

Egg Harbor City Public Schools

● Social Studies Curriculum Grades K-8

Completed By:

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Aligned to:

New Jersey Student Learning Standards for Social Studies 2020

New Jersey Student Learning Standards for English Language Arts Companion Standards 2016

New Jersey Student Learning Standards for Technology 2020

New Jersey Student Learning Standards for Life and Careers 2020

Holocaust Commission Mandate

Amistad Commission Mandate

LGBTQ Inclusive Curriculum

Asian American & Pacific Islander Mandate

Contributions and Thanks: Kelly Vendetti and Patrick Barry

Table of Contents:

Introduction	4
Acknowledgement	4
Instructional Practices	4
Curriculum Design	8
Accommodations/Modifications	11
Tools for Assessment	15
Instructional Materials	17
Supplemental Materials	18
Organization Of Standards	19
NJ Student Learning Standards-Social Studies Link	19
Interdisciplinary Connections	20
Integration NJSLS for English Language Arts Companion Standards	28

Integration of LGBTQ Inclusive Curriculum	30
Holocaust Commission Mandate	31
Amistad Commission Mandate	32
Integration of 21st Century Skills through NJSLS9 & Career Education	33
Personal Financial Literacy	36
Career Ready Practices	37
Technology through NJSLS	44
Egg Harbor City K-8 Pacing Guide	46
Social Studies Unit/Lesson Plan	50

Introduction:

The purpose of the Egg Harbor City School District Social Studies Curriculum Guide is to provide parents, staff members and community members with information that describes the Social Studies instructional program in our school district. This curriculum guide was developed to assist students achieve success with the New Jersey Standards and to prepare them with the knowledge of Social Studies that can be applied to their everyday life as well as using this knowledge to make informed decisions in their future

careers. The foregoing curriculum serves as a true curriculum resource guide to assist Social Studies teachers with implementing the Standards and District goals.

The Social Studies Curriculum will be an ever-evolving curriculum, keeping up-to-date with the latest content knowledge, utilizing the best instructional practices, incorporating effective multiple assessments, and discarding materials and practices that are ineffective or detrimental to student achievement. An evolving curriculum allows for flexibility to adapt to students' academic needs and interests, while maintaining a focus on student achievement of the Standards and District goals.

Acknowledgement:

The development of the District Social Studies Curriculum Guide was an arduous task that required dedicated professionals with a sincere interest in their craft. Many hours of preparation, discussion, articulation and refinement went into this curriculum guide. The Egg Harbor City School District gratefully acknowledges the thoughtful contributions and outstanding efforts of the members of the Social Studies Curriculum Development Team: Jim Connelly, Cindi Craig, Jamie McAvaddy.

Instructional Practices:

Essentially, the aim of our instructional practice is to maximize each student's growth by meeting each student where he or she is and helping the student to progress. In practice, it involves offering several different learning experiences in response to students' varied needs. Learning activities and materials may be varied by difficulty to challenge students at different readiness levels, by topic in response to students' interests, and by students' preferred ways of learning or expressing themselves. Through well-developed unit plans instructional staff has the opportunity to remain consistent in the implementation of the curriculum. In addition, formatted lesson plans that coincide with the unit plans will afford the instructional staff a template that can be easily completed and address the necessary components of the unit plan.

Our teachers use numerous strategies and tools to differentiate instruction. There are several key characteristics or elements that form the foundation of our instructional practices:

- Teachers and students accept and respect one another's similarities and differences.
- All students participate in respectful work -- work that is challenging, meaningful, interesting, and engaging.

- The teacher is primarily a coordinator of time, space, and activities rather than a provider of information. The aim is to help students become self-reliant learners.
- Students and teachers collaborate in setting class and individual goals.
- Students work in a variety of group configurations, as well as independently. Flexible grouping is evident.
- Time is used flexibly in the sense that pacing is varied based on student needs.
- Students often have choices about topics they wish to study, ways they want to work, and how they want to demonstrate their learning.

Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008). Each disciplinary practice below is accompanied by sample performance expectations that illustrate each of the practices.

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.

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

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.

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

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.

- 6.1.2.HistoryUP.1: Use primary sources *representing multiple perspectives* to compare and make inferences about why there are different accounts of the same event.
- 6.1.5.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.

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.

- 6.1.2.CivicsPR.2: *Cite evidence* that explains why rules and laws in school and communities are needed.
- 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).

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.

- 6.1.2.HistoryCA.1: *Make an evidence-based argument* about how and why communities change over time (e.g., locally, nationally, globally).
- 6.1.5.HistoryCA.1: *Craft an argument*, supported with historical evidence, for how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.

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.

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

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.

- 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.
- 6.3.5.CivicsPD.3: *Propose a solution* to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

Curriculum Design:

New Jersey Student Learning Standards for Social Studies :

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

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

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

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Banded Curricular Design:

Kindergarten through Grade 2

Social studies instruction in early elementary focuses on developing student's understanding of their role in their family, community, county and world. Students learn foundational ideas of government, democracy, human rights, the common good, citizenship, and

civil discourse as well as explore the American identity through symbols, holidays, and monuments that are reflective of our values and principles.

Grades 3 through 5

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

Grades 6 through 8

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

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

In 8th grade, students will examine content such as: World History with a focus on continuing to explore different civilizations throughout the world and how it contributes to present day society. The second half of the year will focus on civics while looking at citizenship/ how to demonstrate citizenship, branches of government and their functions, and rule of law through the use of the Rutgers *Curriculum Guide to Middle School Civics* through *NJ Center for Civic Education*.

In all grades K-8 the curricula addresses issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide, LGBTQ+ , and disabilities awareness, Asian American & Pacific Islanders, as well as Amistad Commission Mandate, which includes units about slavery civil rights and Contemporary United States History (Era14).

Accommodations/Modifications:

Overview

- Accommodations do not change what the student is expected to master. The objectives of the course remain intact.
- Modifications are a change to the curriculum. At times students will learn something different than the general education standard.

Special Education Students (IEP –Individualized Education Program) –

- Implemented by Special Education Self-Contained Teachers
- Implemented by Special Education In-Class Resource Teachers
- Implemented by General Education Teachers (Supplemental Instruction)
- Implemented by Special Area Teacher (as per discipline area)

Accommodation and Modification Options Chart

Visual Reinforcement (maps, timelines, etc.)	Use Manipulatives	Multi-Sensory Approach
Repeat Instructions	Review Directions	Visual Reminders
Modified Tests	Oral Testing	Scribe
On Computer	Preferential Seating	Study Carrel
Avoid placing student under pressure of time or completion	Post Assignments	Assignment Pad
Limited Multiple Choice	Prior Notice of Test	Test Setting: Administer tests in small group and/or in a separate room
Check Work in Progress	Immediate Feedback	Have Student Restate Information
Support Auditory Presentations with Visuals	Repeat Directions Quietly	Provide Extra Assignment Time
Highlight Key Words	Have the student repeat and explain directions	Modified Homework
Clean Work Area	Test Scheduling: Adding time as needed, providing frequent breaks	Test Study Guides
Concrete Examples	Extra Response Time	Extra Time Tests
Provide Models	Extra Drill/Practice	Monitor Assignments
Recognize and Give Credit for Oral Participation	No Handwriting Penalty	Post Routines
Extra Time - Written Work	Positive Reinforcement	Mindfulness Activities

504 Plan Students –

- Implemented by General Education Teachers
- Implemented by Special Area Teacher (as per discipline area)

Accommodation and Modification Options Chart

Visual Reinforcement (maps, timelines, etc.)	Use Manipulatives	Multi-Sensory Approach
Repeat Instructions	Review Directions	Visual Reminders
Modified Tests	Oral Testing	Scribe
On Computer	Preferential Seating	Study Carrel
Avoid placing student under pressure of time or completion	Post Assignments	Assignment Pad
Limited Multiple Choice	Prior Notice of Test	Test Setting: Administer tests in small group and/or in a separate room
Check Work in Progress	Immediate Feedback	Have Student Restate Information
Support Auditory Presentations with Visuals	Repeat Directions Quietly	Provide Extra Assignment Time
Highlight Key Words	Have the student repeat and explain directions	Modified Homework
Clean Work Area	Test Scheduling: Adding time as needed, providing frequent breaks	Test Study Guides
Concrete Examples	Extra Response Time	Extra Time Tests
Provide Models	Extra Drill/Practice	Monitor Assignments
Recognize and Give Credit for Oral Participation	No Handwriting Penalty	Post Routines
Extra Time - Written Work	Positive Reinforcement	Mindfulness Activities

English Language Learners –

- Implemented by ESL Teacher
- Implemented by General Education Teachers

- Implemented by Special Area Teacher (as per discipline area)

Accommodation and Modification Options Chart

Visual Reinforcement (maps, timelines, etc.)	Use Manipulatives	Multi-Sensory Approach
Repeat Instructions	Review Directions	Visual Reminders
Modified Tests	Oral Testing	Scribe
On Computer	Preferential Seating	Study Carrel
Avoid placing student under pressure of time or completion	Post Assignments	Assignment Pad
Limited Multiple Choice	Prior Notice of Test	Test Setting: Administer tests in small group and/or in a separate room
Check Work in Progress	Immediate Feedback	Have Student Restate Information
Support Auditory Presentations with Visuals	Repeat Directions Quietly	Provide Extra Assignment Time
Highlight Key Words	Have the student repeat and explain directions	Modified Homework
Clean Work Area	Test Scheduling: Adding time as needed, providing frequent breaks	Test Study Guides
Concrete Examples	Extra Response Time	Extra Time Tests
Provide Models	Extra Drill/Practice	Monitor Assignments
Recognize and Give Credit for Oral Participation	No Handwriting Penalty	Post Routines
Extra Time - Written Work	Positive Reinforcement	Mindfulness Activities
Native Language and English labels around the room, visuals, etc.		

Students or Students at Risk of School Failure (IPP –Individualized Program Plan) –

- Implemented by Special Education In-Class Resource Teachers
- Implemented by General Education Teachers
- Implemented by Special Area Teacher (as per discipline area)

Accommodation and Modification Options Chart

Visual Reinforcement	Use Manipulatives	Multi-Sensory Approach
Repeat Instructions	Review Directions	Visual Reminders
Modified Tests	Oral Testing	Scribe

On Computer	Preferential Seating	Study Carrel
Avoid placing student under pressure of time or completion	Post Assignments	Assignment Pad
Limited Multiple Choice	Prior Notice of Test	Test Setting: Administer tests in small group and/or in a separate room
Check Work in Progress	Immediate Feedback	Have Student Restate Information
Support Auditory Presentations with Visuals	Repeat Directions Quietly	Provide Extra Assignment Time
Highlight Key Words	Have the student repeat and explain directions	Modified Homework
Clean Work Area	Test Scheduling: Adding time as needed, providing frequent breaks	Test Study Guides
Concrete Examples	Extra Response Time	Extra Time Tests
Provide Models	Extra Drill/Practice	Monitor Assignments
Recognize and Give Credit for Oral Participation	No Handwriting Penalty	Post Routines
Extra Time - Written Work	Positive Reinforcement	Mindfulness Activities

Gifted and Talented Students –

- Implemented by General Education Teachers
- Implemented by Special Education In-Class Resource Teachers
- Implemented by Special Area Teacher (as per discipline area)

Accommodation and Modification Options Chart

Encourage students to explore concepts in depth and encourage independent studies or investigations. (ex. Biography projects)	Use thematic instruction to connect learning across the curriculum. (ex. Create vocabulary books for units)	Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.
Expand students' time for free reading.	Invite students to explore different points of view on a topic of study and compare the two.	Provide learning centers where students are in charge of their learning.
Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.	Determine where students' interests lie and capitalize on their inquisitiveness.	Refrain from having them complete more work in the same manner. (ex. Use flip grid, google classroom)

Employ differentiated curriculum to keep interest high.	Avoid drill and practice activities.	Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
If possible, compact curriculum to allow gifted students to move more quickly through the material	Encourage students to make transformations- use a common task or item in a different way.	Allow for choice. (extension projects for topics being covered in class to be demonstrated in the forms of their choice which could include, cereal box, poem, narrative, video, etc.)

Tools for Assessments:

Formative – (Refer to **Tools for Formative Assessment** on the Google Team Drive in the Staff Resources Folder under the Formative Assessment Folder for list of techniques to check for understanding and how to utilize each.)

- Analyzing Student Work (Homework, Classwork, Tests, Quizzes)
- Observation
- Round Robin Charts
- Strategic Questioning
- 3-Way Summaries
- Think-Pair-Share.
- 3,2,1 Countdown
- Classroom Polls
- Exit Slips
- Admit Slips
- One Minute Papers
- Thumbs Up and Thumbs Down
- Extended Projects
- Self-Assessment
- Portfolio Check
- Journal Entry
- Choral Response
- Story Map
- Quizlet
- Informal Reading Inventory
- LinkIt Standards Based Assessments
- LinkIt Writing Rubric

Summative –

- End of Unit Assessment
- End of Chapter Test
- Mid-Term Exam
- Final Exam
- LinkIt Writing Rubric
- NJSL Assessment
- LinkIt Benchmark Assessments
- Project Based Assignment

Benchmark –

- Grades K-8 LinkIt Fall Benchmark
- Grades K-8 LinkIt Winter Benchmark
- Grades K-8 LinkIt Spring Benchmark
- Teacher made benchmark

Alternative -

- Projects
- Contests
- Student Centered Assessments
- Presentations
- Mini Quizzes
- Performance Tasks
- Google Forms

Instructional Materials:

Social Studies		
Grade K-6	Core Text	Publisher
	NA	
	Supplemental text or materials	Publisher
	Scholastic News, Studies Weekly	Scholastic
	BrainPop	Username - pbarry.nj Password - ehccs22 (LGBTQ+, Disability Awareness, Holocaust, Amistad, Asian-Pacific Islander Month)
	Duckster	Publisher (LGBTQ+, Disability Awareness, Holocaust,

		Amistad, Asian-Pacific Islander Month
	May Asian Pacific Islander heritage month	Google slides (Asian-Pacific Islander Month)
	Holocaust	(Holocaust)
	EHC Black History Month	(Black History Month)
	Gay Rights In History LGBTQPrideMonthActivityPackGrades35-2.pdf	(LGBTQ+ and Disability Awareness)
Grade 7-8	Core Text	Publisher
	The American Nation	Pearson Prentice Hall
	Supplemental text or materials	Publisher
	BrainPop	Username - pbarry.nj Password - ehccs22 (LGBTQ+, Disability Awareness, Holocaust, Amistad, Asian-Pacific Islander Month)
	Duckster	Publisher (LGBTQ+, Disability Awareness, Holocaust, Amistad, Asian-Pacific Islander Month)
	May- Asian Pacific Heritage Month	(Asian-Pacific Islander Month)
	Holocaust	(Holocaust)
	EHC Black History Month	(Black History Month)
	Gay Rights In History LGBTQPrideMonthActivityPackGrades35-2.pdf	(LGBTQ+ and Disability Awareness)

	Reading like an historian	
Other suggested texts with contributions made by Asian American & Pacific Islanders	K-3	<p>Amy Wu and the Perfect Bao, By Kat Zhang, Charlene Chua</p> <p>Bee-Bim Bop!, By Linda Sue Park, Ho Baek Lee (Illustrator)</p> <p>Bringing In the New Year, By Grace Lin</p> <p>Dim Sum for Everyone!, By Grace Lin, Grace Lin (Illustrator)</p>
Other suggested texts with contributions made by Asian American & Pacific Islanders	4-8	<p>Amina's Voice, By Hena Khan</p> <p>A Different Mirror for Young People: A History of Multicultural America, By Ronald T. Takaki</p> <p>The Great Wall Of Lucy Wu, By Wendy Wan-Long Shang</p> <p>Passage to Freedom: The Sugihara Story, By Ken Mochizuki, Dom Lee (Illustrator)</p> <p>Baseball Saved Us, By Ken Mochizuki, Dom Lee</p>

Supplemental Materials:

- Leveled Readers

- Online Resources-Newsela, news websites
- Maps
- Biographies
- Scholastic News

Organization of the Standards:

The organization and content of the social studies standards reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires instruction in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; focusing on world history; and the integration of civics, economics, geography, and global studies content in all courses.

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

NJ Student Learning Standards-Social Studies

- [2020 NJSLS-SS K-2](#)
- [2020 NJSLS-SS 3-5](#)
- [2020 NJSLS-SS 6-8](#)

Interdisciplinary Connection:

Identified on Lesson Plan

Interdisciplinary learning develops real-world, multi-faceted knowledge. Integration identifies logical connections between and among the content and learning experiences in all areas and provides more authentic and relevant experiences for students. Interdisciplinary connections both enrich and extend learning. Interdisciplinary connections are studies that cross the boundaries of two or more district disciplines such as mathematics and art, or literature and science. By purposefully looking for “essential concepts” and “big ideas,” we purposefully design deliberate integration of the various content areas wherever appropriate. This includes, but is not limited to,

examining how curriculum themes, project based learning, understanding by design, essential questions, inquiry approaches, curriculum mapping, and the standards, merge, while always keeping students best interest at the heart of this work. The following areas are integrated into all areas of instructional program:

LAL

Key Ideas and Details

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Writing

Text Types and Purposes

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Production and Distribution of Writing
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Research to Build and Present Knowledge
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Math

NJSLS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.

This standard would be addressed via read alouds, more specifically looking at, story mapping, plot and character development.

NJSLS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.

This standard would be addressed via STEM projects, critical thinking and higher order questioning strategies within the classroom.

NJSLS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.

This standard would be addressed via critical observation, offering constructive feedback, opinion writing, and classroom debates.

NJSLS.MATH.PRACTICE.MP4 Model with mathematics.

This standard would be addressed via STEM projects, data collection, and text feature analysis.

NJSLS.MATH.PRACTICE.MP5 Use appropriate tools strategically.

This standard would be addressed via STEM projects, data collection, and text feature analysis.

NJSLS.MATH.PRACTICE.MP6 Attend to precision.

This standard would be addressed via editing, peer editing, revision, and handwriting.
NJSLS.MATH.PRACTICE.MP7 Look for and make use of structure.

This standard would be addressed via STEM, writing pieces, text and genre structure.
NJSLS.MATH.PRACTICE.MP8 Look for and express regularity in repeated reasoning.

This standard would be addressed via signal words, text structure, tone, explanation of text evidence, and spelling patterns.

Science

Kindergarten- 2nd grade

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

- This standard would be addressed via story mapping, character growth and development, STEM projects, and evaluating real connections.

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

- This standard would be addressed via how to writing, text features and labeling, and sorting information into graphic organizers.

K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

- This standard would be addressed via comparing and contrasting activities.

3rd-8th grade

MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions

- This standard would be addressed via STEM projects and by recalling information from experiences or gathering information from provided sources to answer a question.

MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem

- This standard would be addressed via using rubrics, identifying the main topic of a multi-paragraph text, STEM projects, and describing key ideas and details from within a text.

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

- This standard would be addressed via compare and contrast activities, general text analysis, and by participating in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and larger groups

MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

- This standard would be addressed via STEM activities and the use of rubrics.

World Languages

7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Strand A reflects the Interpretive Mode of communication, in which students demonstrate an understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of “one-way” reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

- This standard would be addressed via read alouds, classroom discussions, current events, informational text analysis, vocabulary, and the use of primary and secondary sources.

Strand B reflects the Interpersonal Mode of communication, in which students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or email messages.

- This standard would be addressed via read alouds, classroom discussions, current events, informational text analysis, vocabulary, and partner work.

Strand C reflects the Presentational Mode of communication, in which students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

- This standard would be addressed via read alouds, classroom discussions, current events, informational text analysis, vocabulary, and the use of primary and secondary sources, and classroom presentations.

Visual and Performing Arts

- Standard 1.1 Dance
- Standard 1.2 Media Arts
- Standard 1.3A General Music
- Standard 1.3B Music Composition and Theory
- Standard 1.3C Music Ensembles
- Standard 1.3D Music Harmonizing Instruments
- Standard 1.3E Music Technology
- Standard 1.4 Theatre
- Standard 1.5 Visual Arts

Comprehensive Health & Physical Education

- .. 2.1 Personal and Mental Health
- .. 2.2 Physical Wellness
- .. 2.3 Safety

Integration New Jersey Student Learning Standards for English Language Arts Companion Standards:

Reading History and Social Studies

Key Ideas and Details

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g. how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5 Describe how a text presents information (e.g. sequentially, comparatively, causally).

RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

RH.6-8.7 Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing History, Science and Technical Subjects Text Types and Purposes

WHST.6-8.1. Write arguments focused on discipline-specific content.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows form and supports the information or explanation presented.

Inclusion of LGBTQ and Individuals with Disabilities Inclusive Curriculum into Social Studies Curriculum:

In each curricular area, the district will adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This standard would be addressed via read alouds, class discussions and dialogue of inclusiveness, character growth and development, story mapping and plot, increasing representation of diverse characters, and real world connections.

- Awareness and Application of NJ Transgender Student Guidance for School Districts-

- From NJ-S1569:

Incorporations of “...inclusive instructional materials... that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate.”

- <https://nj.gov/education/students/safety/sandp/transgender/Guidance.pdf> :

The New Jersey Law Against Discrimination (“NJLAD”), N.J.S.A. 10:5-12(11)(f), generally makes it unlawful for schools to subject individuals to differential treatment based on race, creed, color, national origin, ancestry, marital status, domestic partnership or civil union status, sex, affectional or sexual orientation, gender identity or expression, disability or nationality.

Title IX of the Education Amendments of 1972 (“Title IX”) specifically prohibits discrimination on the basis of sex in federally-funded education programs and activities [20 U.S.C. § 1681(a)].

N.J.S.A. 18A:36-41 directs the Commissioner of the New Jersey Department of Education to establish guidelines to provide direction for schools in addressing common issues concerning the needs of transgender students, and to assist schools in establishing policies and procedures that ensure a supportive and nondiscriminatory environment for transgender students.

1. Definitions
2. Student-Centered Approach
3. Safe and Supportive Environment
4. Confidentiality and Privacy
5. School records
6. Activities With respect to gender-segregated classes or athletic activities, including intramural and interscholastic athletics, all students must be allowed to participate in a manner consistent with their gender identity.
7. Use of Facilities

8. Resources

Holocaust Commission Mandate Grades K-8:

N.J.S.A. 18A:35-28, Holocaust/Genocide Education to be taught to all Egg Harbor City students in grades K-8 and to be included in Social Studies and when applicable ELA instructional lesson plans.

In 1994 the legislature voted unanimously in favor of an act requiring education on the Holocaust and genocide in elementary and secondary education and it subsequently signed into law by Governor Whitman. The law indicates that issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide, shall be included for all children from K-12th grade. Because this is a law and in Statute any changes in standards would not impact the requirement of education on this topic in all New Jersey public schools.

A review of the English Language Arts and Literacy in History/Social Studies, Science and Technical subjects in the ELA curricular document can assist as a framework in developing a well articulated multi-disciplinary K-8 Holocaust/genocide program of study in Egg Harbor City Schools.

For recommendations of incorporating Holocaust and genocide education into your classroom instruction, the Commission encourages educators to use the study guides available on the Commission website at, [New Jersey Commission on Holocaust Education - Curriculum](#). The implementation of this mandate will be found specifically in standard 6.3

Amistad Commission Mandate for Grades K-8:

The Amistad Commission Mandate will be taught to all Egg Harbor City students in grades K-8 and to be included in Social Studies and when applicable ELA instructional lesson plans.

This mandate requires the teaching of the African slave trade, slavery in America, the vestiges of slavery in this county and the contributions of African Americans to our society.

“In presenting the sweeping narrative of American history, African Americans have for too long, been cast in minor roles far from events, personalities and themes that become ingrained in every student’s memory. In New Jersey, that is all changing ...” (Stephanie James Wilson, 2008).

Background:

Under legislation sponsored by Assemblymen William D. Payne and Craig A. Stanley, schools in the Garden State are moving to recognize the integral part African-Americans have played at every turn in this nation’s history. The Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum. This legislation also created the Amistad Commission, a 23-member body charged with ensuring that African-American history, contributions and experiences are adequately taught in the state’s classrooms.

Purpose:

The Amistad Commission ensures that the Department of Education and public schools of New Jersey implement materials and texts which integrate the history and contributions of African-Americans and the descendants of the African Diaspora.

Goals:

- 1) To infuse the history of Africans and African-Americans into the social studies curriculum in order to provide an accurate, complete and inclusive history.
- 2) To ensure that New Jersey teachers are equipped to effectively teach the revised social studies core curriculum content standards.
- 3) To create and coordinate workshops, seminars, institutes, memorials and events which raise public awareness about the importance of the history of African-Americans to the growth and development of American society in global context.

Integration of 21st Century Skills through NJSLs 9:

New Jersey's Standard 9 is composed of the Career Readiness, Life Literacies, and Key Skills

- Mission- Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.
- This standard will be addressed via researching and presenting information, working collaboratively with partners or small groups, using technology like Google Suite on a regular basis, grounding reading, writing, and speaking in evidence from text, both literary and informational, building knowledge through content rich non-fiction, inferencing, identifying main idea and theme, sequence of events, cause and effect, vocabulary, problem and solution, point of view, and by evaluating various forms of media and formats.
- **Vision- An education in career readiness, life literacies, and key skills fosters a population that:**
Continually self-reflects and seeks to improve the essential life and career practices that lead to success;
Uses effective communication and collaboration skills and resources to interact with a global society; Possesses financial literacy and responsibility at home and in the broader community; Plans, executes, and alters career goals in response to changing societal and economic conditions; and seeks to attain skill and content mastery to achieve success in a chosen career path.

9.1 Financial Literacy Themes

- Civic Financial Responsibility
- Financial Institutions
- Financial Psychology
- Planning and Budgeting
- Risk Management
- Economic and Government Influences
- Credit Profile

9.2 Career Awareness, Exploration, Preparation and Training Themes

- Career Awareness and Planning

9.4 Life Literacies and Key Skills Themes

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Digital Citizenship
- Global and Cultural Awareness
- Information and Media Literacy
- Technology Literacy
- Career Readiness, Life Literacy, and Key Skills Practices

NJSLS Standard 9 is integrated across the K-8 curriculum in various subject areas, where appropriate. Lessons could include:

- working collaboratively to solve problems
- comparing and contrasting
- classroom debates and negotiations
- speaking and listening skills
- networking
- customizing resumes and references
- questioning techniques
- communicating clearly and effectively, with reason
- employ valid and reliable research strategies
- accept and integrating criticism and feedback
- utilize critical thinking to make sense of problems and persevere in solving them
- use technology to enhance productivity
- In addition, a yearly career fair will be conducted.

The integration of 21st century skills will be identified on lesson plans.

Career Readiness, Life Literacies, and Key Skills

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions

- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Standards in Action: Climate Change

- The NJSLS-CLKS includes the skills, knowledge and practices necessary for success in an increasingly complex world and changing natural environment. Climate change is included in these standards. Collaborating to solve a problem, approaching a solution with innovation, and determining the validity of a source of information are all essential skills required in the standards and necessary for students to maintain awareness of and successfully address climate change. Climate change can be integrated into the teaching of these standards in a few ways. For example, middle school students could develop a plan for implementing an environmentally focused project in the local community such as protecting a wetland or developing an urban greenway along a stream. The plan would include goals, priorities and necessary resources. In a career and technical education program, as a part of a green building design integrated project, students could explore various sustainable and reclaimed products used for construction. After researching several sources, students would create a collage of information, share with their classmates and take notes on new products and ideas.

New Jersey's Standard 9.1 Financial Literacy

- This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance.
- Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- This standard would be addressed via read alouds, STEAM and problem solving activities, by having a classroom economy, the use of school-wide currency, higher order thinking and questioning strategies, and by hosting a career fair each year.
- Resources-[My Classroom Economy](#) link

- Free Experiential learning / Financial Literacy
- [My Classroom Economy Resource](#)

New Jersey's Standard 9.2 Career Awareness, Exploration, and Preparation

- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- This standard would be addressed via researching and presenting information, working collaboratively with partners or small groups, using technology like Google Suite on a regular basis, grounding reading, writing, and speaking in evidence from text, both literary and informational, building knowledge through content rich non-fiction, inferencing, identifying main idea and theme, sequence of events, cause and effect, vocabulary, problem and solution, point of view, and by evaluating various forms of media and formats.

New Jersey's Technology Standard 9.3 Career and Technical Education

- All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Standard 9.3 is broken into the following strands:

- Strand A: Career Awareness (met by Grade 4)
- Strand B: Career Exploration (met by Grade 8)
- This standard would be addressed via researching and presenting information, working collaboratively with partners or small groups, using technology like Google Suite on a regular basis, grounding reading, writing, and speaking in evidence from text, both literary and informational, building knowledge through content rich non-fiction, inferencing, identifying main idea and theme, sequence of events, cause and effect, vocabulary, problem and solution, point of view, and by evaluating various forms of media and formats.

Standard 9.4 Life Literacies and Key Skills.

- This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Personal Financial Literacy:

- New Jersey's Standard 9.1 Personal Financial Literacy
 - This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance.
 - Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Theme 1: Civic Financial Responsibility

- This idea will be addressed via read alouds, researching various civic duties and responsibilities, delineating classroom jobs, project based learning activities on volunteering and giving back to the community

Theme 2: Financial Institutions

- This standard will be addressed via read alouds, researching the American banking and credit system, STEAM and problem solving activities, analysis of informational text (primary and secondary)

Theme 3: Financial Psychology

- This standard will be addressed via STEAM and problem solving activities, having a classroom token economy, personal reflections on spending habits and emotional well-being

Theme 4: Planning and Budgeting

- This standard will be addressed via STEAM and problem solving activities, by having a classroom economy, the use of school-wide currency, analysis of informational texts regarding savings accounts

Theme 5: Risk Management

- This standard will be addressed via the use of read alouds regarding insurance, higher order thinking and questioning techniques regarding when insurance is needed

Theme 6: Economic and Government Influences (Grades 5- 8)

- This standard will be addressed via read alouds, research and debates on taxation, research on the history of taxation, defining trade practices throughout American history, determining state and federal financial laws.

Theme 7: Credit Profile (Grades 5th- 8th)

- This standard will be addressed via read alouds, analysis of informational texts, compare and contrasting product prices, classroom discussions on credit score

Career Awareness, Exploration and Preparation

New Jersey's Standard 9.2 Career Awareness, Exploration, and Preparation

- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- This standard would be addressed via researching and presenting information, working collaboratively with partners or small groups, using technology like Google Suite on a regular basis, grounding reading, writing, and speaking in evidence from text, both literary and informational, building knowledge through content rich non-fiction, inferencing, identifying main idea and theme, sequence of events, cause and effect, vocabulary, problem and solution, point of view, and by evaluating various forms of media and formats.

Theme 1: Career Awareness and Planning

- This standard will be addressed via the use of read alouds regarding occupations, defining individual skills, training, and knowledge required for various occupations and higher education, determining incomes associated with various careers, compare and contrast of public, private and entrepreneurial occupations

Career Readiness, Life Literacies, and Key Skills

Standard 9.4 Life Literacies and Key Skills.

- This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Theme 1: Creativity and Innovation

- This standard will be addressed via read alouds, project based learning assignments, think-a-louds, classroom collaboration activities, perspective- taking assignments, and problem solving assignments as they relate to career readiness

Theme 2: Critical thinking and problem solving

- This standard will be addressed via read alouds, project based learning assignments, research assignments, compare and contrast activities, multi-solution project based learning assignments, local, national, and global research projects based on current events

Theme 3: Digital Citizenship

- This standard will be addressed via read alouds, project based learning assignments, research assignments, primary and secondary resource analysis, citation assignments, online safety and research assignments, student presentations, collaborative activities, outcome based assignments regarding technology safety

Theme 4: Global and Cultural Awareness

- This standard will be addressed via read alouds, project based learning assignments, research assignments, classroom discussions, cultural awareness activities,

Theme 5: Information and Media Literacy

- This standard will be addressed via read alouds, project based learning assignments, research assignments, classroom discussions, Google Scholar assignments, Google Suite activities, analysis of media bias assignments

Theme 6: Technology Literacy

- This standard will be addressed via read alouds, project based learning assignments, research assignments, classroom discussions, use of Google Docs and Microsoft Word assignments, Google Suite Slides and Microsoft Powerpoint assignments, Google Sheets and Microsoft Excel assignments, current events assignments

Career Ready Practices:

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of Study.

Integration and Focus -

- Our career programs are focused on STEAM based practices, meaning all lessons are hands-on and introduce students to high interest, STEM-based careers.
- With our career programs, students learn how the concepts and topics they learn in school are related to the real world. And, all lessons are experiential and use simple supplies, no text book or handout is used.
- The career programs will utilize videos, magazines, presenters, internet search engines, hands on projects, and experiments that focus on topics that link student learning to various career options.

Technology through NJSL and Career Education: Identified on Lesson Plan –

Mission:

Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives. The power of technology discretely supports all curricular areas and multiple levels of mastery for all students.

Vision:

The design process builds in our students the recognition that success is not merely identifying a problem but working through a process and that failure is not an end but rather a point for reevaluation. Whether applied as a skill in product development, in the learning environment, in daily life, in a local or more global arena, the design process supports students in their paths to becoming responsible, effective citizens in college, careers and life. Computational thinking provides an organizational means of approaching life and its tasks. It develops an understanding of technologies and their operations and provides students with the abilities to build and create knowledge and new technologies.

Standards:

Technology Standard 8.1: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

Use of non-fiction media, science-specific vocabulary, data analysis, lab reports, research-based assignments, word processing, online spreadsheet tools, STEM activities, problem-based learning

Technology Standard 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Problem-based learning, STEM activities, use of non-fiction media, solving real-world science-based issues (ex. global warming, filtration, alternate fuels, etc), engineering activities (particularly civil engineering), projects with constraints

Implementation During Instruction:

- Webquests
- Demos Activities
- Classroom Responders
- Chromebooks
- Online Progress Monitoring Tools
- Online Assessments
- Online Word Processing
- Let's Go Learn
- LinkIt

Additional Content-Specific Information/Resources –

1. National / International Technology Student Standards

1. 8.1 Educational Technology
 1. [International Society for Technology in Education \(ISTE\) Standards for Student](#)
 2. [American Association of School Librarians \(AASL\) Student Standards for the 21st-Century Learner](#)
 3. [Common Sense Student Standards Alignment in the K-12 Digital Citizenship Curriculum](#)
2. 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming
 1. [K12 Computer Science Student Framework Statements by Grade Band](#)
 2. [International Technology and Engineering Educators Association Standards for Technological Literacy](#)

Career Education:

Identified on Lesson Plan –

- Integrated into 21st Century Skills (NJSLS 9) and Technology (NJSLS 8)
- Annual Career Fair
- Career Ready Practices
 - o CRP1. Act as a responsible and contributing citizen and employee
 - o CRP2. Apply appropriate academic and technical skills.
 - o CRP3. Attend to personal health and financial well-being.
 - o CRP4. Communicate clearly and effectively and with reason.
 - o CRP5. Consider the environmental, social and economic impacts of decisions.
 - o CRP6. Demonstrate creativity and innovation.
 - o CRP7. Employ valid and reliable research strategies.
 - o CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 - o CRP9. Model integrity, ethical leadership and effective management.
 - o CRP10. Plan education and career paths aligned to personal goals.
 - o CRP11. Use technology to enhance productivity.
 - o CRP12. Work productively in teams while using cultural global competence.

Integration and Focus -

- Our career programs are focused on STEM based practices, meaning all lessons are hands-on and introduce students to high interest, STEM-based careers.
- With our career programs, students learn how the concepts and topics they learn in school are related to the real world. And, all lessons are experiential and use simple supplies, no text book or handout is used.
- The career programs will utilize videos, magazines, presenters, internet search engines, hands on projects, and experiments that focus on topics that link student learning to various career options.

Curriculum

<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>
<ul style="list-style-type: none"> • My Family My School • Everybody Works • Where We Live • Our Traditions • Life Then and Now • Holocaust • Amistad 	<ul style="list-style-type: none"> • My School My Community • Work in Community • Looking At Our World • Traditions We Share • Our Past Our Present • Holocaust • Amistad 	<ul style="list-style-type: none"> • My Community My County • Working To Meet Our Needs • The World Around Us • Celebrating Our Traditions • Our Nation Past And Present • Holocaust • Amistad
<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
<ul style="list-style-type: none"> • Our Communities • Our Environment • Communities Build A Nation 	<ul style="list-style-type: none"> • The Land Of New Jersey • Native American And European Settlers 	<ul style="list-style-type: none"> • First Americans • Exploring The Americas • Colonial America

<ul style="list-style-type: none"> • Citizenship • US Government • Holocaust • Amistad 	<ul style="list-style-type: none"> • A New Nation • Building A New Nation • New Century/New Challenges • Modern New Jersey • Holocaust • Amistad 	<ul style="list-style-type: none"> • Life in the American Colonies • Spirit of independence • American Revolution • A More Perfect Union • Constitution • Federalist Era • Holocaust • Amistad
<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
<ul style="list-style-type: none"> • Jefferson Era • Growth And Expansion • Jackson Era • Manifest Destiny • North And South • Towards Civil War • Civil War • Reconstruction Era • Holocaust • Amistad 	<ul style="list-style-type: none"> • <i>Early Human Society</i> • <i>Mesopotamia/ Egypt/ Kush</i> • <i>Civilization In India And China</i> • <i>Foundations of Western Ideas</i> • Holocaust • <i>Amistad</i> 	<ul style="list-style-type: none"> • <i>The Roman World</i> • <i>Islamic and African Civilizations</i> • <i>Empires of Asia And The Americas</i> • <i>Renewal In Europe</i> • Holocaust • <i>Amistad</i> • <i>Civics</i>

Egg Harbor City Grades K-8: Social Studies Pacing Guide

Grade Level	Unit	Weeks of Instruction - Approximately	Standards
Kindergarten	My Family, My School	4-6	<p>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.</p> <p>6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.</p> <p>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community</p> <p>.1.2.CivicsPI.5: Describe how communities work to</p>

			<p>accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>6.1.2.CivicsPI.6: Explain what government is and its function</p> <p>6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p>6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good..</p> <p>6.1.2.CivicsPR.4Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.</p>
Kindergarten	Everybody Works	4-6	<p>6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g.,</p>

			<p>mayor, town council).</p> <p>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.</p> <p>6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules</p> <p>6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules</p> <p>6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community</p> <p>.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish</p> <p>responsibilities, and fulfill roles of authority.</p> <p>6.1.2.CivicsPI.6: Explain what</p>
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			<p>government is and its function.</p> <p>6.1.2.CivicsCM.1 describe why it is important that individuals assume personal and vivid responsibilities in a democratic society.</p> <p>6.1.2.Civics CM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems.</p> <p>6.1.2. Civics CM.3: Explain how Diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.</p> <p>6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.</p> <p>.1.2.EconET.4: Explain the impact that decisions about</p>
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			savings, debt, and investment can have on individuals' lives.
Kindergarten	Where We Live	4-6	<p>6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p>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).</p> <p>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.</p> <p>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).</p> <p>6.1.2.Geo.SV.4: Identify</p>

			<p>examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).</p> <p>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.</p> <p>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).</p> <p>6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p> <p>6.1.2.Geo.HE.4: Investigate the relationship between the</p>
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			<p>physical environment of a place and</p> <p>the economic activities found there.</p> <p>6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.</p> <p>6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions</p>
Kindergarten	Our Traditions	4-6	<p>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.</p> <p>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.</p> <p>6.1.2.HistoryUP.3: Use examples from the past and</p>

			<p>present to describe how stereotyping and prejudice can lead to conflict.</p> <ul style="list-style-type: none"> • 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. <p>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.</p> <p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p>
Kindergarten	Life Then and Now	4-6	<p>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.</p> <p>6.1.2.HistoryCC.2: Use a timeline of important events to</p>

			<p>make inferences about the "big picture" of history.</p> <p>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>6.1.2.Civics CM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems.</p> <p>6.1.2. Civics CM.3: Explain how Diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.</p> <p>6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions</p> <p>6.1.2.EconET.1: Explain the</p>
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			<p>difference between needs and wants.</p> <p>6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.</p> <p>6.1.2.EconET.3: Describe how supply and demand influence price and output of products.</p>
Kindergarten	Holocaust	2-4	<p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts,</p> <p>listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to</p> <p>make decisions.</p> <p>6.1.2.CivicsPR.1 Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.4Explain why</p>

			teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
Kindergarten	Amistad	2-4	<p>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</p> <p>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>6.1.2.CivicsPR.1 Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.</p>
Grade 1	My School, My Community	4-6	6.1.2.CivicsPI.1: Describe roles and responsibilities of

			<p>community and local government leaders (e.g., mayor, town council).</p> <p>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.</p> <p>6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules</p> <p>6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community</p> <p>6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>6.1.2.CivicsPI.6: Explain what government is and its function.</p> <p>6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to</p>
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			<p>school and/or community members and make recommendations for change.</p> <p>6.1.2.CivicsPR.1 Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p>6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.</p> <p>6.1.2.Civics CM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and</p>
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			<p>solve problems.</p> <p>6.1.2. Civics CM.3: Explain how Diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and communities.</p>
Grade 1	Work in Community	4-6	<p>6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p>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.</p> <p>6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make</p>

			<p>rules</p> <p>6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community</p> <p>.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish</p> <p>responsibilities, and fulfill roles of authority.</p> <p>6.1.2.CivicsPI.6: Explain what government is and its function.</p>
Grade 1	Looking at Our World	4-6	<p>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).</p> <p>6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p>6.1.2.Geo.SV.2: Describe how maps are created for a specific</p>

			<p>purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).</p> <p>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).</p> <p>6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought)</p> <p>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.</p> <p>6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental</p>
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			<p>characteristics of places or regions (e.g., transportation, housing, dietary needs).</p> <p>6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in</p> <p>New Jersey and the United States.</p> <p>6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and</p> <p>the economic activities found there.</p>
Grade 1	Traditions We Share	4-6	<p>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.</p> <p>6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change</p>

			<p>and/or reflect more than one culture.</p> <p>6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</p> <ul style="list-style-type: none"> • 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. <p>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.</p> <p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p>
Grade 1	Our Past, Our Present	4-6	<p>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.</p>

			<p>6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history</p> <p>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.</p> <p>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>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)</p> <p>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</p>
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			<p>name, originating members, important historical events and places).</p> <p>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.</p> <p>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.</p> <p>6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</p>
Grade 1	Holocaust	2-4	6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering

			<p>facts,</p> <p>listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.1 Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.</p>
Grade 1	Amistad	2-4	<p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts,</p> <p>listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together</p>

			<p>to</p> <p>make decisions.</p> <p>6.1.2.CivicsPR.1 Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.</p>
Grade 2	My Community, My County	4-6	<p>6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p>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.</p> <p>6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules</p>

			<p>6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community</p> <p>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.</p> <p>6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</p> <p>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.</p> <p>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,</p>
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			<p>novels, plays).</p> <p>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).</p> <p>6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p>6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.</p> <p>6.1.2.CivicsCM.1 describe why it is important that individuals assume personal</p>
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			<p>and vivid responsibilities in a democratic society.</p> <p>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.</p> <p>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).</p> <p>6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p> <p>6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and</p>
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			the economic activities found there.
Grade 2	Working to Meet Our Needs	4-6	<p>6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.</p> <p>6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions</p> <p>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</p> <p>6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</p>

			<p>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.</p> <p>6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.</p> <p>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>6.1.2.EconET.1: Explain the difference between needs and wants.</p> <p>6.1.2.EconET.2: Cite examples of choices people make when resources are scarce</p> <p>6.1.2.EconET.3: Describe how supply and demand influence price and output of products</p> <p>6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment</p>
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			<p>can have on individuals' lives.</p> <p>6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.</p>
Grade 2	The World Around Us	4-6	<p>6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.</p> <p>6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.</p> <p>6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions</p> <p>6.1.2.EconNE.2: Describe examples of goods and services that governments provide.</p> <p>6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.</p>

			<p>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.</p> <p>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).</p> <p>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).</p> <p>6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p>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).</p>
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			<p>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).</p> <p>6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought)</p>
Grade 2	Celebrating Our Traditions	4-6	<p>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.</p> <p>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.</p> <p>6.1.2.HistoryUP.3: Use examples from the past and</p>

			<p>present to describe how stereotyping and prejudice can lead to conflict.</p> <ul style="list-style-type: none"> • 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. <p>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.</p> <p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p>
Grade 2	Our Nation Past and Present	4-6	<p>6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p>6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs</p>

			<p>and ensure the safety of community members.</p> <p>6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.</p> <p>6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>6.1.2.CivicsPI.6: Explain what government is and its function</p> <p>6.1.2.CivicsPR.4Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.</p>
Grade 2	Holocaust	2-4	6.1.2.CivicsPD.1: Engage in

			<p>discussions effectively by asking questions, considering facts,</p> <p>listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to</p> <p>make decisions.</p> <p>6.1.2.CivicsPR.1 Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.</p>
Grade 2	Amistad	2-4	<p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts,</p> <p>listening to the ideas of others, and sharing opinions.</p>

			<p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.1 Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.</p>
Grade 3	Our Communities	4-6	<p>6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p>6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or</p>

			<p>society.</p> <p>6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.</p> <p>6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.</p> <p>6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.</p>
Grade 3	Our Environment	4-6	<p>6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p>6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States</p>

			<p>6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</p> <p>6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.</p> <p>6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</p> <p>6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p>6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific</p>
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			<p>purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).</p> <p>6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p>6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</p> <p>6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).</p>
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			<p>6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.</p>
Grade 3	Communities Build a Nation	4-6	<p>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.</p> <p>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> <p>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>6.1.5.CivicsPD.4: Compare the</p>

			<p>qualifications of candidates running for local, state, or national public office with the responsibilities of the position.</p> <p>6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p>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.</p> <p>6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.</p> <p>6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p>
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			6.1.2.CivicsPI.6: Explain what government is and its function.
Grade 3	Citizenship	4-6	<p>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> <p>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> <p>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>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> <p>6.1.5.CivicsDP.1: Using evidence, explain how the core</p>

			<p>civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).</p> <p>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).</p> <p>6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.</p> <p>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.</p> <p>6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).</p>
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			<p>6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.</p> <p>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.</p> <p>6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</p> <p>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.</p> <p>6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse</p>
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			<p>experiences who have contributed to the improvement of society.</p> <p>6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.</p>
Grade 3	U.S. Government	4-6	<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>6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.</p> <p>6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.</p> <p>6.1.5.CivicsPI.6: Distinguish</p>

			<p>the roles and responsibilities of the three branches of the national government.</p> <p>6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.</p> <p>6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.</p> <p>6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.</p> <p>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.</p> <p>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</p>
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			<p>officials).</p> <p>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>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> <p>6.1.5.CivicsDP.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).</p> <p>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).</p> <p>6.1.5.CivicsDP.3: Describe the</p>
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			<p>role of religious freedom and participatory government in various North American colonies.</p> <p>6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</p> <p>6.1.5.CivicsPR.2: Describe the process by which immigrants</p> <p>6.1.5.CivicsDP.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).</p> <p>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).</p> <p>6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in</p>
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			<p>various North American colonies.</p> <p>6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</p> <p>6.1.5.CivicsPR.2: Describe the process by which immigrants</p> <p>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.</p> <p>6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p>
Grade 3	Holocaust	2-4	<p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of</p>

			<p>others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.1 Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.4Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p>
Grade 3	Amistad	2-4	<p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.1 Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.4Explain why</p>

			teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
Grade 4	The Land of New Jersey	4-6	<p>6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.</p> <p>6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.</p> <p>6.1.5.GeoPP.5: Describe how the migration and settlement</p>

			<p>patterns of Native American groups impacted different regions of the Western Hemisphere.</p> <p>6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p>6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</p> <p>6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).</p> <p>6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial</p>
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			<p>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.</p> <p>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).</p> <p>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> <p>6.1.5.EconNE.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.</p> <p>6.1.5.EconNE.3: Describe how</p>
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			<p>the development of different transportation systems impacted the economies of New Jersey and the United States.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions,</p>
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			<p>and other contributions of prominent figures who lived New Jersey.</p> <p>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.</p>
Grade 4	Native Americans and European Settlers	4-6	<p>6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</p> <p>6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.</p> <p>6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on</p>

			<p>the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6.1.5.HistoryUP.2: Compare</p>
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			<p>and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.</p> <p>6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p> <p>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.</p> <p>6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p>
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			6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
Grade 4	A New Nation	4-6	<p>6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p> <p>6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.</p> <p>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.</p> <p>6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and</p>

			<p>land routes.</p> <p>6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</p> <p>6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas</p> <p>6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.</p> <p>6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <p>6.1.5.EconNE.1: Explain the ways in which the government pays for the goods and services it provides.</p> <p>6.1.5.HistoryCC.10: Analyze the power struggle among</p>
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			<p>European countries and determine its impact on people living in Europe and the Americas.</p> <p>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.</p>
Grade 4	Building a Nation	4-6	<p>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.</p> <p>6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers)</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</p>

			<p>how they interact with citizens at local, state, and national levels.</p> <p>6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.</p> <p>6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.</p> <p>6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.</p> <p>6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.</p> <p>6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.</p> <p>6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations'</p>
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			<p>governments, customs, and laws.</p> <p>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.</p> <p>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).</p> <p>6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.</p> <p>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</p>
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			<p>of petition, the right to vote, and the right to due process).</p> <p>6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p>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.</p> <p>6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.</p> <p>6.1.5.HistoryCC.14: Compare</p>
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			<p>the practice of slavery and indentured servitude in Colonial labor systems.</p> <p>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).</p>
Grade 4	New Century, New Challenges	4-6	
Grade 4	Modern New Jersey	4-6	<p>6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.</p> <p>6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p>

			<p>6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.</p> <p>6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</p> <p>6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p>6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</p> <p>6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and</p>
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			<p>differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).</p> <p>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.</p> <p>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).</p> <p>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</p>
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			<p>economic opportunities.</p> <p>6.1.5.EconNE.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.</p> <p>6.1.5.EconNE.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p> <p>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.</p> <p>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.</p> <p>6.1.5.HistoryCC.8: Make</p>
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			<p>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.</p> <p>6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.</p> <p>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.</p>
Grade 4	Holocaust	2-4	<p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals</p>

			<p>can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.1 Determine what makes a good rule or law.</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>
Grade 4	Amistad	2-4	<p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.1 Determine what makes a good rule or law.</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</p>

			respectful of individual rights.
Grade 5	First Americans	3-4	<p>6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere</p> <p>6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p>6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p> <ul style="list-style-type: none"> • 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. <p>6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and</p>

			<p>land routes.</p> <p>6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.</p> <p>6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.</p> <p>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.</p> <p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p>
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			6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
Grade 5	Exploring The Americas	3-4	<p>6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p>6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.</p> <p>6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p> <p>6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on</p>

			<p>individuals, communities, and regions.</p> <p>6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.</p> <p>6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.</p> <p>6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.</p> <p>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).</p> <p>6.1.5.EconEM.5: Explain why individuals and societies trade,</p>
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			<p>how trade functions, and the role of trade.</p> <p>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.</p> <p>6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.</p> <p>6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the</p>
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			<p>Columbian Exchange on ecology, agriculture, and culture.</p> <p>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.</p> <p>6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p>
Grade 5	Colonial America	3-4	<p>6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.</p> <p>6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.</p>

			<p>6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p> <p>6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</p> <p>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.</p> <ul style="list-style-type: none">• 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. <p>6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict</p>
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			<p>and cooperation among European colonists and Native American resulting in changes to conditions.</p> <p>6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.</p> <p>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.</p> <p>6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.</p> <p>6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</p> <p>6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of</p>
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			<p>people, goods, and ideas.</p> <p>6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.</p> <p>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).</p> <p>6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.</p> <p>6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.</p> <p>6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <p>6.1.5.EconNE.1: Explain the ways in which the government pays for the goods and services it provides.</p>
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			<p>6.1.5.EconNE.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.</p> <p>6.1.5.EconNE.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p> <p>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.</p> <p>6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</p>
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			<p>6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>6.1.5.EconNE.6: Examine the qualities of entrepreneurs in a capitalistic society.</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>
Grade 5	Life in American Colonies	3-4	<p>6.1.5.CivicsDP.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).</p> <p>6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of</p>

			<p>fundamental rights (e.g., fairness, civil rights, human rights).</p> <p>6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.</p> <p>6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p> <p>6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</p>
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			<p>6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.</p> <p>6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</p> <p>6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p>6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.</p> <p>6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and</p>
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			<p>technological events on human settlements and migration.</p> <p>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.</p> <p>6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.</p> <p>6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</p> <p>6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.</p>
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			<p>6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.</p> <p>6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.</p> <p>6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.</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>
Grade 5	Spirit of Independence	3-4	6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important

			<p>historical ideas, resources and events.</p> <p>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.</p> <p>6.1.5.CivicsDP.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).</p> <p>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).</p> <p>6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.</p>
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			<p>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).</p> <p>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.</p> <p>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.</p>
Grade 5	American Revolution	3-4	6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical

			<p>symbols, monuments, and holidays and how they affect the American identity.</p> <p>6.1.5.CivicsDP.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).</p> <p>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).</p> <p>6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions</p>
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			<p>6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</p> <p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</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> <ul style="list-style-type: none">• 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
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			<p>were impacted by the war.</p> <p>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.</p> <p>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</p> <p>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.</p>
Grade 5	A More Perfect Union	3-4	<p>6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</p>

			<p>6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions</p> <p>6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.</p> <p>6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>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.</p> <p>6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of</p>
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			<p>American politics and institutions.</p> <p>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> <p>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>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>
Grade 5	Constitution	3-4	6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important

			<p>historical ideas, resources and events.</p> <p>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).</p> <p>6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>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</p> <p>6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the</p>
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			<p>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.</p> <p>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.</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>
Grade 5	Federalist Era	3-4	<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</p>

			<p>at local, state, and national levels.</p> <p>6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.</p> <p>6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.</p> <ul style="list-style-type: none">• 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.• 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>6.1.5.CivicsPD.3: Explain how</p>
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			<p>and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p>6.1.5.CivicsDP.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).</p> <p>6.1.5.EconNE.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.</p> <p>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 federal government.</p>
Grade 5	Holocaust	2-4	<p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering</p>

			<p>facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.1 Determine what makes a good rule or law.</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>
Grade 5	Amistad	2-4	<p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.1 Determine what makes a good rule or law.</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.
Grade 6	Jefferson Era	3-4	<p>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> <ul style="list-style-type: none"> • 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>6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.</p> <p>6.1.8.CivicsHR.3.c: Construct an argument to explain how</p>

			<p>the expansion of slavery violated human rights and contradicted American ideals.</p> <p>6.1.8.EconET.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.</p> <p>6.1.8.EconET.4.b: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p> <p>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.</p>
Grade 6	Growth and Expansion	3-4	<p>6.1.8.EconET.4.b: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of</p>

			<p>the United States.</p> <p>6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p> <p>6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.</p> <p>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.</p>
Grade 6	Jackson Era	3-4	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.
Grade 6	Manifest Destiny	3-4	6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest

			Destiny influenced the acquisition of land through annexation, diplomacy, and war.
Grade 6	North and South	3-4	<p>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.</p> <p>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.</p> <p>6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad</p>
Grade 6	Toward Civil War	3-4	<p>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.</p> <p>6.1.8.HistoryCC.4.d: Analyze</p>

			<p>the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.</p> <p>6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South.</p>
Grade 6	Civil War	3-4	<p>6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.</p> <p>6.1.8.HistoryCC5.b: Analyze critical events and battles of the Civil War from different perspectives.</p> <p>6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South.</p>
Grade 6	Reconstruction Era	3-4	<p>6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</p> <p>6.1.8.HistoryUP.5.b: Examine the roles of women, African</p>

			<p>Americans, and Native Americans in the Civil War.</p> <p>6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p> <p>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).</p> <p>6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.</p> <p>6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives.</p> <p>6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and</p>
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			events that led to the Civil War using multiple sources from different perspectives.
Grade 6	Holocaust	2-4	<p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.1 Determine what makes a good rule or law.</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>
Grade 6	Amistad	2-4	<p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of</p>

			<p>others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.1 Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.4Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p>
Grade 7	Early Human Society	3-4	<p>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.</p> <p>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.</p>

			<p>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).</p> <p>6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.</p> <p>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.</p> <p>6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.</p> <p>6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of</p>
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			<p>life prior to written records.</p> <p>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</p>
Grade 7	Mesopotamia/Egypt/Kush	3-4	<p>6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</p> <p>6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.</p> <p>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</p>

			<p>Modern Pakistan/India; Ancient China and Modern China).</p> <p>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.</p> <p>6.2.8.EconGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.</p> <p>6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</p> <p>6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley</p>
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			<p>civilizations.</p> <p>6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.</p> <p>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.</p> <p>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</p> <ul style="list-style-type: none">• 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their
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			<p>decline.</p> <ul style="list-style-type: none">• 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. <p>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.</p> <ul style="list-style-type: none">• 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. <p>6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p>
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			<ul style="list-style-type: none"> • 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). <p>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</p> <p>6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</p> <p>6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding</p>
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			<p>territories with diverse populations</p> <p>6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.</p> <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
Grade 7	Civilization in India and China	3-4	<p>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.</p> <p>6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the</p>

			<p>development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion</p> <p>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</p> <ul style="list-style-type: none">• 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.• 6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia. <p>6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing</p>
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			<p>output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.</p> <ul style="list-style-type: none">• 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. <p>6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p> <ul style="list-style-type: none">• 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). <p>6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this</p>
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			<p>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</p> <p>6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</p> <p>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</p> <p>6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.</p>
Grade 7	Foundation of Western Ideas	3-4	6.2.8.CivicsPI.3.a: Compare

			<p>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.</p> <p>6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).</p> <p>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</p> <p>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</p>
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			<p>civilizations.</p> <p>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</p> <ul style="list-style-type: none">• 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.• 6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia. <p>6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing</p>
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			<p>output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.</p> <p>• 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.</p> <p>6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p> <p>• 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).</p> <p>6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this</p>
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			<p>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</p> <p>6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</p> <p>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</p> <p>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</p> <p>6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the</p>
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			empires' relationships with other parts of the world.
Grade 7	Holocaust	3-4	<p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.1 Determine what makes a good rule or law.</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>
Grade 7	Amistad	3-4	<p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p>

			<p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.1 Determine what makes a good rule or law.</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>
Grade 8	The Roman World	3-4	<p>6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.</p> <ul style="list-style-type: none"> • 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 <p>6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their</p>

			<p>economic development and interaction or isolation with other societies.</p> <p>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.</p>
Grade 8	Islamic and African Civilizations	3-4	<p>6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.</p> <p>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</p> <ul style="list-style-type: none"> • 6.2.8.GeoPP.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. <p>6.2.8.GeoPP.4.b: Assess how maritime and overland trade</p>

			<p>routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road)</p> <ul style="list-style-type: none">• 6.2.8.GeoPP.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 <p>6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.</p> <p>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.</p> <ul style="list-style-type: none">• 6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and
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			<p>commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).</p> <ul style="list-style-type: none">• 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 people6.2.8.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.
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Grade 8	Empires of Asia and the Americas	3-4	<p>6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.</p> <ul style="list-style-type: none"> • 6.2.8.GeoPP.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. <p>6.2.8.GeoPP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road)</p> <p>6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.</p> <p>6.2.8.EconGE.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between</p>
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			<p>Europe and the Yuan (Mongol) Dynasty</p> <p>6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.</p> <ul style="list-style-type: none">• 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).• 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 <p>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</p>
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			time.
Grade 8	Renewal In Europe	3-4	<p>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).</p> <p>6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.</p> <ul style="list-style-type: none"> • 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations • 6.2.8.GeoPP.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. <p>6.2.8.GeoPP.4.b: Assess how</p>

			<p>maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road)</p> <ul style="list-style-type: none">• 6.2.8.GeoPP.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 <p>6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.</p> <p>6.2.8.EconGE.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty</p> <p>6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic,</p>
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			<p>and political order.</p> <p>6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism</p> <ul style="list-style-type: none">• 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). <p>6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.</p> <ul style="list-style-type: none">• 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.
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			<ul style="list-style-type: none"> • 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.
Grade 8	Civics	2 Marking Periods	6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve. 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship). 6.3.8.CivicsPI.3: use a variety of sources from multiple

			<p>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.</p> <p>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.</p> <p>6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion</p> <p>6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level</p> <p>6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals</p>
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			<p>are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.</p> <p>6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.</p> <p>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).</p> <p>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> <p>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</p>
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			<p>the North American colonies.</p> <p>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.</p> <p>6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</p> <p>6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.</p> <p>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</p>
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			<p>addressed in a democratic society.</p> <p>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.</p> <p>6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.</p> <p>6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.</p> <p>6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).</p> <p>6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property,</p>
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			taxes).
Grade 8	Holocaust	3-4	<p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.1 Determine what makes a good rule or law.</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>
Grade 8	Amistad	3-4	<p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2: Establish a</p>

			<p>process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.1 Determine what makes a good rule or law.</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>
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Legislation that can apply to all content areas

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.

Asian American and Pacific Islanders Legislation

On Jan. 18, 2022, [Gov. Phil Murphy signed legislation](#) that:

- Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders are included in the New Jersey Student Learning Standards for Social Studies in kindergarten through grade 12 ([L.2021, c.416](#)).
- Establishes the Commission on Asian American Heritage within the NJDOE ([L.2021, c.410](#)). The purpose of the commission is in part to “survey, design, encourage and promote the implementation of Asian or Asian American cultural and educational programs in this state.”

In accordance with P.L.2021, c.416, local educational agencies are required to select and adopt inclusive instructional materials that portray the cultural diversity of Asian Americans and Pacific Islanders for implementation in the 2022-2023 school year.

Amistad

The State of New Jersey has an Amistad Commission Interactive Curriculum for grades k-12 [Amistad Curriculum](#)

The topics covered in the Amistad curriculum are embedded within our curricula units. The Amistad Commission Interactive Curriculum units contain the following topics:

- | | |
|---|---|
| 1. Social Studies Skills | 5. Establishment of a New Nation and Independence to Republic (1600-1800) |
| 2. Indigenous Civilization (1000-1600) | 6. The Constitution and Continental Congress (1775-1800) |
| 3. Ancient Africa (3000-1492) | 7. The Evolution of a New Nation State (1801-1860) |
| 4. The emerging Atlantic World (1200-1700) | 8. The Civil War and Reconstruction (1861-1877) |
| 9. Post Reconstruction and the origins of the Progressive Era | |
| 10. America Confronts the 20 th Century and the emergent of Modern America (1901-1920) | |
| 11. America In the 1920s and 1930s, Cultural, Political, and Intellectual, Development, and The New Deal, Industrialization and Global Conflict (1921-1945) | |
| 12. America in the Aftermath of Global Conflict, Domestic and Foreign Challenges, Implications and Consequences in an ERA of reform. (1946-1970) | |
| 13. National and Global Debates, Conflicts, and Developments & America Faces in the 21 st Century (1970-Present) | |

The Amistad Commission Interactive Curriculum contains the following resources for a teachers use that aligns with the topics covered:

Egg Harbor City School District Subject Area Curriculum: Social Studies Grade : _____ Unit#: _____ Lesson Plan #: _____	
Lesson Title:	
Standards:	Timeframe: X hours/days
Classroom Applications	
Objectives/Essential Questions	
Students Will: 1. 2. 3.	
Daily Essential Questions: (More Than One Can be Listed for Each Day) M T W R F	
Learning Activities/Instructional Strategies	
Lesson Sequence: 1. 2. 3.	
Evidence of Learning	
Formative Assessments: 1.	Differentiation (Modifications and Accommodations): (See Chart Below)

2. 3. Summative Assessments: 1. 2. 3.		1. 2. 3.	
Data Resources: 1. 2. 3.		Specific IEP, 504, ELL, BSI, or GT Plan Accommodations: (Individual Student Identification - Attached to Lesson Plan)	
Additional Lesson Components			
Integration of 21st Century Skills Through NJSLS 9 (Check All That Apply)			
Career Readiness Practices: (Highlight All That Apply) Global Awareness Economic Literacy Business Literacy Entrepreneurial Literacy Civic Literacy Health Literacy		Financial Literacy	Career Awareness, Exploration, and Preparation
Career Readiness Skills (Check All That Apply)			
Creativity and Innovation		Critical Thinking and Problem Solving	Communication and Collaboration
Media Literacy		Life and Career Skills	Other:
Interdisciplinary Connections: (Minimum of One Standard Must be Selected and Standard Number Included) <input type="checkbox"/> ELA Standard #			

<input type="checkbox"/> Math Standard # <input type="checkbox"/> Science Standard # <input type="checkbox"/> Social Studies Standard # <input type="checkbox"/> World Languages Standard # <input type="checkbox"/> Visual and Performing Arts Standard # <input type="checkbox"/> Comprehensive Health & Physical Education Standard #
Curriculum Resource Links: (Click Subject Area To Access Document) ELA Math Science Social Studies World Languages Visual and Performing Arts Comprehensive Health & Physical Education
<p style="text-align: center;">Integration of Technology (Check All That Apply)</p>
<input type="checkbox"/> Technology Standard 8.1: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. <input type="checkbox"/> Technology Standard 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
Technology Resource Link: https://www.state.nj.us/education/aps/cccs/tech/resources.htm
Materials/Equipment:
Additional Resources: (Websites, etc)

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Differentiation Accommodation and Modification Options Chart Resource:

Visual Reinforcement	Use Manipulatives	Multi-Sensory Approach
Repeat Instructions	Review Directions	Visual Reminders
Modified Tests	Oral Testing	Scribe
On Computer	Preferential Seating	Study Carrel
Avoid placing student under pressure of time or completion	Post Assignments	Assignment Pad
Limited Multiple Choice	Prior Notice of Test	Test Setting: Administer tests in small group and/or in a separate room
Check Work in Progress	Immediate Feedback	Have Student Restate Information
Support Auditory Presentations with Visuals	Repeat Directions Quietly	Provide Extra Assignment Time
Highlight Key Words	Have the student repeat and explain directions	Modified Homework
Clean Work Area	Test Scheduling: Adding time as needed, providing frequent breaks	Test Study Guides
Concrete Examples	Extra Response Time	Extra Time Tests
Provide Models	Extra Drill/Practice	Monitor Assignments
Recognize and Give Credit for Oral Participation	No Handwriting Penalty	Post Routines
Extra Time - Written Work	Positive Reinforcement	Mindfulness Activities

GATE Accommodation and Modification Options Chart Resource:

Encourage students to explore concepts in depth and encourage independent studies or investigations.	Use thematic instruction to connect learning across the curriculum.	Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.
Expand students' time for free reading.	Invite students to explore different points of view on a topic of study and compare the two.	Provide learning centers where students are in charge of their learning.
Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.	Determine where students' interests lie and capitalize on their inquisitiveness.	Refrain from having them complete more work in the same manner.

Employ differentiated curriculum to keep interest high.	Avoid drill and practice activities.	Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
If possible, compact curriculum to allow gifted students to move more quickly through the material	Encourage students to make transformations- use a common task or item in a different way.	Allow for choice.