

ALLAMUCHY TOWNSHIP SCHOOL
ALLAMUCHY, NEW JERSEY
WARREN COUNTY

Social Studies

Curriculum

Grades K – 4

&

Grades 5 - 8

Introduction

The Allamuchy Township School Social Studies Curriculum is based on the New Jersey Core Curriculum Content Standards of the State of New Jersey. The six 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.

An integral part of the New Jersey Core Curriculum Content Standards and the Allamuchy Township School Social Studies curriculum is the development of content area skills. Rather than teaching these in isolation, teachers will incorporate these skills into all aspects of Social Studies instruction across all grade levels. Practice with and mastery of these skills will ensure that our students leave Allamuchy Township School 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 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.

Social Studies instruction at various grade levels will be influenced by broad categories of instruction. The kindergarten curriculum will serve as introduction to Social Studies by highlighting the role of family, and the importance of citizenship. The study of civics, geography and economics will begin in first grade, as students begin to make meaningful connections to the world around them. Lessons in the previously introduced areas will grow in complexity in second grade, and students will be exposed to the beginnings of the study of American history. In third grade, the study of government will deepen, and the study of diversity will allow the learner to gain an understanding of the interconnection between nations. The traditional study of New Jersey in fourth grade will allow our students to become familiar with the geography, history, and culture of the Garden State, while lessons in civics, geography, and economics will help prepare them for the more sophisticated content of the upper grades. Geography will play a large role in the fifth grade classroom, and the historical focus will be on the ancient world, as an understanding of these topics will provide a foundation upon which all future lessons will be

built. Sixth grade students will extend their knowledge of geography and begin their study of world history from the time of the Greeks. Beginning in seventh grade, the focus of the Social Studies curriculum will turn to American history from the settlement of the continent of North America up through the start of the United States. The eighth grade curriculum will allow students to gain an understanding of the expansion, division, and reconstruction of the nation through the antebellum, Civil War, and Reconstruction eras. Additionally, students will be given an opportunity to delve into the areas of economics and civics, enabling them to build a sound understanding of the past and to make informed decisions about their futures.

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.

Student Proficiencies- Kindergarten	Suggested Activities	Standards / CPIs
1. Demonstrate an understanding of the meaning of family.	<ul style="list-style-type: none"> ▪ Draw a picture of your family. ▪ Listen to stories and poems about families. ▪ Sing songs about families. 	6.1 A 6.4 A
2. Compare family life today with family life in the past.	<ul style="list-style-type: none"> ▪ Watch videos that show families long ago. 	6.1 A 6.4 A
3. Demonstrate an understanding that the world is made up of many different cultures.	<ul style="list-style-type: none"> ▪ Participate in activities such as dance, song, and games that represent various cultures. ▪ Mark countries of students' ancestors on a world map. ▪ Read stories about children in other nations. 	6.1 A 6.2 E
4. Explain the need for rules, laws, and government.	<ul style="list-style-type: none"> ▪ Listen to stories about people who follow rules. ▪ Make a graphic organizer of rules with which students are familiar. 	6.1 A 6.2 A
5. Explain that justice means fairness to all.	<ul style="list-style-type: none"> ▪ Role play scenarios ▪ Read stories that demonstrate the concept of fairness. 	6.1 A 6.2 A
6. Demonstrate an understanding of the difference between a right and a responsibility.	<ul style="list-style-type: none"> ▪ Brainstorm examples of rights and responsibilities. ▪ Draw posters to illustrate internalization of each concept. 	6.1 A 6.2 A

7. Identify symbols of American values and beliefs such as the American Flag and the Statue of Liberty.	<ul style="list-style-type: none"> ▪ Practice the Pledge of Allegiance. ▪ Sing patriotic songs. ▪ Draw pictures of American symbols. 	6.1 A 6.2 B
8. Identify the basic goods and services a family needs for everyday life.	<ul style="list-style-type: none"> ▪ Paint a mural that shows a day in the life of a typical family. ▪ Make a list of the things that families buy and use. 	6.1 A 6.5 A
9. Explain that prices are the money value of goods	<ul style="list-style-type: none"> ▪ Make a collage of products and prices from store circulars. 	6.1 A 6.5 A
10. Take action on small-scale environmental issues such as littering and recycling, and explain why such actions are important.	<ul style="list-style-type: none"> ▪ Pick up papers in the hallway. ▪ Recycle paper in the classroom. ▪ Draw a picture that shows a world with litter and one without. 	6.1 A 6.6 E
11. Describe the impact of weather on everyday life.	<ul style="list-style-type: none"> ▪ Draw pictures to illustrate the concept. 	6.1 A 6.5 E
12. Demonstrate an understanding of holidays.	<ul style="list-style-type: none"> ▪ Listen to stories about holidays. ▪ Create artwork to represent holidays. ▪ Sing holiday songs. ▪ Watch holiday videos. 	6.1 A 6.2 E 6.4 B
13. Demonstrate an understanding of the concept of patriotism.	<ul style="list-style-type: none"> ▪ Sing patriotic songs. ▪ Learn the Pledge of Allegiance. ▪ Recognize patriotic symbols. 	6.1 A 6.2 B

Student Proficiencies- Grade 1	Suggested Activities	Standards / CPIs
1. Demonstrate an understanding of fair rules and laws.	<ul style="list-style-type: none"> ▪ Read a selection of “Silly Laws”. ▪ Make a chart of school rules and their purposes. ▪ Act out skits of fair and silly rules. 	6.1 A 6.2 A
2. Demonstrate an understanding of major national holidays.	<ul style="list-style-type: none"> ▪ Draw pictures to represent national holidays. ▪ Write stories about the ways that families celebrate holidays. ▪ Watch videos about holidays. ▪ Read stories about holidays. ▪ Make crafts that represent holidays. ▪ Sing holiday songs. 	6.1 A 6.4 B
3. Identify various forms of currency (e.g., penny, nickel, quarter, dollar).	<ul style="list-style-type: none"> ▪ Draw a pictogram that represents the forms of currency. ▪ Look at real examples of currency. 	6.1 A 6.5 A
4. Explain what it means to "save" money	<ul style="list-style-type: none"> ▪ Visit a local bank. ▪ Brainstorm items for which students might need to save money. 	6.1 A 6.5 A
5. Identify various jobs and explain how workers in these jobs receive income for their work.	<ul style="list-style-type: none"> ▪ Invite friends and family members in to discuss careers. ▪ Read stories about people working at different jobs. ▪ Draw pictures of people working at a variety of jobs. 	6.1 A 6.5 B
6. Demonstrate basic globe	<ul style="list-style-type: none"> ▪ Make a Venn Diagram to compare and 	6.1 A 6.6 A

and map skills.	<p>contrast the uses of maps and globes.</p> <ul style="list-style-type: none"> ▪ Draw a map of the classroom. ▪ Find land masses and bodies of water on maps and globes. 	
7. Describe the location of places within the community of Allamuchy.	<ul style="list-style-type: none"> ▪ Draw a map of everyday places (e.g. school, house, etc.). ▪ Speak directions for someone to get from the school to various places in the community. 	6.1 A 6.6 A
8. Demonstrate an understanding of the ways that ideas are communicated.	<ul style="list-style-type: none"> ▪ Play the telephone game. ▪ Draw a picture to describe an event to someone. ▪ Write a letter. ▪ Practice using basic sign language. 	6.1 A 6.6 D
9. Identify the types of transportation used to move goods and people.	<ul style="list-style-type: none"> ▪ Act out different modes of transportation. (e.g. line up to form a train, “fly” through the air, etc.) ▪ Read transportation-themed stories. ▪ Watch videos about transportation. ▪ Make a list of types of transportation that students have used. 	6.1 A 6.6 D
10. Demonstrate an understanding of how families use stories, songs, and celebrations to pass on their beliefs and values.	<ul style="list-style-type: none"> ▪ Share stories of family traditions. ▪ Draw pictures that show family celebrations. ▪ Read stories about families. 	6.1 A 6.4 A

Student Proficiencies- Grade 2	Suggested Activities	Standards / CPIs
1. Demonstrate an understanding of good citizenship.	<ul style="list-style-type: none"> ▪ Create a graphic organizer of real people and fictional characters who have demonstrated good citizenship and identify the characteristics that have made them good examples ▪ Perform a skit that shows the qualities of good citizens. 	6.1 A 6.2 A, D
2. Describe ways that Americans can participate in the community.	<ul style="list-style-type: none"> ▪ Make a poster to show different things that young people and adults can do to take part in the community ▪ Act out skits that show young people participating in the community. 	6.1 A 6.2 A, D
3. Identify community and government leaders (e.g., mayor, town council, President of the United States).	<ul style="list-style-type: none"> ▪ Invite a local leader in for a class discussion. ▪ Create a collage of photos of local and national leaders. 	6.1 A 6.2 C
4. Demonstrate an understanding of the diversity of other cultures.	<ul style="list-style-type: none"> ▪ Make a Venn Diagram to compare and contrast cultures. ▪ Draw a picture that shows the diversity of the United States. 	6.1 A 6.2 E
5 Identify traditions and celebrations of various cultures (e.g., Chinese New Year, Cinco de Mayo).	<ul style="list-style-type: none"> ▪ Read stories about world holidays and cultural celebrations. ▪ Invite parents to share stories about their own cultural celebrations. ▪ Host an International Festival. 	6.1 A 6.2 E

<p>7. Discuss the contributions of women, African Americans, and Native Americans to United States and New Jersey history</p>	<ul style="list-style-type: none"> ▪ Make a graphic organizer to represent the contributions of women, African Americans, and Native Americans. ▪ Read stories about the contributions of women, African Americans, and Native Americans. ▪ Write diary entries from the point of view of women, ▪ African Americans, and Native Americans who have contributed to the history of the United States and New Jersey. ▪ Present an oral report from the point of view of a famous woman in history. 	<p>6.1 A 6.2 B, D, E 6.4 B, L</p>
<p>8. Describe and recognize major national buildings, monuments, and symbols.</p>	<ul style="list-style-type: none"> ▪ Watch videos about Washington D.C ▪ Create a travel brochure highlighting important national monuments and historical buildings. ▪ Take a virtual tour of our nation’s capital. 	<p>6.1 A 6.2 B 6.4 B</p>
<p>9. Compare and contrast places based on physical features.</p>	<ul style="list-style-type: none"> ▪ Make Venn Diagrams to compare places. ▪ Design advertising posters encouraging tourists to visit different places based on the geographical features. 	<p>6.1 A 6.6 B</p>
<p>10. Recognize that the relationship of the Earth to the</p>	<ul style="list-style-type: none"> ▪ Draw a diagram that shows the effect of the 	<p>6.1 A 6.6 C</p>

sun affects weather conditions, climate, and seasons	<p>sun on the Earth.</p> <ul style="list-style-type: none"> ▪ Act out the position of the sun in relation to the Earth at various points during the year. 	
11. Describe the role of resources such as air, land, water, and plants in everyday life.	<ul style="list-style-type: none"> ▪ Write a poem or story about air, land, water, or plants. ▪ Visualize a world that lacks the resource of air, land, water, or plants. Draw a picture, and write statements about how life would be different in this type of world. 	6.1 A 6.6 E
12. Explain that some essential goods and services are provided by the government, such as roads, schools, parks, police, and fire protection	<ul style="list-style-type: none"> ▪ Write a letter to the fire department, police department, roads department, etc. to thank them for their services. ▪ Visit a police department or other office that provides a government service. 	6.1 A 6.2 C

The following skills are specified in the New Jersey Core Curriculum Content Standards as part of the Social Studies program in the primary grades. Skills are meant to be introduced in kindergarten, reviewed in grade 1, and mastered by the end of grade 2.

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

Student Proficiencies- Grade 3	Suggested Activities	Standards / CPIs
1. Demonstrate an understanding of the difference between power and authority.	<ul style="list-style-type: none"> ▪ Create a Venn Diagram to compare power and authority. ▪ Brainstorm situations in which people have power, but no authority and vice versa. 	6.1 A 6.2 A
2. Identify the fundamental values and principles of American democracy expressed in the Pledge of Allegiance, the Declaration of Independence, the United States Constitution and the Bill of Rights, and the first New Jersey Constitution	<ul style="list-style-type: none"> ▪ Write an acrostic poem that shows American values. ▪ Make a poster that states some of the freedoms guaranteed to citizens of the United States. 	6.1 A 6.2 B
3. Demonstrate an understanding of the roles of the three branches of government.	<ul style="list-style-type: none"> ▪ Watch videos on the branches of government. ▪ Draw a pictogram to show the three branches of government. ▪ Make a chart that shows the roles of each branch of government. 	6.1 A 6.2 C
4. Demonstrate an understanding of how government power is limited by the Constitution.	<ul style="list-style-type: none"> ▪ Perform a skit that shows the balance of power between the three branches of government. ▪ Create a graphic organizer to show the limits placed on each branch of government. 	6.1 A 6.2 C
5. Recognize the importance of respecting diversity between people and nations.	<ul style="list-style-type: none"> ▪ Describe situations in which people from diverse backgrounds work together to solve common problems. 	6.1 A 6.2 E 6.4 A

	<ul style="list-style-type: none"> ▪ Read stories about people from different backgrounds helping one another. ▪ Write slogans that promote respect of diversity. 	
6. Recognize the dangers of intolerance and stereotyping.	<ul style="list-style-type: none"> ▪ Write a journal entry that describes how it feels when someone is unkind. ▪ Perform a skit 	6.1 A 6.2 E
7. Differentiate between needs and wants.	<ul style="list-style-type: none"> ▪ Brainstorm things needed for survival. ▪ Draw a poster that shows items that are fun, but not necessary. 	6.1 A 6.5 A
8. Recognize the relationship between prices and supply and demand.	<ul style="list-style-type: none"> ▪ Develop a marketing campaign. ▪ Brainstorm items that have been limited in supply and high in price. 	6.1 A 6.5 A
9. Describe how to earn and save money in order to purchase a needed or desired item.	<ul style="list-style-type: none"> ▪ Create a financial plan that factors in sources of income (e.g. allowance, birthday money, tooth fairy money, etc.) and costs of the desired item. 	6.1 A 6.5 A
10. Describe and demonstrate different ways to measure distance (e.g., miles, kilometers, time).	<ul style="list-style-type: none"> ▪ Design a game that asks contestants to name the standard of measure to be used in a variety of situations. (e.g. distance to the mall = miles, distance to the beach = hours, distance to the next classroom = feet, etc.) 	6.1 A 6.6 A
11. Estimate distances between two places on a map using a scale of miles.	<ul style="list-style-type: none"> ▪ Use a map to estimate distances. 	6.1 A 6.6 A

12. Locate time zones, latitude, and longitude.	<ul style="list-style-type: none"> ▪ Draw and label the time zones on a map of the world. Label the correct time in each area. ▪ Draw and label lines of latitude and longitude on a map of the world. 	6.1 A 6.6 A
13. Identify natural resources.	<ul style="list-style-type: none"> ▪ Design a Power Point presentation that shows a variety of living and non-living natural resources. ▪ Make a chart that shows the uses of natural resources. ▪ Label a map to show the location of natural resources in the United States. ▪ Design a mural or collage that shows the difference between renewable and non-renewable resources. 	6.1 A 6.6 E

Student Proficiencies- Grade 4	Suggested Activities	Standards / CPIs
1. Demonstrate an understanding of the roles of community, county, state, and federal levels of government.	<ul style="list-style-type: none"> ▪ Make a graphic organizer that depicts the roles of each level of government. ▪ Make posters to show the work done at each level of government. 	6.1 A 6.2 A
2. Identify national, state, and local government officials and understand how to contact them.	<ul style="list-style-type: none"> ▪ Use the Internet to identify local, state, and national officials. ▪ Brainstorm reasons a citizen would contact a legislator. ▪ Write a letter to the President of the United States, Governor of New Jersey, or member of Congress. 	6.1 A 6.2 A
3. Identify the associations and organizations that assist the government in providing for citizens.	<ul style="list-style-type: none"> ▪ Make a list of the groups that help citizens of the United States. (e.g. American Red Cross, Habitat for Humanity, etc.) ▪ Write a set of scenarios in which these organizations could provide assistance. ▪ Locate examples from current events in which these groups provided aid. 	6.1 A 6.2 A
4. Demonstrate an understanding of the American traditions, values and beliefs that support American democracy.	<ul style="list-style-type: none"> ▪ Design an All-American collage. ▪ Illustrate the Pledge of Allegiance and patriotic songs. 	6.1 A 6.2 B
5. Identify major services provided by state and local	<ul style="list-style-type: none"> ▪ Make a chart to represent the services 	6.1 A 6.2 C

government.	provided by the state and local governments.	6.5 B
6 Describe the qualities of a good citizen and the ways that citizens can get involved in government.	<ul style="list-style-type: none"> ▪ Make a Power Point presentation that details the characteristics and roles of good citizens. ▪ Read and write stories that demonstrate the positive ways that citizens can contribute to the community. 	6.1 A 6.2 D
7. Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.	<ul style="list-style-type: none"> ▪ Create digital stories to represent the immigration stories of people who came to America and New Jersey. ▪ Trace the routes taken by immigrants on a map of the world. 	6.1 A 6.4 A 6.6 A
8. Describe the process by which immigrants can become United States citizens	<ul style="list-style-type: none"> ▪ List the steps to becoming a naturalized citizen. ▪ Research the naturalization process on the Internet. ▪ Read personal accounts of the road to naturalization. 	6.1 A 6.2 D
9. Discuss the experiences of immigrants who came to the United States and New Jersey, including reasons for immigrating, experiences at Ellis Island, and working and living conditions in America.	<ul style="list-style-type: none"> ▪ Read stories about young immigrants. ▪ Visit the Statue of Liberty and Ellis Island. ▪ Invite guest speakers to discuss their immigration experiences. ▪ Write a journal entry from the point of view of a young immigrant. ▪ Research family 	6.1 A 6.4 B

	immigration history at www.ellisland.org	
10. Demonstrate an understanding of how the United States interacts with other nations.	<ul style="list-style-type: none"> ▪ Summarize international interactions from current events. ▪ Make a chart to show different types of interactions that the United States has with other nations (e.g. diplomacy, tourism, trade, military action, etc.) 	6.1 A 6.2 E
11. Outline the purposes of the United Nations	<ul style="list-style-type: none"> ▪ Make a graphic organizer that details the purposes of the United Nations. ▪ Visit the United Nations website. 	6.1 A 6.2 E
12. Identify current issues that may have a global impact (e.g., pollution, diseases) and discuss ways to address them.	<ul style="list-style-type: none"> ▪ Write a letter to the editor of the local newspaper about an issue affecting the world. ▪ Write slogans to help make people aware of issues that have an impact on the world. ▪ Create bumper stickers to encourage awareness of global issues. 	6.1 A 6.2 E
13. Demonstrate an understanding of the history of Allamuchy, including origins of the name, important landmarks, and past groups and individuals who resided here.	<ul style="list-style-type: none"> ▪ Invite a guest speaker from the Allamuchy Historical Society to speak about the community. ▪ Research historical places and events in Allamuchy. Write a brief report. 	6.1 A 6.4 A
14. Demonstrate an	<ul style="list-style-type: none"> ▪ Create an artifact to 	6.1 A

understanding of the early culture of the Lenape that existed in the area that became New Jersey.	<p>represent the Lenape culture.</p> <ul style="list-style-type: none"> ▪ Write a poem that shows the ways the Lenape interacted with the land. ▪ Visit “Lenape Village” at Waterloo Village. 	6.4 A
16. Describe products and services that are developed, manufactured, or grown in New Jersey.	<ul style="list-style-type: none"> ▪ Identify products made or grown in New Jersey. ▪ Using a map of New Jersey, locate centers of production for goods and crops. 	6.1 A 6.5 B
17. Identify the major cities of New Jersey, and the United States.	<ul style="list-style-type: none"> ▪ Play an “Around the World” format game to reinforce state capitals. ▪ Design a montage to show the major cities of New Jersey. ▪ Design a collage of photos to represent major cities of the United States. 	6.1 A 6.6 A
18. Identify the fifty states.	<ul style="list-style-type: none"> ▪ Sing the song “Nifty, Fifty United States” 	6.1 A 6.6 A, B
19. Demonstrate an understanding of the geography of New Jersey.	<ul style="list-style-type: none"> ▪ Label an outline map with geographical features of New Jersey. ▪ Design a poster that advertises the many different geographical features of New Jersey. ▪ Brainstorm a list of outdoor activities possible in a state as geographically diverse as New Jersey. 	6.1 A 6.6 B
20. Identify the distribution and characteristics of populations for different regions of New Jersey and the	<ul style="list-style-type: none"> ▪ Using maps of New Jersey and the United States, shade regions to show population distribution. 	6.1 A 6.6 D

United States.	<ul style="list-style-type: none"> ▪ Write comparison statements that demonstrate the effects of population distribution on regions in New Jersey and the United States. 	
21. Discuss factors involved in the development of cities (e.g., transportation, food, marketplace, religion, military protection).	<ul style="list-style-type: none"> ▪ Acting as city planners, create a list of factors needed to successfully develop a city. ▪ Write a paragraph about the importance of one of the factors in the development of a city. 	6.1 A 6.6 B
22. Identify the 21 counties of New Jersey.	<ul style="list-style-type: none"> ▪ Design a County Fair. Students research the counties of New Jersey (e.g. settlement, history, geography, resources, products, famous New Jerseyans, etc.) and present their findings in the format of a fair. 	6.1 A 6.6 A, B, C, D, E

The following skills are specified in the New Jersey Core Curriculum Content Standards as part of the Social Studies program in grades 3 and 4. Skills are meant to be introduced in grade 3 and mastered by the end of grade 4.

1. Explain how the past affects life in the present day.
2. Understand and use terms related to time, including years, decades, centuries, and generations.
3. Identify multiple sources for the same information.
4. Use a time line to organize events.
5. Differentiate between eyewitness accounts and secondary accounts of events.
6. Distinguish fact from fiction.

Student Proficiencies- Grade 5	Suggested Activities	Standards / CPIs
1. Demonstrate an understanding of the development of early man as seen through the development of systems of oral and written language.	<ul style="list-style-type: none"> ▪ Brainstorm non-verbal communication methods. ▪ Work with partners to communicate without using traditional speech and written language. 	6.1 A 6.3 A, B
2. Demonstrate an understanding of the ways of life in hunter/gatherer, fishing, and agrarian societies.	<ul style="list-style-type: none"> ▪ Design and perform skits that detail the different ways of life in early societies. ▪ Write a journal entry that details life as a hunter/gatherer. ▪ Make a graphic organizer to compare ways of life. 	6.1 A 6.3 A
3. Demonstrate an understanding of the geography of Egypt.	<ul style="list-style-type: none"> ▪ Label Egypt on outline maps of Africa and the world. ▪ Draw major geographical features of India on an outline map. ▪ Write an ode to the Nile to demonstrate the role of the great river in Egypt. 	6.1 A 6.6 B, C
4. Demonstrate an understanding of the geography of Ancient Mesopotamia.	<ul style="list-style-type: none"> ▪ Label Mesopotamia on an outline map of the world. ▪ Draw major features of Mesopotamia on an outline map of the region. 	6.1 A, 6.6 A, B, C
5. Demonstrate an understanding of the achievements of Mesopotamia in the areas	<ul style="list-style-type: none"> ▪ Write a paragraph that details one aspect of the Mesopotamian civilization. 	6.1 A 6.3 A, C 6.5 B 6.6 A, C, E

of government, language, religion, culture, science, economics, etc.	<ul style="list-style-type: none"> ▪ Draw a visual representation of the accomplishments of the Mesopotamians. ▪ Read an excerpt from <i>The Code of Hammurabi</i>. 	
6. Demonstrate an understanding of the beginnings and major elements of Judaism.	<ul style="list-style-type: none"> ▪ Make a chart to display the contributions of important figures in early Judaism. ▪ Read <i>The Ten Commandments</i> and brainstorm real-life applications for young people in today's world. 	6.1 A 6.3 B
7. Demonstrate an understanding of the geography of India.	<ul style="list-style-type: none"> ▪ Label India on an outline map. ▪ Draw major geographical features of India on an outline map. ▪ Label major political features on an outline map of India. 	6.1 A 6.6 A, B, C, E
8. Demonstrate an understanding of important aspects of Indian civilization in the areas of government, language, religion, culture, science, economics, etc.	<ul style="list-style-type: none"> ▪ Develop and deliver a brief Power Point presentation detailing the accomplishments of Ancient India. ▪ Write a short story detailing life as a child living within the caste system. 	6.1 A 6.3 A, C 6.5 B 6.6 A, C, E
9. Demonstrate an understanding of the beginnings and major elements of Buddhism and Hinduism in Ancient	<ul style="list-style-type: none"> ▪ Make a poster that lists and visually represents the elements of Buddhism or Hinduism. 	6.1 A 6.3 B

India.	<ul style="list-style-type: none"> ▪ Read an excerpt from <i>The Rig Veda</i>. 	
10. Demonstrate an understanding of the geography of China.	<ul style="list-style-type: none"> ▪ Label China on an outline map of the world. ▪ Draw major geographical features of China on an outline map. ▪ Label major political features on an outline map of China. 	6.1 A 6.6 A, C, E
11. Demonstrate an understanding of important aspects of Chinese civilization in the areas of government, language, religion, culture, science, economics, etc.	<ul style="list-style-type: none"> ▪ Read a selection from <i>The Analects of Confucius</i>. ▪ Make a poster to detail the accomplishments made by China in each of the aspects of civilization. ▪ Write and illustrate “Confucianisms” 	6.1 A 6.3 A, C
12. Demonstrate an understanding of culture and heritage.	<ul style="list-style-type: none"> ▪ Research personal culture and heritage and take part in a festival to honor diversity. ▪ Make a poster to show the elements of culture. 	6.1 A 6.2 E
13. Demonstrate an understanding of the interrelationship of the five themes of geography.	<ul style="list-style-type: none"> ▪ Create a mural that depicts the importance of the five geographical themes. ▪ Brainstorm real-life applications of the five themes. 	6.1 A 6.6 A, C
14. Demonstrate an understanding of latitude and longitude.	<ul style="list-style-type: none"> ▪ Draw a freehand map of the world that places the outlines on the continents in the correct locations based on longitude and latitude. 	6.1 A 6.6 A, C

	<ul style="list-style-type: none"> ▪ Create a “Where in the World?” game using longitude and latitude clue. Include clues that refer to the effect of distance from the equator to factor in climate. 	
15. Demonstrate an understanding of the major types of maps and map projections.	<ul style="list-style-type: none"> ▪ Draw a political, physical, and special purposes map of a fictitious location. 	6.1 A 6.6 A
16. Demonstrate an understanding of cardinal and intermediate directions.	<ul style="list-style-type: none"> ▪ Use a spinner to show cardinal and intermediate directions. ▪ View a television weather report to note the use of cardinal and intermediate directions when speaking about wind sources. 	6.1 A
17. Demonstrate an ability to use maps to estimate distance.	<ul style="list-style-type: none"> ▪ Plan a car trip from Allamuchy to a place of interest. Use a map to estimate the distance to be traveled. 	6.1 A 6.6 A
18. Demonstrate an understanding of geography terms.	<ul style="list-style-type: none"> ▪ Locate geographical features on a map. ▪ Identify examples geographical features from around the community, nation and world. ▪ Create an illustrated gazetteer. 	6.1 A 6.6 A, B, C

Student Proficiencies- Grade 6	Suggested Activities	Standards / CPI
1. Demonstrate an understanding of geography of Europe.	<ul style="list-style-type: none"> ▪ Draw, label, and color a freehand map of Europe that contains both physical and political features. 	6.1 A 6.6 A, C, E
2. Demonstrate an understanding of society in the Middle Ages based on the areas of government, language, religion, culture, science, economics, etc.	<ul style="list-style-type: none"> ▪ Create a Middle Ages yearbook that details important people, developments, and events of the era. ▪ Read <i>Cathedral</i> by David MacCauley. Work in groups to design a cathedral. ▪ Watch videos on life in the middle ages and write journal entries from the perspective of various members of society, including serfs, nobles, and priests. 	6.1 A 6.3 C
3. Demonstrate an understanding of the cultural, scientific, and social developments of the Renaissance.	<ul style="list-style-type: none"> ▪ Present an oral report in the first person from the point of view of a major Renaissance figure. ▪ Read aloud a retelling of <i>Don Quixote</i> by Miguel de Cervantes. 	6.1 A 6.3 D
4. Demonstrate an understanding of the division of the western Christian Church during the Reformation.	<ul style="list-style-type: none"> ▪ Read an excerpt of the primary source of the <i>95 Theses</i> by Martin Luther ▪ Create a timeline that displays the various breaks in the Christian Church. 	6.1 A 6.3 D
5. Demonstrate an	<ul style="list-style-type: none"> ▪ Draw, label, and color 	6.1 A

understanding of the geography of Africa.	a freehand map of Africa that contains both physical and political features.	6.6 A, C, D, E
6. Demonstrate an understanding of the western African empires of Ghana, Mali, and Songhai.	<ul style="list-style-type: none"> ▪ Locate the empires of western Africa on an outline map of the continent. ▪ Create an artifact that represents one of the empires of western Africa. 	6.1 A 6.3 C
7. Demonstrate an understanding of the geography of Asia.	<ul style="list-style-type: none"> ▪ Label and color physical and political features of Asia on an outline map. 	6.1 A 6.6 A, C, D, E
8. Demonstrate an understanding of the cultures of Asia and their influences on other regions.	<ul style="list-style-type: none"> ▪ Make a graphic organizer that displays the cultures of Asia and their connection to other regions. 	6.1 A 6.3C
9. Demonstrate an understanding of the geography of the Americas.	<ul style="list-style-type: none"> ▪ Draw, label, and color a freehand map of the Americas that contains both physical and political features. 	6.1 A 6.6 A, C, D, E
10. Demonstrate an understanding of the development of the Aztec civilization.	<ul style="list-style-type: none"> ▪ Write and perform an interview of an Aztec warrior. ▪ Draw a map of the Aztec settlement. 	6.1 A 6.3 C, D
11. Demonstrate an understanding of the contributions of the Mayan civilization.	<ul style="list-style-type: none"> ▪ Draw a creative representation of life as a member of the Mayan civilization. 	6.1 A 6.3 C, D
12. Demonstrate an understanding of the development of the Incan Empire.	<ul style="list-style-type: none"> ▪ Create a brochure to encourage visitors to time travel back to the days of the Incan Empire. 	6.1 A 6.3 C, D

<p>13. Demonstrate an understanding of the geography of the region known as the Middle East.</p>	<ul style="list-style-type: none"> ▪ Label and color physical and political features of the Middle East on an outline map. 	<p>6.1 A 6.6 A, C, D, E</p>
<p>14. Demonstrate an understanding of the development and spread of Islam.</p>	<ul style="list-style-type: none"> ▪ Use an outline map to track the spread of Islam 	<p>6.1 A 6.3 C</p>
<p>15. Demonstrate an understanding of the major elements of Islam.</p>	<ul style="list-style-type: none"> ▪ Create a mobile or other visual representation of the Five Pillars of Islam. ▪ Read an excerpt from The Quran. 	<p>6.1 A 6.3 C</p>
<p>16. Demonstrate an ability to compare and contrast the major world religions.</p>	<ul style="list-style-type: none"> ▪ Write an expository essay detailing three of the world's major religions. 	<p>6.1 A 6.3 B, C, D</p>
<p>17. Demonstrate an understanding of the geography of Ancient Greece.</p>	<ul style="list-style-type: none"> ▪ Label Greece on an outline map. ▪ Write a brief radio commercial that details the climate and geographical features of Greece. 	<p>6.1 A 6.6 A, B, C, D</p>
<p>18. Demonstrate an understanding of political, social, and cultural contributions of the civilization of Ancient Greece in the areas of government, language, religion, culture, science, economics, etc.</p>	<ul style="list-style-type: none"> ▪ Practice using the Greek alphabet. ▪ Write an article that compares and contrasts the city-states of Athens and Sparta. ▪ Create a travel brochure that details the ancient ruins of Greece. ▪ Read and illustrate a selection of Greek myths. ▪ Begin a chart that will 	<p>6.1 A 6.3 B, C 6.1 A 6.3 B, C</p>

	<p>track the Greek and Roman gods and goddesses.</p> <ul style="list-style-type: none"> ▪ Read an excerpt from Homer's <i>Iliad</i>. 	
19. Demonstrate an understanding of the geography of Ancient Rome. (using present day Rome, Italy)	<ul style="list-style-type: none"> ▪ Locate Rome, Italy on a map of the world and of Europe. ▪ Draw major geographical features of Italy on an outline map. 	6.1 A 6.6 A, B, C, D, E
20. Demonstrate an understanding of political, social, and cultural contributions of Ancient Rome in the areas of government, language, religion, culture, science, economics, etc.	<ul style="list-style-type: none"> ▪ Continue a chart to track the Greek and Roman gods and goddesses. ▪ Make an aerial map of the city of Rome. ▪ Read an excerpt from <i>Stories of Rome</i> by Livy. ▪ Create an artifact. 	6.1 A 6.3 B, C
21. Demonstrate an understanding of the beginnings and major elements of Christianity.	<ul style="list-style-type: none"> ▪ Research important figures in early Christianity and write biographical sketches. ▪ Make a chart that displays the major elements of Christianity. 	6.1 A 6.3 B, C
22. Demonstrate an understanding of the decline and fall of the Roman Empire.	<ul style="list-style-type: none"> ▪ Make a timeline to track the rise and fall of the Roman Empire. 	6.1 A 6.3 B

Student Proficiency: Grade 7	Suggested Activities	Standards / CPI
1. Demonstrate an understanding of the first civilizations in the Americas.	<ul style="list-style-type: none"> ▪ Make a Venn diagram to show the similarities, differences, and accomplishments of the early civilizations. 	6.1A 6.3 C
2. Demonstrate an understanding of the diverse Native American cultures that developed across the different geographic regions of North America.	<ul style="list-style-type: none"> ▪ Draw a mural to show life in the four Native American culture areas. 	6.1A 6.3 C, D
3. Demonstrate an understanding of the causes and effects of the Age of Exploration on the Americas.	<ul style="list-style-type: none"> ▪ Read an excerpt from a letter by Christopher Columbus on the founding of new colonies. ▪ Read an excerpt from <i>Brief Account of the Devastation of the Indies</i> by Bartolomé de Las Casas. ▪ Write an entry in a ship's log from the point of view of an explorer. ▪ Explorers Museum Exhibit (Holt TE p. 56) 	6.1A 6.3 D
4. Demonstrate an understanding of the role of imperialism in the settlement of new lands.	<ul style="list-style-type: none"> ▪ Trace the travels of explorers of outline maps. ▪ Write slogans to show each country's belief in imperialism. 	6.1A 6.3 D 6.4 C, D, E
5. Demonstrate an understanding of the	<ul style="list-style-type: none"> ▪ Read an excerpt from the letter by King 	6.1A 6.4 C, D, F

beginnings of slavery in the Americas.	<p>Afonso on Kongo to King Joao III on the capture of Africans.</p> <ul style="list-style-type: none"> ▪ Draw a diagram of the Middle Passage. ▪ Read excerpts from <i>Glory Fields</i> 	
6. Demonstrate an understanding of the settlement of North America by the Europeans beginning the early 17 th century.	<ul style="list-style-type: none"> ▪ Read an excerpt from The Mayflower Compact. ▪ Write a solution to the mystery surrounding the colonists at Roanoke. 	6.1A 6.4 C, D
7. Demonstrate an understanding of daily life in the New England, Middle, and Southern colonies.	<ul style="list-style-type: none"> ▪ Make a 3-panel drawing to show elements of life in the colonies. ▪ Write an expository essay to compare and contrast life in the New England, Middle, and Southern colonies. 	6.1A 6.4 D
8. Demonstrate an understanding of the challenges faced by colonists as Great Britain attempted to exert more control over its empire.	<ul style="list-style-type: none"> ▪ Make a list of the colonists' grievances. ▪ Write a letter to the editor to complain about British control. ▪ Draw a political cartoon that shows the British attempt to maintain control of the colonies. 	6.1A 6.4 D, E
9. Demonstrate an understanding of the effects of the French and Indian War on the colonial powers of Great Britain and France, as well as on Native Americans and colonists.	<ul style="list-style-type: none"> ▪ Make a timeline of the French and Indian War. ▪ Color and label maps of North America to show the effects of the French and Indian War on the colonial holdings. 	6.1A 6.4 D, E

	<ul style="list-style-type: none"> Write a thank you note from the French to the Native Americans for their help in the conflict. 	
10. Demonstrate an understanding of the early conflicts in the colonies that served as causes of the American Revolution.	<ul style="list-style-type: none"> Read an excerpt from the <i>Boston Gazette and Country Journal</i> on the Boston Massacre. Read an excerpt from Patrick Henry's <i>Eyewitnesses and Others</i> 	6.1A 6.4 B, D, E,
11. Demonstrate an understanding of the conditions, main events and reasons for American success in the Revolutionary War.	<ul style="list-style-type: none"> Read an excerpt from <i>George Washington: a Collection</i> that details the need for supplies at Valley Forge. Read an excerpt from the <i>Diary of Surgeon Albigence Waldo of the Connecticut Line</i> 	6.1A 6.4 B, D, E
12. Demonstrate an understanding of the strengths and weaknesses of the Declaration of Independence.	<ul style="list-style-type: none"> Read the Declaration of Independence. Create a graphic organizer to show the progression of ideas in the document. Examine the document at www.archives.gov 	6.1A 6.2 B 6.4E
13. Demonstrate an understanding of the challenges that faced the United States as the founding fathers attempted to create and govern a new nation.	<ul style="list-style-type: none"> Work in groups to create a set of rules for the school. Combine groups to determine one set of rules. Discuss difficulties in arriving at one decision. Compare to the experience of creating the Articles of Confederation. (Holt 	6.1A 6.2 B, C, D 6.4 E 6.5 A, B

	<p>TE pg. 154)</p> <ul style="list-style-type: none"> Write a journal entry from the point of view of citizen facing economic problems in the new nation. 	
14. Demonstrate an understanding of principles of the United States Constitution.	<ul style="list-style-type: none"> Create an illustrative collage to depict the principles of the Preamble. Memorize and recite the Preamble. Dissect the Preamble and translate into everyday language. Illustrate the system of checks and balances. Make a chart to show the powers of each branch of government. Read the Constitution of the United States. Examine the document at www.archives.gov 	6.1A 6.2 B, C, D 6.4 E
15. Demonstrate an understanding of the purpose and promises of the Bill of Rights.	<ul style="list-style-type: none"> Design a political cartoon to display one of the freedoms guaranteed by the Bill of Rights. Create a class Bill of Rights. 	6.1A 6.2 B, C, D 6.4 E
16. Demonstrate an understanding of the organization of the first government of the United States.	<ul style="list-style-type: none"> Make a graphic organizer to display the challenges that faced the new nation. Write a diary entry from the point of view of George Washington that details lessons he learned as president. 	6.1A 6.4 E
17. Demonstrate an understanding of the	<ul style="list-style-type: none"> Create posters that demonstrate the 	6.1A 6.4 F, G

<p>rise of feelings of nationalism and sectionalism and the effects they had on the growing nation.</p>	<p>feelings of nationalism and sectionalism.</p> <ul style="list-style-type: none"> ▪ Brainstorm symbols of nationalism and sectionalism. Create a Then-and-Now poster of nationalistic symbols. (Holt TE p. 303) 	
<p>18. Demonstrate an understanding of principle of Manifest Destiny and its role in the expansion of the territory of the United States.</p>	<ul style="list-style-type: none"> ▪ Label new lands acquired by the United States on an outline map. ▪ Read an excerpt from the <i>Original Journals of the Lewis and Clark Expedition</i> ▪ Write a journal reflection from the perspective of a pioneer woman, miner, or rancher. 	<p>6.1A 6.4 F, G</p>
<p>20. Demonstrate an understanding of the expansion of the territory of the United States starting in 1801 and the impact that it had on foreign and Native American relations.</p>	<ul style="list-style-type: none"> ▪ Draw a political cartoon that shows the effect of expansion on Native Americans. ▪ Write a letter to the editor or editorial about the Louisiana Purchase. 	<p>6.1A 6.4 F, G</p>

Student Proficiencies- Grade 8	Suggested Activities	Standard / CPIs
1. Demonstrate an understanding of the economic, cultural, physical, and social effects of the Industrial Revolution on British colonies in the America.	<ul style="list-style-type: none"> ▪ Write an expository essay about the effects of the Industrial Revolution. ▪ Design advertisements for the inventions of the era. 	6.1 A 6.4 A, B, D 6.5 B
2. Demonstrate an understanding of the development of the social structure of the South in the colonial and antebellum periods.	<ul style="list-style-type: none"> ▪ Draw a chart to show the South's social structure. ▪ Write a journal from the point of view of various members of Southern society. 	6.1 A 6.4 A, B, D, E, G
3. Identify the risks and rewards of the cash crop system employed by the South in the early 1800s.	<ul style="list-style-type: none"> ▪ Make a graph to show the financial condition of the South at various times. ▪ Brainstorm possible problems that could come from depending on one main crop. ▪ Draw a political cartoon about the cash crop system. 	6.1A 6.4 D, F
4. Demonstrate an understanding of the harsh conditions perpetuated by the slave system in the South.	<ul style="list-style-type: none"> ▪ Watch videos and video clips, such as portions of <u>Roots</u>. ▪ Read primary source material and historical fiction. 	6.1 A 6.4 D, F, G
5. Recognize the changing	<ul style="list-style-type: none"> ▪ Write editorials or 	6.1A

nature of American society in the early 19 th century by focusing on immigration, reform movements, abolitionism, and women's rights.	<p>letters to the editor about issues of the time period.</p> <ul style="list-style-type: none"> Present oral reports as key figures in history. 	6.2 A, B, C, D 6.4 B, F, G
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6. Demonstrate an understanding of the connection between the conflict over slavery and the acquisition of new land.	<ul style="list-style-type: none"> Stage a debate over whether new territory should be declared free or slave. Make a map of slave, free, and border states. 	6.1 A 6.2 C, D 6.4 F, G
7. Demonstrate an understanding of the political climate of the mid-19 th century as related to slavery, states' rights, and secession.	<ul style="list-style-type: none"> Read primary accounts and historical speeches. Write a persuasive essay on the issue of secession. Make a chart to show states' rights vs. federal rights. 	6.1 A 6.4 F, G
2. Demonstrate an understanding of the causes and events of the Civil War and the effect of these events on the people of the United States.	<ul style="list-style-type: none"> Make a timeline of events of the Civil War. Design a non-linguistic representation of the causes of the Civil War. Make a Civil War newspaper in cooperative groups. 	6.1 A 6.4 G
3. Demonstrate an understanding of principles of American democracy and the role of a citizen in the community, the nation, and the world.	<ul style="list-style-type: none"> Design a series of informational advertisements that detail the rights and responsibilities of citizenship. Create an illustrative 	6.1 A 6.2 A, B, C, D, E

	collage/montage of representations of Americans democracy and freedom.	
4. Demonstrate an understanding of the form and function of American government on the federal, state, and local levels.	<ul style="list-style-type: none"> ▪ Identify local, state, and federal representatives. ▪ Contact one government official. ▪ Make a chart to show the functions of each government level. ▪ Research current governmental issues at www.senate.gov and www.house.gov 	6.1 A 6.2 A, C, D
5. Demonstrate an understanding of the geography of the United States.	<ul style="list-style-type: none"> ▪ Draw a freehand political, physical map of the United States. ▪ Make a brochure that details the differences between regions of the United States. 	6.1 A 6.6 A, B
6. Demonstrate an understanding of current events and global issues.	<ul style="list-style-type: none"> ▪ Read Junior Scholastic and/or the newspaper. ▪ Prepare pictorial representations of current events. ▪ Deliver a speech about a current event. ▪ Write a summary and/or analysis of a current event. ▪ Develop and present a skit to portray current events. 	6.1 A 6.2 E 6.5 B 6.6 C, D, E
7. Demonstrate an understanding of key economic principles, such as the law of supply and demand.	<ul style="list-style-type: none"> ▪ Engage in role play to demonstrate supply and demand. ▪ Use newspaper advertisements to track the prices of desirable items. 	6.1 A 6.5 A

	<ul style="list-style-type: none"> ▪ Compare and contrast the prices of like items in various retail outlets. 	
8. Demonstrate an understanding of various ways to save and invest money.	<ul style="list-style-type: none"> ▪ Make mock investments and track performance of stocks. ▪ Make a chart to show the benefits of different savings plans. ▪ Write a persuasive argument in favor of or against investing in particular companies. ▪ Listen to a guest speaker on investments. 	6.1 A 6.5 A
9. Demonstrate an understanding of the role of credit in both the economy and personal finance.	<ul style="list-style-type: none"> ▪ Chart the number of credit-related commercials seen on television in particular time period. ▪ Calculate the amount of money a purchase will cost after interest is factored in. ▪ Create a budget for a single person for a month that includes necessities and extras. 	6.1 A 6.5 A
10. Demonstrate an understanding of how a nation provides for its citizens.	<ul style="list-style-type: none"> ▪ Brainstorm a list of the services provided for citizens by the government. ▪ Create a non-linguistic representation of the benefits of American citizenship. 	6.1 A 6.2 B 6.5 A, B
11. Demonstrate an understanding of various economic systems and their effects of standards of	<ul style="list-style-type: none"> ▪ Watch video on forms on government and make a chart to track economic conditions. ▪ Write a journal entry 	6.1 A 6.5 A, B

living.	from the point of view of citizens living within different economic systems.	
12. Demonstrate an understanding of the effects of marketing and advertising on consumers.	<ul style="list-style-type: none"> ▪ Make posters advertising products using different persuasive techniques. ▪ Identify advertising techniques used by mass retailers. 	6.1 A 6.5 B
13. Demonstrate an understanding of the need for careful, ethical decision-making with regards to economics.	<ul style="list-style-type: none"> ▪ Role- play the decision-making process. ▪ Keep a journal to track purchases, including reason, cost, and benefits. 	6.1 A 6.5 B
14. Demonstrate an understanding of a variety of career choices, costs, benefits, and impact on society.	<ul style="list-style-type: none"> ▪ Use the newspaper and Internet to find job postings ▪ Career Day ▪ Write a reflection on a possible career choice based on personal strengths, interests, and abilities. 	6.1 A 6.5 B

The following skills are to be included in the teaching of Social Studies in grades 5 – 8. Skills are meant to be introduced in grade 5, reinforced in grades 6 and 7, and mastered by the end of grade 8.

1. Demonstrate an ability to recognize bias and point of view.
2. Determine the value and credibility of primary and secondary sources.
3. Demonstrate an understanding of current events and their relation to the past.
4. Demonstrate an ability to locate information by using a variety of strategies.
5. Demonstrate an understanding of the differences between and uses of maps, globes, graphs, charts, diagrams.