helps us track events over time.</p> <p>PACING CC1 PACING Gr 3 4 days Gr 4 3 days Gr 5 8 days</p>	<p>Performance Expectation</p> <ul style="list-style-type: none"> • 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.
<p>CORE IDEA Interactions of people and events throughout history have shaped the world we experience today.</p> <p>PACING CC 8 & 10 Gr 3 4 days CC5, 6, 9, 10, 11, 12 Gr 4 6 days CC3, 4, 7, 13, 14, 15 Gr 5 10 days</p>	<p>Performance Expectation</p> <ul style="list-style-type: none"> • 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.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.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.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives. • 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.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in

	<p>New Jersey.</p> <ul style="list-style-type: none"> • 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).
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6.1 History, Culture, and Perspectives: Understanding Perspectives

<p>CORE IDEA Events may be viewed differently based on one's perspective. PACING UP 1 & 3 Gr 3 5 days UP 2 & 4 Gr 4 3 days</p>	<p>Performance Expectation</p> <ul style="list-style-type: none"> • 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.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.
<p>CORE IDEA Historical records are shaped by the society that the creator lived in. PACING Gr 3, 4, 5 ongoing</p>	<p>Performance Expectation</p> <ul style="list-style-type: none"> • 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 History, Culture, and Perspectives: Historical Sourcing and Evidence

CORE IDEA	Performance Expectation
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There are a variety of sources that help us understand the past. PACING Gr 3, 4, 5 3 days	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.
CORE IDEA Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources. PACING Gr 3 3 days	Performance Expectation 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 History, Culture, and Perspectives: Claims and Argumentation	
CORE IDEA Historians use evidence from multiple sources to support their claims and arguments about the past. PACING Gr 5 8 days	Performance Expectation 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.

By the End of Grade 5 6.2 World History

ERA 1 The Beginnings of Human Society Gr 5	
CORE IDEA Relationships between humans and environments impact spatial patterns of settlement and movement. PACING Gr 3 4 days	Performance Expectation <ul style="list-style-type: none"> • 6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. • 6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.
CORE IDEA Historical events and developments are shaped by social, political, cultural,	Performance Expectation <ul style="list-style-type: none"> • 6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming). • 6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.

technological, and economic factors. PACING Gr 3 3 days	<ul style="list-style-type: none"> • 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
CORE IDEA Chronological sequencing helps us track events over time as well as events that took place at the same time. PACING Gr 3 3 days	Performance Expectation 6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
CORE IDEA Examining historical sources may answer questions, but it may also lead to questions in a spiraling process of inquiry. PACING Gr 4 3 days	Performance Expectation 6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

By the End of Grade 5 6.3 Active Citizenship

6.3 Civics, Government, and Human Rights: Participation and Deliberation	
CORE IDEA Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change. PACING Gr 3 & 4 3 days each Gr 5 7 days	Performance Expectation <ul style="list-style-type: none"> • 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

<p>CORE IDEA Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered. PACING Gr 4 3 days Gr 5 8 days</p>	<p>Performance Expectation 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.</p>
<p>6.3 Geography, People, and the Environment: Human Environment Interaction</p>	
<p>CORE IDEA Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts. PACING Gr 4 3 days</p>	<p>Performance Expectation 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</p>
<p>CORE IDEA In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues. PACING Gr 5 8 days</p>	<p>Performance Expectation 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.</p>

6.3 Economics, Innovation, and Technology: Economic Ways of Thinking

CORE IDEA

Economic decision making involves setting goals and identifying the resources available to achieve those goals.

PACING

Gr 5 8 days

Performance Expectation

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

By the End of Grade 5

Interdisciplinary Connections

MATH

- **MP.2** Reason abstractly and quantitatively. (K-PS2-1)

ELA

- **RI.K.1** With prompting and support, ask and answer questions about key details in a text. (K-PS2-2)
- **ELA**
- Writing about informational text
- Citing evidence from informational text
- Reading informational text

ART

PHYSICAL ED

HEALTH

By the End of Grade 5

MATERIALS and RESOURCES:

Teacher Pay Teachers materials

- Presentation/Digital Storytelling Tools: Google Slides, Prezi, Go Animate, ToonDoo, Powtoon
- Online Speaking/Recording

INSTRUCTIONAL STRATEGIES

- Reinforcing effort
- Provide recognition
- Cooperative learning
- Cues, Questions, Organizers
- Summarizing (or note taking)
- Generating & testing hypotheses
- Student practice

Computer & Design Thinking

8.1.5.IC.1 discuss how tech impacts life and work
8.1.5.IC.2 ID ways tech helps diverse needs
8.1.5.DA.1 collect, organize, display data
8.1.5.DA.3 organize and

CLKS

9.1.5.CAP.1 personal careers
9.1.5.CAP.2 ways to earn money
9.1.5.CAP.3 traits needed for different careers

<p>Tools: Polleverywhere, Padlet</p> <ul style="list-style-type: none"> • Video Tools: YouTube, edpuzzle, QR Codes: QR Code Generator, Game-based • Response Tools: Kahoot!, Socrative, Quizlet, Quizzizz • Word clouds: Tagxedo, Wordle • Interpersonal Communicative Tools: Skype, Google Classroom, Twitter, • E-Portfolios: Google Drive, • Authentic listening and reading sources that provide data and support for speaking and writing prompts. • Exploration of art and/or artists to understand society and history. • Link to additional resources 	<ul style="list-style-type: none"> • Individualized instruction • Effective feedback • Presenting learning goals/ objectives • Blended learning • Authentic learning • Adapting to learning styles • Conferencing • Activate prior knowledge • Investigations • Flexible classrooms • Graphic organizers • Guest speakers • Identifying similarities and differences • Modeling • Music/ songs • Peer teaching • Project -based learning • Reading aloud • Debate • Word walls • Student choice • Think- Pair- Share • Rubrics • Varied texts 	<p>p8.1.5.DA.4 organize & present climate change data present data visually</p> <p>8.1.5.DA.5 identify cause/effect or causal relationship from data</p> <p>8.1.5.AP.1 refine steps to complete a task</p> <p>8.1.5.AP.4 break down problems into smaller parts</p> <p>8.2.5.ED.2 collaborate to solve problem</p> <p>8.2.5.ED.3 follow step-by- step directions to complete task</p> <p>8.2.5.ED.4 explain function of product and its resources</p> <p>8.2.5.ITH.explain how needs & wants decide development of product</p> <p>8.2.5.ITH.2 evaluate how a tool meets purpose</p> <p>8.2.5.NT.2 ID new tech that meets personal & business need</p> <p>8.2.5.ETW.1 describe how resources are used in products</p> <p>8.2.5.ETW.4 Explain impact of tech on resources</p> <p>8.2.5.ETW.5 Identifies the positive and negative effects of technology on climate change.</p>	<p>9.1.5.CAP.4 Special skill jobs (lifeguard, doctor)</p> <p>9.1.5.CAP.4 Special skill jobs (lifeguard, doctor)</p> <p>9.1.5.CI.1 collaborate about climate change</p> <p>9.1.5.CI.3 brainstorm on a topic</p> <p>9.1.5.CI.4 failure as part of creative process</p> <p>9.1.5.CT.1gather data for problem solving</p> <p>9.1.5.CT.3 Tech to help solve problems</p> <p>9.1.5.CT.4 critical thinking and problem solving</p> <p>9.1.5.DC.1 need for</p> <p>9.1.5.DC.8 communities to promote climate change copyright</p> <p>9.1.5.IML.2 create visual to organize info</p> <p>9.1.5.IML.3 show data in different visuals</p> <p>9.1.5.IML.6 use appropriate sources of info</p> <p>9.1.5.DC.8 communities to promote climate change</p>
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By the End of Grade 5

<p>MODIFICATIONS -SPECIAL NEEDS, 504</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide preferential seating where appropriate ● Permit use of computer at student's request ● Establish expectations for correct spelling on assignments. ● Use assistive technology ● Modify reading levels ● Modify expectations 	<p>STUDENTS AT RISK OF FAILURE</p> <ul style="list-style-type: none"> ● Ask students to restate information, directions, and assignments. ● Provide opportunities for repetition and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Provide for preferential seating, where necessary ● Accommodate student requests to use a computer to complete assignments. ● Establish expectations for correct spelling on assignments. ● Provide books on digital media, as available and when 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 	<p>GIFTED AND TALENTED</p> <ul style="list-style-type: none"> ● Develop thematic topics for discussion and research: families & communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities. ● Use technological devices to gain access to online resources in order to research and explore current events and cultural practices. Use advanced supplementary / reading materials ● Use authentic resources to promote a deeper understanding of culture. ● Provide opportunities for open-ended, self-directed activities ● Provide for communication outside the language classroom for travel, study, work, and/or interviews with community members. ● Encourage the use of creativity ● Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.) ● Conduct research and provide presentations of cultural topics. ● Design surveys to generate and analyze data to be used in discussion. 	<p>ELL Modifications</p> <ul style="list-style-type: none"> ● Seat student near teacher ● Print clearly ● Do not use cursive ● Give directions in print & orally ● Print keywords, page numbers, homework, deadlines on the board ● Incorporate visuals ● Avoid slang or colloquial sayings, ● Avoid complex sentence structure ● Use questions that need one-word answers ● Be ready to give additional instructions on complex tasks ● Adjust assignments so student writes less ● Provide simpler questions to answer ● Expect fewer spelling words ● Provide extra time as necessary ● Provide graphic organizers ● Provide an ELL dictionary ● Provide books on tape or CD ● Provide wall charts of key concepts ● Provide a word wall ● Provide models of docs such as Homework, projects
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By the End of Grade 8

Disciplinary Concepts

Civics, Government, and Human Rights: Civic and Political Institutions	<ul style="list-style-type: none"> • Political and civic institutions impact all aspects of people's lives. • Governments have different structures which impact development (expansion) and civic participation.
Civics, Government, and Human Rights: Participation and Deliberation	<ul style="list-style-type: none"> • Civic participation and deliberation are the responsibility of every member of society. • Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.
Civics, Government, and Human Rights: Democratic Principles	<ul style="list-style-type: none"> • The United States' system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law, and of opportunity, justice, and property rights. • The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.
Civics, Government, and Human Rights: Processes and Rules	In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.
Civics, Government, and Human Rights: Human and Civil Rights	<ul style="list-style-type: none"> • Human and civil rights include political, social, economic, and cultural rights. • Social and political systems have protected and denied human rights (to varying degrees) throughout time. • Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.
Civics, Government, and Human Rights: Civic Mindedness	The well-being of a democracy depends upon informed and effective participation of individuals committed to civility, compromise, and toleration of diversity.
Geography, People and the Environment: Spatial Views of the World	Geospatial technologies and representations help us to make sense of the distribution of people, places, and environments and spatial patterns across Earth's surface.
Geography, People and the Environment: Human Population	<ul style="list-style-type: none"> • The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.

Patterns	<ul style="list-style-type: none"> • Relationships between humans and environments impact spatial patterns of settlement and movement. • Global changes in population distribution patterns affect changes in land use in particular places.
Geography, People and the Environment: Human Environment Interaction	<ul style="list-style-type: none"> • Cultural patterns and economic decisions influence environments and the daily lives of people. • The physical and human characteristics of places and regions are connected to human identities and cultures.
Geography, People and the Environment: Global Interconnections	<ul style="list-style-type: none"> • Cultural and environmental practices impact the geography of an area. • The environmental characteristics of places and production of goods influence the spatial patterns of world trade.
Economics, Innovation and Technology: Economic Ways of Thinking	Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.
Economics, Innovation and Technology: Exchange and Markets	<ul style="list-style-type: none"> • People voluntarily exchange goods and services when all parties expect to gain as a result of the trade. • Buyers and sellers interact in competitive markets based on prices that reflect scarcity of goods and services in the market. • Markets exist to facilitate the exchange of goods and services. • Competition among sellers and buyers exists in specific markets.
Economics, Innovation and Technology: National Economy	<ul style="list-style-type: none"> • A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources. • The production and consumption of goods and services influence economic growth, well-being, and quality of life.
Economics, Innovation and Technology: Global Economy	<ul style="list-style-type: none"> • The global economy is the system of trade and industry across the world that has emerged due to globalization. • Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. • Economic policies require an analysis of policies that influence trade among individuals and businesses in different countries. • Economic interdependence is impacted by increased specialization and trade.
History, Culture, and Perspectives: Continuity and Change	<ul style="list-style-type: none"> • Chronological sequencing helps us understand the interrelationship of historical events. • Political, economic, social, and cultural factors both change and stay the same over time. • Historical events may have single, multiple, and direct and indirect causes and effects.

	<ul style="list-style-type: none"> • Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
History, Culture, and Perspectives: Understanding Perspectives	<ul style="list-style-type: none"> • An individual's perspective is impacted by one's background and experiences. • Perspectives change over time. • Historical contexts and events shaped and continue to shape people's perspectives. • The perspectives of people in the present shape interpretations of the past.
History, Culture, and Perspectives: Historical Sourcing and Evidence	<ul style="list-style-type: none"> • Historical sourcing and evidence are based on a review of materials and sources from the past. • Examining historical sources may answer questions but may also lead to more questions. • Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.
History, Culture, and Perspectives: Claims and Argumentation	<ul style="list-style-type: none"> • Historians analyze claims within sources for perspective and validity. • Historians develop arguments using evidence from multiple relevant historical sources.

By the End of Grade 8 6.1 U.S. History and 6.2 World History

6.1 Era 3 Revolution and the New Nation (1754 - 1820s) - Grade 6	
CORE IDEA Political and civil institutions impact all aspects of people's lives. PACING 9 days	Performance Expectation <ul style="list-style-type: none"> • 6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution. • 6.1.8.CivicsPI.3.b: 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. • 6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
CORE IDEA Governments have different structures which impact development (expansion) and civic participation. PACING 6 days	Performance Expectation 6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.

<p>CORE IDEA Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions. PACING 6 days</p>	<p>Performance Expectation 6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p>
<p>CORE IDEA The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights. PACING 7 days</p>	<p>Performance Expectation 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.</p>
<p>CORE IDEA Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights. PACING 6 days</p>	<p>Performance Expectation 6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).</p>
<p>CORE IDEA Social and political systems have protected and denied human rights (to varying degrees) throughout time. PACING 9 days</p>	<p>Performance Expectation</p> <ul style="list-style-type: none"> • 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. • 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
<p>CORE IDEA Geospatial technologies and</p>	<p>Performance Expectation</p>

<p>representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.</p> <p>PACING 6 days</p>	<p>6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution, including New Jersey's pivotal role.</p>
<p>CORE IDEA</p> <p>Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.</p> <p>PACING 7 days</p>	<p>Performance Expectation</p> <p>6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.</p>
<p>CORE IDEA</p> <p>Chronological sequencing helps us understand the interrelationship of historical events.</p> <p>PACING 7 days</p>	<p>Performance Expectation</p> <ul style="list-style-type: none"> • 6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution. • 6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of the federal government.
<p>CORE IDEA</p> <p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p> <p>PACING 7 days</p>	<p>Performance Expectation</p> <p>6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.</p>
<p>CORE IDEA</p> <p>Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.</p>	<p>Performance Expectation</p> <p>6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.</p>

PACING 7 days	
CORE IDEA Historical contexts and events shaped and continue to shape people's perspectives. PACING 9 days	Performance Expectation <ul style="list-style-type: none"> • 6.1.8.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. • 6.1.8.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. • 6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.
CORE IDEA Examining historical sources may answer questions but may also lead to more questions.7 days PACING	Performance Expectation 6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.
CORE IDEA Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments. 7 days	Performance Expectation 6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
6.2 Era 2 Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000 - 1000 BCE) Grade 6	
CORE IDEA Political and civil institutions impact all aspects of people's lives. PACING 7 days	Performance Expectation 6.2.8.CivicsPI.2.a: Explain how/why different early river-valley civilizations developed similar forms of government and legal structures.
CORE IDEA	Performance Expectation

Human rights can be protected or abused in various societies. PACING 7 days	6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river-valley civilizations.
CORE IDEA Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface. PACING 7 days	Performance Expectation 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river-valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
CORE IDEA The physical and human characteristics of places and regions are connected to human identities and cultures. PACING 7 days	Performance Expectation 6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river-valley civilizations.
CORE IDEA Economic interdependence is impacted by increased specialization and trade. PACING 7 days	Performance Expectation 6.2.8.GeoGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river-valley civilizations.
CORE IDEA Chronological sequencing helps us track events over time as well as events that took place at the same time. PACING 6 days	Performance Expectation 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river-valley civilizations over time.
CORE IDEA Historical events and developments are shaped by social, political, cultural, technological, and economic factors. PACING 8 days	Performance Expectation <ul style="list-style-type: none"> • 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river-valley civilizations. • 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river-valley civilizations.

CORE IDEA Historians develop arguments using evidence from multiple relevant historical sources. PACING 7 days	Performance Expectation 6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river-valley civilizations and determine whether there was a common pattern of growth and decline.
6.1 Era 4 Expansion and Reform (1801 - 1861) - Grade 7	
CORE IDEA The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights. PACING 9 days	Performance Expectation 6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.
CORE IDEA Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights. PACING 8 days	Performance Expectation 6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
CORE IDEA Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface. PACING 9 days	Performance Expectation 6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
CORE IDEA Economic decision making	Performance Expectation • 6.1.8.EconET.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent

involves setting goals and identifying the resources available to achieve those goals. PACING 9 days	to which each of these economic tools met the economic challenges facing the new nation. • 6.1.8.EconET.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
CORE IDEA A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources. PACING 8 days	Performance Expectation • 6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation. • 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.
CORE IDEA Historical events and developments are shaped by social, political, cultural, technological, and economic factors. PACING 9 days	Performance Expectation • 6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements. • 6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad. • 6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war. • 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.
6.2 Era 3 The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE - 600 CE) - Grade 7	
CORE IDEA Governments have different structures which impact development (expansion) and civic participation PACING 8 days	Performance Expectation 6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
CORE IDEA The principles of the United	Performance Expectation • 6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and

States government are based on political philosophies, ideas, and experiences of earlier governments. PACING 9 days	determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law). • 6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
CORE IDEA Governments have protected and abused human rights (to varying degrees) at different times throughout history. PACING 8 days	Performance Expectation 6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
CORE IDEA Relationships between humans and environments impact spatial patterns of settlement and movement. PACING 9 days	Performance Expectation • 6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. • 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led both to the development of classical civilizations and to their decline.
CORE IDEA People voluntarily exchange goods and services when all parties expect to gain as a result of the trade. PACING 9 days	Performance Expectation 6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
CORE IDEA Economic interdependence is impacted by increased specialization and trade. PACING 8 days	Performance Expectation 6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
CORE IDEA Historical events and developments are shaped by social, political, cultural,	Performance Expectation 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

technological, and economic factors. PACING 8 days	
CORE IDEA An individual's perspective is impacted by their background and experiences PACING 8 days	Performance Expectation 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
CORE IDEA Perspectives change over time. PACING 8 days	Performance Expectation 6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
CORE IDEA Historical contexts and events shaped and continue to shape people's perspectives. PACING 8 days	Performance Expectation 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
CORE IDEA Historians analyze claims within sources for perspective and validity. PACING 9 days	Performance Expectation <ul style="list-style-type: none"> • 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China. • 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
6.1 Era 5 Civil War and Reconstruction (1850 - 1877) - Grade 8	
CORE IDEA Historical events may have single, multiple, direct and indirect causes and effects. PACING 11 days	Performance Expectation <ul style="list-style-type: none"> • 6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives. • 6.1.8.HistoryCC.5.b: Analyze critical events and battles of the Civil War from different perspectives. • 6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South.

CORE IDEA Historical contexts and events shaped and continue to shape people’s perspectives. PACING 11 days	Performance Expectation <ul style="list-style-type: none"> • 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives. • 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War. • 6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
CORE IDEA Historical events and developments are shaped by social, political, cultural, technological, and economic factors. PACING 11 days	Performance Expectation <ul style="list-style-type: none"> • 6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology). • 6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South. • 6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives. • 6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.
6.2 Era 4 Expanding Exchanges and Encounters (500 CE - 1450 CE) - Grade 8	
CORE IDEA Political and civil institutions impact all aspects of people’s lives. PACING 11 days	Performance Expectation 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
CORE IDEA The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments. PACING 12 days	Performance Expectation 6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).
CORE IDEA Cultural patterns and economic decisions influence environments and the daily	Performance Expectation 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 those empires’ relationships with other parts of the world.

lives of people in both nearby and distant places. PACING 10 days	
CORE IDEA The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology. PACING 11 days	Performance Expectation <ul style="list-style-type: none"> • 6.2.8.GeoHP.4.a: Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia. • 6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road). • 6.2.8.GeoHP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.
CORE IDEA The physical and human characteristics of places and regions are connected to human identities and cultures. PACING 11 days	Performance Expectation <ul style="list-style-type: none"> • 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges. • 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas
CORE IDEA The environmental characteristics of places and production of goods influences the spatial patterns of world trade. PACING 10 days	Performance Expectation 6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
CORE IDEA Economic interdependence is impacted by increased specialization and trade. PACING 12 days	Performance Expectation 6.2.8.GeoSV.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
CORE IDEA The production and	Performance Expectation 6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in

consumption of goods and services influence economic growth, well-being and quality of life. PACING 12 days	promoting social, economic, and political order.
CORE IDEA Historical events may have single, multiple, direct and indirect causes and effects. PACING 12 days	Performance Expectation <ul style="list-style-type: none"> • 6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism. • 6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
CORE IDEA Historical events and developments are shaped by social, political, cultural, technological, and economic factors. PACING 10 days	Performance Expectation <ul style="list-style-type: none"> • 6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe. • 6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders. • 6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe. • 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.

By the End of Grade 8 6.3 Active Citizenship

6.3 Civics, Government, and Human Rights: Civic and Political Institutions	
CORE IDEA Political and civil institutions impact all aspects of people's lives. PACING Gr 8 11 days	Performance Expectation 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
CORE IDEA Governments have different structures which impact	Performance Expectation <ul style="list-style-type: none"> • 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various

development (expansion) and civic participation. PACING Gr 6 7 days	<p>societies (e.g., monarchy, democracy, republic, dictatorship).</p> <ul style="list-style-type: none"> • 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 Civics, Government, and Human Rights: Participation and Deliberation	
<p>CORE IDEA</p> <p>Civic participation and deliberation are the responsibility of every member of society. PACING Gr 7 8 days</p>	<p>Performance Expectation</p> <ul style="list-style-type: none"> • 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.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
<p>CORE IDEA</p> <p>Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions. PACING Gr 8 11 days</p>	<p>Performance Expectation</p> <p>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.</p>
6.3 Civics, Government, and Human Rights: Democratic Principles	
<p>CORE IDEA</p> <p>The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under</p>	<p>Performance Expectation</p> <ul style="list-style-type: none"> • 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.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). • 6.3.8.CivicsDP.3: 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.

<p>the law and of opportunity, justice, and property rights. PACING Gr 7 8 days</p>	
6.3 Civics, Government, and Human Rights: Processes, Rules and Laws	
<p>CORE IDEA In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy. PACING Gr 6 7 days</p>	<p>Performance Expectation</p> <ul style="list-style-type: none"> • 6.3.8.CivicsPR.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.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. • 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality). • 6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change. • 6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society. • 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.
6.3 Civics, Government, and Human Rights: Human and Civil Rights	
<p>CORE IDEA Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights. PACING Gr 8 11 days</p>	<p>Performance Expectation</p> <p>6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.</p>
6.3 Economics, Innovation, and Technology: Economic Ways of Thinking	

CORE IDEA Economic decision -involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals. PACING Gr 7 8 days	Performance Expectation <ul style="list-style-type: none"> • 6.3.8.EconET.1: Using quantitative data, evaluate costs of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation). • 6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).
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By the End of Grade 8

Interdisciplinary Connections		
MATH <ul style="list-style-type: none"> • MP.2 Reason abstractly and quantitatively. (K-PS2-1) 	ELA <ul style="list-style-type: none"> • RI.K.1 With prompting and support, ask and answer questions about key details in a text. (K-PS2-2) 	ART PHYSICAL ED HEALTH

By the End of Grade 8

MATERIALS and RESOURCES: https://www.quia.com/ Teacher Pay Teachers materials <ul style="list-style-type: none"> • Presentation/Digital Storytelling Tools: Google Slides, Prezi, Go Animate, ToonDoo, Powtoon • Online Speaking/Recording 	INSTRUCTIONAL STRATEGIES <ul style="list-style-type: none"> • Reinforcing effort • Provide recognition • Cooperative learning • Cues, Questions, Organizers • Summarizing (or note taking) • Generating & testing hypotheses • Student practice • Individualized instruction • Effective feedback • Presenting learning goals/objectives 	Computer Science & Design Thinking 8.1.8.NI.1 break down info into smaller pieces 8.1.8.NI.4 explain security measures for tech 8.1.8.IC.2 Describe issues of bias in tech accessibility 8.1.8.DA.6 Analyze climate change models & suggest refine 8.1.8.AP.1 design steps to complete problem	CLKS 9.1.8.FP.1 impact of personal values on finances 9.1.8.FP.2 emotions, attitudes, behavior = financial decisions 9.1.8.FP.3 self-regulation to manage money 9.1.8.FP.4 family and culture values influence money habits 9.1.8.FP.5 financial well-being behaviors 9.1.8.FP.6 examine advertising messages 9.1.8.FP.7 deceptive advertising 9.1.8.CR.1 importance of philanthropy and service 9.1.8.CR.2 ways to give back 9.1.8.CR.3 business, consumer, gov't. Responsibility to economy 9.1.8.CR.4 ethical financial decision making 9.1.8.EGI.3 how local, state, fed, use tax dollars
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<p>Tools: Polleverywhere, Padlet</p> <ul style="list-style-type: none"> • Video Tools: YouTube, edpuzzle, QR Codes: QR Code Generator, Game-based • Response Tools: Kahoot!, Socrative, Quizlet, Quizzizz • Word clouds: Tagxedo, Wordle • Interpersonal Communicative Tools: Skype, Google Classroom, Twitter, • E-Portfolios: Google Drive, • Authentic listening and reading sources that provide data and support for speaking and writing prompts. • Exploration of art and/or artists to understand society and history. • Link to additional resources 	<ul style="list-style-type: none"> • Blended learning • Authentic learning • Adapting to learning styles • Conferencing • Activate prior knowledge • Investigations • Flexible classrooms • Graphic organizers • Guest speakers • Identifying similarities and differences • Modeling • Music/ songs • Peer teaching • Project -based learning • Reading aloud • Debate • Word walls • Student choice • Think- Pair- Share • Rubrics • Varied Texts 	<p>8.1.8.AP.6 refine solutions using feedback</p> <p>8.2.8.ED.1 evaluate tech for function, value, aesthetics</p> <p>8.2.8.ED.3 develop proposal for real world problem</p> <p>8.2.8.ITH.1 examine how tech influences economy, social, cultural</p> <p>8.2.8.ITH.2 compare how tech influence society over time</p> <p>8.2.8.ITH.5 compare impact of tech on different societies</p> <p>8.2.8.ETW.1 illustrate how product upcycled</p> <p>8.2.8.EC.1 explain issues of new tech</p> <p>8.2.8.EC.2 examine effects of unethical practices in product design</p>	<p>9.1.8.EGI.4 Consequences of breaking finance laws</p> <p>9.1.8.EGI.5 employment trends & future education</p> <p>9.1.8.EGI 8 Currency rates over time and on trade</p> <p>9.1.8.PB.5 Affects goals = peers, culture, location, experience</p> <p>9.1.8.PB.6 Create budget for short, long, charity goals</p> <p>9.1.8.CAP.2 create plan for career interests</p> <p>9.1.8.CAP.4 online behavior impacts employment</p> <p>9.1.8.CAP.12 assess strengths, talents, and jobs</p> <p>9.1.8.CAP.15 demand for certain skills open job market</p> <p>9.1.8.CI.1 Assess data on Climate Change</p> <p>9.1.8.CT.3 Examine problem solving at national or global level</p> <p>9.1.8.DC.1 resource citations for online materials</p> <p>9.1.8.DC.2 appropriate citation when creating media</p> <p>9.1.8.DC.3 Private/ public online info</p> <p>9.1.8.DC.4 digital info can be copied and seen by public</p> <p>9.1.8.DC.5 practice positive digital identity behaviors</p> <p>9.1.8.DC.7 create digital work through collaboration</p> <p>9.1.8.GCA.1 sensitivity & respect for cultural differences</p> <p>9.1.8.GCA.2 openness to diverse ideas</p> <p>9.1.8.IML.1 use credible sources in research</p> <p>9.1.8.IML.2 identify misrepresentation of info</p> <p>9.1.8.IML 3 digitals visual for data set</p> <p>9.1.8.IML.5 analyze public data</p> <p>9.1.8.IML.7 use info from variety of sources</p> <p>9.1.8.IML.8 use thoughtful search strategies</p> <p>9.1.8.IML.9 ethical use of info</p> <p>9.1.8.IML.11 impact of social media activities</p> <p>9.1.8.IML.12 relevant tools to delivery info</p> <p>9.1.8.IML.14 role of media - delivers cultural, societal message</p> <p>9.1.8.IML.15 same media message - different experiences</p>
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By the End of Grade 8

<p>MODIFICATIONS -SPECIAL NEEDS, 504</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide preferential seating where appropriate ● Permit use of computer at student's request ● Establish expectations for correct spelling on assignments. ● Use assistive technology ● Modify reading levels ● Modify expectations 	<p>STUDENTS AT RISK OF FAILURE</p> <ul style="list-style-type: none"> ● Ask students to restate information, directions, and assignments. ● Provide opportunities for repetition and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Provide preferential seating ● Accommodate student requests to use a computer to complete assignments. ● Establish expectations for correct spelling on assignments. ● Accommodate student requests for books on 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 	<p>GIFTED AND TALENTED</p> <ul style="list-style-type: none"> ● Develop thematic topics for discussion and research: families & communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities. ● Use technological devices to gain access to online resources in order to research and explore current events and cultural practices. Use advanced supplementary / reading materials ● Use authentic resources to promote a deeper understanding of culture. ● Provide opportunities for open-ended, self-directed activities ● Communication outside the language classroom for travel, study, work, and/or interviews with community members. ● Encourage the use of creativity ● Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.) ● Conduct research and provide presentations of cultural topics. ● Design surveys to generate and analyze data to be used in discussion. 	<p>ELL Modifications</p> <ul style="list-style-type: none"> ● Seat student near teacher ● Print clearly ● Do not use cursive ● Give directions in print & orally ● Print keywords, page numbers, homework, deadlines on the board ● Incorporate visuals ● Avoid slang or colloquial sayings, ● Avoid complex sentence structure ● Use questions that need one word answers ● Be ready to give additional instructions on complex tasks ● Adjust assignments so student writes less ● Provide simpler questions to answer ● Expect fewer spelling words ● Provide extra time as necessary ● Provide graphic organizers ● Provide an ELL dictionary ● Provide books on tape or CD ● Provide wall charts of key concepts ● Provide a word wall ● Provide models of docs such as Homework, projects
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RESOURCES

Materials & Resources, Interdisciplinary Connections, Technology, Assessments, Pacing - Included at each grade level

- [Era Outline for grades 3 to 8](#)
- [SEL Competencies](#)
- [NJDOE SEL](#)
- [Amistad](#)
 - o **Studies Weekly (K - 4)** Magazine periodically highlights important topics that reflect Amistad Commission suggestions
 - o <http://www.njamistadcurriculum.net/>
 - o **Grade 5:** Collaboration with ELA teacher using her texts as foundation; historical review of past and present genocide occurrences; Emancipation Proclamation, Underground Railroad, *Uncle Tom's Cabin*, Civil Rights, <http://www.njamistadcurriculum.net/>
 - o **Grade 6:** Dred Scott Case, *Uncle Tom's Cabin*, Civil Rights, Civil War - slavery, Progressive Era,
 - o [Webquest](#) - [Amistad Mutiny](#)
 - o **Grade 7:** [The Amistad Trial](#) <http://www.njamistadcurriculum.net/>
 - o **Grade 8:** [The Amistad Case](#) <http://www.njamistadcurriculum.net/>
- [Holocaust](#)
 - o **Grade 4:** [Holocaust Lessons and Resources](#) *50 Things You Should Know about the Second World War* -Scholastic *The Holocaust: The Origins, Events, and Remarkable Tales of Survival* -Scholastic Leveled Readers: *Milkweed* by Jerry Spinelli
 - o *The Devil's Arithmetic* by Jane Yolan *The Cats in Krasinski Square* by Karen Hesse
 - o **Grade 5:** [Holocaust Lessons and Resources](#) *50 Things You Should Know about the Second World War*
 - o *Nory Ryan's Song*, *The Slave Dancer*, *The Diving Bell*, *Call Me Ruth*, *The Star Fisher*, *Amistad Rising*, *On the Long Trail Home*, *Pink and Say*, *Dragonwings*, *The Circlemaker*, *Esperanza Rising*, *The Gold Cadillac*, *Roll of Thunder, Hear My Cry*, *The Watsons Go to Birmingham*, *Children of the Wolf*, *The Cure*, *Poetry* by Diane Stelling
 - o **Grade 6:** *Woman in Gold* Holocaust Unit 6.3.8.CS 1 to 10; [Webquest](#)
 - o *Memories of My Life in a Polish Village*, *Smoke and Ashes: "Nazis and Jews of Germany"*, *Flowers on the Wall*, *One Eye Laughing, the Other Weeping*, *Play to the Angel*, *Friedrich: "The Ball"*, *Friedrich: "I Was There"*, *Kindertransport*, *Flying Against the Wind* (2 lessons), *Behind the Bedroom Wall*, *Upon the Head of a Goat*, *Parallel Journeys*, *How Beautiful We Once Were*, *The Endless Steppe: Growing Up in Siberia*, *Propaganda and Children During the Hitler Years*
 - o **Grade 7:** *Smoke and Ashes: "The Ghettos"*, *Upon the Head of a Goat*, *Four Perfect Pebbles*, *Daniel's Story*. *Janusz Korczak: The Father of Nobody's Children*, *And These Are Their Names*, *Child of the Warsaw Ghetto*, *My Secret Camera*, *I Am a Star: Child of the Holocaust*, *Warsaw Ghetto: A Diary*, *The Cage* (two lessons), *The Devil's Arithmetic*, *Fireflies in the Dark*, *We Are Children Just the Same: Vedom, the Secret Magazine of The Boys of Terezin*, *I Never Saw Another Butterfly*, *Surviving Hitler*, *Kinderlager* (three lessons), *Smoke and Ashes: Other Victims*, *Bubuli: A Young Gypsy's Fight for Survival*, *Jehovah's Witnesses: Stand Firm*

- o **Grade 8:** *Armageddon Revisited (two lessons)*, *"Liberation: Teens in the Concentration Camps and the Teen Soldiers Who Liberated Them"*, *After the War 549 Anna Is Still Here*, *Grace in the Wilderness*, *To Life (two lessons)*, *My Hundred Children*, *"The One Hundred Children and the Jewish 'Righteous Gentile'"*, *Lydia, Queen of Palestine*, *The Boy From Over There*, *The Shadow Children*, *The Holocaust: Quotes Reflecting Complex Ethical Choices*, *Nuremberg War Trials*, *Shin's Tricycle*, *The Christmas Menorahs: How a Town Fought Hate*, *So Far From the Sea*, *Peacebound Trains*, *Kaffir Boy: An Autobiography*, *One Boy From Kosovo*, *I Dream of Peace: The Words of Children in Former Yugoslavia*

- [Italian American Heritage](#)
- [Asian American /Pacific Islander Commission](#)
- [Climate Change Standards Support](#)

REFERENCES

ELL, Instructional Strategies, Differentiation, Students at Risk, Modifications - Included at each grade level

[Bilingual/ESL Education](#): This website provides resources to help educators understand and implement effective instructional strategies for bilingual/ESL students.

[Gifted & Talented](#): This website provides resources to help educators understand and implement effective instructional strategies for Gifted and Talented students.

[Special Education](#): This website provides resources to help educators understand and implement effective instructional strategies for students with high frequency learning challenges.

APPENDIX 1

Administrative Code¹

New Jersey Administrative Code Summary and Statutes Curriculum Development:

- **Integration of 21st Century Skills and Themes and Interdisciplinary Connections**
 - District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLs, according to N.J.A.C. 6A:8-2. 1.
 - District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills [\(N.J.A.C. 6A:8-3.1\(c\)2\)](#).
- **Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).**
 - “Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

From NJDOE: Please note that Administrative Code requires that the local curriculum include, but is not limited to:

1. A pacing guide;
2. A list of core instructional materials, including various levels of texts at each grade level;
3. Benchmark assessments; and
4. Modifications for special education students, for ELLs in accordance with N.J.A.C. 6A:15, for students at risk of school failure, and for gifted students.

¹ <https://www.nj.gov/education/cccs/2020/NJSLs-Science.pdf>

Amistad Law: [N.J.S.A. 18A 52:16A-88](#)

Every board of education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: [N.J.S.A. 18A:35-28](#)

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: [N.J.S.A. 18A:35-4.35](#)

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards ([N.J.S.A. 18A:35-4.36](#)). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

African American History [N.J.S.A. 18A:35-1](#) Requires 2 years of US History in high schools including history of New Jersey and of African-Americans

Asian American Pacific Islander:

S3764 that will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

S4021 will create an AAPI curriculum requirement for schools and S3764 will establish the Commission for Asian American Heritage within the Department of Education.

Digital Citizenship/ Social Media [N.J.S.A. 35-4.27](#) [Digital Citizenship](#) [Social Media](#)

[Climate Change](#)

Standards in Action: Climate Change

By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action

against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4 contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

FROM THE NJSLS Social Studies Curriculum:

- **Standards in Action: Climate Change**

- At the core of social studies education, is the goal to prepare students with the essential knowledge and skills to make their local and global communities a better place to live. The intent is for students to begin developing the requisite skills – information gathering and analysis, inquiry and critical thinking, communication, data analysis, and the appropriate use of technology and media – at the youngest grades for the purpose of actively engaging with complex problems and learning how to take action in appropriate ways to confront persistent dilemmas and address global issues. As an example, leveraging climate change as an area of focus, provides an opportunity to design authentic learning experiences that are integrative of the disciplines within social studies, addresses an issue that has persisted across time and space, connects the past to the present and future, and leverages the use of disciplinary literacy skills to communicate their ideas and solutions for change. A well-designed social studies program addresses the totality of the human experience over time and space, and provides opportunities for students to engage in inquiry, develop and display data, synthesize findings, and make judgments. The NJSLS-SS provide a foundation for this type of learning. For example, the impact of human interactions on the environment is central to any course involving geographic concepts. However, new to this set of standards is a more intentional focus on addressing issues related to climate change. The intent is to foster learning experiences which involve students asking their own questions, seeking the perspectives of multiple stakeholders with diverse points of view, using geospatial technologies to gather data; all for the purpose of planning/proposing advocacy projects or analyzing current public policy regarding climate change and determining its effectiveness. Many of the standards that relate to climate change can be found in Standard 6.3, Active Citizenship in the 21st Century. Additionally, the Human Environment Interaction disciplinary concept and its associated performance expectations provide opportunities for students to engage with this topic.

- **Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).**

- “Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and

communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

N.J.A.C.6A:8-5.1 (a) 1. iv. At least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography and global content in all course offerings;

N.J.A.C.6 A:8-5.1 (a) 1. v. At least 2.5 credits in financial, economic, business, and entrepreneurial literacy, effective with 2010-2011 grade nine class

NJSA 18A:6-3 Requires secondary course of study in the United States Constitution

NJSA 18A:35-1,NJSA 18A:35-2 Requires 2 years of US History in high schools including history of New Jersey and of African-Americans

NJSA 18A:35-3 Requires course of study in civics, geography and history of New Jersey

NJSA 18A:35-4.1 Requires course of study in principles of humanity

NJSA 18A:35-2.1 Requires the State Department of Education to develop curriculum guidelines for the teaching of civics pursuant to NJSA 18A:35-1 and NJSA 18A:35-2.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

[2020 New Jersey Student Learning Standards Kindergarten through Grade 12](#)

APPENDIX 2

K-12 Social Studies Resources

General Resources

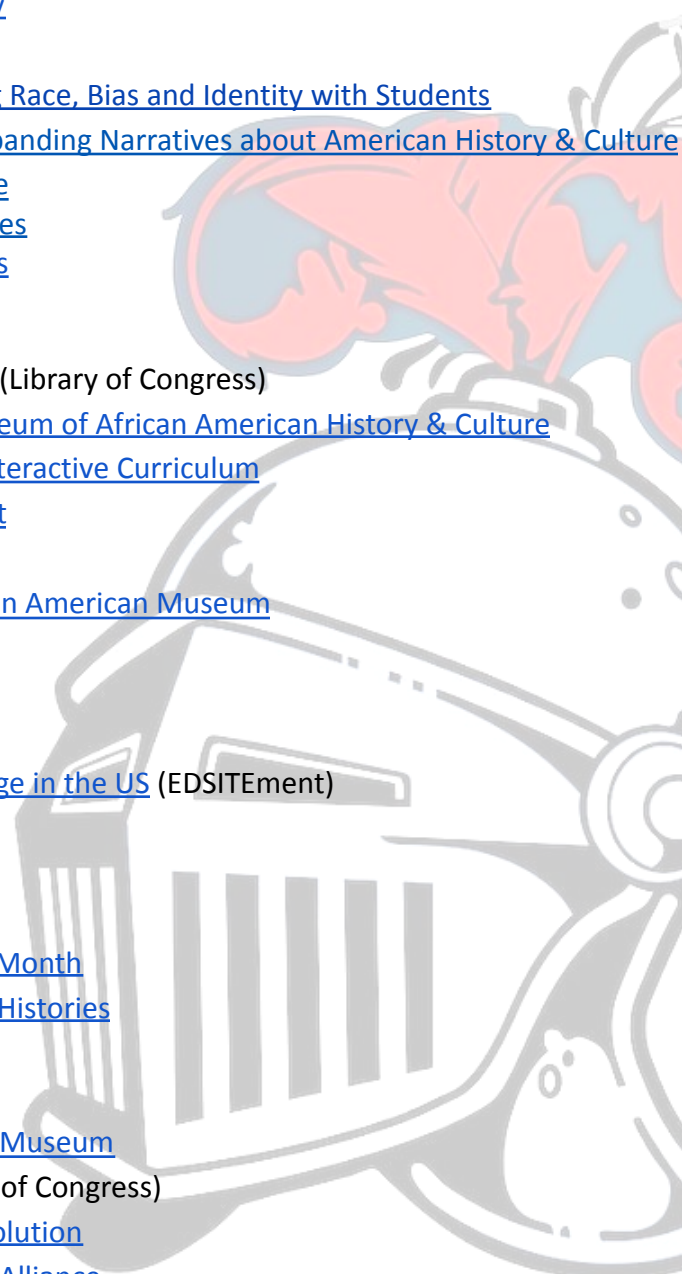
- [C3 Inquiry Units](#)
- [Historical Inquiry Labs](#)
 - [Resources by Era](#)
- [Reading Like a Historian Lessons](#) (Stanford History Education Group) - US and world primary source-based lessons
- [History Assessments of Thinking](#) (Beyond the Bubble) - US and world primary source-based assessments
- [Teaching History](#) (National History Education Clearinghouse)
- [Teaching American History](#) - primary source collections and professional development on US history, government and civics
- [EDSITEment](#) - lesson plans, teacher's guides and teacher's guides related to US history
- [NJ Council for the Social Studies](#)
- [PBS Learning Media](#)

US Primary Sources

- [Digital Public Library of America](#) - US history primary source sets
- [National Archives](#) - US history primary sources and document analysis worksheets
- [Smithsonian Learning Lab](#) - US history primary sources, DBQs and lessons
- [Library of Congress](#) - US History primary sources sets
- [Chronicling America](#) - Historic american newspapers
- [Founders Online](#) (National Archives) - Correspondence and writings of the 7 major shapers of the US
- [ConSource](#) - digital library of historical sources related to the US Constitution

Differing Perspectives in America

- General
 - [Learning For Justice](#)

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- o [Children & Youth in History](#)
 - o [Story Corps](#)
 - o [26 Mini-Films for Exploring Race, Bias and Identity with Students](#)
 - o [An Educator's Guide to Expanding Narratives about American History & Culture](#)
 - o [Immigrant History Initiative](#)
 - o [Teaching with Historic Places](#)
 - o [Untold History short videos](#)
 - African Americans
 - o [African American Odyssey](#) (Library of Congress)
 - o [Smithsonian National Museum of African American History & Culture](#)
 - o [NJ Amistad Commission Interactive Curriculum](#)
 - o [Princeton & Slavery Project](#)
 - o [Sankofa Collaborative](#)
 - o [Stoutsburg Sourland African American Museum](#)
 - Latino
 - o [Smithsonian Latino Center](#)
 - o [Hispanic Heritage Month](#)
 - o [Hispanic and Latino Heritage in the US](#) (EDSITEment)
 - Native Americans
 - o [Honoring Tribal Legacies](#)
 - o [Native Knowledge 360](#)
 - o [Native American Heritage Month](#)
 - o [Teaching Native American Histories](#)
 - Women
 - o [National Women's History Museum](#)
 - o [American Women](#) (Library of Congress)
 - o [The Ongoing Feminist Revolution](#)
 - o [National Women's History Alliance](#)

- Asian American and Pacific Islanders
 - [Smithsonian Asian Pacific American Center](#)
 - [Asian American and Pacific Islander Heritage and History in the US](#) (EDSITEment)
 - [The Wing Luke Museum of the Asian Pacific American Experience](#)
 - [A Different Asian American Timeline](#)
 - [Asian American Education Project](#)
- Individuals with Disabilities
 - [Disability History through Primary Sources](#) webpage on the Emerging America website serves as a hub for primary sources, publications, themes and lessons plans on disability history.
 - [Disability History Museum](#) hosts virtual artifacts, lesson plans, and museum exhibits. This website is designed to foster research and facilitate the study of the historical experiences of people with disabilities and their communities.
 - [Everybody: An Artifact History of Disability in America](#) is a web exhibition by the Smithsonian Institute that provides a historical perspective of people with disabilities.
 - [Museum of disABILITY History](#) offers virtual exhibits, lesson plans and primary resources that explore the experiences of people with disabilities throughout history.
 - [National Parks Service Disability History](#) series brings attention to some of the many disability stories interwoven across the National Park Service's 400+ units and its programs. "Disability stories" refer to the array of experiences by, from, and about people with disabilities represented across our nation.
 - [Respect Ability](#) website contains a wealth of educational resources as well as profiles of individuals with disabilities of different ethnicities as well as women and LGBT.
- LGBTQ Individuals
 - [Library of Congress](#) provides a variety of primary and secondary source materials containing books, posters, sound recordings, manuscripts and other material reflecting the contributions of the LGBTQ community.
 - [National Archives Educator Resources](#) website provides primary sources and teaching activities that explores the concept of breaking barriers through the lens of LGBTQ accomplishments.
 - [National Park Service LGBTQ Heritage](#) website provides free education tools and materials for teachers and students that highlight the people and places of LGBTQ history in America.
 - [People with a History](#) (Fordham University) provides hundreds of original texts, discussions and images, and addresses LGBTQ history in all periods, and in all regions of the world.

World Primary Sources

- o [British Museum](#)
- o [World Digital Library](#) - cultural heritage materials from around the globe featuring narrative descriptions
- o [Avalon Project](#) (Yale Law School) - World history documents relating to law, history and diplomacy
- o [Google Arts & Culture](#) - Virtual tours and collections on a variety of locations, historical topics and primary sources from around the world

Economics/Financial Literacy

- o [EcondEd Link](#)
- o [Junior Achievement of New Jersey](#)
- o [Next Gen Personal Finance](#)
- o [Everfi](#)
- o [Banzai!](#)

Current Events/Media Literacy

- o [Newseum Ed](#) - lesson plans, videos, professional development and primary sources to cultivate civic understanding and media literacy
- o [News Literacy Project](#)

Geography

- o [Global Awareness Map](#) - Informational text, images and videos about every country's people, government, religions and current issues
- o [Atlas of the Historical Geography of the United States](#) - interactive digital atlas
- o [GeoInquiries](#) - short, K-12, inquiry activities for teaching map-based content related to geography, government, US and World history
- o [National Geographic MapMaker](#)

Civics

- o [Civics Renewal Network](#)
- o [iCivics](#)
- o [NJ Center for Civic Education](#)
- o [Educating for American Democracy](#)
- o [NewseumED](#)

Elementary Lessons & Resources

- o [Inquiry driven units and lessons](#) - Kindergarten-Grade 4 Inquiry Topics and Key Ideas
- o [Project PLACE units](#) - project-based units focused on economics, geography, history and civics/government
- o [KidCitizen](#) - students work with primary sources to explore government and civics
- o [History's Mysteries](#) - History inquiry units

Middle School Lessons & Resources

- o [Grades 5-8 Inquiry Topics and Key Ideas](#)
- o [Casemaker - US History DBQ Challenges](#)
- o [Mission US](#) - primary source based interactive virtual game

