Social Studies Curriculum

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Philosophy

The goal of the Greenwich Township School District Social Studies curriculum is to provide learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

Because of the increasing complexity of our society, it is vital that our country have an informed, responsible, and contributing citizenry. Social studies is that part of the curriculum which uses the facts, concepts, generalizations, and skills of history and the social sciences to promote responsible citizenship in our democratic society.

Social studies topics share a common theme- people relating to and interacting with other people in their environments. The central theme of Social Studies is to equip students with the knowledge and understanding of the past, which is essential for coping with the present and planning for the future.

B=Beginning Skill D=Developing Skill S=Secure Skill

STANDARD (subject): 6.1 U.S. History: All students will acquire the knowledge and skills to think analytically about how past culture and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, nation, and global communities.

Era: Three Worlds Meet (Beginnings to 1620)

Indicator #	K	1	2	3	4	5	6	7	8
6.1.8.A.1a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups				В	D	S			
groups. 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.				В	D	S			
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.				В	D	D	D	S	
6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.						В	S		
6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.				В	D	D	S		
6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.				В	D			S	
6.1.8.D.1.b Explain how interactions among African, European, and				В	D			S	

Native American groups began a cultural transformation.						
6.1.8.D.1.c Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.			В	D	D	S

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Strand A. Civics, Government, and Human Rights

Indicator #	Κ	1	2	3	4	5	6	7	8
6.1.P.A.1 Demonstrate an understanding of rules by following most	В	D	D	D	D	D	D	D	D
classroom routines.									
6.1.P.A.2 Demonstrate responsibility by initiating simple classroom	В	D	D	S					
tasks and jobs.									
6.1.P.A.3 Demonstrate appropriate behavior when collaborating with	В	D	D	D	D	D	D	D	D
others.						_	_	_	_
6.1.4.A.1 Explain how rules and laws created by community, state, and			В	D	D	D	D	D	D
national governments protect the rights of people, help resolve conflicts,						_	_	_	
and promote the common good.									
6.1.4.A.2 Explain how fundamental rights guaranteed by the United					В	D	D		S
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 "common good"						В		D	D
have influenced change at the local and national levels of the United								_	_
States government.									
6.1.4.A.4 Explain how the United States government is organized and					B	D		D	D
how the United States Constitution defines and limits the power of						_		_	
government.									
6.1.4.A.5 Distinguish the roles and responsibilities of the three					В	D		D	S
branches of the national government.									•

C 1 4 A C Evaluin how notional and state apparements share power in							•
6.1.4.A.6 Explain how national and state governments share power in the federal system of government.			В	D		D	S
				5		5	•
6.1.4.A.7 Explain how the United States functions as a representative			В	D		D	S
democracy, and how they interact with citizens at local, state, and national levels.							
				_			_
6.1.4.A.8 Compare and contrast how government functions at the	B	D	D	D		D	D
community, county, state, and national levels, the services provided,							
and the impact of policy decisions made at each level.	 						
6.1.4.A.9 Compare and contrast responses of individuals and groups,	B	D	D	D	D	D	S
past and present, to violations of fundamental rights.							
6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and	B	D					S
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			В	D		D	S
common good of the country depend upon all citizens exercising their							
civic responsibilities at the community, state, national, and global level.							
6.1.4.A.12 Explain the process of creating change at the local, state,			В	D			S
and national level.							_
6.1.4.A.13 Describe the process by which immigrants become United				В			S
States citizens.							-
6.1.4.A.14 Describe how the world is divided into many nations that		B	D	D	D	S	
have their own governments, languages, customs, and laws.		-		-		•	
6.1.4.A.15 Explain how and why it is important that people from diverse				В	D	D	S
cultures collaborate to find solutions to community, state, national, and				-			•
global challenges.							
6.1.4.A.16 Explore how national and international leaders, businesses,						В	S
and global organizations promote human rights and provide aid to						-	-
individuals and nations in need.							

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ERA: Civil War and Reconstruction (1850-1877)

Indicator #	Κ	1	2	3	4	5	6	7	8
6.1.8.A.5.a- Explain how and why the Emancipation Proclamation and									S
the Gettysburg Address continue to impact American Life									
6.1.8.A.5.b- Compare and contrast the approaches of Congress and									D
Presidents Lincoln and Johnson toward the reconstruction of the South									
6.1.8.B.5.a- Determine the role of geography, natural resources,									S
demographics, transportation, and technology in the progress and									
outcome of the Civil War									
6.1.8.C.5.a- Assess the human and material cost of the Civil War in the									S
North and the South									
6.1.8.C.5.b- Analyze the economic impact of Reconstruction on the									D
South from different perspectives									
6.1.8.D.5.a- prioritize the causes and events that led to the Civil War									S
from different perspectives									
6.1.8.D.5.b- Analyze critical events and battles of the Civil War and									В
determine how they contributed to the final outcome of the war.									
6.1.8.D.5.c- Examine the roles of women, African Americans, and									S
Native Americans in the Civil War									
6.1.8.D.5.d- Analyze the effectiveness of the 13 th , 14 th , and 15 th									D
Amendments to the United States Constitution from multiple									
perspectives									

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ERA: COLONIZATION AND SETTLEMENT

Indicator #	Κ	1	2	3	4	5	6	7	8
6.1.8.A.2.a Determine the roles of religious freedom and participatory					В	S			
government in various North American colonies.									
6.1.8.A.2.b Explain how and why early government structures					В	D			S
developed, and determine the impact of these early structures on the									
evolution of American politics and instructions.									
6.1.8.A.2.c Explain how race, gender, and status affected social,					В	S			
economic, and political opportunities during Colonial times.									
6.1.8.B.2.a Determine factors that impacted emigration, settlement					В	S			
patterns, and regional identities of the colonies.									
6.1.8.B.2.b Compare and contrast how the search for natural resources					В	S			
resulted in conflict and cooperation among European colonists and									
Native American groups in the New World.									
6.1.8.C.2.a Relate slavery and indentured servitude to Colonial labor					В	S			
systems.									
					В	S			
6.1.8.C.2.b Explain the system of mercantilism and its impact on the									
economies of the colonies and European countries.									
6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations						S			
and groups.									
6.1.8.D.2.a Analyze the power struggle among European countries, and						S			
determine its impact on people living in Europe and the Americas.									
6.1.8.D.2.b Compare and contrast the voluntary and involuntary				В	D	D		S	
migratory experiences of different groups of people, and explain why									
their experiences differed.									

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STRAND: C. Economics, Innovation, and Technology

Indicator #	Κ	1	2	3	4	5	6	7	8
6.1.4.C.1 Apply opportunity cost to evaluate individuals' decisions,	В	D	S						
including ones made in their communities.									
6.1.4.C.2 Distinguish between needs and wants and explain how	В	D	D	D	D	D	D	D	D
scarcity and choice influence decisions made by individuals,		_	_	_	_	_	_	_	_
communities, and nations.									
6.1.4.C.3 Explain why incentives vary between and among producers						В		D	D
and composers.									
6.1.4.C.4 Describe how supply and demand influence price and output						В		D	D
of products.								_	_
6.1.4.C.5 Explain the role of specialization in the production and				В	D	D		D	D
exchange of goods and services.				_	_	_		_	_
6.1.4.C.6 Describe the role and relationship among households,				В	D	D		D	D
businesses, laborers, and governments within the economic system.									_
6.1.4.C.7 Explain how the availability of private and public goods and						В		D	D
services is influenced by the global market and government.									_
6.1.4.C.8 Illustrate how production, distribution, and consumption of						В	D	D	D
goods and services are interrelated and are affected by the global								_	_
market and events in the world community.									
6.1.4.C.9 Compare and contrast how access to and use of resources							В	D	D
affects people across the world differently.									
6.1.4.C.10 Explain the role of money, savings, debt, and investment in								В	D
individuals' lives.									_
6.1.4.C.11 Recognize the importance of setting long-term goals when								В	D
making financial decisions within the community.									_
6.1.4.C.12 Evaluate the impact of ideas, inventions, and other					S				
contributions of prominent figures who lived in New Jersey.									
6.1.4.C.13 Determine the qualities of entrepreneurs in a capitalistic						В			S
society.									•
6.1.4.C.14 Compare different regions of New Jersey to determine the					S				
role that geography, natural resources, climate, transportation,					-				
technology, and/or the labor force have played in economic									
opportunities.									

6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.		В	D			D
6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.	В	D	D	D	D	D
6.14.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.		В	D		D	D
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.	В	D	D	D	D	S

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ERA: Expansion and Reform (1801-1861)

Indicator #	Κ	1	2	3	4	5	6	7	8
6.1.8.A.4.a- Explain the changes in America's relationships with other									D
nations by analyzing policies, treaties, tariffs, and agreements									
6.1.8.A.4.b- Analyze how the concept of Manifest Destiny influenced									D
the acquisition of land through annexation, diplomacy, and war.									
6.1.8.A.4.c- Assess the extent to which voting rights were expanded									D
during the Jacksonian period									
6.1.8.B.4.a- Assess the impact of the Louisiana Purchase and western									S
exploration on the expansion and economic development of the United									
States.									
6.1.8.B.4.b- Map territorial expansion and settlement, as well as the									S
locations of conflicts with and removal of Native Americans.									
6.1.8.C.4.a- Analyze the debates involving the National Bank, uniform									D
currency, and tariffs, and determine the extent to which each of these									
economic tools met the economic challenges facing the new nation.									
6.1.8.C.4.b- Explain how major technological developments					В				S
revolutionized land and water transportation, as well as the economy, in									
New Jersey and the nation.									
6.1.8.C.4.c- Analyze how technological innovations affected the status									D
and social class of different groups of people, and explain the outcomes									
that resulted.									
6.1.8.D.4.a-Analyze the push-pull factors that led to increases in									D
immigration, and explain why ethnic and cultural conflicts resulted									
6.1.8.D.4.b- Explore efforts to reform education, women's rights,									S
slavery, and other issues during the antebellum period.									
6.1.8.D.4.c- Explain the growing resistance to slavery and New Jersey's					В				S
role in the underground railroad									
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Strand B. Geography, People, and the Environment.

Indicator #	Κ	1	2	3	4	5	6	7	8
6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community.	В	S							
6.1.P.B.2 Identify, discuss, and role-play the duties of a range of community workers	В	S							
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.		В	D	D	D	D	D	S	

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.		В	D	D	S	
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.		В	D		S	
6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States		В	D		S	
6.1.4.B.6 Compare and contrast the characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.	В	D	D		D	S
6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.	B	D	D		S	
6.1.4.B.8 Compare ways people choose to use and divide natural resources.	В	D	D	D	D	D
6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.		В	D	D	D	D
6.1.4.B.10 Identify the major cities in New Jersey, the United States, and major world religions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.	В	D	D		S	

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Strand D. History, Culture, and Perspectives

Indicator #	Κ	1	2	3	4	5	6	7	8
6.1.P.D.1 Describe characteristics of oneself, one's family, and others.	В	D	S						
6.1.P.D.2 Demonstrate an understanding of family roles and traditions.	В	D	S						
6.1.P.D.3 Express individuality and cultural diversity (e.g. through	В	D	S						
dramatic play.)									
6.1.P.D.4 Learn about and respect other cultures with in the classroom	В	D	S						
and community.									
6.1.4.D.1 Determine the impact of European colonization on Native				В	S				
American populations, including the Lenni Lenape of New Jersey.									

6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the					В	D		D	S
challenges they encountered.									
6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration					В	D		D	S
on America's growth as a nation, historically and today.						-			•
6.1.4.D.4 Explain how key events led to the creation of the United					В	S			
States and the state of New Jersey.									
6.1.4.D.5 Relate key historical documents (i.e. the Mayflower Compact,					В	D			S
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 qualities and historical					В	S			
contributions of George Washington, Thomas Jefferson, and Benjamin									
Franklin toward the development of the United States.									
6.1.4.D.7 Explain the role Governor William Livingston played in the					S				
development of New Jersey government.									
6.1.4.D.8 Determine the significance of New Jersey's role in the					S				
American Revolution.									
6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey,					В	D			S
the nation, and individuals.									
6.1.4.D.10 Describe how the influence of Native American groups,				В	S				
including the Lenni Lenape culture is manifested in different regions of									
New Jersey.									
6.1.4.D.11 Determine how local and state communities have changed					S				
over time, and explain the reasons for the changes.									
6.1.4.D.12 Explain how folklore and the actions of famous historical				В	D				D
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			В	D	D	D	D	D	D
by the behavior of other people.									
6.1.4.D.14 Trace how the American identity evolved over time.					В	D			D
6.1.4.D.15 Explain how various cultural groups have dealt with the				В	D	D	D	D	D
conflict between maintaining traditional beliefs and practices and				_	-	_	_	_	-
adopting new beliefs and practices.									
6.1.4.D.16 Describe how stereotyping and prejudice can lead to	В	D	D	D	D	D	D	D	D
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.	В	D	D	D	S			
6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.		В	D	D	D	D	D	S
6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.		В	D	D	D	D	D	S
6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.			В	D	D	D	S	

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Era: Revolution and the New Nation (1754-1820)

Indicator #	Κ	1	2	3	4	5	6	7	8
6.1.8.A3.a Examine the ideals found in the Declaration of					В	D			D
Independence, and assess the extent to which they were fulfilled for									
women, African Americans, and Native Americans during this time									
period.									
6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of					В	D			S
the Constitution (i.e. consent of the governed, rule of law, federalism,									
limited government, separation of powers, checks and balances, and									
individual rights) in establishing a federal government that allows for									
growth and change over time.									
6.1.8.A.3.c Determine the role that compromise played in the creation						В			S
and adoption of the Constitution and Bill of Rights.									
6.1.8.A.3.d Compare and contrast the Articles of Confederation and the									S
UNITED STATE Constitution in terms of the decision-making powers of									
national government.									

6.1.8.A.3.e Determine why the Alien and Secition Acts were enacted S and whether they undermined civil liberties. S 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. S 6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues. D 6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues. D 6.1.8.B.3.a Access how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies. S 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. B S 6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolution. B S 6.1.8.B.3.d Explain hwy New Jersey's location played an integral role in the American Revolution. B D S 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. B D D 6.1.8.C.3.a Explain how taxes and government regulation can affect meeting and its North American colonies. B D D					
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development of the country.	on the institution of slavery and on the economic and political				
	development of the country.				

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	B	S	
American Revolution. 6.1.8.D.3.b Explain why the Declaration of Independence was written	B	S	
and how its key principles evolved to become unifying ideas of American democracy.	В	5	
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.	В	S	
6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.	В	S	
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 wary.	B	S	
6.1.8.D.3.f Analyze from multiple perspective 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.	S		
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 Preamble of the Constitution.	В	D	D

STANDARD (subject): 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Era: The Beginnings of Human Society

Indicator #	Κ	1	2	3	4	5	6	7	8
6.2.8.A.1.a Compare and contrast the social organization of early				В			S		
hunters/gatherers and those who lived in early agrarian societies									
6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers							S		
who moved from Africa to Eurasia, Australia, and the Americas, and									
describe the impact of migration on their lives and on the shaping of									
societies.									
6.2.8.B.1.b Compare and contrast how nomadic and agrarian societies							S		
used land and natural resources.									
6.2.8.C.1.a Relate the agricultural revolution (including the impact of				В	D		S		
food surplus from farming) to population growth and the subsequent									
development of civilizations.									
6.2.8.C.1.b Determine the impact of technological advancements on							S		
hunter/gatherer and agrarian societies.									
6.2.8.D.1.a Demonstrate an understanding of pre-agricultural and post-							S		
agricultural periods in terms of relative length of time.									
6.2.8.D.1.b Relate the development of language and forms of writing to							S		
the expression of ideas, creation of cultural identity, and development of									
more complex social structures.									
6.2.8.D.1.c Explain how archeological discoveries are used to develop				В	D		S		
and enhance understanding of life prior to written records.									

B=Beginning Skill D=Developing Skill S=Secure Skill **STANDARD 6.2 World History / Global Studies** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)

Indicator #	Κ	1	2	3	4	5	6	7	8
6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule,							S		
philosophies, and bureaucratic structures; communication and									
transportation systems) used by the rulers of Rome, China, and India to									
control and unify their expanding empires.									
6.2.8.A.3.b Compare and contrast the rights and responsibilities of free							S		
men, women, slaves, and foreigners in the political, economic, and									
social structures of classical civilizations.									
6.2.8.A.3.c Determine the foundational concepts and principles of							S		
Athenian democracy and the Roman Republic that later influenced the									
development of the United States Constitution.									
6.2.8.A.3.d Compare and contrast the roles and responsibilities of							S		
citizens in Athens and Sparta to those of United States citizens today,									
and evaluate how citizens perceived the principles of liberty and									
equality then and now.							-		
6.2.8.A.3.e Compare and contrast the American legal system and the							S		
legal systems of classical civilizations, and determine the extent to									
which the early systems influenced the current legal system.									
6.2.8.B.3.a Determine how geography and the availability of natural							S		
resources influenced the development of the political, economic, and									
cultural systems of each of the classical civilizations and provided									
motivation for expansion.									
6.2.8.B.3.b Explain how geography and the availability of natural							S		
resources led to both the development of Greek city-states and to their									
demise.									

6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes	S		
through the Mediterranean Basin, India, and China.			
6.2.8.C.3.b Explain how the development of a uniform system of	S		
exchange facilitated trade in classical civilizations.			
6.2.8.C.3.c Explain how classical civilizations used technology and	S		
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.			
6.2.8.D.3.a Compare and contrast social hierarchies in classical	S		
civilizations as they relate to power, wealth, and equality.			
6.2.8.D.3.b Relate the Chinese dynastic system to the longevity of	S		
authoritarian rule in China.			
6.2.8.D.3.c Determine common factors that contributed to the decline	S		
and fall of the Roman Empire, Gupta India, and Han China.			
6.2.8.D.3.d Compare the golden ages of Greece, Rome, India, and	S		
China, and justify major achievements that represent world legacies.			
6.2.8.D.3.e Compare and contrast the tenets of various world religions	В	D	
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.			
6.2.8.D.3.f Determine the extent to which religions, mythologies, and	S		
other belief systems shaped the values of classical societies.			

B=Beginning Skill D=Developing Skill **STANDARD (subject): 6.2 World History/Global Studies** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions are socially and ethically responsible world citizens in the 21st century.

Era Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)

Indicator #	Κ	1	2	3	4	5	6	7	8
6.2.8.A.2.a Explain why different ancient river valley civilizations							S		
developed similar forms of government									
6.2.8.A.2.b Explain how codifying laws met the needs of ancient river							S		
valley societies.									
6.2.8.B.2.c Determine the role of slavery in the economic and social							S		
structures of ancient river valley civilizations.									
6.2.8.B.2.a Determine the extent to which geography influenced							S		
settlement, the development of trade networks, technological									
innovations, and the sustainability of ancient river valley civilizations.									
6.2.8.B.2.b Compare and contrast physical and political maps of ancient							D	S	
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 Chine and Modern China),									
and determine the geopolitical impact of these civilizations, then and									
now.									
6.2.8.C.2.a Explain how technological advancements led to greater							S		
economic specialization, improved weaponry, trade, and the									
development of a class system in ancient river valley civilizations.									
6.2.8.D.2.a Analyze the impact of religion on daily life, government, and							S		
culture in various ancient river valley civilizations.									
6.2.8.D.2.b Explain how the development of written language							S		
transformed all aspects of life in ancient river valley civilizations.									
6.2.8.D.2.c Analyze the factors that led to the rise and fall of various							S		
ancient river valley civilizations and determine whether there was a									
common pattern of growth and decline.									

6.2.8.D.2.d Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.				S	

B=Beginning Skill D=Developing Skill S=Secure Skill

STANDARD 6.2 World History / Global Studies All students will acquire the knowledge and skills to

think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Expanding Exchanges and Encounters (500 CE - 1450 CE)

Indicator #	Κ	1	2	3	4	5	6	7	8
6.2.8.A.4.a Analyze the role of religion and other means rulers used							D	D	
to unify and centrally govern expanding territories with diverse									
populations.									
6.2.8.A.4.b Compare and contrast the Japanese and European							В		
systems of feudalism and the effectiveness of each in promoting social,									
economic, and political order.									
6.2.8.A.4.c Determine the influence of medieval English legal and						В			D
constitutional practices (i.e., the Magna Carta, parliament, and the									
development of habeas corpus and an independent judiciary) on									
modern democratic thought and institutions.									
6.2.8.B.4.a Explain how geography influenced the development of the							D		
political, economic, and cultural centers of each empire and well as the									
empires' relationships with other parts of the world.									
6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the						В	S		
African caravan and Silk Road) impacted urbanization, transportation,									
communication, and the development of international trade centers.									
6.2.8.B.4.c Determine how Africa's physical geography and natural							D	D	
resources posed challenges and opportunities for trade and									
development.									
6.2.8.B.4.d Explain why the Arabian Peninsula's physical features and							D	D	
location made it the epicenter of Afro-Eurasian trade and fostered the									
spread of Islam into Africa, Europe, and Asia.									
6.2.8.B.4.e Analyze the motivations for civilizations to modify the							S		
environment, determine the positive and negative consequences of									
environmental changes made during this time period, and relate these									
changes to current environmental challenges.									
6.2.8.B.4.f Explain how the geographies of China and Japan influenced							В	D	
their development and their relationship with one another.									

6.2.8.B.4.g Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations. S 6.2.8.B.4.h Explain how the locations, landforms, and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec, and Incan societies, cultures, and economies. D 6.2.8.C.4.a Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization. D 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. D 6.2.8.C.4.a Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class. D 6.2.8.C.4.a Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa. D 6.2.8.C.4.a Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences. D 6.2.8.D.4.b. Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these mechanical structures had on the lives of various groups of people. S 6.2.8.D.4.d. Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religous leaders, the crusaders, Jews, Muslims, and traders. D 6.2.8.D.4.d. Analyze the immediate	C.O.O.D.A.a. Evaloin why the attrategic legistics and economic	0		
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6.2.8.D.4.h Determine the extent to which the Byzantine Empire			В		
influenced the Islamic world and western Europe.					
6.2.8.D.4.i Explain how and why Islam spread in Africa, the			В	D	
significance of Timbuktu to the development and spread of learning,					
and the impact Islam continues to have on African society.					
6.2.8.D.4.j Compare the major technological innovations and cultural			В		
contributions of the civilizations of this period and justify which					
represent enduring legacies.					

B=Beginning Skill D=Developing Skill S=Secure Skill

STANDARD 6.3 Active Citizenry in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

By the end of grade 4

Indicator #	Κ	1	2	3	4	5	6	7	8
6.3.4.A.1 Evaluate what makes a good rule or law.	В	S							
6.3.4.A.2 Contact local officials and community members to acquire information and/or discuss local issues.	В				S				
6.3.4.A.3 Select a local issue and develop a group action plan to inform	В	D	D	D	S				

school and/or community members about the issue.							
6.3.4.B.1 Plan and participate in an advocacy project to inform others about the environmental issues at the local or state level and propose possible solutions.	В	D	D	D	S		
6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.	В	D	D	D	S		
6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and to propose solutions to address such actions.	В	D	S				

B=Beginning Skill D=Developing Skill S=Secure Skill

STANDARD 6.3 Active Citizenry in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

By the end of grade 8

Indicator #	Κ	1	2	3	4	5	6	7	8
6.3.8.A.1 Deliberate on a public issue affecting an upcoming election,					В				S
consider opposing arguments, and develop a reasoned conclusion.									
6.3.8.A.2 Participate in a real or simulated hearing to develop a									S
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.)					
6.3.8.A.3 Collaborate with international students to deliberate about					S
and address issues of gender equality, child mortality, or education.					
6.3.8.B.1 Evaluate alternative land use proposals and make					S
recommendations to the appropriate governmental agency regarding					
the best course of action.					
6.3.8.C.1 Contact local officials and community members to obtain					S
information about the local school district or municipal budget and					
assess budget priorities.					
6.3.8.D.1 Engage in simulated democratic processes (e.g. legislative					S
hearings, judicial proceedings, elections) to understand how conflicting					_
points of view are addressed in a democratic society.					

SCOPE & SEQUENCE BY GRADE LEVEL

K	1	2	3	4	5	6	7	8
Gibbstown community , relevant student data, i.e. personal numbers; personal growth and change	Country symbols; compass rose, map key symbols; directionality ; relation of United States to NJ (find NJ on a map)	Poles (north and south); oceans, major geographic Earth features; rules in a community; holidays, celebrations ; prejudice	Recognize the 50 states by name; recognize regions of the USA; introductio n to timelines; Native Americans through the regions of the USA; prejudice; fact and fiction	Identifying primary and secondary sources; geography and history of NJ; explorers and settlers of NJ, colonial life in NJ; New Jersey; native people of NJ; NJ's role in the American Revolution; democracy; civic responsibilit	Colonial America; Revolutionar y War; history of the Constitution and the new nation; explorers of the New World; three worlds meet	Beginnings of human society; American River Civilizations (4100-10,000 BCE); classical civilizations of the Mediterranea n (10,000 BCE- 600 CE); expanding exchanges and encounters (500 CE- 1450 CE)	World geography and cultures; research skills; global communities , religions; 5 themes of geography	Expansion and reform; Civil War and reconstruction ; understanding the Constitution and its content, civic responsibility; contemporary US history and its connection to past events

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Social Studies Materials

Grade 1

Houghton Mifflin We the People first grade series copyright 1997 (big books)

Weekly Reader Publishing Map Skills Finding Your Way first grade series

Weekly Reader Publishing Grade 1 magazine (Science/Social Studies/Health topics)

Grade 2

Teacher's Edition, Harcourt Brace Co., 1997, ISBN: 0-15-302045-8 Student Edition, Harcourt Brace Co., 1997, ISBN: 0-15-302038-5 We supplement many other things, maps, weekly readers, etc.

Grade 3

Weekly Reader Publishing, <u>Map Skills for Today, Maps Across America</u>, Grade 3, Weekly Reader Corporation, 2008, ISBN: 9-780837-482088

Scott Foresman Communities Gold Edition Outline Maps, Pearson Education, Inc., 2008, ISBN: 0-328-04094-0 TEACHER Scott Foresman Communities Gold Edition Read Alouds and Primary Sources, Pearson Education, Inc., 2008, ISBN: 0-328-03778-8 TEACHER

Test Talk Practice Book, Pearson Education, Inc., 2008, ISBN: 0-328-04109-2

Every Student Learns Teacher's Guide, Pearson Education, Inc., 2008, ISBN: 0-328-08999-0 TEACHER

Scott Foresman Communities Gold Edition Workbook, Pearson Education, Inc., 2008, ISBN: 0-328-08176-0

Scott Foresman Communities Gold Edition Social Studies Plus! A Hands-on Approach, Pearson Education, Inc., 2008, ISBN: 0-328-03594-7 TEACHER

Scott Foresman Communities Gold Edition Teacher's Edition, Pearson Education, Inc., 2008, ISBN 0.228-22055-0.TEA CHEP

ISBN: 0-328-23955-0 TEACHER

<u>Scott Foresman Communities Gold Edition Transparencies</u>, Pearson Education, Inc. , 2008, ISBN: 0-328-08991-5 TEACHER <u>Scott Foresman Communities Gold Edition Student Book</u>, Pearson Education, Inc. , 2008, ISBN: 0-328-23973-9 Weekly Reader News, Third Grade, 2011 National Geographic: Atlas of the World for Intermediate Students, Macmillan McGraw-Hill, ISBN: 0-02-149625-0

Grade 4

<u>Scott Foresman Social Studies New Jersey Teacher's Edition</u>, Pearson Education, Inc., 2004, ISBN: 0-328-05891-2 <u>Scott Foresman Social Studies New Jersey Student Book</u>, Pearson Education, Inc., 2004 ISBN: 0-328-05890-4 Weekly Reader News, Fourth Grade, 2011

Grade 5

Scott Foresman The United States, Pearson Education Inc., 2005 ISBN: 0-328-07573-6 Student Edition ISBN: 0-328-23957-7 Teacher Edition Volume One ISBN: 0-3278-23958-5 Teacher Edition Volume Two

Grade 6

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