



Allamuchy Township School District

Allamuchy, NJ

Social Studies

Grades K-8

CURRICULUM GUIDE

September 20, 2019

Mr. Joseph E. Flynn, Superintendent

Developed by:

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**This curriculum may be modified through varying techniques,
strategies and materials, as per an individual student's
Individualized Education Plan (IEP).**

Approved by the Allamuchy Board of Education

At the regular meeting held on September 23, 2019

And

**Aligned with the New Jersey Core Curriculum Content Standards
*And Common Core Content Standards***

Social Studies Curriculum

Introduction

The Allamuchy Township School Social Studies Curriculum is based on the New Jersey Student Learning Standards for Social Studies and is grounded in the New Jersey Student Learning Standards for English and Language Arts. The standards are incorporated across all grade levels in order to guarantee that all students in Allamuchy are receiving an education that will prepare them to be active, informed citizens and dedicated lifelong learners. Proficiencies have been delineated by grade level, and the associated standards and strands have been clearly indicated to allow for ease of use. Suggested activities provide classroom teachers and parents with opportunities for application, but they are by no means an exhaustive list.

The Social Studies curriculum recognizes the value of 21st Century Skills for Life and Career, and therefore focuses on the following principles and themes: 21st Century Life Skills, Personal Financial Literacy, 21st Century Career Awareness, Exploration, and Preparation, and Career and Technical Education.

An integral part of the New Jersey Student Learning Standards and the Allamuchy Township School District Social Studies curriculum is the development of content area skills. Rather than teaching these skills in isolation, teachers will incorporate them into all aspects of Social Studies instruction across all grade levels. Practice with and mastery of these skills will ensure that our students leave the Allamuchy Township School District with the critical thinking skills and higher-level reasoning abilities that will be a foundation for all future successes.

Philosophy

The philosophy of the Social Studies program in the Allamuchy Township School District is to engage students in the learning process so that they can draw connections between content and real-life applications. A well-rounded education in Social Studies provides students with the tools by which they can make sense of the past, understand the present, and positively influence the future. By incorporating the disciplines of history, geography, civics, and economics, the Social Studies curriculum is demonstrating to students that interdisciplinary connections will help them to understand their community, their world, and themselves. Students will recognize that Social Studies is a living, breathing discipline, rather than merely the study of times long gone by. The lessons of the past have real meaning for our modern world, and our visions of ourselves are influenced by the people who came before us. Students will gain an understanding of these people through exposure to primary source documents, and will discover that intrinsic motivation is the key to deeper learning. They will be encouraged to analyze points of view and to synthesize information to form a clear picture of events and developments. Facilitated by their teachers, students will begin to create a very personal understanding of Social Studies that is supported by inquiry, investigation, evaluation, and critical thinking. Assessment in Social Studies takes many shapes and occurs throughout the learning process. Creative and expository writing, research, non-linguistic representations, oral presentations, technological applications, and collaborative learning activities will accompany more traditional assessment forms such as tests and quizzes. At all levels, differentiated instruction will enable teachers to meet the diverse needs of all learners while challenging each individual student to strive to reach his or her potential.

Mission Statement

Building on tradition and success, the mission of the Allamuchy Township School District is to foster a caring and creative environment where students grow as learners and citizens while developing 21st century skills. We provide a culture for social emotional learning that contributes to a positive school climate, increased academic success, and a sense of ownership within the community.

The Allamuchy Learner

The Allamuchy Township School District pursues a holistic approach to encouraging the educational growth of every student. We consider each student as an individual with particular strengths and weaknesses, likes and dislikes and varying motivations. The goal of the Allamuchy educational program is to develop young people who are curious, well rounded, knowledgeable, caring, respectful and responsible so that they can evolve into self-sufficient and confident citizens and members of a diverse society.

Course Name: Social Studies, Kindergarten

In Kindergarten, instructional time should focus on two critical areas: (1) developing an understanding of the place of America in the world (2) developing an understanding of active citizenship

- 1. Students develop an age-appropriate understanding of the place and role of America in the world by examining community and family. By studying community and family structure, function, and traditions, students gain an understanding of the various strands of the Social Studies Standards: (A) Civics, Government, Human Rights (B) Geography, People, Environment (D) History, Culture, Perspective.
- 2. Students develop an age-appropriate understanding of the importance of Active Citizenship by studying the roles of community and family members. Understanding the ways that citizens interact with one another in these groups will give students working knowledge of strand (A) Civics, Government, Human Rights.

Grade K: Overview

- **Rules, Routines, and Responsibilities**
- **Neighborhood and Community**

Self, Family, and Tradition	Assessment	Resources	Methods
Domain: Identify rules, routines, and responsibilities			
Standards:			
<ul style="list-style-type: none"> • 6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines. 	-Observation of routines	-Classroom rules on display	-Role Play
<ul style="list-style-type: none"> • 6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs. 	-Observation of ability to fulfill responsibilities of classroom jobs	-Classroom Job List	-Classroom jobs modeling
<ul style="list-style-type: none"> • 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others. 	-Checklist of appropriate group behaviors -Class discussion	-Rules for group tasks on display -List of common & classroom rules	-Role play
<ul style="list-style-type: none"> • 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. 		-Read-alouds -Textbook & Supplementary materials	-Illustrate rules that help people to get along
<ul style="list-style-type: none"> • 6.3.4.A.1 Evaluate what makes a good rule or law and apply to rules and laws in your school or community (e.g., bike helmet, recycling) 	-Class discussion of good rules vs. silly or bad rules		-Good rule / bad rule game; drawing
Domain: Community and Neighborhood Awareness			
Standards:			
6.1.P.B.1 Develop an awareness of the physical	-Draw a map of the neighborhood.		-Walking field trip around campus

features of the neighborhood/community.
 6.1.P.B.2 . Identify, discuss, and role-play the duties of a range of community workers.

Domain: Self, Family, & Tradition

Standards:

- **6.1.P.D.1** Describe characteristics of oneself, one’s family, and others.
- **6.1.P.D.2** Demonstrate an understanding of family roles and traditions.
- **6.1.P.D.3** Express individuality and cultural diversity (e.g., through dramatic play).
- **6.1.P.D.4** Learn about and respect other cultures within the classroom and community.

-Draw a mural of community workers.

-Draw a self-portrait, picture of family, picture of class.

-Draw a picture of an important family tradition. Write about the tradition.

-Create & act out a skit about cultures

-Create a class mural about cultural traditions

-Guest speakers; role playing; drawing; storytelling

-Drawing; storytelling; class discussions

Course Name: Social Studies, Grade 1

In Grade 1, instructional time should focus on four critical areas: (1) developing an understanding of the American system of government (2) building a foundation of geography skills (3) recognizing the importance of heritage and tradition and (4) beginning a basic study of economic principles about jobs and the role of money.

- 1. Students develop an age-appropriate understanding of the American system of government by studying our basic American beliefs and values, important figures in American history, and treasured monuments and buildings. Understanding the basic principles of American government will give students working knowledge of the following strands of the Social Studies Standards: (A) Civics, Government, Human Rights (D) History, Culture, Perspective.
- 2. Students develop an age-appropriate understanding of the foundation of geography by studying various forms of maps and recognizing the effect of landforms and climate on way of life. Understanding the building blocks of geography will give students working knowledge of strand (B) Geography, People, Environment.
- 3. Students develop an age-appropriate understanding of the importance of heritage and tradition by studying folklore, culture, and diversity. Understanding the ways that culture influences ways of life will give students working knowledge of strand (D) History, Culture, Perspective.
- 4. Students develop an age-appropriate understanding of jobs and the role of money in our lives. Understanding basic principles of economics will give students working knowledge of 21st Century Life & Careers Standards for Personal Financial Literacy: (A) Income & Careers (B) Money Management (G) Risk Management and Insurance.

Grade 1: Overview

- **What Makes Up the United States Government?**
- **Introduction to Geography**
- **Heritage & Tradition**
- **Jobs & Money**

Domain: United States Government Standards:	Assessment	Resources	Method S
<ul style="list-style-type: none"> ● 6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. ● 6.1.4.A.3 Determine how “fairness,” “equality,” and the “ <u>common good</u>” have influenced new laws and policies over time at the local and national levels of United States government. ● 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. ● 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, 	<p>-Illustrations of basic rights</p> <p>-Write a story about how people are treated fairly -Write a poem about how to help others to be treated fairly -Make a class list of all of the ways that our actions help others</p> <p>-Retell a story about how a change was made at local, state, or national level; draw a picture to accompany</p> <p>Make a class list of all of the ways that our actions help others</p>	<p>-Textbooks; read-alouds; videos -Textbooks; read-alouds; videos</p>	<p>-Class discussion ; role play; illustration</p>

<p>national, and global levels.</p> <ul style="list-style-type: none"> • 6.1.4.A.12 Explain the process of creating change at the local, state, or national level. • 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. • 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. <p>Domain: Introduction to Maps & Geography Standards:</p> <ul style="list-style-type: none"> • 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful. • 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. • 6.1.4.B.5 Describe how human interaction 	<p>Write a story about how to make a change in a rule</p> <p>Write and illustrate a class story about prejudice</p> <p>-Create a collage of American symbols</p> <p>-Make a Venn Diagram about physical and political maps.</p>		
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<p>impacts the environment in New Jersey and the United States.</p> <p>Domain: Heritage & Tradition</p> <p>Standards:</p> <ul style="list-style-type: none"> • 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage. • 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. • 6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture. 	<p>-Geography Mural: landforms, climate, resources and effects on work and play in different regions</p> <p>-Write a class story about how our behaviors impact the environment</p> <p>-Retell and illustrate an American folktale (example: Johnny Appleseed)</p> <p>-Culture mural: students draw pictures from their cultural traditions and heritage</p> <p>-Culture mural: students draw pictures from their cultural traditions and heritage</p>		
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Course Name: Social Studies, Grade 2

In Grade 2, instructional time should focus on five critical areas: (1) developing an understanding of the function and workings of the American governmental system (2) applying basic geography skills (3) building an understanding of smart financial decision making (4) drawing a connection between money, work, and spending habits (5) formulating an appreciation for the ways that experience affects perspective and identity over time.

- 1. Students develop an age-appropriate understanding of the function and workings of the American system of government by studying our basic founding documents, branches of government, and basic principles.. Understanding the basic ideas of American government will give students working knowledge of the following strands of the Social Studies Standards: (A) Civics, Government, Human Rights.
- 2. Students develop an age-appropriate understanding of application of geography skills by studying the influence of location on the development of a region, major local and national cities, and the need for utilization of geographic tools. Understanding the ways to apply geographic skills will give students working knowledge of strand (B) Geography, People, Environment.
- 3. Students develop an age-appropriate understanding of smart financial decision making by identifying sources of income, the connection between income and spending, and the ways to be a smart consumer. Understanding basic financial decision making will give students working knowledge of 21st Century Life and Careers Strands for Personal Financial Literacy (A) Income & Careers (E) Becoming a Critical Consumer.
- 4. Students develop an age-appropriate understanding of Careers by studying why people work and the ways to best identify possible career paths. Understanding the basic principles of the career world will give students working knowledge of 21st Century Life and Careers Strands for Career Awareness, Exploration, and Preparation (A) Career Awareness
- 5. Students develop an age-appropriate understanding of Culture & Identity by studying the ways that American identity changes over time, and how experience and perspective are intertwined. Understanding the connections between culture, identity, experience, and perspective will give students working knowledge of Social Studies Strand (D) History, Culture, and Perspectives.

Grade 2: Overview

- **United States Government**
- **Maps and Geography**
- **Money & You**
- **Culture and Identity**
- **Careers**

Domain: U.S. Government Standards:	Assessment	Resources	Methods
<p>6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government</p>	<p>-Create a chart that shows separation of powers</p>	<p>-Textbook; <i>Schoolhouse Rock</i> videos -Textbook; videos; read-alouds</p>	<p>-Direct instruction, discussion; read-alouds</p>
<p>6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.</p>	<p>-Draw and label a picture of the 3 branches</p>		
<p>6.1.4.A.6 Explain how national and state governments share power in the federal system of government.</p>	<p>-Create a Venn diagram</p>		
<p>6.1.4.A.7 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>-Write about democracy and how people serve the government</p>		
<p>6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.</p>	<p>-Draw a picture of a decision made at each level of government</p>		
<p>Domain: Maps & Geography</p>			

Standards:

6.1.4.B.2. Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.

6.1.4.B.10 Identify the major cities in New Jersey, as well as the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.

Domain: Money & You

Standards:

9.1.4.A.2 Identify potential sources of income..

9.1.4.A.3 Explain how income affects spending and take-home pay.

9.1.4.E.1 Determine factors that influence consumer decisions related to money.

9.1.4.E.4 Apply comparison shopping skills to purchasing decisions.

9.1.8.E.1 Explain what it means to be a responsible consumer and the

-Write a class story about traditions from around the world that have come to the United States; make a list of items that we get from other countries

-Draw a picture of time zones; Mark lines of longitude and latitude on a drawing of the world

-Create a class mural, song, or story that identifies major cities and their differences

-Make a class list of ways that people make money
-Draw a picture that depicts someone earning and spending/saving same amount of money

-Write and illustrate a class story about shopping

-Make a chart of different prices for products
-Write about why a person should buy a product from one store

factors to consider when making consumer decisions.

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.

9.1.8.E.3 Compare and contrast product facts versus advertising claims

Domain: Careers

Standards:

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

instead of another based on chart of prices

-Write a song, jingle, rhyme, or poem about not sharing personal information

-Design a product ad with an impossible claim. Write about how the product cannot possibly deliver.

-Make a collage about different types of jobs; write a story about why someone might like his or her job

-Draw a 3-panel illustration that shows a person at home, at work, and in the community; write a journal from each point of view

-Make a list of personal likes and dislikes and possible careers

-Make a class list of jobs and the skills needed

Domain: Global, Cultural, and American Identity Standards:

6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.

6.1.4.D.14 Trace how the American identity evolved over time.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

-Write a story about life in NJ after looking at a picture from the past.

-I'm An American Collage / Mural

Storytelling and point of view activity: how could someone else have a different view of the same event?

Journal writing: how children around the world are different

Course Name: Social Studies, Grade 3

In Grade 3, instructional time should focus on three critical areas: (1) Global & National Citizenship (2) Introduction to Economics (3) Introduction to Personal Finance

- 1. Students develop an age-appropriate understanding of Global and National Citizenship by studying the influence and patterns of immigration, the unique characteristics and makeup of nations, the importance of cultural and international collaboration for the betterment of the world, transportation and communication systems. regional differences and similarities, and national and international environmental concerns. Understanding the ways that issues facing citizens of the nation and world impact society will give students working knowledge of Social Studies Strands (A) Civics, Government, Human Rights (B) Geography, People, and the Environment.
- 2. Students develop an age-appropriate understanding of the economic system of the United States by studying opportunity cost, incentives, roles played by different parties in the system, the role of specialization, and the importance of the global market and access to resources. Understanding the main ideas of the economic system will give students working knowledge of 21st Century Life and Careers Strand (D) Planning, Saving, and Investing & Social Studies Strand (C) Economics, Innovation, & Technology
- Students develop an age-appropriate understanding of the importance of personal financial literacy by studying saving, investing, debt accumulation and its effects, and credit cards. Understanding the basic principles of personal financial literacy will give students working knowledge of 21st Century Life and Careers Strand (A) Income & Careers (B) Money Management (C) Credit and Debt Management (D) Planning, Saving, and Investing

Grade 3: Overview

- **Global and National Citizenship**
- **Introduction to Economics**
- **Introduction to Personal Financial Literacy**

Domain: Global and National Citizenship Standards:	Assessment	Resources	Methods
<p>6.1.4.A.13 Describe the process by which immigrants become United States citizens.</p>	<p>-Draw a flow chart that describes the citizenship process</p>	<p>Textbook; fiction and non-fiction reading selections</p>	<p>Direct instruction; storytelling; role play; drawing</p>
<p>6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</p>	<p>-Research and draw a mural that depicts a variety of countries and lists facts about govt, languages, customs, laws</p>		
<p>6.1.4.A.15 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>-Write a story (individual or class) that discusses how people can work together to solve problems</p>		
<p>6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.</p>	<p>-Write a case study about how a leader or organization provides aid.</p>		
<p>6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.</p>	<p>-U.S. Regional Fair: Students bring in or make items to represent different regions of the US</p>		

<p>6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.</p> <p>6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p> <p>6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p>6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.</p> <p>6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</p> <p>Domain: Introduction to Economics Standards: 6.1.4.C.1 & 9.2.4.D.2 Apply opportunity cost (i.e., choices and tradeoffs) to</p>	<p>-Draw a cause / effect chart shows how scientific and technological advances give rise to environmental concerns</p> <p>-Draw a picture of canals, roadways, railroads, etc. and write a paragraph about how they affected NJ and the US. Write a song or poem as alternative. Research and present information about a key invention or advancement.</p> <p>Make an illustrated timeline of science and technology.</p> <p>Write a story about how people work together by communicating; draw a picture, act out a skit.</p> <p>-Make a chart that evaluates the value of purchases and financial decisions</p>		
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<p>evaluate individuals' decisions, including ones made in their communities.</p> <p>6.1.4.C.3 Explain why incentives vary between and among producers and consumers.</p> <p>6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.</p> <p>6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p> <p>6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government.</p> <p>6.1.4.C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</p> <p>6.1.4.C.9 Compare and contrast how access to and use of resources affects people across the world differently.</p> <p>6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.</p>	<p>What do we work for? Writing: motivation and behavior</p> <p>-Production and specialization illustration: show stores that sell wide variety of merchandise versus specialty boutiques; Skit as alternative Economic system mural: households, businesses, workers, government</p> <p>Write a class story about how shortages can affect our ability to buy what we need and want</p> <p>Design a symbol that represents the interrelationship between production, distribution, and consumption</p> <p>Write a series of journal entries from the point of view of children around the world experiencing different economic conditions.</p> <p>Draw a picture depicting money, saving, debt, and investment. Write a caption for each topic.</p>		
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<p>9.1.4.C.3 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.</p>	<p>Write a poem, story, or song about credit and debit cards.</p>		
<p>9.1.4.C.6 Summarize ways to avoid credit problems.</p>	<p>Write a poem, story, or song about credit and debit cards.</p>		
<p>9.1.4.D.2 Explain what it means to “invest”.</p>	<p>Make a poster or multimedia presentation that encourages people to invest money in a company.</p>		
<p>9.1.4.D.3 Distinguish between saving and investing.</p>	<p>Make a poster or multimedia presentation that encourages people to invest and save money.</p>		

Course Name: Social Studies, 4th Grade

In 4th Grade, instructional time should focus on four critical areas: (1) New Jersey's role in American history (2) the influences of geography on settlement and immigration (4) applied economics (5) active citizenship.

1. Students develop an age-appropriate understanding of the role of New Jersey in the development of our nation by examining key events, people, and issues. By studying New Jersey history, students gain an understanding of the strand of the Social Studies Standards: (D) History, Culture, Perspectives.

2. Students develop an age-appropriate understanding of the influences of geography by studying the impact of geography and its influences on human life. By studying geography's influences, students gain an understanding of the strand of the Social Studies Standards: (B) Geography, People, and the Environment (C) Economics, Innovation, and Technology (D) History, Culture, and Perspectives.

3. Students develop an age-appropriate understanding of applied economics by studying the ways the financial decision-making impacts daily life. By studying entrepreneurialism, inventions, banking, and personal finance, students gain an understanding of the strand of the Social Studies Standards (C) Economics, Innovation, and Technology and various strands of the 21st Century Life and Careers Standards for Personal Financial Literacy (B) Money Management (C) Credit and Debt Management (E) Becoming a Critical Consumer (F) Civic Financial Responsibility (G) Risk Management and Insurance.

4. Students develop an age-appropriate understanding of the importance of Active Citizenship by studying the ways that young people can become involved in the community. Understanding the ways that citizens can become involved will give students working knowledge of strand (A) Civics, Government, Human Rights (B) Geography, People, and the Environment (C) Economics, Innovation, and Technology and (D) History, Culture, and Perspectives.

Grade 4: Overview

- **New Jersey History and the Foundation of the United States**
- **Geography and its Influences on Settlement & Immigration**
- **Applied Economics**
- **Active Citizenship**

Domain: New Jersey History and the Foundation of the United States Standards:	Assessment	Resources	Methods
<ul style="list-style-type: none"> • 6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. • 6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey. • 6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship. • 6.1.4.D.6 Describe the civic leadership and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government. 	<ul style="list-style-type: none"> -Creative writing (Poem, Journal) from perspective of Native American during and/or colonization -Illustrated, annotated timeline of the United States with emphasis on NJ -Rewrite documents into modern, student-friendly language -Historical Treasure Box: create a tribute to historical figures by selecting items to be placed in a box that symbolize contributions. Write a description that connects each item to the figure (Ex: a pen for Jefferson as author of the Declaration of Independence) -Write a poem or journal from the point of view of Governor Livingston. 	<ul style="list-style-type: none"> -Text and multimedia resources; fiction and non-fiction reading selections -Text and multimedia resources; fiction and non-fiction reading selections -Text and multimedia resources; fiction and non-fiction reading selections -Text and multimedia resources; fiction and non-fiction reading selections -Text and multimedia resources; fiction and non-fiction reading selections -Text and multimedia resources; fiction and non-fiction reading selections -Text and multimedia resources; fiction and non-fiction reading selections 	<ul style="list-style-type: none"> -Venn diagram: results of colonization -Direct instruction; discussion; drawing; reading; writing

<ul style="list-style-type: none"> 6.1.4.D.7 Describe the role Governor William Livingston played in the development of New Jersey government. 6.1.4.D.8 Determine the significance of New Jersey's role in the American Revolution. 6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals. 6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey. 6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. <p>Domain: Geography and its Influences</p> <p>Standards:</p> <ul style="list-style-type: none"> 6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others. 	<ul style="list-style-type: none"> -Draw a map of New Jersey that indicates the location of the many key events of the war in the state. -Write a journal from the point of view of an enslaved person. -Write expository paragraphs about slavery in New Jersey and the United States. -Create a poster that illustrates the ways that Native American culture has influenced NJ (ex: place names, etc.) -Write a story that depicts the blending of cultures in a way that traditions and new ways of life are combined. -Draw a mural of the different regions of New Jersey & the United States; write a sentence about the pros and cons of each region in relation to settlement. -Write a comparison essay that discusses ways to use natural resources wisely. -New Jersey Trade Show: students locate or create an item that represents a region of the state in one of the following: geography, resources, climate, 	<ul style="list-style-type: none"> -Text and multimedia resources; fiction and non-fiction reading selections -Text and multimedia resources; fiction and non-fiction reading selections 	
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- **6.1.4.B.8** Compare ways people choose to use and distribute natural resources.
- **6.1.4.C.14** Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
- **6.1.4.D.2** Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- **6.1.4.D.3** Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.

transportation, technology, labor. Present to class. Create class booklet with photos and text.

- Mural and expository writing about immigration patterns
- “I am America...” speeches / songs: students speak as America and describe how immigration has changed the nation
- Write a class story about making goals for community spending
- New Jersey Wall of Honor: students create a sentence strip with the name and illustrated contributions of famous New Jersians.

-Write a job-description or résumé for an entrepreneur.

- Household mural: Draw a house. Illustrate the things that cost money for a family inside the house. Label sources of income outside the house.
- -Write and illustrate a story about supply and demand.
- Make a chart that lists credit types and sources

Domain: Applied Economics & Personal Finance Standards:

- **6.1.4.C.11** Recognize the importance of setting long-term goals when making

<p>financial decisions within the community.</p> <ul style="list-style-type: none"> 6.14.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations 6.1.4.C.4 Describe how supply and demand influence price and output of products. 6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. 6.1.4.C.13 Determine the qualities of entrepreneurs in a capitalistic society. 9.1.4.B.4 Identify common household expense categories and sources of income. 9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt. 9.1.4.C.2 Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages). 	<p>Slide show presentation about inventions in NJ.</p> <p>Read a case study of an American entrepreneur</p> <p>-Draw a three-panel illustration that depicts income, expenses, and interest. Define each with a caption.</p> <p>-Write a promissory note that details how money or an item "borrowed" from a friend would be repaid; draft a contract as the lender.</p> <p>-Complete math problems that add interest rates to costs</p> <p>-Read and compare advertisements from newspapers, magazines, and the Internet about product costs.</p> <p>-Money Matters List: make a list of financial responsibilities for individuals and communities (What do we have to do to be money smart?) Create a slide show or poster that shows production,</p>		
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<ul style="list-style-type: none"> ● 9.1.4.C.4 Determine the relationships among income, expenses, and interest. ● ● 9.1.4.C.5 Determine personal responsibility related to borrowing and lending. ● 9.1.4.E.1 Determine factors that influence consumer decisions related to money. ● 9.1.4.E.2 Apply comparison shopping skills to purchasing decisions. ● 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living. ● 9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them. 	<p>consumption and lifestyle in various countries; write a summary of how these factors interrelate</p> <p>-Read a biography of a famous philanthropist (ex: Bill Gates) write a summary of how he has contributed to society.</p> <p>-Write and illustrate an advertisement that describes the skills necessary for a business owner.</p> <p>-Design a flow chart that details risk and strategies.</p> <p>-Write a Before and After story to show how financial loss can be prevented</p> <p>-Write a letter to a community representative</p> <p>-Conduct a class meeting with administration</p> <p>-Pen pal letters; Skype to share thoughts about issues facing children around the world</p> <p>-Create posters to hang in the school about an environmental concern (ex: littering)</p> <p>-Organize a fundraising campaign (diaper drive, etc.)</p> <p>-Create posters to support the Olweus Bullying Prevention Program</p>		
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**Domain: Active
Citizenship
Standards:**

- **6.3.4.A.2** Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
- **6.3.4.A.3** Select a local issue and develop a group action plan to inform school and/or community members about the issue.
- **6.3.4.A.4** Communicate with students from various countries about common issues of public concern and possible solutions.
- **6.3.4.B.1** Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
- **6.3.4.C.1** Develop and implement a group initiative that addresses an economic issue impacting children.
- **6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Social Studies Skills:

Chronological Thinking

- Place key historical events and people in historical eras using timeline.
- Explain how the present is connected to the past.

Spatial Thinking

- Determine locations of places and interpret information available on maps and globes.
- Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.

Critical Thinking

- Distinguish fact from fiction.
- Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.)

Presentational Skills:

- Use evidence to support an idea in a digital, oral and/or written format.
- Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.

Allamuchy Curriculum Modifications

Special Education and 504 Students

Modifications are available to children who receive services under IDEA or Section 504 of the Rehabilitation Act.

GENERAL MODIFICATIONS:

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Provision of calculator and/or number line for math tests
- Read-alouds, film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

BEHAVIOR

MODIFICATIONS:

- Follow prescribed behavior plan
- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework/behavior chart
- Set and post class rules
- Chart progress and maintain data

Students At Risk of School Failure Students or groups of students who are considered to have a higher probability of failing academically or dropping out of school.

- Maximize use of community resources
- Connect family to school and school activities
- Support through transition
- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups

English Language Learner Students (ELL) ELL students are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

Gifted and Talented Students (G&T): Inclusion, infusion and differentiated instruction across the curriculum meets the individual needs of gifted and talented students. Gifted and talented services include:

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

Learning Environments:

- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking
- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities

Topic Areas by Grade Level**Kindergarten**

- Rules & Routines
- Building Responsibility
- Cooperation
- Laws
- Community Features
- Community Workers
- Family characteristics
- Family Roles
- Family Traditions
- Cultural Diversity & Respect

Grade 1:

- American rights
- Introduction to the US Constitution
- Civil Rights leaders
- Civic Responsibility
- How government can change
- Stereotypes and Prejudice
- American symbols
- Maps
- Landforms & Climate

Grade 2:

- Introduction to US Government
- Three Branches of Government
- Federalism
- Democracy
- Local Government
- Physical and political maps
- Major US and World cities
- Income & spending
- Consumer decision making
- Smart shopping
- Protection of personal information
- Advertising
- Careers
- Multiculturalism

Grade 3:

- Becoming a citizen
- Diversity
- Human rights
- US Regions
- Environmental concerns
- Transportation systems
- Inventions
- Industrialization
- Consumer Incentives
- Retail specialization
- Goods & services
- Production, distribution, & consumption
- Natural resources
- Money, savings, debt, investment
- Credit vs. Debit

- Credit problems
- Investing vs. saving

Grade 4:

- Colonial America with emphasis on NJ
- Important American documents
- Founding Fathers (George Washington, Thomas Jefferson, Ben Franklin)
- NJ leaders (Gov. William Livingston)
- NJ role in American Revolution
- Slavery in NJ
- Native American culture in NJ
- Cultural Diversity
- NJ Resources and landforms
- NJ regions
- NJ & immigration
- Financial goals
- Needs vs. Wants
- Supply & Demand
- NJ Inventions
- Capitalism & Entrepreneurialism
- Household Expenses
- Borrowing & Credit

<p>6.2.8.C.1.a Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.</p>	<p>-Journal writing from point of view of migratory hunter/gatherer</p>	<p>-Textbook & associated maps</p>	<p>-Reading, map discussion, map drawing, creative writing</p>
<p>6.2.8.C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies</p>	<p>-Poem for Two Voices: Nomad & Farmer</p> <p>-Elapsed time mural: stages of civilization development</p> <p>-Persuasive writing: most important advancement</p>	<p>-Textbook & supplementary materials</p>	<p>-T-chart, class discussion, Creative writing</p>
<p>6.2.8.D.1.a Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time</p>	<p>-Time line or wheel to show relative lengths of eras</p>	<p>-Textbook & supplementary materials</p>	<p>-Textbook reading, class discussion, notes, non-linguistic representation</p>
<p>6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure</p>	<p>-Writing for modern connections: how do we convey ideas through language today?</p>	<p>-Textbook & supplementary materials</p> <p>-Textbook & supplementary materials</p>	<p>-Non-fiction reading, notes, discussion, writing about important advances</p>
<p>6.2.8.D.1.c Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records</p>	<p>-Simulated archaeological dig; journal from view of archaeologist</p>	<p>-Textbook & supplementary materials</p>	<p>-Non-linguistic representations</p>

<p>6.2.8.A.2.a Explain how and why different ancient river valley civilizations developed similar forms of government and legal structures</p>	<p>-Newspaper writing from different civilizations -Writing for modern connections: today's laws</p>	<p>-Textbook & supplementary materials</p>	<p>-Discussion, reading, notetaking, fact-based historical writing, writing for modern connections -Think, Pair, Share about government in river valleys;</p>
<p>6.2.8.A.2.b Determine the role of slavery in the economic and social structures of ancient river valley civilizations.</p>	<p>-Journal writing; poetry</p>	<p>-Textbook & supplementary materials</p>	<p>Fact-based creative writing -Primary source <i>Hammurabi's Code</i>; discussion -Class discussion textbook reading;</p>
<p>6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.</p>	<p>-Expository writing: Effect of geography on various aspects of society</p>	<p>-Textbook & supplementary materials</p>	<p>-Class discussion textbook reading; paired drawings; think-pair-share; Jigsaw</p>
<p>6.2.8.B.2.b Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan / India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.</p>	<p>-Essay of comparison & contrast between ancient river civilizations; creation of maps</p>	<p>-Textbook & supplementary materials</p>	<p>-Guided map analysis; partner drawing; Jigsaw -Textbook reading; class discussions; notetaking; illustrations; writing</p>

<p>6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.</p> <p>6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.</p> <p>6.2.8.D.2.b Explain how the development of written language transformed all aspects of life ancient river valley civilizations.</p> <p>6.2.8.D.2.c Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.</p> <p>6.2.8.D.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</p>	<p>-Technology murals; skits</p> <p>-Journal writing/ poetry Expository writing</p> <p>-Draw a timeline of rise & fall of civilizations</p> <p>-Persuasive writing: most important legacy</p>	<p>-Textbook & supplementary materials</p> <p>-Textbook & supplementary materials</p> <p>-Textbook & supplementary materials</p> <p>-Textbook & supplementary materials</p>	<p>-Textbook reading; class discussions; notetaking; illustrations; writing</p> <p>-Textbook reading; class discussions; notetaking; illustrations; writing</p> <p>-Reading; discussions; notes; writing illustrations;</p> <p>-Jigsaw; Think-Pair-Share; discussion</p>
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<p>6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p>	<p>-Governmental methods mural; panel discussion</p>	<p>-Textbook & supplementary materials</p>	<p>-Discussions; reading; comprehension & extension questions</p>
<p>6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p>	<p>-Panel discussion skit; mural; Voices poem; journal writing</p>	<p>-Textbook & supplementary materials</p>	<p>-Reading of text & primary sources; writing activities; discussion</p>
<p>6.2.8.B.3.a Determine how geography and 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>	<p>-Annotated map of civilizations; expository writing</p>	<p>-Textbook & supplementary materials</p>	<p>-Reading; guided map analysis; discussion</p>
<p>6.2.8.C.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>	<p>-Writing for modern connections: use of</p>	<p>-Textbook & supplementary materials</p>	<p>-Reading; guided map analysis; think-pair-share</p>

<p>6.2.8.C.3.b 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>	<p>currency today; Market Place Skit</p> <p>-Technology Hall of Fame Booklet: each student to research an advancement and create class booklet; Oral presentations</p>	<p>-Textbook & supplementary materials</p>	<p>-Reading; Creative & expository writing; note-taking; graphic organizer -Internet & library research; writing; reading; discussion; creation of booklets; oral reports</p>
<p>6.2.8.D.3.b Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China</p>	<p>-Cause & Effect writing -Triple-panel annotated illustration: students create a 3-paneled drawing of the factors of decline with accompanying explanatory text</p>	<p>-Textbook & supplementary materials</p>	<p>-Reading; graphic organizers; writing</p>
<p>6.2.8.D.3.d Compare the golden ages of Greece, Rome, India, and China and justify major achievements that represent world legacies.</p>	<p>-Panel discussion : groups to research cultures and present speakers to discuss each age</p>	<p>-Textbook & supplementary materials</p>	<p>-Reading; graphic organizers; Jigsaw; Non-linguistic representations; expository writing</p>
<p>6.2.8.D.3.e Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p>	<p>-World Religions mural: on butcher paper or on blacktop, create a mural of symbols and key facts of major world religions</p>	<p>-Textbook & supplementary materials</p>	<p>-Reading; graphic organizers; Jigsaw; Non-linguistic representations; expository writing</p> <p>-Guided research: Internet</p>

<p>6.2.8.B.3.a Determine how geography and 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>	<p>-Poems for Two Voices / Journals: fact based creative writing from perspective of empires on effect of geography</p>	<p>-Textbook & supplementary materials -Textbook & supplementary materials</p>	<p>& library; Jigsaw; collaborative work; writing; self-reflection</p>
<p>6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers</p>	<p>-Writing for modern connections: impact of highways on trade & growth: how did Route 80 affect the growth of Allamuchy?; Trade route mural</p>	<p>-Textbook & supplementary materials</p>	<p>-Collaborative work; reading; non-linguistic representations; writing</p>
<p>6.2.8.B.4.e Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.</p>	<p>-Posters / slide show & oral presentations: environmental changes. Students research a change and present to class orally with visual aid.</p>	<p>-Textbook & supplementary materials</p>	<p>-Reading; guided map analysis; writing: expository and creative; illustrations</p>
<p>6.2.8.B.4.f 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>-Poem for Two Voices: Japan & China discuss relationship</p>	<p>-Textbook & supplementary materials</p>	<p>-Reading; writing for modern connections; non-linguistic representations</p>

<p>6.2.8.C.4.a 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>	<p>-Ancient Americas Map: draw a map of the Americas including the major empires and landforms; Journal writing from each empire</p>	<p>-Textbook & supplementary materials</p>	<p>-Think, pair, share; research; creation of visual aid; oral report</p>
<p>6.2.8.C.4.b Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.</p>	<p>-Create a graphic organizer (i.e.: flow chart) that depicts the connection of factors</p>	<p>-Textbook & supplementary materials</p>	<p>-Reading; Jigsaw; Expository & Creative Writing</p>
<p>6.2.8.D.4.e Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.</p>	<p>-Expository writing: develop an essay that discusses factors impact on development</p>	<p>-Textbook & supplementary materials</p>	<p>-Jigsaw; Reading; Journal writing; Non-linguistic representations</p>
<p>6.2.8.D.4.g Evaluate the importance and enduring legacy of the major achievements of the people living in Asia, Africa (Islam), Europe, and the Americas over time.</p>	<p>-Create an illustrated, annotated flow chart that depicts open exchange</p> <p>-Argumentation: enduring legacies. Written & oral arguments</p>	<p>-Textbook & supplementary materials</p>	<p>-Reading; class discussion; guided, fact-based writing; graphic organizer creation</p>

Course Name: Social Studies, Grade 6

In Grade 6, instructional time should focus on the development of a foundation of understanding of the Early Modern World.

- Students develop an age-appropriate understanding of the Early Modern World by studying a wide variety of different societies in relation to geography, government, economics, and history. Understanding the Ancient World will give students working knowledge of the following strands of the Social Studies Standards: (A) Civics, Government, Human Rights (B) Geography, People, and Environment (C) Economics, Innovation, and Technology (D) History, Culture, Perspective.

Grade 6: Overview

- **Greece**
- **Rome & Christianity**
- **Africa**
- **The Middle East & Islam**
- **The Americas**
- **The Middle Ages**
- **The Renaissance**

Domain Standards	Assessment	Resources	Methods
6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.	-Compare & contrast writing task; non-linguistic representations	- <i>Ancient Civilization</i> text (HMH) & supplementary materials	-Forms of Government video; Think, Pair, Share; Venn diagram
6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.	-Poem for two voices	- <i>Ancient Civilization</i> text (HMH) & supplementary materials -Multimedia resources; United Streaming; videos	-Non-fiction reading; multimedia resources; class discussion; creative writing; social pyramid drawings

<p>6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.</p>	<p>-Three-panel chart: Athens, Rome, U.S.; Expository writing about the development of democracy</p>	<p>-Ancient Civilization text (HMH) & supplementary materials</p>	<p>-Non-fiction reading of text; class discussion; Jigsaw activity; non-linguistic representations; expository writing</p>
<p>6.2.8.A.3.d Compare the status (i.e., political, economic, and social) 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.</p>	<p>-Create a graphic organizer to categorize rights & responsibilities -Social Pyramid illustration - Poem for Two Voices -Write a Compare and Contrast essay that examines Athenian, Roman, and American forms of government</p>	<p>-Ancient Civilization text (HMH) & supplementary materials</p>	<p>-Text reading; note taking; creative writing; non-linguistic representations; graphic organizers</p>
<p>6.2.8.A.3.e Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.</p>	<p>-Legal Word Wall to highlight key terms shared between American and classical legal systems</p>	<p>-Ancient Civilization text (HMH) & supplementary materials</p>	<p>-Think, Pair, Share; text reading; Expository writing (Compare & Contrast); Word wall creation & maintenance</p>
<p>6.2.8.B.3.a Determine how geography and 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>	<p>-Natural resources murals -Creative, fact-based writing</p>	<p>-Ancient Civilization text (HMH) & supplementary materials</p>	<p>-Text reading; discussion; note taking; creative writing; illustrations; mapping</p>
<p>6.2.8.B.3.b Explain how geography and the availability of natural resources led to both the</p>	<p>-Write an ode that traces the rise and fall of the city-state</p>	<p>-Ancient Civilization text (HMH) & supplementary materials</p>	<p>-Text reading; discussion; note taking; poetry writing</p>

<p>development of Greek city-states and to their decline.</p> <p>6.2.8.C.3.a Analyze the impact of expanding land and sea routes as well as a uniform system of exchange in the Mediterranean World and Asia.</p> <p>6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p> <p>6.2.8.D.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.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and Han China.</p> <p>6.2.8.D.3.d Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their</p>	<p>-Expository writing; map drawing</p> <p>-Create a pamphlet that details social hierarchies in classical societies</p> <p>-Write a series of newspaper articles about the decline and fall of the Roman Empire, Gupta India, and Han China.</p> <p>-Make a persuasive argument to justify the importance of major achievement of Greece & Rome</p> <p>-Create a word splash that details key elements of major world religions</p>	<p>-Ancient Civilization text (HMH) & supplementary materials</p> <p>-Ancient Civilization text (HMH) & supplementary materials</p> <p>-Ancient Civilization text (HMH) & supplementary materials</p> <p>-Ancient Civilization text (HMH) & supplementary materials</p>	<p>-Text reading; map analysis; illustration; writing</p> <p>-Text reading; Think, Pair, Share; KWL chart; Trifold Booklet (pamphlet)</p> <p>-Text reading; Discussions; Writing; Illustrations</p> <p>-Text reading; Creative and expository writing; Non-linguistic representations -Venn diagrams; graphic organizers; expository writing; text reading -Read & discuss classic myths; Creative writing & non-linguistic representations -Text reading; creative writing; expository writing; illustrations; discussions</p>
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<p>responses to the current challenges of globalization.</p> <p>6.2.8.D.3.e Determine the extent to which religions, economic issues, and conflict shaped the values and decisions of classical societies.</p> <p>6.2.8.A.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.A.4.b Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.</p> <p>6.2.8.A.4.c Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.</p> <p>6.2.8.B.4.c Determine how Africa's physical</p>	<p>-Create a multi-media presentation about world religions-Read an original myth and write a paragraph that explains its role in the classical civilization of its origin; Write an original myth and explanation.</p> <p>-Write a journal entry from the point of view of a conquered person and a conqueror that discusses the role of religion</p> <p>-Create a Venn diagram that compares and contrasts Japanese and European feudalism</p> <p>-Design a flow chart or graphic organizer that depicts the connection between medieval practices and modern democracy</p> <p>-Draw a map of Africa and write a series of</p>	<p>-Ancient Civilization text (HMH) & supplementary materials</p> <p>Ancient Civilization text (HMH) & supplementary materials</p> <p>-Ancient Civilization text (HMH) & supplementary materials</p> <p>-Ancient Civilization text (HMH) & supplementary materials</p>	<p>-Discussions; note-taking; expository writing; text reading</p> <p>Text reading; expository writing; comprehension and extension questions</p> <p>-Map-making; creative writing; expository writing; guided map analysis</p> <p>-Text reading; Think-Pair-Share; Jigsaw; class discussions</p> <p>-Text & supplementary reading; creative & expository writing; lecture</p> <p>-Flow chart design; discussion; writing tasks; reading</p> <p>-Comparison writing; illustrations; reading of text and supplementary materials</p> <p>-Text reading; read-alouds; writing; non-linguistic representations</p>
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<p>geography and natural resources posed challenges and opportunities for trade, development, and the spread of religion.</p> <p>6.2.8.B.4.d 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> <p>6.2.8.D.4.a 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> <p>6.2.8.D.4.b 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.</p> <p>6.2.8.D.4.c Assess the demographic, economic, and religious impact of the plague on Europe.</p>	<p>entries that detail the challenges and opportunities of different regions and areas.</p> <p>-Multi-media presentation about Middle East -Write a poem that depicts the importance of Constantinople -<i>Take me back to Constantinople: song & slide show available from YouTube</i></p> <p>-Write and perform a skit that traces the development of the merchant class and the rise of new business and banking systems</p> <p>-Journal writing</p> <p>-Pamphlet or multimedia presentation about the plague</p>	<p>-<i>Ancient Civilization</i> text (HMH) & supplementary materials</p> <p>-<i>Ancient Civilization</i> text (HMH) & supplementary materials</p> <p>-<i>Ancient Civilization</i> text (HMH) & supplementary materials</p> <p>-Textbook & online maps</p> <p>-<i>Ancient Civilization</i> text (HMH) & supplementary materials</p>	<p>-Think, Pair, Share; Jigsaw; Reading; Writing tasks; Illustrations</p> <p>-Point/Counterpoint discussion; reading; writing tasks</p> <p>-Reading of text and supplementary materials (fiction & non-fiction); creative & expository writing; non-linguistic representations</p> <p>-Reading; writing tasks; Jigsaw</p> <p>-Think, Pair, Share; class discussions; text reading; creative</p>
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<p>6.2.8.D.4.d Determine which events led to the rise and eventual decline of European feudalism</p>	<p>-Annotated timeline and expository writing</p>	<p>-<i>Ancient Civilization</i> text (HMH) & supplementary materials</p>	<p>and expository writing</p>
<p>6.2.8.D.4.f Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.</p>	<p>-T-chart</p>	<p>-<i>Ancient Civilization</i> text (HMH) & supplementary materials</p>	<p>-Reading; videos / United Streaming; writing tasks</p>
<p>6.2.8.D.4.g Evaluate the importance and enduring legacy of the major achievements of the people living in Asia, Africa (Islam), Europe, and the Americas over time</p>	<p>-Panel drawing -Non-linguistic representation; expository writing -Argumentation: most important enduring legacies</p>	<p>-<i>Ancient Civilization</i> text (HMH) & supplementary materials</p>	<p></p>
<p></p>	<p></p>	<p>-<i>Ancient Civilization</i> text (HMH) & supplementary materials</p>	<p></p>

Course Name: Social Studies, Grade 7

In Grade 7, instructional time should focus on early American history and culture.

- Students develop an age-appropriate understanding of early America by studying a wide variety of different societies in relation to geography, government, economics, and history. Understanding early American history and culture will give students working knowledge of the following strands of the Social Studies Standards: (A) Civics, Government, Human Rights (B) Geography, People, and Environment (C) Economics, Innovation, and Technology (D) History, Culture, Perspective.

Grade 7: Overview

- **Early Americans**
- **Colonization and Settlement**
- **Revolution and the New Nation**
- **Expansion and Reform**

Domain Standards	Assessment	Resources	Methods
<p>6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p>	<p>-Expository essay of comparison & contrast</p>	<p>-<i>United States History: Beginnings to 1877</i> (HMH textbook & supplementary materials)</p>	<p>-Textbook reading; Jigsaw; non-linguistic representations; expository writing, Map Studies, Creative writing Expository Writing Argumentation Research</p>
<p>6.1.8.B.1.a Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.</p>	<p>-Create a migration & settlement map; fact-based journal writing to discuss settlement factors</p>		<p>-Textbook reading; guided map study; map drawing; creative writing</p> <p>-Guided map reading; discussion;</p>

<p>6.1.8.B.1.b Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.</p>	<p>-Map-based journal writing / expository writing</p>		<p>note-taking; creative and expository writing</p>
<p>6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.</p>	<p>-Exploration Effects Display: create a bulletin board or hall display that highlights key innovations & developments in the exploration period</p>		<p>-Textbook reading; research; display creation; expository writing; informal oral presentation</p>
<p>6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.</p>	<p>-Writing for modern connections: connect trade to shopping & commerce today</p>		<p>-Reading; writing; discussion; note-taking; multimedia resources</p>
<p>6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p>	<p>-Panel discussion: students research elements of Native American society and present to class</p>		<p>-Internet, textbook, and library research; oral presentation; collaborative brainstorming</p>
<p>6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.</p>	<p>-Create a visual representation (poster, slides, etc.) to depict the interaction between groups ; Expository writing</p>		<p>-Research; reading; writing; non-linguistic representation</p>

<p>6.1.8.D.1.c Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.</p>	<p>-Poem for Two Voices: Columbian Exchange from point of view of New World & Europe</p>		<p>-Textbook reading; class discussion; note-taking; creative writing</p>
<p>6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.</p>	<p>-Panel discussion: develop and present a skit that depicts religious freedom and participatory government in various colonies; Reflective writing</p>		<p>-Textbook reading & research; discussion; collaborative work; oral presentation</p>
<p>6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</p>	<p>-Colonial government booklets: create a pamphlet that presents the ways government developed in the colonies</p>		<p>-Textbook reading & research; illustration; expository writing; explanatory writing</p>
<p>6.1.8.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.</p>	<p>-Perspective-based journal writing: write from various points of view at different times in the colonial period</p>		<p>-Textbook reading; Jigsaw; class discussion; note-taking; fact-based creative writing</p>

<p>6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</p>	<p>-Emigration, Settlement & Identities Map: Draw a map of the colonies that highlights patterns of colonization; Explanatory writing/ Panel discussion</p>		<p>-Jigsaw or Think-Pair-Share; Reading; Explanatory writing; Map drawing</p>
<p>6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.</p>	<p>-Compare & Contrast essay writing</p>		<p>-Reading; discussion; note-taking; expository writing</p>
<p>6.1.8.C.2.a Compare the practice of slavery and indentured servitude in Colonial labor systems.</p>	<p>-Labor System Panel Drawing: depict the levels of labor in illustrations & annotations</p>		<p>-Reading, discussions, illustrations, annotations</p>
<p>6.1.8.C.2.b Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p>	<p>-Graphic organizer creation: define mercantilism and illustrate its impact</p>		<p>-Textbook research; non-linguistic representation; expository writing</p>
<p>6.1.8.C.2.c Analyze the impact of triangular trade on</p>	<p>-Panel discussion/ skit; Hall of Fame / Hall of Shame award writing</p>		<p>-Reading & research; writing; oral presentation / argumentation</p>

<p>multiple nations and groups.</p> <p>6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p> <p>6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p> <p>6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.</p> <p>6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e.,</p>	<p>-News broadcast / newspaper about European power struggle: each student develops an interview or feature</p> <p>-Immigration Pamphlet: highlight the experiences of 3 different groups and develop an overarching, written comparison of experiences</p> <p>-Declaration of Independence memorization; expository essay about women, African-Americans, and Native Americans in the time period</p> <p>-Constitution argumentation: how have we done with key principles? Research-based argumentation</p>		<p>-Reading & research; discussion; collaborative work; newspaper writing or broadcast creation</p> <p>-Reading; expository writing; non-linguistic representations (symbols)</p> <p>-Primary source reading & analysis; expository writing; memorization</p> <p>-Class discussion of key principles; reading and research; argumentation (oral and written)</p>
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<p>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.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p> <p>6.1.8.A.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> <p>6.1.8.A.3.e Explain how and why constitutional liberties were impacted by acts of government (Alien and Sedition Acts) during the Early Republic.</p>	<p>-Expository writing: The Constitution and Compromise (Great Compromise, 3/5 Compromise, Federalists / Anti-Federalists)</p> <p>-Illustrative, annotated chart of powers of the Articles of Confederation & Constitution</p> <p>-Journal writing from two perspectives about the Alien & Sedition Acts</p> <p>-Political Party Flow Chart: Trace the development to the</p>		<p>-Textbook and primary source reading; Jigsaw; collaborative brainstorming; expository writing</p> <p>-Textbook and primary source reading; Discussion, note-taking; chart</p> <p>-Textbook reading; fact-based creative writing</p> <p>-Textbook and current event (newspaper, news magazines, websites) reading; flow chart with illustrations & annotations</p> <p>-Textbook and current event</p>
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<p>6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.</p>	<p>modern day and highlight key, defining issues and opinions</p>		<p>reading; reflective writing; development of group discussion or skit</p>
<p>6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.</p>	<p>-Panel discussion/ news broadcast about the Constitution in today's world; written reflection</p>		<p>-Reading; discussion; note-taking; writing activities</p>
<p>6.1.8.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.</p>	<p>-Journal writing / Poem for Two Voices; Expository (Cause & Effect) writing</p>		<p>-Textbook and primary source reading; discussion; Think-Pair-Share; editorial writing</p>
<p>6.1.8.B.3.b Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.</p>	<p>-Editorial writing: New Jersey & Virginia Plans</p>		
<p>6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the</p>	<p>-Battle analysis: Write a battle plan and outcome analysis on a particular battle of the Revolutionary War with an emphasis on</p>		<p>-Map study; textbook and primary source reading; collaborative</p>

<p>execution and outcome of the American Revolutionary War.</p> <p>6.1.8.B.3.d Explain why New Jersey's location played an integral role in the American Revolution.</p> <p>6.1.8.C.3.a Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.</p> <p>6.1.8.C.3.b Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.</p> <p>6.1.8.C.3.c Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and</p>	<p>geography (Example: Battles of Bunker Hill, Saratoga, Yorktown)</p> <p>-Essay to highlight 3 key events/ developments in the American Revolution based in New Jersey</p> <p>-Editorial writing/ political cartoon drawing based on taxes and regulation in the colonial period</p> <p>-Non-linguistic representation based on inflation and debt; Journal writing</p> <p>-Create a pamphlet, write an essay, or create a multimedia presentation that highlights the impact of 3 major innovations of the time period</p>		<p>brainstorming; Think-Pair-Share; battle plan creation</p> <p>-Reading; map study; battle study; discussion; writing</p> <p>-Reading; writing; political cartooning; editorial review; discussion; note-taking; primary sources: editorials & cartoons (historical and current)</p> <p>-Reading; discussion; note-taking; creative, fact-based writing; non-linguistic representations</p> <p>-Reading; writing; multimedia presentations; collaborative brainstorming; discussions</p>
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<p>political development of the country.</p> <p>6.1.8.D.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.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p> <p>6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.</p> <p>6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of</p>	<p>-Cause & Effect Flow Chart for the American Revolution; written / oral argumentation: most important cause of the American revolution</p> <p>-DBQ (Document-Based Questioning) activity</p> <p>-Journal writing from point of view of Thomas Jefferson on the writing of the Declaration; Illustration of key principles</p> <p>-Character Sketch: written or oral; Creative writing (Journal, Poem, Song)</p> <p>-Creation & dedication of new memorial / monument</p> <p>-Revolutionary War Hall of Fame: class booklet highlighting contributions of individuals and nations</p>		<p>-Reading; research; argumentation (written and oral); DBQ</p> <p>-Textbook and primary source reading (Declaration of Independence); discussion; writing</p> <p>-Textbook and primary source reading (Washington's Farewell address)</p> <p>-Research and reading (textbook and online resources); creation of booklet with text and illustration;</p>
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<p>the American Revolution.</p> <p>6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.</p> <p>6.1.8.D.3.f Analyze from multiple perspectives 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.</p> <p>6.1.8.D.3.g Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.</p>	<p>-Panel discussion: students take on points of view of various groups and discuss their experiences during the Revolutionary War era -Poem for Two (or more) Voices / Journal Writing/</p> <p>Editorial Writing</p> <p>-Preamble recitations & illustrations; Expository essay about Washington, Adams, and Jefferson administrations & the Preamble principles</p>		<p>informal oral presentation</p> <p>-Reading and research; panel discussion preparation and presentation; collaborative brainstorming; written reflection</p> <p>-Reading; Writing; note-taking; class & group discussions</p> <p>-Textbook and primary source reading (Preamble); Collaborative brainstorming; illustrations; expository writing</p>
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<p>6.1.8.A.4.a Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p> <p>6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.</p> <p>6.1.8.A.4.c Assess the extent to which voting rights were expanded during the Jacksonian period.</p> <p>6.1.8.B.4.a 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.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.</p>	<p>-Flow Chart to trace relationship with Great Britain, France, and Spain in the period after the American Revolution: illustrations and annotations</p> <p>-Manifest Destiny poem / song/ essay/ poster/ multimedia presentation</p> <p>-Before and after writing and symbolic illustrations: voting rights</p> <p>-Editorial writing / argumentation: The Louisiana Purchase is the most important real estate transaction in American History.</p> <p>-Memorial / Monument design and dedication -Draw an historical map of the era; accompanying</p>		<p>-Textbook reading; Jigsaw; flow chart creation; informal oral presentations</p> <p>-Textbook and primary source reading; writing; creative representations; multimedia resources</p> <p>-Textbook reading; class discussion; Think-Pair-Share; writing and illustrating</p> <p>-Reading, research, discussion, note-taking, monument design, editorial writing</p> <p>-Map drawing, discussion, reading, expository writing</p>
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<p>6.1.8.C.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>written description of expansion and conflicts</p> <p>-Create a pamphlet, write an essay, or design a multimedia presentation that highlights the role of the National Bank, uniform currency, and tariffs in the development of the new nation</p>		<p>-Textbook and primary source reading; Think-Pair-Share; class discussion; creative representation; expository writing</p>
<p>6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.</p>	<p>-Technology Hall of Fame mural and presentations: research a major development (Erie Canal, steamboat, etc.)</p>		<p>-Textbook and primary source reading; Erie Canal song and photos; discussion; Think-Pair-Share; writing; non-linguistic representations</p>
<p>6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.</p>	<p>-Cause and effect writing: technology and way of life; Journal writing/poetry writing</p>		<p>-Textbook and primary source reading; creative and expository writing</p>
<p>6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and</p>			<p>-Reading, writing, discussion, note-taking,</p>

<p>explain why ethnic and cultural conflicts resulted.</p> <p>6.1.8.D.4.b Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.</p> <p>6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.</p>	<p>-Immigration flow chart (Cause & Effect)</p> <p>-Reformers' Panel Discussion: oral reports on major reformers (Dix, Mann, Stanton, Stowe, etc.)</p> <p>-Journal writing/ Poem for Two Voices/ Slave Song writing</p>		<p>-Research, oral presentation, expository and creative writing</p> <p>-Reading, research, creative, fact-based writing</p>
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Course Name: Social Studies, Grade 8

In Grade 8, instructional time should focus on a combination of American History, Civics, and Economics.

- Students develop an age-appropriate understanding of American History, Civics, and Economics by studying a wide variety of different societies in relation to geography, government, economics, and history. Understanding American history and Civics will give students working knowledge of the following strands of the Social Studies Standards: (A) Civics, Government, Human Rights (B) Geography, People, and Environment (C) Economics, Innovation, and Technology (D) History, Culture, Perspective. Understanding economics will give students working knowledge of the following strands of the 21st Century Life and Careers Standards: (A) Income and Careers (B) Money Management (C) Credit and Debt Management (D) Planning, Saving, and Investing (E) Becoming a Critical Consumer (F) Civic Financial Responsibility (G) Risk Management and Insurance

Grade 8: Overview

- **Civil War**
- **Reconstruction**
- **Community Involvement**
- **Career Exploration**
- **Personal Finance**
- **Business & Entrepreneurialism**

Domain Standards:	Assessment	Resources	Methods
6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.	-Rewrite the Gettysburg Address in plain speak -Write a journal entry from different perspectives after the Emancipation Proclamation	- <i>United States History: Beginnings to 1877</i> (HMH textbook & supplementary materials); Primary Sources: Gettysburg Address & Emancipation Proclamation	-Textbook and primary source reading; paraphrasing; illustrations; creative, fact-based writing
6.1.8.A.5.b Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.	-Create a graphic organizer that characterizes the Lincoln & Johnson plans for Reconstruction; essay of comparison and contrast	- <i>United States History: Beginnings to 1877</i> (HMH textbook & supplementary materials)	-Textbook reading; class discussion; Think-Pair-Share; expository writing

<p>6.1.8.B.5.a Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.</p>	<p>-Write an essay that describes the strengths and weaknesses of the North & South based on various elements; North/South mural</p>	<p>-<i>United States History: Beginnings to 1877</i> (HMH textbook & supplementary materials)</p>	<p>-Textbook reading; discussion; collaborative mural work; essay or journal writing</p>
<p>6.1.8.C.5.a Assess the human and material costs of the Civil War in the North and South.</p>	<p>-Create a metaphor to represent the human and material costs of the war</p>	<p>-<i>United States History: Beginnings to 1877</i> (HMH textbook & supplementary materials); <i>The Civil War</i> by Ken Burns</p>	<p>-Textbook and primary source reading (Mary Chesnut diaries)</p>
<p>6.1.8.C.5.b Analyze the economic impact of Reconstruction on the South from different perspectives.</p>	<p>-Write a Poem for Two Voices about Reconstruction</p>	<p>-<i>United States History: Beginnings to 1877</i> (HMH textbook & supplementary materials)</p>	<p>-Textbook and primary source reading; creative, fact-based writing</p>
<p>6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.</p>	<p>-Create a flow chart that traces the causes of the Civil War; Written and oral argument about most important cause of Civil War from various points of view</p>	<p>-<i>United States History: Beginnings to 1877</i> (HMH textbook & supplementary materials); <i>The Civil War</i> by Ken Burns; <i>America: the Story of Us</i></p>	<p>-Textbook and primary source reading; argumentation (oral and written); collaborative brainstorming; Think-Pair-Share; historical films</p>
<p>6.1.8.D.5.b Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.</p>	<p>-Collaborate on a group newspaper about the Civil War that highlights key events and battles; documentary on the Civil War</p>	<p>-<i>United States History: Beginnings to 1877</i> (HMH textbook & supplementary materials); <i>The Civil War</i> by Ken Burns</p>	<p>-Textbook and primary source reading; Internet and library research; collaborative work</p>

<p>6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War.</p>	<p>-Journal writing; research-based writing</p>	<p>-<i>United States History: Beginnings to 1877</i> (HMH textbook & supplementary materials)</p>	<p>-Internet and library research; textbook and primary source reading; creative writing</p>
<p>6.1.8.D.5.d Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</p>	<p>-Amendment flow chart: Origin, Execution, Impact; Journal or essay writing.</p>	<p>-<i>United States History: Beginnings to 1877</i> (HMH textbook & supplementary materials); Primary Sources: <i>Constitution</i></p>	<p>-Textbook and primary source reading; Jigsaw; creative and expository writing</p>
<p>6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p>	<p>-Oral presentation on election issue; class debate</p>	<p>-Newspapers; news magazines; online resources</p>	<p>-Class discussions; graphic organizers; debate</p>
<p>6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).</p>	<p>-Simulated hearing about public issue; present findings with BOE; Statehouse Mock Legislature activity</p>	<p>-Newspapers; news magazines; online resources</p>	<p>-Class discussion; collaborative work; simulation; oral presentation</p>

<p>6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.</p>	<p>-Virtual field trips; Facetime/Skype/Pen Pal letters to discuss major issues affecting young people</p>	<p>-Newspapers; news magazines; online resources; technology resources</p>	<p>-Class discussion of world issues; writing;</p>
<p>6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.</p>	<p>-Analytical writing about land use proposals; multi-media presentations</p>	<p>-Newspapers, news magazines, online resources</p>	<p>-Class discussions; guest speakers; analytical writing</p>
<p>6.3.8.C.1 Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).</p>	<p>-Budget analysis and summary; thank you letter to local official; interview questions</p>	<p>-Budget Overview / Summary</p>	<p>-Analysis of budget; classroom discussion; guest speaker (mayor, BOE member, etc.)</p>
<p>6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</p>	<p>-Reflective writing about trip to NJ Statehouse; mock trial</p>	<p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary textbook materials</p>	<p>-Field trip to NJ State House mock trial; collaborative work; research</p>
<p>9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship,</p>	<p>-Income bar graph; Expository writing: newspaper article;</p>	<p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary textbook materials</p>	<p>-Research, textbook and newspaper reading; writing; collaborative work; guest</p>

<p>and economic conditions affect income.</p> <p>9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.</p> <p>9.1.8.A.4 Relate earning power to quality of life across cultures.</p> <p>9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.</p> <p>9.1.8.A.7 Explain the purpose of the payroll deduction process, taxable income, and employee benefits.</p> <p>9.1.8.B.2 Construct a simple personal savings and spending plan based on various sources of income.</p> <p>9.1.8.B.3 Justify the concept of "paying yourself first" as a</p>	<p>Career Fair</p> <p>-Journal writing; Career Fair</p> <p>-Journal writing: Poem for Two Voices</p> <p>-Career Chart: demand, skills, salary; Summary writing</p> <p>-Short story writing; skit; panel discussion</p> <p>-Pay stub analysis: expository and/or creative writing</p> <p>Short story writing; skit; panel discussion</p> <p>Short story writing; skit; panel discussion</p>	<p>-Newspapers, Textbook reading (<i>Civics in Practice – Holt</i>); supplementary textbook materials</p> <p>-Newspapers, Text reading (<i>Civics in Practice – Holt</i>); supplementary textbook materials</p> <p>-Newspapers, Text reading (<i>Civics in Practice – Holt</i>); supplementary textbook materials</p> <p>- Textbook reading (<i>Civics in Practice – Holt</i>); supplementary textbook materials</p> <p>-Newspapers, Textbook reading (<i>Civics in Practice – Holt</i>); supplementary textbook materials</p> <p>-Newspapers, Textbook reading (<i>Civics in Practice – Holt</i>); pay stub; supplementary text materials</p>	<p>speakers; Career Fair</p> <p>-Career Fair, guest speakers, reading, writing</p> <p>-Reading; writing; class discussion; guest speakers</p> <p>-Reading: text & classified ads; writing; chart making; guest speakers; videos</p> <p>--Class discussion of payroll deductions; writing; guest speaker: Board Secretary</p> <p>-Class discussion; Reading; guest speaker, note-taking; illustrations; writing</p> <p>-Class discussion; reading; guest speakers; note-taking; writing</p>
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<p>financial savings strategy.</p> <p>9.1.8.B.4 Relate the concept of deferred gratification to [investment], meeting financial goals, and building wealth.</p> <p>9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions.</p> <p>9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.</p> <p>9.1.8.B.7 Construct a budget to save for long-term, short-term, and charitable goals.</p> <p>9.1.8.B.8 Develop a system for keeping and using financial records.</p> <p>9.1.8.B.9 Determine the most appropriate use of various financial products</p>	<p>-Pamphlet / multimedia presentation about taxes & benefits</p> <p>-2-Panel word map to distinguish between taxable and nontaxable income</p> <p>-Personal Financial Plan</p> <p>Expository writing -Reaction paper: respond to economic issues as presented in class and newspaper readings</p> <p>-Simulated budget planning</p> <p>-Financial planning shopping list: what do you need? / Journal writing about financial record keeping</p> <p>Creative writing</p> <p>Sample budget</p> <p>-Cash flow statements; Expository writing -Balance sheet activity; Analyze sample statements</p> <p>-Panel discussion/ Podcast / Public Service Announcement Posters: students research</p>	<p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt), pay stub; supplementary materials</p> <p>-</p> <p>Newspapers, Text reading (<i>Civics in Practice</i> – Holt); supplementary text materials</p> <p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); My Savings Quest.com; supplementary materials</p> <p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); guest speaker; supplementary text materials</p> <p>-Budget planning games and online resources; textbook reading</p> <p>-Textbook reading; store ads (Staples, etc.) --Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt)</p>	<p>-Simulated budget game (online); class discussion; guest speaker – financial planner</p> <p>-Class discussion; creation of financial plan; guest speaker</p> <p>-Class discussion; financial planning activities; guest speaker</p> <p>-Class discussions; newspaper and news magazine reading; reaction papers; collaborative brainstorming</p> <p>-Reading; creative and expository writing; class discussions</p> <p>-Reading; financial planning activities; simulated budgeting games; guest speaker</p>
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<p>and services (e.g., ATM, debit cards, credit cards, checkbooks)</p> <p>9.1.8.B.10 Justify safeguarding personal information when using credit cards, banking electronically, or filing forms.</p> <p>9.1.8.B.11 Evaluate the appropriate financial institutions to assist with meeting various personal financial needs and goals.</p> <p>9.1.8.C.1 Compare and contrast the financial products and services offered by different types of financial institutions.</p> <p>9.1.8.C.2 Compare and contrast debt and credit management strategies.</p> <p>9.1.8.C.4 Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages) and compare the interest rates associated with each.</p>	<p>financial products and present findings</p> <p>Short Story writing; Podcast ; Public Service Announcement posters</p> <p>-Expository writing: compare and contrast financial strategies</p> <p>-Interest rate chart: Using materials from a variety of financial institutions create and maintain a chart that shows interest rates for various forms of credit</p> <p>-Credit calculations & explanatory writing -Editorial writing/ political cartoon</p> <p>-Journal writing; reflective writing; flow chart -Short Story Writing (fact-based) / Journal Writing</p> <p>-</p>	<p>-Sample bank statements; Textbook reading (<i>Civics in Practice</i> – Holt) -Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt) -Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); multimedia resources -Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt) -Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt) -Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt) -Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt) -Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); mathematical formulas -Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt) -Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt) -Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt)</p>	<p>-Reading, writing, financial planning activities, guest speaker -Reading; writing; financial planning activities; nonlinguistic representation -Class discussions; reading; writing; statement analysis; -Collaborative brainstorming; research; collaborative planning; -Reading; writing; collaborative brainstorming and planning; creation of PSA messages -Writing, collaborative brainstorming and planning; guest speaker; class discussion; reading -Reading; writing; collaborative brainstorming & planning; guest speaker; class discussion -Reading; research; discussion; expository writing; guest speaker</p>
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<p>9.1.8.C.5 Calculate the cost of borrowing various amounts of money using different types of credit (e.g., credit cards, installment loans, mortgages).</p>	<p>Explanatory writing; word splash</p>	<p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt) -Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt) -Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt)</p>	<p>-Research; reading; discussion -Calculations; expository writing -Reading; writing; guest speaker -Class discussions; reading; nonlinguistic representations</p>
<p>9.1.8.C.6 Determine ways to leverage debt beneficially.</p>	<p>-Savings mural: annotated and illustrated discussion of savings tools/ Metaphorical work: Saving money is like a bridge...</p>	<p>(<i>Civics in Practice</i> – Holt); supplementary materials -Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials</p>	<p>-Class discussions; reading; nonlinguistic representations -Class discussions; reading; nonlinguistic representations</p>
<p>9.1.8.C.7 Determine potential consequences of using “easy access” credit (e.g., using a line of credit vs. obtaining a loan for a specific purpose).</p>	<p>Case study writing: What would happen if? -</p>	<p>(<i>Civics in Practice</i> – Holt); supplementary materials -Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials -Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials</p>	<p>Writing; Presentation -Reading; expository and creative writing; class discussions -Reading; expository and creative writing; class discussions</p>
<p>9.1.8.C.8 Explain the purpose of a credit score and credit record, and summarize borrowers’ credit report rights.</p>	<p>-Journal writing; expository writing</p>	<p>(<i>Civics in Practice</i> – Holt); supplementary materials -Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt) -Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials</p>	<p>class discussions -Reading; expository and creative writing; class discussions -Reading; expository and creative writing; class discussions</p>
<p>9.1.8.C.9 Summarize the causes and consequences of personal bankruptcy.</p>	<p>Short story writing</p>	<p>(<i>Civics in Practice</i> – Holt); supplementary materials -Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials</p>	<p>-Reading, guest speaker, writing, PSA work -Reading, guest speaker; writing; nonlinguistic representations</p>
<p>9.1.8.C.10 Determine when there is a need to seek credit counseling and appropriate times to utilize it.</p>	<p>Panel discussion Expository writing</p>	<p>(<i>Civics in Practice</i> – Holt); supplementary materials -Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials -Newspapers, Textbook reading (<i>Civics in Practice</i> –</p>	<p>-Research; reading; writing; illustrations; discussions -Reading; writing; discussion -Reading; writing; discussion</p>

<p>9.1.8.D.1 Determine how saving contributes to financial well-being.</p> <p>9.1.8.D.2 Differentiate among various savings tools and how to use them most effectively</p>	<p>Compare and contrast writing</p> <p>Investment poster</p>	<p>Holt); supplementary materials</p> <p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials</p> <p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt)</p>	<p>-Text and case study reading; writing; interviewing</p> <p>-Financial calculations; reading; writing</p> <p>-Reading; creative and fact-based writing; discussions</p>
<p>9.1.8.D.3 Differentiate among various investment options.</p> <p>9.1.8.D.4 Distinguish between income and investment growth.</p>	<p>Scenario writing</p>	<p>-Store ads; Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt)</p> <p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials; sample contract</p>	<p>-Discussions; reading; writing; collaborative planning</p> <p>-Discussions; reading; writing; chart-making</p>
<p>9.1.8.D.5 Explain the economic principle of supply and demand.</p>	<p>Chart</p>	<p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt)</p>	<p>-Reading, discussions; blogging</p>
<p>9.1.8.E.5 Analyze interest rates and fees associated with financial services, credit cards, debit cards, and gift cards.</p>	<p>Sam’s Club case study</p>	<p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); sample infomercials...see YouTube</p>	<p>-Discussions; reading; writing; comparison shopping</p>
<p>9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.</p> <p>9.1.8.E.7 Evaluate how fraudulent activities impact consumers, and justify the creation of consumer protection laws.</p>	<p>PSA creation</p>	<p>-Newspapers, Text reading (<i>Civics in Practice</i> – Holt)</p> <p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials</p>	<p>-Discussions; analysis of sample contract; writing; reading</p> <p>-Reading; writing; PSA work; discussions</p>
<p>9.1.8.E.8 Recognize the techniques and effects of deceptive advertising.</p>	<p>-Analysis of infomercial (example: Baby Bullet baby food maker)</p> <p>-Expository writing: how has consumption and</p>	<p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials</p> <p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials</p>	<p>-Reading; writing; viewing of infomercials; class discussion</p> <p>-Reading; writing; discussion</p> <p>-Reading; writing; discussion; collaborative planning and PSA work</p>

<p>9.1.8.F.1 Explain how the economic system of production and consumption may be a means to achieve significant societal goals.</p>	<p>production positively affected society? Editorial writing / political cartoons</p>	<p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials; online resources</p>	<p>-Reading; discussion; chart making; writing</p>
<p>9.1.8.F.2 Examine the implications of legal and ethical behaviors when making financial decisions.</p>	<p>Public service podcasts / posters/ creative writing If...Then Chart: students track how donations can rise according to income</p>	<p>-Newspapers, Text reading (<i>Civics in Practice</i> – Holt); -Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials</p>	<p>-Collaborative brainstorming; discussion -Discussion; reading; writing -Discussion; reading; writing; collaborative work on scenarios</p>
<p>9.1.8.F.3 Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.</p>	<p>-Brainstorm list of societal problems and research charitable organizations</p>	<p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials</p>	<p>-Guest speaker (insurance industry); reading; writing; discussion</p>
<p>9.1.8.G.1 Explain why it is important to develop plans for protecting current and future personal assets against loss.</p>	<p>-Journal writing; political cartoons; editorial writing Scenario writing: If...Then; What would happen to your money if...</p>	<p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials</p>	<p>-Guest speaker (insurance industry); reading; writing; discussion</p>
<p>9.1.8.G.3 Analyze the need for and value of different types of insurance and the impact of deductibles.</p>	<p>-Pamphlet / posters/ multimedia presentations about value of insurance protections</p>	<p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials; warranty documents</p>	<p>-Reading of text and materials; writing -Discussions (class and individual); personal interest inventory</p>
<p>9.1.8.G.4 Evaluate the need for different types of extended warranties.</p>	<p>-Do I Need the Warranty? Write scenarios in which the warranty is warranted.</p>	<p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials; NJCCCS</p>	<p>-Reading of NJCCCS; Discussion; Mural work -Parent speakers; discussions; reading; writing; reflections</p>
<p>9.1.8.G.4 Evaluate the need for different types of extended warranties.</p>	<p>-Personalized Student Learning Plan with career interest information -Career Clusters Mural / Wall</p>	<p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials</p>	<p>Guest speakers from high schools;</p>

<p>9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest.</p> <p>9.2.8.B.1 Research careers within the , and abilities needed I 16 Career Clusters and determine attributes of career success.</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. .</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>-Personal reflection paper: What am I good at? What do I like? What do I want out of life? Where Can I Study? Chart...list options for career studies; journal writing; expository writing</p> <p>-Career Fair; Career Interviews</p> <p>-Self-Reflection: Communication Skills, Collaboration, Leadership. Personal Inventory and Action Plan</p> <p>-Job/Career Chart: Illustrated and Annotated; Journal Writing; Expository Writing; Interview adults about jobs and careers</p> <p>-Career Essay: Select a career path and research its changes over time.</p> <p>-Research summary: written summation of information from research</p> <p>-Track employment trends by creating a chart or graph and written summation</p> <p>-Draft sample application documents</p> <p>-Journal writing / creative writing/ Do's & Don'ts Pamphlet</p> <p>-Fill out sample working papers</p> <p>-Multimedia presentation that highlights jobs permitted or prohibited for minors</p> <p>-Employment Case Study: Research a case that violated employment law. Summarize, form opinion, and present to class.</p>	<p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials; high school information from pamphlets & websites</p> <p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials</p> <p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials</p> <p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials</p> <p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials</p> <p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials</p> <p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials like Occupational Information Network (O*NET) or the New Jersey State Career Development</p> <p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials; online materials like Occupational Information Network (O*NET) or the New Jersey State Career Development</p>	<p>reading; discussion; writing</p> <p>-Interviews; Career Fair projects & presentations; Career Day guest speakers</p> <p>-Reading; reflecting; writing</p> <p>-Reading; writing; discussion; nonlinguistic representations; blogging</p> <p>-Reading; writing; interviews</p> <p>-Online research and summation</p> <p>-Online research and summation; chart/graph creation</p> <p>-Read and analyze sample résumés and cover letters; writing</p> <p>-Discussion; reading; writing; illustrations</p> <p>-Guest speaker from main office about working papers</p> <p>-Reading; research; application of information into multimedia presentations; oral presentation</p>
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	<p>-Creative writing (Poem, Song, Journal, etc.) about academic achievement and career forecast</p> <p>-Public Service Announcement posters or podcasts about careful online behavior</p> <p>Expository writing/ fact-based creative writing</p>	<p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials</p> <p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials</p> <p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials; sample working papers</p> <p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials</p> <p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials</p> <p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials; online resources</p> <p>-Newspapers, Textbook reading (<i>Civics in Practice</i> – Holt); supplementary materials</p>	<p>-Research; reading; oral presentation; writing</p> <p>-Reading; writing; HR guest speaker</p> <p>-Writing; discussion; PSA work</p> <p>-Writing; discussions; HR Guest speaker</p>
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New Jersey Student Learning Standards For English Language Arts & Literacy in History/Social Studies

There is a natural marriage between Social Studies and the skills presented in English and Language Arts. The NJLS that have been adopted by the State of New Jersey recognize this connection, and an interrelationship between the disciplines has been highlighted. One cannot act as an historian without the skills and knowledge necessary for strong communication. Therefore, although the New Jersey Student Learning Standards for English Language Arts Literacy in History/Social Studies are specifically geared towards grades 6 – 8, it is the goal of the Allamuchy Township School District to interweave the necessary speaking, reading, and writing skills as underscored in the NJLS across all grade levels.

New Jersey Student Learning Standards for English Language Arts Companion Standards Page 1 of 7 History, Social Studies, Science and Technical Subjects

Grades 6-8 Anchor Standards for Reading Key Ideas and Details

NJLSA.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.

NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure

NJLSA.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.

NJLSA.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.

NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas NJLSA.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.

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

Note on range and content of student reading To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grades 6-8 Progress Indicators Reading History Reading History and Social Studies The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

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.

Anchor Standards for Writing Text Types and Purposes NJSLA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLA.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.

NJSLA.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

NJSLA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLA.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.

Note on range and content in student writing To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year. **Grades 6-8 Progress Indicators for Writing History, Science and Technical Subjects** The standards below begin at grade 6; standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

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 from and supports the information or explanation presented.

**WHST.6-8.3 (See note; not applicable as a separate requirement)
Production and Distribution of Writing**

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. Research to Build and Present Knowledge

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research. Range of Writing

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Note Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

Social Studies Skills

Chronological Thinking:

- Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.
- Explain how major events are related to one another in time.

Spatial Thinking:

- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.

Critical Thinking:

- Compare and contrast differing interpretations of current and historical events.
- Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
- Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.)

Presentational Skills:

- Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
- Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation)

Allamuchy Curriculum Modifications

Special Education and 504 Students: Modifications are available to children who receive services under IDEA or Section 504 of the Rehabilitation Act.

GENERAL MODIFICATIONS:

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Provision of calculator and/or number line for math tests
- Read-alouds, film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

BEHAVIOR MODIFICATIONS:

- Follow prescribed behavior plan
- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework/behavior chart
- Set and post class rules

- Chart progress and maintain data

Students At Risk of School Failure: Students or groups of students who are considered to have a higher probability of failing academically or dropping out of school.

- Maximize use of community resources
- Connect family to school and school activities
- Support through transition
- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups

English Language Learner Students (ELL): ELL students are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

Gifted and Talented Students (G&T): Inclusion, infusion and differentiated instruction across the curriculum meets the individual needs of gifted and talented students. Gifted and talented services include:

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

Learning Environments:

- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking
- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities

Major Topics by Grade

Grade 5

Early Man

Mesopotamia

Egypt

India

China

The Hebrews

Japan

Grade 6

Ancient Greece

Ancient Rome

Christianity

Africa

The Middle East & Islam

The Americas

The Middle Ages

The Renaissance

Grade 7

Exploration & New Empires

The English Colonies

The American Revolution

Forming a Government

Citizenship & The Constitution

Launching the Nation

War & Expansion

Grade 8

The North

The South

Slavery in the United States

Reform Movements

A Divided Nation

The Civil War

Reconstruction

Career Exploration

Civics

Personal Finance

Benchmark Assessments:

Benchmark Assessment	K	1	2	3	4	5	6	7	8
Chapter Tests					x	x	x	x	x
Performance Assessments (Projects, etc.)	x	x	x	x	x	x	x	x	x
BOY test/writing task					x	x	x	x	x
EOY test/writing task					x	x	x	x	x

Social Studies Resources

Holocaust Education

<https://www.nj.gov/education/holocaust/curriculum/>

K-4: Caring Makes a Difference

https://www.nj.gov/education/holocaust/downloads/curriculum/caring_makes_a_difference_K-4_%20curriculum_guide.pdf

5-8: To Honor All Children

https://www.nj.gov/education/holocaust/downloads/curriculum/to_honor_all_children_file1.pdf

https://www.nj.gov/education/holocaust/downloads/curriculum/to_honor_all_children_file2.pdf

https://www.nj.gov/education/holocaust/downloads/curriculum/to_honor_all_children_file3.pdf

https://www.nj.gov/education/holocaust/downloads/curriculum/to_honor_all_children_file4.pdf

Amistad Commission Resources

Literacy Components for Primary Grades

<https://www.nj.gov/education/amistad/resources/literacy.pdf>

Amistad Commission

<https://www.nj.gov/education/amistad/about.htm>

<http://www.njamistadcurriculum.net/user/registration#register>