

Social Studies Curriculum

May 2011

Committee Members

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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.

GREENWICH TOWNSHIP SCHOOLS SCOPE AND SEQUENCE

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

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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.				B	D	S			
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.				B	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.				B	D	D	D	S	
6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.						B	S		
6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.				B	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.				B	D			S	
6.1.8.D.1.b Explain how interactions among African, European, and				B	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.						B	D	D	S

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Strand A. Civics, Government, and Human Rights

Indicator #	K	1	2	3	4	5	6	7	8
6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.	B	D	D	D	D	D	D	D	D
6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.	B	D	D	S					
6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.	B	D	D	D	D	D	D	D	D
6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.			B	D	D	D	D	D	D
6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.					B	D	D		S
6.1.4.A.3 Determine how “fairness,” “equality” and the “common good” have influenced change at the local and national levels of the United States government.						B		D	D
6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.					B	D		D	D
6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.					B	D		D	S

6.1.4.A.6 Explain how national and state governments share power in the federal system of government.					B	D		D	S
6.1.4.A.7 Explain how the United States functions as a representative democracy, and how they interact with citizens at local, state, and national levels.					B	D		D	S
6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.			B	D	D	D		D	D
6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.			B	D	D	D	D	D	S
6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.			B	D					S
6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global level.					B	D		D	S
6.1.4.A.12 Explain the process of creating change at the local, state, and national level.					B	D			S
6.1.4.A.13 Describe the process by which immigrants become United States citizens.						B			S
6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.				B	D	D	D	S	
6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.						B	D	D	S
6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.								B	S

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STRAND: C. Economics, Innovation, and Technology

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

6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.					B	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.				B	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.					B	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.				B	D	D	D	D	S

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ERA: Expansion and Reform (1801-1861)

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Strand B. Geography, People, and the Environment.

Indicator #	K	1	2	3	4	5	6	7	8
6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community.	B	S							
6.1.P.B.2 Identify, discuss, and role-play the duties of a range of community workers	B	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.		B	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.					B	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.					B	D		S	
6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States					B	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.				B	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.				B	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.					B	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.				B	D	D		S	

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Strand D. History, Culture, and Perspectives

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

6.1.8.A.3.e Determine why the Alien and Sedition Acts were enacted 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.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.									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 Revolutionary War					B	S			
6.1.8.B.3.d Explain why New Jersey's location played an integral role in the American Revolution.					S				
6.1.8.C.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.					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.b Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.									S
6.1.8.C.3.c Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.						B			S

6.1.8.D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.					B	S			
6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.					B	S			
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.					B	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.					B	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 war.					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.					B	D			D

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

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

6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.							S		
6.2.8.C.3.b Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.							S		
6.2.8.C.3.c Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.							S		
6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.							S		
6.2.8.D.3.b Relate the Chinese dynastic system to the longevity of authoritarian rule in China.							S		
6.2.8.D.3.c Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.							S		
6.2.8.D.3.d Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.							S		
6.2.8.D.3.e Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.							B	D	
6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.							S		

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

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

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

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Expanding Exchanges and Encounters (500 CE - 1450 CE)

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

Dynasty.									
6.2.8.D.4.h Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.							B		
6.2.8.D.4.i Explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society.							B	D	
6.2.8.D.4.j Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.							B		

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

SCOPE & SEQUENCE BY GRADE LEVEL

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

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, Map Skills for Today, Maps Across America, 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: 0-328-23955-0 TEACHER

Scott Foresman Communities Gold Edition Transparencies, Pearson Education, Inc. , 2008, ISBN: 0-328-08991-5 TEACHER

Scott Foresman Communities Gold Edition Student Book, 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

Scott Foresman Social Studies New Jersey Teacher's Edition, Pearson Education, Inc., 2004,
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KIDS Discover ISSN 1054-2868 Roman Empire

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