

**Ocean Gate Elementary School  
Social Studies Curriculum**

**Adopted:**

**April 29, 2009**

***Note: This version of the Ocean Gate Social Studies Curriculum has been aligned to the most recent, 2004-2005 State Board adopted version of the New Jersey Core Curriculum Content Standards.***

## **Instructional Methodology and Focus:**

The instructional focus of the Ocean Gate Elementary School Social Studies Curriculum is to provide our students with the knowledge, skills and attitudes they need to be active, informed, responsible citizens and contributing members of their communities. Instruction should include interdisciplinary connections between the four areas of history, geography, civics and economics.

Instruction is to take place using a variety of instructional methods, including whole class instruction and small group or individualized instruction that addresses the needs of the individual student in achieving the progress indicators outlined.

Instruction and instructional materials are to infuse interdisciplinary connections and the appropriate use of technology, as well as to provide opportunities for students to learn appropriate career and life skills and develop an awareness of the multi-cultural nature of our 21<sup>st</sup> century society.

## **Assessment:**

Assessment and evaluation of student progress should include a variety of assessment strategies including, but not limited to, open ended questions, teacher interviews and observation, and performance based tasks in combination with traditional assessment methods. Student assessments should be designed to demonstrate understanding and mastery of the skills and content being addressed, as well as, whenever appropriate, allow the student to demonstrate and practice age and grade level appropriate career and life skills.

Benchmark assessments shall be given at least twice a year in each content area to monitor student progress. All assessments are to be used to modify and guide the instructional methods of the teacher.

**Suggested Lessons Reflecting Interdisciplinary Connections and Career and Life Skills:**

Kindergarten			
Suggested Lesson	Suggested Activities	Content Areas/NJCCCS Addressed	Career and Life Skill Connections
Farm Animals	The class will read a variety of books about Farm Animals. They will learn about animal habitats and needs, as well as the types of animals. They will group animals by similar needs, features or habitats, using graphs and other manipulatives. The students will participate in group writing, discussions and other activities that revolve around	LAL: 3.1KE; 3.2KA Math: 4.4KA; 4.4KC Science: 5.5KD;5.5KB Social Studies: 6.6KB; 6.6KE	9.2KC  1. Develop positive social skills to interact with others.  2. Select and use language appropriate to the situation.  3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.  4. Practice steps for effective conflict resolution.  5. Work cooperatively

	the theme.		with others to accomplish a task.
Fire Safety	The class will read a variety of books about fire safety and meet with the local fire department for a demonstration of fire safety and an explanation of the equipment used by firefighters. The students will participate in graphing and counting activities related to fire safety.	LAL: 3.1KE; 3.1KD Math: 4.1KA;4.4KC Health: 2.1KE; 2.2KE Social Studies: 6.2KD; 6.5KA	9.1KA 1. Describe various life roles and work-related activities in the home, community, and school.
Thanksgiving	The students will read about the First Thanksgiving and discuss their family traditions. The class will discuss healthy and nutritious foods and will learn how plants are grown for food. The class will discuss the concepts of long ago and the difference between the past, the present	Social Studies: 6.4KB; 6.1KA Science: 5.5KB LAL: 3.1KG; 3.1KF Health: 2.1KC; 2.2KA	9.2KC 1. Develop positive social skills to interact with others. 2. Select and use language appropriate to the situation. 3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.

	<p>and the future. The Unit ends with a Thanksgiving feast, prepared with the 4<sup>th</sup> grade class (parents are invited to attend) where the students show their understanding of both nutrition and the holiday of Thanksgiving.</p>		<ol style="list-style-type: none"> <li>4. Practice steps for effective conflict resolution.</li> <li>5. Work cooperatively with others to accomplish a task.</li> </ol>
<p>Garden Project</p>	<p>The students will read about gardens and growing plants. They will plant and care for their own container garden. As this project is underway, the students will learn about the growing needs of plants, the water cycle, and plant growth. They will practice measurement skills, sequencing of events in the life cycle of a plant, and counting skills</p>	<p>Math: 4.2KD; 4.1KA LAL: 3.3KA; 3.4KA Science: 5.5KA; 5.3KB</p>	<p>9.2.KC</p> <ol style="list-style-type: none"> <li>1. Develop positive social skills to interact with others.</li> <li>2. Select and use language appropriate to the situation.</li> <li>3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.</li> <li>4. Practice steps for effective conflict resolution.</li> <li>5. Work cooperatively with others to accomplish a task.</li> </ol>

Duck Hatching	The class will hatch ducks. Using an incubator, the class will “mother” duck eggs until they hatch. They will read about ducks and learn about their life cycle. They will develop simple time lines and learn about temperature . They will participate in writing about their experience with the duck hatching.	Science: 5.5KA; 5.1KA Math: 4.2KD; 4.4KA LAL: 3.2KD; 3.2KA	9.2.KC  1. Develop positive social skills to interact with others.  2. Select and use language appropriate to the situation.  3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.  4. Practice steps for effective conflict resolution.  5. Work cooperatively with others to accomplish a task.
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First Grade			
Suggested Lesson	Suggested Activities	Content Areas/NJCCCS Addressed	Career and Life Skill Connections
<u>My Five Senses</u>	After reading the book, <u>My Five Senses</u> , the students will learn to recognize the body parts connected to the senses, use inquiry and investigation skills to	Health: 2.2.1D; 2.2.1B Science: 5.1.1A Math: 4.4.1A; 4.4.1C Reading: 3.1.1E; 3.1.1G Writing:3.2.1A; 3.2.1C	9.2.1C  1. Develop positive social skills to interact with others.  2. Select and use language appropriate to the situation.  3. Develop skills for accepting self and others through

	<p>understand how the 5 senses allow us to investigate the world (Science Text, pgs. 2 – 11), organize the information obtained by creating sense charts in small group, then draw an illustration about a chosen sense and label it, and create a sensory web using adjectives to describe a fruit, creating an illustration to accompany it.</p>		<p>awareness of different cultures, lifestyles, and attitudes.</p> <p>4. Practice steps for effective conflict resolution.</p> <p>5. Work cooperatively with others to accomplish a task.</p>
<p>Fire Safety</p>	<p>Read and discuss Fire Safety Rules in Health Text ; Read about Fire Chief Rosemary Cloud , SS Text, Community Helpers, Visit from Ocean Gate Fire Department to see demonstration of Truck and equipment. Supplement with Scholastic News and Fire Safety booklets</p>	<p>Health: 2.1.1E; 2.2.1E</p> <p>Reading: 3.1.1E; 3.1.1D</p> <p>Social Studies: 6.2.1D; 6.5.1A</p>	<p>9.1.1A</p> <p>1: Describe various life roles and work-related activities in the home, community, and school</p>

<p><u>Pumpkin, Pumpkin</u></p>	<p>The Class will read and discuss the book <u>Pumpkin, Pumpkin</u>. The class will then study and review how seeds grow into plants and the needs of plants. The students will also study the sequence of plant growth, and will participate with a partner in a drawing activity. As a class, the students will create instructions for how to carve a pumpkin, focusing on action words and their use.</p>	<p>Science: 5.5.1A; 5.8.1A  Reading: 3.1.1D; 3.1.1E  Math: 4.5.1E; 4.5.1D  LAL:3.2.1A; 3.2.1D</p>	<p>9.2.1C</p> <ol style="list-style-type: none"> <li>1. Develop positive social skills to interact with others.</li> <li>2. Select and use language appropriate to the situation.</li> <li>3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.</li> <li>4. Practice steps for effective conflict resolution.</li> <li>5. Work cooperatively with others to accomplish a task.</li> </ol>
<p><u>The Doorbell Rang</u></p>	<p>The class will read <u>The Doorbell Rang</u> and discuss. The class will review the concept of a dozen and the concept of division by making equal sets with 2,3, and 4 partners out of 12 people. Class</p>	<p>Reading: 3.1.1A; 3.1.1B  Math: 4.1.1B; 4.2.1D  Health: 2.1.1E  Social Studies: 6.5.2A  LAL: 3.2.1A; 3.2.1B</p>	<p>9.1.1B:</p> <ol style="list-style-type: none"> <li>1. Describe and demonstrate the importance of personal and interpersonal skills.</li> <li>2. Identify positive work habits and attitudes necessary for home, community, and</li> </ol>

	<p>discussion re: feelings and sharing with friends. The teacher will discuss Holiday Cookie traditions with class, and introduce the concepts of Scarcity and Supply and Demand of needed/wanted things and how that impacts people. The students will write a description of Grandma's cookies, focusing on the use of adjectives</p>		<p>school.</p> <p>3. Identify reasons for working as part of a team.</p>
<p><u>Something from Nothing</u></p>	<p>The class will read the book <u>Something from Nothing</u>, and discuss. The class will practice sequencing events over time. In Health, the class will discuss family relationships, and growth and development (changes over time). The class will review the concept of long ago and compare with</p>	<p>Reading: 3.1.1C; 3.1.1G  Math: 4.4.1A  Health: 2.4.1A; 2.1.1B  Social Studies: 6.1.1A; 6.4.1A  LAL: 3.2.1A; 3.2.1B</p>	<p>9.1.1B:</p> <ol style="list-style-type: none"> <li>1. Describe and demonstrate the importance of personal and interpersonal skills.</li> <li>2. Identify positive work habits and attitudes necessary for home, community, and school.</li> <li>3. Identify reasons for working as part of a team.</li> </ol>

	<p>today, and introduce the concept of History. The students will write about their grandparents. If school schedule permits, this unit can be conducted in conjunction with the district's Grandparent's Day activities.</p>		
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Second Grade			
Suggested Lesson	Suggested Activities	Content Areas/NJCCCS Addressed	Career and Life Skill Connections
<p><u>Flat Stanley</u></p>	<p>The students will read the book <u>Flat Stanley</u>. They will then compose a letter to share with friends or relatives based on Flat Stanley and his adventures. Envelopes are addressed by students, and letters are sent to various locations throughout the United States and other countries. The letters ask</p>	<p>Reading: 3.1.2G; 3.1.2D Science: 5.7.2A Social Studies: 6.6.2A; 6.4.2B LAL: 3.2.2B; 3.2.2A</p>	<p>9.2.2C</p> <ol style="list-style-type: none"> <li>1. Develop positive social skills to interact with others.</li> <li>2. Select and use language appropriate to the situation.</li> <li>3. Develop skills for accepting self and others through awareness of different cultures,</li> </ol>

	<p>for details about the destination to which they are sent. As responses are received, the students work together to label an oversized map that shows the locations Flat Stanley has traveled to.</p> <p>Information and photographs received are displayed and shared by the students.</p>		<p>lifestyles, and attitudes.</p> <ol style="list-style-type: none"> <li>4. Practice steps for effective conflict resolution.</li> <li>5. Work cooperatively with others to accomplish a task.</li> </ol>
All About Me	<p>The students will read text materials on the special characteristics we all have. The students will then create posters and booklets to introduce themselves and explain why they are special. Special focus is put on self evaluation and awareness of individual skills and abilities. If possible, the students will collect and graph information about each other to compare differences and similarities of classmates.</p>	<p>Health: 2.2.2D; 2.2.2A</p> <p>LAL: 3.2.2D; 3.2.2B</p> <p>Reading: 3.1.2G; 3.1.2D</p> <p>Math: 4.4.2A;4.4.2C</p>	<p>9.2.2B</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the relationship between personal behavior and self-image.</li> <li>2. Recognize and build upon personal strengths.</li> <li>4. Recognize personal likes and dislikes.</li> </ol>
People and Places	<p>The students will study neighborhoods and communities, as well as</p>	<p>Social Studies: 6.6.2A; 6.6.2B</p> <p>Reading: 3.1.2D;</p>	<p>9.1.2A</p> <ol style="list-style-type: none"> <li>1. Describe various life roles and work-related activities in</li> </ol>

	<p>the people who live in them. The students will then work independently to create one part of a neighborhood/community as a three dimensional model, including a written description of the model. These models are then put together to create a whole neighborhood, which is displayed and presented to parents, classmates and the other classes in the school. During the presentation, each student is responsible for explaining his or her own project to the visitors as they tour the “neighborhood”</p>	<p>3.1.2G LAL: 3.2.2D; 3.2.2B Art: 1.5.2B</p>	<p>the home, community, and school. 9.1.2B 3. Identify reasons for working as part of a team. 9.2.2A 2. Plan and follow steps to make choices and decisions. 9.2.2C 1. Develop positive social skills to interact with others. 2. Select and use language appropriate to the situation.</p>
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Third Grade			
Suggested Lesson	Suggested Activities	Content Areas/NJCCCS Addressed	Career and Life Skill Connections
Titanic Day	After reading about the sinking of the Titanic in the text book and other	LAL: 3.1.3H; 3.2.3A Math: 4.4.3A; 4.1.3A	9.23C 1. Develop positive social skills to interact

	<p>sources, the students will research to find more facts about the Titanic and its sinking. In addition, the students will conduct research to learn what keeps a boat floating and will construct a boat out of tin foil. This boat will be used in a competition to see which student's boat can remain afloat with the most pennies in it. The students then graph the results and analyze the data collected. Other theme related activities are conducted in class as appropriate, based upon student needs and abilities.</p>	<p>Social Studies: 6.1.3A;6.6.3A  Science: 5.4.3C; 5.3.3D</p>	<p>with others.</p> <ol style="list-style-type: none"> <li>2. Select and use language appropriate to the situation.</li> <li>3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.</li> <li>4. Practice steps for effective conflict resolution.</li> <li>5. Work cooperatively with others to accomplish a task.</li> </ol>
<p>Volcano Event</p>	<p>The students will read the selection <u>Volcano</u> in their reading text. They will research volcanoes to</p>	<p>LAL: 3.5.3A; 3.3.3D  Math: 4.2.3D; 4.5.3B  Social Studies: 6.6.3C;6.1.3A  Science: 5.1.3C</p>	<p>9.23C</p> <ol style="list-style-type: none"> <li>1. Develop positive social skills to interact with others.</li> <li>2. Select and use</li> </ol>

	<p>discover what they are and how they are formed. After conducting their research, the students are to independently create a working model of a volcano and present it to class. In addition there are math related class activities.</p>	<p>Technology: 8.1.3B; 8.1.3A</p>	<p>language appropriate to the situation.</p> <ol style="list-style-type: none"> <li>3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.</li> <li>4. Practice steps for effective conflict resolution.</li> <li>5. Work cooperatively with others to accomplish a task.</li> </ol>
<p>Our Bodies</p>	<p>As part of the Science/Health unit on Body Systems, the students will work with a partner to trace and create a life sized replica of the human body. As each body system is studied and reviewed, the students will add the components of that system to their replica. As part of</p>	<p>Science: 5.5.3A Health: 2.1.3B; 2.1.3C Reading: 3.1.3F; 3.1.3A LAL:3.5.3A; 3.4.3A Art: 1.3.3A</p>	<p>9.23C</p> <ol style="list-style-type: none"> <li>1. Develop positive social skills to interact with others.</li> <li>2. Select and use language appropriate to the situation.</li> <li>3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.</li> <li>4. Practice steps for</li> </ol>

	the unit, the students will keep journals and write about their investigations and discoveries.		<p>effective conflict resolution.</p> <p>5. Work cooperatively with others to accomplish a task.</p>
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Fourth Grade			
Suggested Lesson	Suggested Activities	Content Areas/NJCCCS Addressed	Career and Life Skill Connections
Moon Unit	While studying the phases of the moon, the students will keep a month long ‘Moon Journal’ describing what the moon looks like each evening. In addition, the students will research “fun facts” about the moon, including travel to the moon, “wives tales” about the moon, the size of the moon and the distance to the	<p>Science: 5.9.4A; 5.9.4B</p> <p>Social Studies: 6.1.4A</p> <p>LAL: 3.2.4D; 3.5.4A</p> <p>Math: 4.4.4A; 4.3.4C</p> <p>Technology: 8.1.4B; 8.1.4A</p>	<p>9.24C</p> <ol style="list-style-type: none"> <li>1. Develop positive social skills to interact with others.</li> <li>2. Select and use language appropriate to the situation.</li> <li>3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.</li> <li>4. Practice steps for effective conflict resolution.</li> <li>5. Work cooperatively</li> </ol>

	moon. The students will also create a diagram of the moon in one of its phases.		with others to accomplish a task.
<u>Sarah Plain and Tall</u>	The class will read and discuss the novel <u>Sarah Plain and Tall</u> . As part of the unit, the students will research life during pioneer times, and create a presentation on what they learn for a “Pioneer Day” event.	LAL: 3.3.4D; 3.1.4E Math: 4.4.4A; 4.5.4B Social Studies: 6.4.4A	9.24C  1. Develop positive social skills to interact with others.  2. Select and use language appropriate to the situation.  3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.  4. Practice steps for effective conflict resolution.  5. Work cooperatively with others to accomplish a task.
“Breakfast for Brain Power”	While studying the importance of healthy nutrition and the importance of eating balanced	Health: 2.1.4C; 2.1.4A LAL: 3.1.4H; 3.1.4G Science: 5.5.4A Technology: 8.1.4B;	9.2.4C  1. Develop positive social skills to interact with others.  2. Select and use

	<p>meals, the students will research the impact of a healthy breakfast on daily activities and performance. The students will then demonstrate their understanding of nutrition and the importance of a healthy breakfast by writing a story that shows the value of a healthy breakfast.</p>	<p>8.1.4A</p>	<p>language appropriate to the situation.</p> <ol style="list-style-type: none"> <li>3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.</li> <li>4. Practice steps for effective conflict resolution.</li> </ol>
<p>“Long House Project”</p>	<p>As part of the study of Native Americans in New Jersey, the students will investigate the construction of traditional Leni Lenape Long Houses. After conducting their research, the students will build scale models of the long house, and present them in class.</p>	<p>Social Studies: 6.1.4A;6.6.4B LAL: 3.1.4G; 3.3.4D Technology: 8.1.4A; 8.1.4B Math: 4.2.4D</p>	<p>9.2.4C</p> <ol style="list-style-type: none"> <li>1. Develop positive social skills to interact with others.</li> <li>2. Select and use language appropriate to the situation.</li> <li>3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.</li> <li>4. Practice steps for effective conflict resolution.</li> </ol>

			5. Work cooperatively with others to accomplish a task.
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Fifth Grade			
Suggested Lesson	Suggested Activities	Content Areas/NJCCCS Addressed	Career and Life Skill Connections
<u>How to Eat Fried Worms</u>	The class will read the novel <u>How to Eat Fried Worms</u> . As part of their discussions, they will talk about peer pressure and relationships between friends. They will also participate in activities to compare the length of a worm to various objects in the room, and then convert those measurements from inches to feet and yards.	LAL: 3.2.5D; 3.2.5A Math: 4.2.5D; 4.2.5E Health: 2.1.5F; 2.4.5A	9.2. 5A 2. Describe how personal beliefs and attitudes affect decision-making. 3. Identify and assess problems that interfere with attaining goals. 9.2.5B 2. Demonstrate responsibility for personal actions and contributions to group activities.
<u>George</u>	The class will read	LAL: 3.2.5D; 3.2.5B	9.2.5B

<p><u>Washington's Socks</u></p>	<p>the historical novel, <u>George Washington's Socks.</u>  This unit is in conjunction with the Social Studies unit on the Revolutionary War. The students will learn about the history and conditions during the war, specifically the winter at Valley Forge and the Battle of Trenton. As this took place very near to where we live, the students note the location of these events on a map. At the end of the unit, the students demonstrate their understanding by creating a power point presentation to "sell" the book.</p>	<p>Social Studies: 6.2.5C; 6.4.5B  Technology: 8.2.5B; 8.1.5A</p>	<p>2. Demonstrate responsibility for personal actions and contributions to group activities.</p>
<p>Natural Disaster Unit</p>	<p>As part of the reading text, students read a series of fiction and non-fiction stories</p>	<p>LAL: 3.2.5D; 3.2.5B  Technology: 8.1.5A; 8.1.5B  Science: 5.8.5B;</p>	<p>9.2.5B  2. Demonstrate responsibility for personal actions and contributions to</p>

	<p>about natural disasters. Using the internet and print resources the students each select a natural disaster to research. The students then prepare a oral report to present to the class in Newscast format, including not only the event, but the geographical areas where such events are most likely to occur and why they occur.</p>	<p>5.10.5A Social Studies: 6.6.5A; 6.6.5E</p>	<p>group activities. 9.2.5C</p> <ol style="list-style-type: none"> <li>1. Demonstrate respect and flexibility in interpersonal and group situations.</li> <li>2. Organize thoughts to reflect logical thinking and speaking.</li> <li>3. Work cooperatively with others to solve a problem.</li> <li>4. Demonstrate appropriate social skills within group activities.</li> <li>5. Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.</li> <li>6. Participate as a member of a team and contribute to group effort.</li> </ol>
<p>Everyone Learns Differently</p>	<p>The students will investigate learning styles and differences in a variety of ways. Students will learn</p>	<p>Health:2.5.5A; 2.2.5A  LAL: 3.2.5D; 3.2.5A</p>	<p>9.2.5C</p> <ol style="list-style-type: none"> <li>1. Develop positive social skills to interact with others.</li> <li>2. Select and use</li> </ol>

	<p>about different learning styles (Auditory, visual, kinesthetic) and multiple intelligences. The students will take a learning style survey to assist in self understanding. The students will also research and learn about different learning disabilities including Autism, ADD, Hearing Impairment, Visual Impairment, Dyslexia, etc. The students will use web resources to investigate a “fame brain” who suffered from a learning disability and overcame it. The students shall create a multi-media presentation to demonstrate their knowledge about their “fame brain”.</p>	<p>Social Studies: 6.6.5D</p> <p>Technology: 8.1.5B; 8.1.5A</p> <p>World Languages: 7.2.5A; 7.2.5B</p>	<p>language appropriate to the situation.</p> <ol style="list-style-type: none"> <li>3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.</li> <li>4. Practice steps for effective conflict resolution.</li> <li>5. Work cooperatively with others to accomplish a task.</li> </ol> <p>9.2.5D</p> <ol style="list-style-type: none"> <li>1. Explain and demonstrate how character and behavior affects and influences the actions of others in the home, school, and community.</li> <li>2. Describe and demonstrate appropriate character traits, social skills, and positive attitudes needed for the home, school, community, and workplace.</li> <li>3. List problems and their causes, effects, and solutions that are faced in the home, school, and/or</li> </ol>
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	<p>Finally, the students shall “learn something” and create a photo essay that explains their learning and explains the learning style and multiple intelligence involved in the learning. As part of this unit, the students will be introduced to basic American Sign Language.</p>		<p>community.</p> <p>4. Describe how personal ethics influence decision making.</p>
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6 <sup>th</sup> Grade			
Suggested Lesson	Suggested Activities	Content Areas/NJCCCS Addressed	Career and Life Skill Connections
Holocaust Novels	<p>In leveled reading groups, the students will read novels that address and describe the events of the Holocaust. In addition to comprehension and written responses to</p>	<p>LAL: 3.2.6D; 3.2.6B            Social Studies: 6.6.6B; 6.6.6F            Health: 2.1.6F</p>	<p>9.2.6D</p> <p>1. Explain and demonstrate how character and behavior affects and influences the actions of others in the home, school, and community.</p> <p>2. Describe and</p>

	<p>the novels, the students will research historical events regarding World War II and the Holocaust, view a film on survivors of the Holocaust and discuss the causes of the Holocaust and how it can be prevented from reoccurring. The students will also research the geographical locations of the countries involved in WWII and how their geography is involved in the novels and events that occurred.</p>		<p>demonstrate appropriate character traits, social skills, and positive attitudes needed for the home, school, community, and workplace.</p> <ol style="list-style-type: none"> <li>3. List problems and their causes, effects, and solutions that are faced in the home, school, and/or community.</li> <li>4. Describe how personal ethics influence decision making.</li> </ol> <p>9.2.6C</p> <ol style="list-style-type: none"> <li>1. Demonstrate respect and flexibility in interpersonal and group situations.</li> <li>2. Organize thoughts to reflect logical thinking and speaking.</li> <li>3. Work cooperatively with others to solve a problem.</li> <li>4. Demonstrate appropriate social skills within group activities.</li> <li>5. Practice the skills necessary to avoid physical and verbal confrontation in</li> </ol>
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			<p>individual and group settings.</p> <p>6. Participate as a member of a team and contribute to group effort.</p>
Decimal Math	<p>As part of learning about numerical operations with decimals, and reviewing the decimal nature of money, the students are introduced to keeping track of expenses and income using a check book register, and how to write a check. After learning the process using pencil and paper, the students are introduced to using Excel to create a spread sheet to record debits and credits in a check book program. The students are given a budget and are to purchase items within that budget, recording them in</p>	<p>Math: 4.1.6A; 4.5.6F</p> <p>Health: 2.2.6E</p> <p>LAL: 3.2.6D; 3.2.6A</p>	<p>9.2.6E</p> <ol style="list-style-type: none"> <li>1. Identify and demonstrate personal finance skills in checkbook maintenance and investing.</li> <li>2. Construct a simple personal savings/spending plan.</li> <li>3. Understand that people make financial choices that have costs, benefits, and consequences.</li> <li>4. Explain the difference in cost between cash and credit purchases.</li> <li>5. Compare prices of similar items from different sellers.</li> </ol>

	<p>their spreadsheet. As part of this unit, media influences on consumer spending are discussed.</p>		
<p><b>Solar System</b></p>	<p>Using the science unit on the Solar System as a base, the students learn about the solar system, including the change in status of Pluto. Students create a tour of the solar system by creating a planet guide book, which includes a drawing of each planet, as well as interesting facts about each. Working in small groups, the class creates a metric scale model of each planet to display in the hallway, along with facts about each planet.</p>	<p>Science: 5.9.6A; 5.9.6B; 5.9.6C; 5.9.6D  LAL: 3.2.6D; 3.2.6B  Math: 4.2.6B; 4.5.6E  Technology: 8.1.6B; 8.1.6A</p>	
<p><b>Ancient Civilizations</b></p>	<p>As part of the study of Ancient Civilizations, the students will</p>	<p>Science: 5.1.6A; 5.1.6B  Math: 4.2.6D; 4.5.6C</p>	<p>9.2.6C  1. Demonstrate respect and flexibility in interpersonal and group</p>

	<p>participate in many cross curricular activities which include, but are not limited to:</p> <p>1) Preparation of traditional foods from the Egyptian, Greek and Roman Civilizations</p> <p>2) Investigate and use the numerical systems of the Egyptians, Greeks and Romans</p> <p>3) Investigate the technology of the civilizations, including but not limited to the construction of an Egyptian Water Clock, a mummification experiment and the creation of paper.</p> <p>4) Writing in a variety of formats to demonstrate understanding of the ancient civilizations including but not</p>	<p>LAL: 3.2.6B; 3.2.6D</p> <p>Social Studies: 6.3.6B; 6.1.6A</p> <p>Health: 2.2.6A</p>	<p>situations.</p> <p>2. Organize thoughts to reflect logical thinking and speaking.</p> <p>3. Work cooperatively with others to solve a problem.</p> <p>4. Demonstrate appropriate social skills within group activities.</p> <p>5. Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.</p> <p>6. Participate as a member of a team and contribute to group effort.</p>
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	<p><b>limited to:</b></p> <p>Creation of a AIM/Facebook page for Alexander the Great; Writing a story in the first person about daily life in Ancient Egypt; Writing a News Article about the Rise and Fall of Ancient Rome and/or the beginnings of Democracy in Ancient Greece.</p>		
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## **Social Studies Scope and Sequence:**

STANDARD 6.1 (SOCIAL STUDIES SKILLS) ALL STUDENTS WILL UTILIZE HISTORICAL THINKING, PROBLEM SOLVING, AND RESEARCH SKILLS TO MAXIMIZE THEIR UNDERSTANDING OF CIVICS, HISTORY, GEOGRAPHY, AND ECONOMICS.

**Descriptive Statement:** The purpose of this standard is to develop the requisite skills needed to fully appreciate, comprehend, and apply knowledge of the other five social studies standards: civics, world history, United States and New Jersey history, geography, and economics. These skills must be integrated across all five standards. Students must understand basic concepts such as time, location, distance, and relationships and must be able to apply these concepts to the study of people, places, events, and issues. These skills focus on the importance of historical research as well as the need to distinguish fact from fiction and to understand

cause and effect. These skills should not be taught in isolation; rather, students must use these skills in the study of all social studies disciplines.

## **Strands and Cumulative Progress Indicators for Grades K - 2**

By the end of **Grade 2**, students will:

### ***A. Social Studies Skills***

1. Explain the concepts of long ago and far away.
2. Apply terms related to time including past, present, and future.
3. Identify sources of information on local, national, and international events (e.g., books, newspaper, TV, radio, Internet).
4. Retell events or stories with accuracy and appropriate sequencing.
5. Develop simple timelines.

## **Strands and Cumulative Progress Indicators for Grades 3 - 4**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 4**, students will:

### ***A. Social Studies Skills***

1. Explain how present events are connected to the past.
2. Apply terms related to time including years, decades, centuries, and generations.
3. Locate sources for the same information (e.g., weather forecast on TV, the Internet or in a newspaper).
4. Organize events in a time line.
5. Distinguish between an eyewitness account and a secondary account of an event.
6. Distinguish fact from fiction.

## **Strands and Cumulative Progress Indicators for Grades 5 - 8**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

## ***A. Social Studies Skills***

1. Analyze how events are related over time.
2. Use critical thinking skills to interpret events, recognize bias, point of view, and context.
3. Assess the credibility of primary and secondary sources.
4. Analyze data in order to see persons and events in context.
5. Examine current issues, events, or themes and relate them to past events.
6. Formulate questions based on information needs.
7. Use effective strategies for locating information.
8. Compare and contrast competing interpretations of current and historical events.
9. Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.
10. Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.
11. Summarize information in written, graphic, and oral formats.

## **Civics:**

STANDARD 6.2 (CIVICS) ALL STUDENTS WILL KNOW, UNDERSTAND AND APPRECIATE THE VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY AND THE RIGHTS, RESPONSIBILITIES, AND ROLES OF A CITIZEN IN THE NATION AND THE WORLD.

**Descriptive Statement:** The purpose of this standard is to prepare students to be informed, active, and responsible citizens in the American democratic republic. It is essential that students have an understanding of the historical foundations, underlying values, and principles upon which the American system of representative democracy is based. Before citizens can make informed, responsible decisions as voters, jurors, workers, consumers, and community residents, they must have an understanding and appreciation of the fundamental concepts, laws and documents which form the American heritage including the Declaration of Independence, the United States Constitution, and the New Jersey State Constitution. Students must understand how a representative democracy works and the value of citizen participation in the nation, state and local communities. In addition, students must also be prepared to serve as global citizens; that is, students must be

aware that the United States has a significant impact on the rest of the world, and conversely, the rest of the world impacts the United States. Technological advances bring the world to our doorstep. International education enables students to broaden their understanding of global issues that impact their life as Americans.

The study of politics, government, and society should start in early elementary grades with the identification of the need for rules, laws, and structures for decision-making or governance, and proceed through upper elementary grades to identify key documents and ideas that express democratic principles. Intermediate students should examine the various forms of government, the functions of the various branches of our federal government, as well as local and state levels of government. They must understand the ongoing need to balance individual rights and public needs. High school students should build on their prior knowledge and skills by analyzing the scope of governmental power, the spectrum of political views, and how the United States functions in a global society. Students should be encouraged not only to learn about how government works but also to apply their knowledge and to use their critical thinking, listening, and speaking skills to better understand the value of citizen participation in a representative democracy.

Five major topics are addressed in the indicators and are reflected in the following questions:

- What is government and what should it do?
- What are the basic values and principles of American democracy?
- How does the government established by the Constitution embody the purposes, values, and principles of American democracy?
- What is the relationship of the United States to other nations and to world affairs?
- How can citizens and groups participate effectively in the democratic process?

## **Strands and Cumulative Progress Indicators for Grades K - 2**

By the end of **Grade 2**, students will:

### ***A. Civic Life, Politics, and Government***

1. Explain the need for rules, laws, and government.
2. Give examples of authority and recognize problems that might arise from lack of effective authority.
3. Describe how American citizens can participate in community and political life.
4. Explain that justice means fairness to all.

5. Explain that a responsibility means something you must or should do.
6. Explore basic concepts of diversity, tolerance, fairness, and respect for others.

### ***B. American Values and Principles***

1. Identify symbols of American values and beliefs such as the American Flag and the Statue of Liberty.

### ***C. The Constitution and American Democracy***

1. Identify community and government leaders (e.g., mayor, town council, President of the United States).

### ***D. Citizenship***

1. Identify examples of responsible citizenship in the school setting.
2. Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples.

### ***E. International Education: Global Challenges, Cultures, and Connections***

1. Explain that the United States is a diverse nation and one of many nations in the world.
2. Identify traditions and celebrations of various cultures (e.g., Chinese New Year, Cinco de Mayo).
3. Participate in activities such as dance, song, and games that represent various cultures.

## **Strands and Cumulative Progress Indicators for Grades 3 - 4**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 4**, students will:

### ***A. Civic Life, Politics, and Government***

1. Describe the characteristics of an effective rule or law (e.g., achieves purpose, clear, fair, protects rights and the common good).
2. Differentiate between power and authority.
3. Recognize that government exists at the community, county, state, and federal levels.

4. Recognize national, state, and local legislators and government officials and explain how to contact them for help or to express an opinion.
5. Describe the contributions of voluntary associations and organizations in helping government provide for its citizens.

### ***B. American Values and Principles***

1. Identify the fundamental values and principles of American democracy expressed in the Pledge of Allegiance, the Declaration of Independence, the United States Constitution and the Bill of Rights, and the first New Jersey Constitution.
2. Explain the significance of symbols of American values and beliefs, including the Statue of Liberty, the Statue of Justice, the American Flag, and the national anthem.
3. Describe how American values and beliefs, such as equality of opportunity, fairness to all, equal justice, separation of church and state, and the rights guaranteed by the United States Constitution and the Bill of Rights, contribute to the continuation and improvement of American democracy.
4. Evaluate the importance of traditions, values, and beliefs which form a common American heritage in an increasingly diverse American society.

### ***C. The Constitution and American Democracy***

1. Discuss how the Constitution describes how the United States government is organized and how it defines and limits the power of government.
2. Discuss how governmental bodies make decisions and explain the impact of those decisions on school and community life.
3. Identify major services provided by state and local government.
4. Delineate the respective roles of the three branches of the federal and state governments.

### ***D. Citizenship***

1. Explain that a citizen is a legally recognized member of the United States with rights and responsibilities, such as voting in elections and serving on juries.
2. Describe the significant characteristics of an effective citizen and discuss ways to influence public policy (e.g., serving in elected office, working on a campaign).
3. Describe the process by which immigrants can become United States citizens.

### ***E. International Education: Global Challenges, Cultures, and Connections***

1. Explain that the world is divided into many nations consisting of territory and people, with their own government, languages, customs, and laws.
2. Discuss how the United States interacts with other nations of the world through trade, treaties and agreements, diplomacy, cultural contacts, and sometimes through the use of military force.
3. Explain why it is important for nations to communicate and resolve disagreements through peaceful means.
4. Outline the purposes of the United Nations.
5. Identify current issues that may have a global impact (e.g., pollution, diseases) and discuss ways to address them.
6. Explain why it is important to understand diverse peoples, ideas, and cultures.
7. Explain that even within a culture, diversity may be affected by race, religion, or class.
8. Identify aspects of culture and heritage presented in literature, art, music, sport, or the media.
9. Examine common and diverse traits of other cultures and compare to their own culture.
10. Use technology to learn about students and their families in other countries through classroom links, email, and Internet research.
11. Define stereotyping and discuss how it impacts self-image and interpersonal relationships.

## **Strands and Cumulative Progress Indicators for Grades 5 - 8**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

### ***A. Civic Life, Politics, and Government***

1. Discuss the sources, purposes, and functions of law and the importance of the rule of law for the preservation of individual rights and the common good.
2. Describe the underlying values and principles of democracy and distinguish these from authoritarian forms of government.
3. Discuss the major characteristics of democratic governments.
4. Describe the processes of local government.
5. Discuss examples of domestic policies and agencies that impact American lives, including the Environmental Protection Agency (e.g., clean air and water), the Department of Labor (e.g., minimum wage) and the Internal Revenue Service (e.g., Social Security, income tax).

6. Explain how non-governmental organizations influence legislation and policies at the federal, state, and local levels.

### ***B. American Values and Principles***

1. Analyze how certain values including individual rights, the common good, self-government, justice, equality and free inquiry are fundamental to American public life.
2. Describe representative government and explain how it works to protect the majority and the minority.
3. Describe the continuing struggle to bring all groups of Americans into the mainstream of society with the liberties and equality to which all are entitled, as exemplified by individuals such as Susan B. Anthony, Frederick Douglass, Nat Turner, Paul Robeson, and Cesar Chavez.

### ***C. The Constitution and American Democracy***

1. Discuss the major principles of the Constitution, including shared powers, checks and balances, separation of church and state, and federalism.
2. Compare and contrast the purposes, organization, functions, and interactions of the legislative, executive, and judicial branches of national, state, and local governments and independent regulatory agencies.
3. Discuss the role of political parties in the American democratic system including candidates, campaigns, financing, primary elections, and voting systems.
4. Discuss major historical and contemporary conflicts over United States constitutional principles, including judicial review in *Marbury v. Madison*, slavery in the *Dred Scott* Decision, separate but equal in *Plessy v. Ferguson*, and the rights of minorities in the Indian Removal Act.
5. Discuss major historical and contemporary conflicts over New Jersey constitutional principles (e.g., the impact of the New Jersey School Law of 1881 which required integration in the state's public schools, *Hedgepeth and Williams v. Trenton Board of Education*, the *Mount Laurel* Decision, *Jackman v. Bodine*, *Abbott v. Burke*).
6. Research contemporary issues involving the constitutional rights of American citizens and other individuals residing in the United States, including voting rights, habeas corpus, rights of the accused, and the Patriot Act.

#### ***D. Citizenship***

1. Discuss the rights and responsibilities of American citizens, including obeying laws, paying taxes, serving on juries, and voting in local, state, and national elections.
2. Discuss how the rights of American citizens may be in conflict with each other (e.g., right to privacy vs. free press).
3. Describe major conflicts that have arisen from diversity (e.g., land and suffrage for Native Americans, civil rights, women's rights) and discuss how the conflicts have been addressed.
4. Explain the benefits, costs, and conflicts of a diverse nation.
5. Discuss basic contemporary issues involving the personal, political, and economic rights of American citizens (e.g., dress codes, sexual harassment, fair trial, free press, minimum wage).

#### ***E. International Education: Global Challenges, Cultures, and Connections***

1. Analyze ways in which nation-states interact with one another through trade, diplomacy, cultural exchanges, treaties or agreements, humanitarian aid, economic incentives and sanctions, and the use or threat of military force.
2. Discuss factors that lead to a breakdown of order among nation-states (e.g., conflicts about national interests, ethnicity, and religion; competition for territory or resources; absence of effective means to enforce international law) and describe the consequences of the breakdown of order.
3. Compare and contrast the powers the Constitution gives to Congress, the President, the Senate Foreign Relations Committee, and the federal judiciary regarding foreign affairs.
4. Evaluate current United States foreign policy issues and strategies and their impact on the nation and the rest of the world.
5. Discuss the purposes and functions of major international organizations (e.g., United Nations, World Health Organization, International Red Cross, Amnesty International) and the role of the United States within each.
6. Describe how one's heritage includes personal history and experiences, culture, customs, and family background.
7. Analyze how the life, culture, economics, politics, and the media of the United States impact the rest of the world.
8. Discuss how global challenges are interrelated, complex, and changing and that even local issues may have a global dimension (e.g., environmental issues, transportation).
9. Discuss how cultures may change and that individuals may identify with more than one culture.

10. Engage in activities that foster understanding of various cultures (e.g., clubs, dance groups, sports, travel, community celebrations).
11. Discuss the impact of the Internet and technology on global communication.
12. Discuss the impact of stereotyping on relationships, achievement, and life goals.
13. Analyze how prejudice and discrimination may lead to genocide as well as other acts of hatred and violence for the purposes of subjugation and exploitation.

## World History:

STANDARD 6.3 (WORLD HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND THE FUTURE.

**Descriptive Statement:** This standard includes content relating to eight periods of world history, including:

- The Birth of Civilization to 1000 BCE (BC)
- Early Human Societies to 500 CE (AD)
- Developing Human Societies to 1400 CE (AD)
- The Age of Global Encounters (1400-1750)
- The Age of Revolutionary Change (1750-1914)
- The Era of the Great Wars (1914-1945)
- The Modern World (1945 to 1979)
- Looking to the Future (1980-present)

The standards do not outline specific world history content and skills for students in grades K-4. Students in grades K-4 need to develop the social studies skills outlined in Standards 6.1 in order to understand the complex information presented in grades 5-8. Standard 6.2: Civics and Standard 6.4: United States and New Jersey History provide a foundation for the study of home, family, community, culture, international education, and global issues. In addition, as elementary students begin the study of a world language, they will learn about the history and culture of countries where the target language is spoken. Finally, the visual and performing arts standards require that students study works of art from various historical periods and diverse cultures. Thus, K-4 students will have multiple opportunities to study world history from different perspectives through a more integrated approach.

The Cumulative Progress Indicators (CPIs) are grouped primarily in two grade clusters, grades 5 to 8 and grades 9 to 12. In order to study the periods of history in more depth, students in grades five through eight study the first four periods, from the development of human civilization in prehistory to the beginning of the post-medieval world. Students in grades 9 through 12 study the last five periods from global encounters to the contemporary world. Throughout the teaching of history, teachers are encouraged to connect events being studied to similar occurrences at different times in history and to current events. Teachers should endeavor to address the following critical questions of historical study:

*Are there general lessons to be learned from history?*

*How and why do societies change?*

*What is civilization and how has it been defined? Why do civilizations decline and perish?*

*Why is there political and social conflict?*

*How does religion influence the development of individual societies as well as global processes?*

*Are individuals as important as underlying structures in explaining change?*

*How have social institutions and groups failed to function in a positive way when people have behaved in cruel or inhumane ways?*

*How have people worked to combat instances of prejudice, cruelty, and discrimination?*

The history topics listed for each of the eight eras of world history are organized around the following geographic areas: Eastern Europe, Western Europe, East Asia, Africa, the Middle East, North America, and Latin/Mesoamerica. They are grouped around the following topics:

- Study of a particular civilization
- Specific structures within the civilization (political, social, economic)
- Comparative civilizations/societies
- Connections among civilizations
- Global processes such as trade, conflict, and demographic change
- World religions
- Humanities: arts, sciences, and culture

Students need to learn critical and historical thinking as they study history and cultures, the role of geography and the development of social, economic and political structures throughout the world at various times. There should also be a balanced look at some of the political, social, cultural and technological changes that occurred in Europe, Africa, the Middle East and Asia and the Americas from earliest times to the present. Students

should trace the evolution of selected important ideas, beliefs, practices, and technologies as they shaped major developments.

## **Strands and Cumulative Progress Indicators for Grades K - 2**

By the end of **Grade 2**, students will:

Learn content and skills found in Standards 6.1 (Social Studies Skills) and 6.2 (Civics).

## **Strands and Cumulative Progress Indicators from Grades 3 - 4**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 4**, students will:

Learn content and skills found in Standards 6.1 (Social Studies Skills) and 6.2 (Civics).

## **Strands and Cumulative Progress Indicators for Grades 5 - 8**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

### ***A. The Birth of Civilization to 1000 BCE***

1. Describe the physical and cultural changes that shaped the earliest human communities as revealed through scientific methods, including:
  - Early hominid development, including the development of language and writing
  - Migration and adaptation to new environments
  - Differences between wild and domestic plants and animals
  - Locations of agricultural settlements
  - Differences between hunter/gatherer, fishing, and agrarian communities
2. Describe how environmental conditions impacted the development of different human communities (e.g., population centers, impact of the last Ice Age).
3. Compare and contrast the economic, political, and environmental factors (e.g., climate, trade, geography) that led to the development of major ancient civilizations including Mesopotamia (e.g., Hammurabi's Code), Egypt, the Indus Valley, the Yellow River, and Kush (Nubia).

## ***B. Early Human Societies to 500CE***

1. Explain the historical context, origins, beliefs, and moral teachings of the major world religions and philosophies, including:
  - The origins of Judaism and Christianity and the emergence of the Judeo-Christian tradition
  - The influence of Confucianism, Daoism, and Buddhism on the formation of Chinese civilization
  - Hinduism, the Aryan migrations, and the caste system in India
  - The influence of Buddhism in India
2. Describe the political framework of Athenian society and its influence on modern society, including:
  - The influence of Athenian political ideals on public life
  - The importance of participatory government
  - The role of women in Athenian society, their rights under law, and possible reasons why democracy was limited to males
  - Athenian ideas and practices related to political freedom, national security, and justice
3. Describe the social and political characteristics of the Greek city-states, including:
  - Similarities and differences between Athenian democracy and Spartan military aristocracy
  - Location and political structure of the city-states
  - Hierarchical relationships in Greek societies
  - Civic, economic, and social tasks performed by men and women of different classes
4. Describe the significant contributions of ancient Greece to Western Civilization, including:
  - Characteristics of Classic Greek art and architecture and how they are reflected in modern art and architecture
  - Socrates' values and ideas
  - Philosophy, including Plato and Aristotle
  - Greek Drama, including Sophocles and Euripides
  - History, including Herodotus, Xenophon, and Thucydides
  - Greek mythology
5. Discuss the cultural influences of Greece, Egypt, Persia, and India on Mediterranean cultures through assimilation, conquest, migration, and trade.
6. Discuss the origins and social framework of Roman society, including:
  - The geographic location of various ethnic groups on the Italian peninsula and their influence on early Roman society
  - The legends of the founding of Rome and how they reflect the beliefs and values of its citizens

- Daily life in Rome and Pompeii
7. Describe the political and social framework of Roman society, including:
    - Political and social institutions of the Roman Republic and reasons for its transformation from Republic to Empire
    - The influence of key Roman leaders
  8. Analyze how shifts in the political framework of Roman society impacted the expansion of the empire and how this expansion transformed Roman society, economy, and culture.
  9. Discuss the political events that may have contributed to the decline of the Roman Empire, including internal divisions, significant battles, invasions, and political changes.
  10. Describe the development of the Mayan civilization from agricultural community to an urban civilization, including the influence of the environment on agricultural methods, water utilization, and herding methods.
  11. Describe the significant features of Mayan civilization, including the locations of Mayan city-states, road systems, and sea routes, the role and status of elite men and women in Mayan society and their portrayal in Mayan architecture, the role of religion and ceremonial games in Mayan culture, and the structure and purpose of the Mayan pyramids.

### ***C. Expanding Zones of Exchange and Interaction to 1400 CE***

1. Discuss how Western civilization arose from a synthesis of Christianity and classical Greco-Roman civilization with the cultures of northern European peoples.
2. Discuss the spread of Islam in Southwest Asia, the Mediterranean region, and Northern Africa and the influence of Islamic ideas and practices on other cultures and social behavior, including:
  - The origin and development of Islamic law
  - The significance of the Quran and the Five Pillars of Islam
  - The diverse religious, cultural, and geographic factors that influenced the ability of the Muslim government to rule
  - The split into Sunni and Shi'ite factions
  - The importance of Muslim civilization in mediating long-distance commercial, cultural, intellectual, and food crop exchange across Eurasia and parts of Africa
3. Discuss the significance of the developing cultures of Asia, including the Golden Age in China and spread of Chinese civilization to Japan, Korea, and Southeast Asia and the rise of the Mongol Empire and its impact on the Kievan Rus.

4. Analyze the rise of the West African Empires of Ghana, Mali, and Songhay and compare with changes in Asia, Europe, and the Americas.
5. Analyze the relationships between Mesoamerican and Andean societies, including:
  - The growth of urban societies and urban planning
  - Religions and rituals
  - Governing structure and economy
  - The construction of the Mesoamerican calendar
  - Similarities in agriculture, societal structures, and artisan crafts
6. Explain the medieval origins of constitutional government in England (e.g., Edward I, Magna Carta, Model Parliament of 1295, Common Law).
7. Discuss the evolution of significant political, economic, social and cultural institutions and events that shaped European medieval society, including Catholic and Byzantine churches, feudalism and manorialism, the Crusades, the rise of cities, and changing technology.

#### ***D. The Age of Global Encounters (1400-1750)***

1. Discuss factors that contributed to oceanic travel and exploration in the 15th and 16th centuries, including technological innovations in ship building navigation, naval warfare, navigational inventions such as the compass, and the impact of wind currents on the major trade routes.
2. Describe the significant contributions of the Renaissance and Reformation to European society, including major achievements in literature, music, painting, sculpture, and architecture.
3. Compare the social and political elements of Incan and Aztec societies, including the major aspects of government, the role of religion, daily life, economy, and social organization.

## **United States and New Jersey History:**

STANDARD 6.4 (UNITED STATES AND NEW JERSEY HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF UNITED STATES AND NEW JERSEY HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND FUTURE.

**Descriptive statement:** This standard introduces students in grades K-4 to the history of the United States and New Jersey through the study of family and community life. Through this study, students also become aware of many cultural traditions and heritages that contribute to the diversity of this country. As a foundation for further study in grades 5-8, students learn about important issues and personalities that have influenced the history of the state and the nation. Within the grades 5-12 cluster, students study the following ten periods in New Jersey and American history:

- Many Worlds Meet (to 1620)
- Colonization and Settlement (1585-1763)
- Revolution and the New Nation (1754-1820)
- Expansion and Reform (1801-1861)
- Civil War and Reconstruction (1850-1877)
- The Industrial Revolution (1870-1900)
- The Emergence of Modern America (1890-1930)
- The Great Depression and World War II (1929-1945)
- Postwar Years (1945-1970)
- Contemporary America (1968-present)

Within the ten broad eras, the indicators cover the political, social, cultural, diplomatic, scientific/technological, and military aspects of United States history. Throughout the teaching of these periods, teachers are encouraged to connect events being studied to similar occurrences at different times in history and to current events. In addition, the study of New Jersey history provides an excellent laboratory for teaching major themes in American history. New Jersey history, and the many historical sites located throughout the state, provides close-at-hand, immediate examples that make American history real to students.

## **Strands and Cumulative Progress Indicators for Grades K - 2**

By the end of **Grade 2**, students will:

### ***A. Family and Community Life***

1. Recognize change and continuity in their lives.
2. Describe their family history through two generations.
3. Compare family life today with long ago.
4. Tell about their family heritage using stories, songs, and drawings.

### ***B. State and Nation***

1. Recognize the names of major figures in American history, including George Washington, Abraham Lincoln, Sacajawea, Harriet Tubman, Susan B. Anthony, and Martin Luther King Jr.
2. Discuss the contributions of important women, African Americans, and Native Americans to United States and New Jersey history.
3. Explain the historical significance of major national holidays (e.g. Independence Day, Labor Day) and American symbols.
4. Relate why important national buildings, statues, and monuments are associated with our national history.

## **Strands and Cumulative Progress Indicators for Grades 3 - 4**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 4**, students will:

### ***A. Family and Community Life***

1. Discuss how families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, and celebrations.
2. Compare family life in a community of the past to life in a community of the present.
3. Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.
4. Discuss the history of their community, including the origins of its name, groups and individuals who lived there, and access to important places and buildings in the community.
5. Explain that Americans have come from different parts of the world and have a common American heritage, in addition to the heritage of the countries of origin.
6. Describe situations in which people from diverse backgrounds work together to solve common problems.

## ***B. State and Nation***

1. Compare the major early culture of the Lenape that existed in the region that became New Jersey prior to contact with the Europeans.
2. Discuss the reasons why revolutionary leaders, including George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston fought for independence from England.
3. Discuss New Jersey's role during the American Revolution.
4. Identify major documents and symbols in New Jersey and American history, including the Mayflower Compact, the Declaration of Independence, the United States Constitution, the New Jersey State Seal, and Martin Luther King Jr.'s "I Have a Dream" speech.
5. Identify and discuss major scientific discoveries and inventions, the scientists and inventors who developed them (e.g., Thomas Edison), and their impact on life today.
6. Discuss the experiences of immigrants who came to the United States and New Jersey, including reasons for immigrating, experiences at Ellis Island, and working and living conditions in America.
7. Describe the population shift from the farm to the city in New Jersey.
8. Discuss the value of the American national heritage including:
  - Diverse folklore and cultural contributions from New Jersey and other regions in the United States
  - History and values celebrated in American songs, symbols, slogans, and major holidays
  - Historical preservation of primary documents, buildings, places of memory, and significant artifacts

## **Strands and Cumulative Progress Indicators for Grades 5 - 8**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

### ***A. Family and Community Life***

1. Reinforce indicators from previous grade levels.

### ***B. State and Nation***

1. Reinforce indicators from previous grade levels.

### ***C. Many Worlds Meet (to 1620)***

1. Discuss factors that stimulated European overseas explorations between the 15th and 17th centuries and the impact of that exploration on the modern world.
2. Trace the major land and water routes of the explorers.
3. Compare the political, social, economic, and religious systems of Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492 (e.g., civic values, population levels, family structure, communication, use of natural resources).
4. Discuss the characteristics of the Spanish and Portuguese exploration and conquest of the Americas, including Spanish interaction with the Incan and Aztec empires, expeditions in the American Southwest, and the social composition of early settlers and their motives for exploration and conquest.
5. Describe the migration of the ancestors of the Lenape Indians and their culture at the time of first contact with Europeans.
6. Compare and contrast historic Native American groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodland regions at the beginning of European exploration.
7. Analyze the cultures and interactions of peoples in the Americas, Western Europe, and Africa after 1450 including the transatlantic slave trade.
8. Discuss how millions of Africans, brought against their will from Central Africa to the Americas, including Brazil, Caribbean nations, North America and other destinations, retained their humanity, their families, and their cultures during enslavement.

### ***D. Colonization and Settlement (1585-1763)***

1. Analyze the political, social, and cultural characteristics of the English colonies.
2. Describe the political, religious, social, and economic institutions that emerged in Colonial America, including New Netherland and colonial New Jersey.
3. Explain the differences in colonization of the Americas by England, the Netherlands, France, and Spain, including governance, relation to the mother countries, and interactions with other colonies and Native Americans.
4. Examine the interactions between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances and conflicts.
5. Describe Native American resistance to colonization, including the Cherokee War against the English, the French and Indian War, and King George's War.
6. Identify factors that account for the establishment of African slavery in the Americas.

7. Discuss Spanish exploration, settlement, and missions in the American Southwest.

### ***E. Revolution and the New Nation (1754-1820)***

1. Discuss the background and major issues of the American Revolution, including the political and economic causes and consequences of the revolution.
2. Discuss the major events (e.g. Boston Tea Party, Battle of Trenton) and personalities (e.g., George Washington, John Adams, John Witherspoon, William Franklin, Benjamin Franklin, Thomas Jefferson) of the American Revolution.
3. Identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approving the Declaration of Independence (1776), the publication of "Common Sense," and major battles of the Revolutionary War.
4. Explain New Jersey's critical role in the American Revolution, including major battles, the involvement of women and African Americans, and the origins of the movement to abolish slavery.
5. Discuss the political and philosophical origins of the United States Constitution and its implementation in the 1790s.
6. Describe and map American territorial expansions and the settlement of the frontier during this period.
7. Analyze the causes and consequences of continuing conflict between Native American tribes and colonists (e.g., Tecumseh's rebellion).
8. Discuss the background and major issues of the War of 1812 (e.g., sectional issues, role of Native Americans).

### ***F. Expansion and Reform (1801-1861)***

1. Describe the political, economic, and social changes in New Jersey and American society preceding the Civil War, including the early stages of industrialization, the growth of cities, and the political, legal, and social controversies surrounding the expansion of slavery.
2. Discuss American cultural, religious, and social reform movements in the antebellum period (e.g., abolitionists, the Second Great Awakening, the origins of the labor and women's movements).
3. Explain the concept of the Manifest Destiny and its relationship to the westward movement of settlers and territorial expansion, including the purchase of Florida (1819), the annexation of Texas (1845), the acquisition of the Oregon Territory (1846), and territorial acquisition resulting from the Mexican War (1846-1848).

4. Explain the characteristics of political and social reform movements in the antebellum period in New Jersey, including the 1844 State Constitution, the temperance movement, the abolition movement, and the women's rights movement.
5. Explain the importance of internal improvements on the transformation of New Jersey's economy through New Jersey's two canals and the Camden and Amboy Railroad.
6. Discuss the economic history of New Jersey, including growth of major industries and businesses, the lives of factory workers, and occupations of working people.
7. Compare political interests and views regarding the War of 1812 (e.g., US responses to shipping harassment, interests of Native Americans and white settlers in the Northwest Territory).
8. Discuss sectional compromises associated with westward expansion of slavery, such as the Missouri Compromise (1820) and the continued resistance to slavery by African Americans (e.g., Amistad Revolt).
9. Describe and map the continuing territorial expansion and settlement of the frontier, including the acquisition of new territories and conflicts with Native Americans, the Louisiana Purchase, the Lewis and Clark expedition, and the California gold rush.
10. Explain how state and federal policies influenced various Native American tribes (e.g., homeland vs. resettlement, Black Hawk War, Trail of Tears).
11. Understand the institution of slavery in the United States, resistance to it, and New Jersey's role in the Underground Railroad.

### ***G. Civil War and Reconstruction (1850-1877)***

1. Explain the major events, issues, and personalities of the American Civil War including:
  - The causes of the Civil War (e.g., slavery, states' rights)
  - The course and conduct of the war (e.g., Antietam, Vicksburg, Gettysburg)
  - Sectionalism
  - The Dred Scott and other Supreme Court decisions
  - The role of women
  - The role of African Americans
  - The Gettysburg Address
  - The Emancipation Proclamation
  - Juneteenth Independence Day
2. Analyze different points of view in regard to New Jersey's role in the Civil War, including abolitionist sentiment in New Jersey and New Jersey's vote in the elections of 1860 and 1864.

3. Explain Reconstruction as a government action, how it worked, and its effects after the war.
4. Discuss the impact of retaliatory state laws and general Southern resistance to Reconstruction.
5. Discuss the Dawes Act of 1887, how it attempted to assimilate Native Americans by converting tribal lands to individual ownership, and its impact on Native Americans.

## **Economics:**

STANDARD 6.5 (ECONOMICS) ALL STUDENTS WILL ACQUIRE AN UNDERSTANDING OF KEY ECONOMIC PRINCIPLES.

**Descriptive Statement:** Economics is the study of human behavior in relation to scarce resources. It is also about responsible citizenship. Effective economic decisions within the roles of consumer, producer, saver, and investor are more likely to be made if students understand economic concepts and their applications. The understanding of economic principles, concepts, and analytical tools is also essential for career development and financial success in the 21<sup>st</sup> century. Our students live in a world of increasing global interdependence.

Students also need to understand that the economic decisions of institutions, governments, and individuals can have immediate and far-reaching impacts. Another goal of this standard is to provide students with the necessary economic knowledge and skills for a full understanding of political, social, and historical events. These events are often incompletely or inadequately understood without a firm grasp of their economic components. For example, no modern election is without economic aspects and, in fact, economic issues have dominated many recent elections. Therefore, it is essential that New Jersey's schools provide all students with a strong foundation in the social science of economics.

This standard addresses two strands across grades K-12:

A. Economic Literacy

B. Economics and Society

## **Strands and Cumulative Progress Indicators for Grades K - 2**

By the end of **Grade 2**, students will:

### ***A. Economic Literacy***

1. Identify the basic goods and services a family needs for everyday life.
2. Explain how the products individuals eat, wear, and use impact their health and safety and the environment.
3. Identify various forms of currency (e.g., penny, nickel, quarter, dollar).
4. Explain what it means to "save" money.

### ***B. Economics and Society***

1. Identify various jobs and explain how workers in these jobs receive income for their work.

## **Strands and Cumulative Progress Indicators for Grades 3 - 4**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 4**, students will:

### ***A. Economic Literacy***

1. Distinguish between goods (e.g., objects) and services (e.g., activities).
2. Distinguish between a want and a need and explain how to choose needed goods and services.
3. Explain the three functions of money in the economy.
  - Medium of exchange (e.g., buying)
  - Measure of value (e.g., price comparison)
  - Store of value (e.g., saving)
4. Discuss how natural, human, and capital resources are used to produce goods and to provide services.
5. Explain that prices are the money value of goods and services and that prices change as a result of supply and demand.
6. Define consumers as buyers and producers as workers and sellers.

7. Explain that people can improve their ability to earn income by gaining new knowledge, skills, and experiences.
8. Describe how to earn and save money in order to purchase a needed or desired item.

### ***B. Economics and Society***

1. Explain that some essential goods and services are provided by the government, such as roads, schools, parks, police, and fire protection.
2. Describe products and services that are developed, manufactured, or grown in New Jersey.

## **Strands and Cumulative Progress Indicators for Grades 5 - 8**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

### ***A. Economic Literacy***

1. Discuss how needs and wants change as one ages and the impact of planning, spending and saving.
2. Explain the law of supply and demand.
3. Compare ways to save money, including checking and savings accounts, stocks and bonds, and the relationship between risk and return in investments.
4. Describe the role credit plays in the economy and explain the difference in cost between cash and credit purchases.
5. Discuss the economic growth of a nation in terms of increasing productivity, investment in physical capital, and investment in human capital.
6. Describe how private industry acquires material and energy resources, provides jobs, raises financial capital, manages production processes, and markets goods and services that create wealth in order to meet consumer and industrial requirements.
7. Discuss how innovation, entrepreneurship, competition, customer satisfaction, and continuous improvement in productivity are responsible for the rise in the standard of living in the United States and other countries with market economies.
8. Compare and contrast the characteristics of the three basic economic systems: traditional or barter and trade, market capitalism, and command (e.g., communism).

9. Explain what taxes are, how they are collected, and how tax dollars are used by local, state, and national governments to provide goods and services.

### ***B. Economics and Society***

1. Discuss how meeting the needs and wants of a growing world population impacts the environment and economic growth.
2. Describe the many ways federal, state, and local governments raise funds to meet the need for public facilities and government services.
3. Discuss how societies have been affected by industrialization and by different political and economic philosophies.
4. Describe how inventions and innovations have improved standards of living over the course of history.
5. Compare and contrast various careers, examining educational requirements and costs, salary and benefits, longevity, impact on society and the economy, and demand.
6. Analyze and give examples of how business and industry influence the buying decisions of consumers through advertising.
7. Discuss the need for ethical behavior in economic decisions and financial transactions

## **Geography:**

STANDARD 6.6 (GEOGRAPHY) ALL STUDENTS WILL APPLY KNOWLEDGE OF SPATIAL RELATIONSHIPS AND OTHER GEOGRAPHIC SKILLS TO UNDERSTAND HUMAN BEHAVIOR IN RELATION TO THE PHYSICAL AND CULTURAL ENVIRONMENT.

**Descriptive Statement:** The study of geography is based on the principle that thinking in and understanding spatial terms will enable students to understand the many relationships of place, people, and environments. By

taking an active, questioning approach to the world around them, students learn to devise their own mental world-view. As students engage in critical thinking to interpret patterns in the evolution of significant historic events and the movement of human populations on the Earth's surface, their understanding of geography, history, economics, and civics deepens. Furthermore, the use of geographic tools and technology assists students to understand the reasons for, and the economic, political and social consequences of, human impact on the environment in different areas of the world.

This section is organized around five strands adapted from the National Geography Standards.

- The World in Spatial Terms
- Places and Regions
- Physical Systems
- Human Systems
- Environment and Society

## **Strands and Cumulative Progress Indicators for Grades K - 2**

By the end of **Grade 2**, students will:

### ***A. The World in Spatial Terms***

1. Explain the spatial concepts of location, distance and direction, including:
  - The location of school, home, neighborhood, community, state, and country
  - The relative location of the community and places within it
  - The location of continents and oceans
2. Explain that the globe is a model of the earth and maps are representations of local and distant places.
3. Demonstrate basic globe and map skills.

### ***B. Places and Regions***

1. Describe the physical features of places and regions on a simple scale.
2. Describe the physical and human characteristics of places.

### ***C. Physical Systems***

1. Recognize that the relationship of the Earth to the sun affects weather conditions, climate, and seasons.

### ***D. Human Systems***

1. Identify the types of transportation used to move goods and people.
2. Identify the modes of communication used to transmit ideas.

### ***E. Environment and Society***

1. Describe the role of resources such as air, land, water, and plants in everyday life.
2. Describe the impact of weather on everyday life.
3. Act on small-scale, personalized environmental issues such as littering and recycling, and explain why such actions are important.

## **Strands and Cumulative Progress Indicators Grades 3 - 4**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 4**, students will:

### ***A. The World in Spatial Terms***

1. Use physical and political maps to identify locations and spatial relationships of places within local and nearby communities.
2. Describe and demonstrate different ways to measure distance (e.g., miles, kilometers, time).
3. Estimate distances between two places on a map using a scale of miles.
4. Identify the major cities of New Jersey, the United States, and the world.
5. Identify the major countries, continents, bodies of water, and mountain ranges of the world.
6. Locate time zones, latitude, longitude, and the global grid.

### ***B. Places and Regions***

1. Identify the physical and human characteristics of places and regions in New Jersey and the United States (e.g., landforms, climate, vegetation, housing).
2. Explain changes in places and regions over time and the consequences of those changes.
3. Describe the geography of New Jersey.
4. Discuss factors involved in the development of cities (e.g., transportation, food, marketplace, religion, military protection).

### ***C. Physical Systems***

1. Describe the basic components of the Earth's physical systems, including landforms, water, erosion, weather, and climate and discuss their impact on human development.

### ***D. Human Systems***

1. Describe the development of transportation and communication networks in New Jersey and the United States.
2. Identify the distribution and characteristics of populations for different regions of New Jersey and the United States.

### ***E. Environment and Society***

1. Differentiate between living and non-living natural resources.
2. Explain the nature, characteristics, and distribution of renewable and non-renewable resources.

## **Strands and Cumulative Progress Indicators for Grades 5 - 8**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

### ***A. The World in Spatial Terms***

1. Distinguish among the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and the utility of each in solving problems.
2. Translate maps into appropriate spatial graphics to display geographical information.

3. Explain the spatial concepts of relative and absolute location and distance.
4. Estimate distances between two places on a map using a scale of miles, and use cardinal and intermediate directions when referring to a relative location.
5. Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.
6. Distinguish among the major map types, including physical, political, topographic, and demographic.
7. Explain the distribution of major human and physical features at country and global scales.
8. Use thematic maps to describe places (e.g., patterns of population, diseases, rainfall).
9. Describe and distinguish among the various map projections, including size, shape, distance, and direction.
10. Describe location technologies, such as Geographic Information Systems (GIS) and Global Positioning Systems (GPS).
11. Describe the significance of the major cities of New Jersey, the United States, and the world.

## ***B. Places and Regions***

1. Compare and contrast the physical and human characteristics of places in regions in New Jersey, the United States, and the world.
2. Describe how regions change over time.
3. Compare the natural characteristics used to define a region.
4. Explain how regional systems are interconnected (e.g., watersheds, trade, transportation systems).
5. Discuss how the geography of New Jersey impacts transportation, industry, and community development.
6. Discuss the similarities and differences among rural, suburban, and urban communities.
7. Describe the types of regions and the influence and effects of region labels including:
  - Formal regions: school districts, states
  - Functional regions: marketing area of a newspaper, fan base of a sport team
  - Perceptual regions: the Bible Belt, the Riviera in southern France

## ***C. Physical Systems***

1. Describe the characteristics and spatial distribution of major Earth ecosystems.
2. Discuss how ecosystems function locally and globally.
3. Predict effects of physical processes and changes on the Earth.

4. Discuss how the community and its environment function as an ecosystem.
5. Describe how the physical environment affects life in different regions (e.g., population density, architecture, transportation systems, industry, building materials, land use, recreation).

#### ***D. Human Systems***

1. Discuss how technology affects the ways in which people perceive and use places and regions.
2. Analyze demographic characteristics to explain reasons for variations between populations.
3. Compare and contrast the primary geographic causes for world trade.
4. Analyze the patterns of settlement in different urban regions of the world.
5. Discuss how and why people cooperate, but also engage in conflict, to control the Earth's surface.
6. Compare the patterns and processes of past and present human migration.
7. Explain and identify examples of global interdependence.
8. Describe how physical and human characteristics of regions change over time.

#### ***E. Environment and Society***

1. Discuss the environmental impacts or intended and unintended consequences of major technological changes (e.g., autos and fossil fuels, nuclear power and nuclear waste).
2. Analyze the impact of various human activities and social policies on the natural environment and describe how humans have attempted to solve environmental problems through adaptation and modification.
3. Compare and contrast conservation practices and alternatives for energy resources.
4. Compare and contrast various ecosystems and describe their interrelationship and interdependence.
5. Describe world, national, and local patterns of resource distribution and utilization, and discuss the political and social impact.
6. Analyze the importance of natural and manufactured resources in New Jersey.
7. Delineate and evaluate the issues involved with sprawl, open space, and smart growth in New Jersey.