

**GARWOOD PUBLIC SCHOOLS
GARWOOD, NEW JERSEY 07027**



SOCIAL STUDIES

**KINDERGARTEN
TO
GRADE 8**

CURRICULUM GUIDE

**Revised and approved by the Garwood Board of Education
at the regular meeting held on August 16, 2022**

BOARD OF EDUCATION MEMBERS

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DISTRICT ADMINISTRATION

- Dr. Teresa Quigley, Superintendent & Supervisor of Special Services
- Mrs. Mary Emmons, Principal

DISTRICT MISSION STATEMENT

The Garwood Board of Education believes that all children can learn and that the Garwood Public Schools must prepare pupils to be lifelong learners, good citizens, and involved community members. Through the use of the New Jersey Core Curriculum Content Standards and our commitment to excellence, the Garwood Public Schools, in partnership with the community, will support a positive and productive learning environment that will empower each child to develop his/her potential while building and fostering enthusiasm, curiosity, responsibility, creativity, critical thinking, and problem-solving skills.

AFFIRMATIVE ACTION

The Garwood Public Schools provides equal educational opportunities for all students, including equal access to all school facilities, programs, equipment, staff, services, financial resources, courses or activities, and other benefits regardless of race, color, creed, religion, sex, ancestry, national origin, social, economic or academic status or physical handicap.

The district's affirmative action officer is Dr. Teresa Quigley, Superintendent of Schools who can be reached at (908) 789-0331.

GARWOOD PUBLIC SCHOOLS
FIVE-YEAR PLAN FOR CURRICULUM REWRITE
and TEXTBOOK UPDATE

2022/23	Math K-8	
2023/24	Social Studies K-8	World Languages/World Cultures K-8
2024/25	Science K-8	
2025/26	Comprehensive Health & Physical Education K-8	21 st Century Life & Careers K-8
2026/27	Visual & Performing Arts K-8	ELA K-8

NOTE: Curriculum articulation will take place annually. Adjustments in instructional approaches may be made on a yearly basis at the approval of the CSA.

Adaptions and Modifications

Although this curriculum guide has been developed for Gifted and Talented educational delivery, the knowledge, skills, and behaviors identified are generally appropriate for classified students. Modifications necessary to accommodate their specific educational needs will be described in each child’s Individualized Educational Program (IEP), which are on file in our Department of Special Services. Also considered when planning are those students with 504 plans, ELL, G & T, and at-risk students.

Differentiated resources which are identified and approved, support materials that facilitate differentiation of curriculum, instruction, and assessment of this curriculum include but are not limited to: Choiceboards, lesson appropriate manipulatives, <https://www.pearsonrealize.com/index.html#/www.CK12.org>; Discovery Streaming videos; BrainPop; https://home-school.lovetoknow.com/Main_Page; <https://www.thoughtco.com/interactive-social-studies-websites-3194783>; www.educationworld.com/a_sites/sites058.shtml ;IXL learning platform; <https://www.nj.gov/education/standards/> ; Kahoot!; <https://thewonderment.com/>; <https://newsela.com/>; and educational videos on YouTube and The Teaching Channel.

Accommodations and Modifications- Social Studies

English Language Learners-

- Provide extra time
- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Utilize graphic organizers
- Highlight key words and phrases
- Prompting and cuing
- Build vocabulary knowledge
- Work towards longer passages as skills in English increase
- Provide peer tutoring
- Model read alouds
- Use a strong student as a “buddy”
- Provide word banks

Gifted and Talented

- Higher level questioning
- Student design questions
- Backward design
- Choiceboards to extend learning
- Exposure to sophisticated vocabulary
- Create an enhanced set of introductory activities
- Provide option, alternatives, and choices to differentiate and broaden the curriculum
- Teach cognitive and methodological skills
- Center work
- Organize integrated problem-solving simulations
- Problem-based learning lessons
- Propose interest-based extension activities

Basic Skills

- Pre-teach vocabulary using visuals and gestures
- Chunk texts as necessary
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key terms and concepts

At Risk

- Provide student with materials and supplies to support lessons and home connections
- Help student to make real-life connections to the lesson by relating the skills and understandings to the student’s background
- Pre-teach vocabulary and assist students with previewing the lesson in order to build background knowledge
- Provide study guides and study skills tips

Special Education/504

- Provide differentiated instruction as needed
- Follow all IEP/504 plan modifications
- Provide manipulatives and/or the opportunity to draw solution strategies
- Read directions, tests/quizzes, and classwork aloud in a small group, rewording as necessary
- Provide visual aids in the classroom to support the concepts being taught, such as maps, charts, tables, globes, pictures, and diagrams
- Provide frequent movement opportunities and/or breaks for students as needed
- Check for student understanding often with formal, informal, verbal, and nonverbal measures
- Use anchor charts in the classroom to support concepts being taught and to use to review these ideas in future lessons

Theory of Multiple Intelligences

Frames of Mind: The Theory of Multiple Intelligences by Howard Gardner

Interpersonal - the ability to work cooperatively with others in a group as well as the ability to communicate, verbally and non-verbally, with other people.

Intrapersonal - knowledge and understanding of the internal aspects of the self, such as emotions and their responses, self-reflection, and intuition.

Logical - the capacity to recognize patterns, work with abstract symbols (such as numbers and geometric shapes), and discern relationships and/or see connections between separate and distinct pieces of information.

Musical - the recognition and use of physical and tonal patterns, and sensitivity to sounds from the environment.

Naturalistic - the ability to know, understand, and respond to one's environment.

Psychomotor/Kinesthetic - the ability to use one's body to express ideas and feelings.

Spiritualistic - the ability to recognize, use and respond to sensory impressions.

Verbal/Linguistic - the ability to effectively use and understand language. The extraordinary ability in this intelligence is demonstrated by the use of metaphors, similes, abstract reasoning, symbolic thinking and conceptual patterning.

Visual/Spatial - the ability to form mental images and pictures based on the sense of sight. Those showing extraordinary ability in this intelligence include architects, graphic designers, cartographers, painters and sculptors.

Philosophy of the Social Studies Program

The philosophy of the Garwood Public Schools District's Social Studies program is to enable students to understand their past and present in an attempt to prepare them for their future as it relates to themselves, society, and their environment. They need to be prepared to make rational decisions in a multicultural society that is ever changing and constantly undergoing social, political, and economic changes. It is necessary to educate our students to become active and contributing citizens in our democratic society within their families, communities, and world.

The topics within the curriculum are coordinated with the New Jersey World Class Social Studies Content Standards.

The vision of the social studies standards is one that fosters, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.

To achieve this vision, students must:

- Acquire a basic understanding and appreciation of American traditions and values based on knowledge of history and of the development and functioning of the American constitutional system of government;

- Develop critical thinking skills which enable them to function as lifelong learners and to examine and evaluate issues of importance to all Americans;
- Acquire basic literacy in the core disciplines of social studies and have the basic understandings needed to apply this knowledge to their lives as citizens;
- Understand world history as the context for United States history and as a record of the great civilizations and cultures of the past and present; and
- Participate in activities that enhance the common good and increase the general welfare.

In order to assist students to reach this vision, school district programs must:

- Embrace the idea that all students can learn at high levels;
- Promote the teaching of critical thinking but also include appropriate content knowledge;
- Value the needs of students as key elements in instructional planning;
- Include the full spectrum of social studies including civics, world history, United States, and New Jersey history, economics, and geography.
- Provide adequate resources to all classrooms; and
- Connect curriculum and instruction to assessment through the use of both traditional objective tests and performance assessments.

The early elementary grades form the foundation for all subsequent learning, and it is here that the first traits of civic virtue are developed. The curriculum seeks to foster those habits of social responsibility and respect for others that are essential for effective citizenship. It is designed to be age-appropriate, beginning with what is familiar to students, and expanding their view to include content about their nation and the world. Civics and geography will be a primary focus, with history included as the students develop. Recognition of national holidays, and how they are linked to our national experience, will also be included. New Jersey's crucial role in our nation's development will be the starting point for the study of American history. The study of New Jersey will begin in Grade Three, and continue to Grade Four. Technology will be infused into the instructional strategies as appropriate.

Assessment

This curriculum recognizes the crucial role of assessment in the instructional process. To this end, the curriculum encourages authentic assessment that is creative and reinforces learning.

Assessment should also recognize the role multiple intelligences, and focus on relevant student outcomes. Questions and projects should, as often as possible, be based on the curriculum's essential questions and enduring understandings.

Suggested assessments, dependent upon the age and development of the student, include:

- Tests and quizzes
- Portfolios
- Service learning
- Participation in age-appropriate civic forums
- Volunteerism within the school setting
- Essays and journals
- Maps and geography manipulatives
- Creation of web sites and materials
- Blogs

The purpose of social studies education is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible citizens and contributing members of their communities. The standards define social studies as the four disciplines of history, geography, civics, and economics. The teaching of social studies should include interdisciplinary connections among these areas. Social studies instruction can be based on one or more of these core disciplines or on a combination of these in the problem-solving or inquiry mode. This is frequently the basis of social studies activities in the classroom. In addition, these standards identify a common core of skills that are integral to the social studies disciplines.

Social Studies Education in the 21st Century

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

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

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

21st Century Life and Career Standards

Standards 9.1, 9.2, 9.3 and 9.4 describe life and career skills that are integrated throughout the K-8 curriculum.

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

Mission: 21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.²

Social studies instruction occurs throughout the P-12 spectrum:

- At the **Preschool** level, students participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity.
- In grades **K-4**, students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.
- In grades **5-8**, students build upon K-4 foundational content. Through instruction in U.S. History and World History/Global Studies, they begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships. The study of migratory patterns and belief systems that in the past led to cooperation and conflict among groups of people enable students to realize the significance of cultural transmission in today's global society. Relevant activities that help students connect content knowledge to current issues and that promote service learning empower students to become civic-minded and socially active.

Using Geography to Investigate the World

Throughout their courses of study, students in grades K-8 will be introduced to the definitions of geography, physical geography and cultural geography as they apply to their respective lessons. Students are exposed to the geographic concepts and skills that they will use during the course, including a review of the concepts of culture and region.

Revised Standards

The revised Social Studies Standards provide the foundation for creating local curricula and developing meaningful assessments. Minor revisions were made to the previous Social Studies Standards for one of the following four reasons - to provide clarity, increase accuracy, adjust pedagogical expectations or to address

grammatical issues. The revisions that were made are intended to clarify the document and do not reflect major changes to the standards. In addition, several new skills were added to the Skills Table to reflect the expectations of the New Jersey Student Learning Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.

• **Standard 6.1 U.S. History: America in the World.** *All students will acquire the knowledge and skills to think analytically about how past 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, national, and global communities.*

• **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.*

• **Standard 6.3 Active Citizenship 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 challenges that are inherent in living in an interconnected world.*

Four strands frame the content within each standard: (A) Civics, Government, and Human Rights; (B) Geography, People, and the Environment; (C) Economics, Innovation, and Technology; and (D) History, Culture, and Perspectives.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Standard	Grade Level	Organization
6.1 U.S. History: America in the World	P-4	By strand only
	5-8	By era and strand
	9-12	By era and strand
6.2 World History/Global Studies	5-8	By era and strand
	8-12	By era and strand
6.3 Active Citizenship in the 21st Century	P-4	By strand only
	5-8	By strand only
	9-12	By strand only

The purpose of the social studies curriculum in the Garwood Public Schools, in accord with the goals of the Board of Education, is to assist in the maximum development of each student according to individual needs. The Garwood social studies curriculum, as aligned with the New Jersey Student Learning Social Studies Content Standards provides that at all levels, building on and reinforcing prior concepts and activities the student will:

- Understand the role geography plays in the development of cultures
- Use maps and globes to locate places
- Recognize the impact of current events in our society
- Enhance the awareness of cultural diversity locally and globally
- Identify characteristics of cultural diversity and citizenship represented in the works of literature and fine arts
- Identify and understand the basic values of citizenship
- Recognize the uniqueness of all people and families
- Explore the concept of community including similarities and differences
- Recognize how communities change over time
- Recognize the uniqueness of self, families, and others

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
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- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
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Garwood Schools utilizes the *myWorld Social Studies*™ for Grades K-5. Learning comes alive through storytelling, literacy instruction, and flexible resources. Stories from our world engage students and help develop thoughtful, literate citizens. Lessons apply inquiry processes, practice reading and writing, and involve collaboration and communication skills. Blended learning experiences include an interactive Student worktext and digital courseware.

Social Studies Curriculum Overview K-5

Grade	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
K	<ul style="list-style-type: none"> - Culture-Friends and Family - Geography – Where We Live - Government – Working Together 			
1	<ul style="list-style-type: none"> • Looking at Our Neighborhood • Identifying Neighborhood Needs 	<ul style="list-style-type: none"> • Exploring Neighborhood Maps 	<ul style="list-style-type: none"> • Exploring Globes • Looking at Our County 	<ul style="list-style-type: none"> • Looking at Our World
2	<ul style="list-style-type: none"> • Looking at the Atlas, Maps, and Globes • Looking at Communities • Community Needs and Wants 	<ul style="list-style-type: none"> • Exploring Maps and Globes 	<ul style="list-style-type: none"> • Exploring Our Country and State • Our Country's Government and History 	<ul style="list-style-type: none"> • Looking at Our World
3	<ul style="list-style-type: none"> • What is geography? • Where in the world is our community? • Where in the United States is our community? • What are some famous locations in the United States? • What is physical geography? • How does geography affect people in the United States? 	<ul style="list-style-type: none"> • Why do immigrants choose to come to the United States? • What makes a community diverse? • What are some cultural traditions in your family? • How are we alike around the world 	<ul style="list-style-type: none"> • How does our economy work? • How are prices determined? • How do you earn and save money to purchase something you want? • What do you use that is made in another country? • How does our community get goods we need and use? 	<ul style="list-style-type: none"> • What are the public services in our community? • What public services do you use? • How is our community run? • Who works at Town Hall? • How do we help make decisions for our community?
4	<ul style="list-style-type: none"> • What Are the Social Sciences? • Exploring Regions of The United States • The Peopling of The United States • A Train Tour of The Northeast • Population Density and Life in the Northeast 	<ul style="list-style-type: none"> • A Boat and Bus Tour of The United States • The Effects of Geography on Life in The Southeast • A Crop Duster Tour of The Midwest 	<ul style="list-style-type: none"> • Agricultural Changes in The Nation's Breadbasket • A Big Rig Tour of The Southwest • A Case Study In Water Use: The Colorado River • A Van and Airplane Tour of The West • Cities of The West 	<ul style="list-style-type: none"> • New Jersey Unit
5	<ul style="list-style-type: none"> • Geography of the United States • Native Americans and Their Land • Native American Cultural Regions • Why Europeans Left for the New World 	<ul style="list-style-type: none"> • Routes of Exploration to the New World • Early English Settlements • Comparing the Colonies Facing Slavery 	<ul style="list-style-type: none"> • Life in Colonial Williamsburg • Growing Tensions Between the Colonies and Britain • To Declare Independence or Not • The Declaration of Independence 	<ul style="list-style-type: none"> • The Revolutionary War • The Constitution • The Bill of Rights

Level K: Self and Others

The social studies program at the kindergarten level focuses on helping students develop awareness of self as a growing individual. The child's unique qualities as well as similarities to others are stressed. Children learn about values, ideas, customs, and traditions through folk tales, legends, music, and oral histories. In addition, the child's relationships with others in the classroom and the school become sources for social studies learning. Social interaction skills are integral to the kindergarten program. Emphasis is placed on using content that is relevant and personally meaningful. A wide range of interdisciplinary activities can help the child grow and develop and gain knowledge and skills. Children also begin to learn about their role as citizens by accepting rights and responsibilities in the classroom and by learning about rules and laws.

Learning Objectives-Content Requirements-

Myself, my family and other families:

- My physical self includes gender, ethnicity, and languages
- Each person has needs, wants, talents, and abilities.
- Each person has likes and dislikes.
- Each person is unique and important
- People are alike and different in many ways.
- All people need others.
- All people need to learn and learn in different ways.
- People use folk tales, legends, music, and oral histories to teach values, ideas, and traditions.
- People change over time.
- My family and other families are alike and different.

My school, community, and neighborhood:

- What is school?
- My neighborhood can be located on a map.
- Different people live in my neighborhood.

Places can be located on a map:

- Land and water masses can be located on maps and on a globe
- The United States can be located on a map and globe.

Human needs and wants:

- People define basic wants and needs
- Families have needs and wants
- People rely on each other for goods and services in families, schools, and the neighborhood
- People make economic decisions and choices.

Citizenship:

- Citizenship includes awareness of the symbols of our nation
- Citizenship includes an understand of the holidays and celebrations of our nation
- Citizenship includes knowledge about and respect for the flag of the United States.

- All children and adults have rights and responsibilities at home, at school, in the classroom, and in the community
- Rules affect children and adults
- People make and change rules for many reasons.
- Families develop rules to govern and protect family members
- People in school groups develop rules to govern and protect themselves

Black History

Essential Questions:

Which African Americans were most influential in making America what it is today? What liberties and freedoms did African Americans have to fight for and in what manner did they do so that was effective?

Learning Objectives:

- Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- Describe the actions of Dr. Martin Luther King, Jr. and other civil rights leaders

Grade 1: My Family and Other Families, Now and Long Ago

The grade one social studies program focuses on helping students learn about their roles as members of a family and school community. The development of identity and social interaction are stressed. The students explore self, family, and school through the five standards. Students learn about families now and long ago, studying about different kinds of families that existed in different societies and communities. Students also begin to locate places on maps and learn how maps serve as representations of physical features and objects. Building on the level K program, the grade one program encourages interdisciplinary learning to assist in developing the content, concepts, and skills outlined for the K-8 social studies program.

Content Requirements-

My family and other families:

Essential Questions:

What is a family? Who are the people in my family?

Learning Objectives:

- Explain the family group.
- Explain why people need homes.
- Describe the exact location of places in terms of street, name, address, number.
- Locate places and gather information using a simple street map.
- Identify own address.
- Apply addresses to places on a map.
- Recognize home as a place of caring and continuity.
- Identify ways that families change.
- Describe the effects of changes in a whole family and its members.
- Identify family relationships over four generations.
- Describe family relationships in terms of indefinite time and chronology.
- Explain time order on a horizontal timeline using words such as first, next, then, last.
- Sequence events chronologically on a horizontal timeline.
- Describe family roles, rules, and shared responsibilities.

- Recognize that families have unlimited wants but limited resources to satisfy their wants.
- Demonstrate that families must make economic choices.
- Describe how people exchange money for what they want.
- Recognize that people cannot have everything they want.
- Compare families today with long ago.
- Identify the first Americans and the events of the Pilgrims' Thanksgiving.

Holidays Around the World

Essential Questions:

How do people from other countries celebrate holidays?

Learning Objectives:

- Recognize that Americans celebrate different holidays.
- Recognize that holiday traditions link families over time.
- Describe the origins of diverse celebrations.
- Explore how families celebrate holidays.

In and Around the Land

Essential Questions:

What kinds of land and water are near our community?

What are the Earth's resources?

Which products are manufactured from resources?

How can we keep the Earth clean and safe?

Learning Objectives:

- Identify landforms and describe their characteristics.
- Use a diagram to identify physical features of the Earth
- Identify the Earth's resources.
- Recognize how people depend of the land and water.
- Describe the ways people use resources.
- Discuss places where workers process resources into consumer goods.
- Interpret information from a pictograph.
- Recognize that we need to protect resources for the future.
- Discuss how neighbors can work together to protect resources.
- Describe personal responsibility for helping the environment.

Living in a Community

Essential Questions:

How are communities alike and different?

Who are the workers in our community?

Who leads our community?

How do we find directions on a map?

Learning Objectives:

- Define different kinds of communities as places where people interact as they live, work and play.
- Describe the kinds of work performed by community members.
- Identify community leaders.
- Recognize the role and responsibility of local leaders in providing services to their community.
- Use cardinal directions to locate places on a map.
- Compare and contrast goods and services.
- Classify information into categories.
- Read and interpret a table.
- List different ways people move from place to place.
- Compare and contrast transportation on land, water, and in the air.

Black History

Essential Questions:

*Which African Americans were most influential in making America what it is today?
What liberties and freedoms did African Americans have to fight for and in what manner did they do so that was effective?*

Learning Objectives:

- Explain how the fundamental rights of the individual and the common good of the country depend on all citizens exercising their civic responsibilities at the community, state, national and global levels.
- Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- Describe the actions of Dr. Martin Luther King, Jr. and other civil rights leaders

Grade Two-My Community and other Unites States Communities

In the grade two social studies program, students explore rural, urban, and suburban communities, concentrating on communities in the United States. The student's own community can serve as an example for studying about and understanding other communities. Students study about communities from the perspectives of the three social studies learning standards. Community studies should include content examples from cultures other than the students' own, and from a variety of perspectives including geographic, socioeconomic, and ethnic. Students continue to learn how to locate places on maps and how different communities are influenced by geographic and environmental factors. They also study about the rights and responsibilities of citizenship in their communities.

Content Requirements

We Belong to Many Groups

Essential Questions:

What groups do you belong to?

How can I be a good member of a group?

Learning Objectives:

- Identify roles within various groups (school, family and community).
- Recognize a neighborhood as a place where families live and work.
- Identify people and places on which families depend in the neighborhood.
- Recognize that maps are drawn from an aerial view.
- Use symbols in a map key to ID places on a map.
- Distinguish between rules and laws.
- Define themselves as a citizen of the United States.
- Identify the diversity of the American people.

Black History

Essential Questions:

*Which African Americans were most influential in making America what it is today?
What liberties and freedoms did African Americans have to fight for and in what manner did they do so that was effective?*

Learning Objectives:

- Explain how the fundamental rights of the individual and the common good of the country depend on all citizens exercising their civic responsibilities at the community, state, national and global levels.
- Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- Describe the actions of Dr. Martin Luther King, Jr. and other civil rights leaders

We All Work Together

Essential Questions:

What is a community?

How do we get the things we need?

Learning Objectives:

- Explain how taxes support community services.
- Identify and explain the parts of a pictograph
- Determine availability of selected services in a community.
- Recognize how countries trade goods with one another.
- Identify transportation links that bring goods to a community.
- Define producer and consumer.
- Define income.
- Recognize that people have unlimited wants but limited resources to satisfy their wants.
- Explain the importance of saving money.
- Explain how diagrams help us understand information.

Where We Live

Essential Questions:

Where are places people live?

How are these places alike and different?

Learning Objectives:

- Distinguish among city, suburban, and small town or farm settings.
- Identify various landforms and bodies of water.
- Define globe, continent and equator.
- Find the equator and poles on a globe and map.
- Describe how people depend on water.
- Identify ways to conserve water.
- Define resources.
- Identify various natural resources
- Explain how people depend on resources.
- Draw logical conclusions about resources
- Draw logical conclusions about resources and goods from a table.
- Define conservation.
- Draw logical conclusions about the importance of protecting our land and resources.

People Make History

Essential Questions:

How has our community changed over time?

How do people make history?

Learning Objectives:

- Compare daily life of early Americans with that of present day Americans.
- Define history.
- Identify events as occurring before and after a point in time.

- Sequence a series of events.
- Read a time line
- Identify the causes of change in a community.
- Identify the causes of certain events.
- Define the roles of such leaders as Presidents and lawmakers.
- Identify and use a grid to locate places on a map.
- Describe the contributions of famous artists, scientists, educators, and other achievers.

Grade 3: Communities Around the World Learning About People and Places

In the grade three social studies program, students study about communities throughout the world. The six social studies standards form the basis for this investigation as students learn about the social, political, geographic, economic, and historic characteristics of different world communities. Students learn about communities that reflect the diversity of the world's peoples and cultures. They study Western and non-Western examples from a variety of geographic areas. Students also begin to learn about historic chronology by placing important events on timelines. Students locate world communities and learn how different communities meet their basic needs and wants. Students begin to compare the roles of citizenship and the kinds of governments found in various world communities.

Content Requirements

Constitution

Essential Questions:

What is the Constitution?

Why was the Constitution Written?

Learning Objectives:

- Explain how rules and laws protect the rights of people, help solve conflicts and promote the common good.
- Define what the Constitution is and who wrote it.
- Explain the purpose for which the Constitution was written.
- Explain how the Constitution was voted upon.
- Know the responsibilities of being an American and a Global Citizen.

How Do People Become Part of Our Country?

Essential Questions:

Why do people want to become citizens of the United States?

What challenges did immigrants face?

Learning Objectives:

- Describe the process by which immigrants become United States citizens.
- Understand that the world is made up of various nations that have their own government, languages, customs and laws.
- Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national and global challenges.
- Describe how stereotyping and prejudice can lead to conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.

What Makes Our Community Diverse?

Essential Questions:

How have people from different cultures made important contributions to life in America?

Learning Objectives:

- Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America and describe the challenges they faced.
- Trace how American Identity evolved over time.
- Describe how stereotyping and prejudice can lead to conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.

How Are We Alike in the World?

Essential Questions:

How are all cultures in the world the same and different?

Learning Objectives:

- Describe how culture is expressed through and influenced by the behavior of people.
- Explain how individuals' beliefs, values, and traditions may reflect more than one culture.
- Explain how experiences and events may be interpreted differently by people with different cultural and individual perspectives.

Black History

Essential Questions:

Which African Americans were most influential in making America what it is today?

What liberties and freedoms did African Americans have to fight for and in what manner did they do so that was effective?

Learning Objectives:

- Explain how the fundamental rights of the individual and the common good of the country depend on all citizens exercising their civic responsibilities at the community, state, national and global levels.
- Explain how rules and laws created by the community, state and national government protect the rights of people, help resolve conflicts, and promote the common good.
- Explain how fundamental rights, guaranteed by the United States Constitution and the Bill of Rights, contribute to the continuation and improvement of America.
- Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- Describe the actions of Dr. Martin Luther King, Jr. and other civil rights leaders.

American Symbols

Essential Questions:

- *What symbols of America represent the freedoms and liberties our founding fathers made sure were ours?*

Learning Objectives:

- *Explain the meaning behind historical symbols, monuments and holidays and how they affect the American Identity.*
- *Become familiar with a variety of American symbols and what they stand for/ represent.*

How Do We Have a Voice in Our Community?

Essential Questions:

How can we use our voices in Garwood?

Learning Objectives:

- Experience how attending a public meeting helps people have a voice in their community.
- Understand how participating in peaceful demonstrations help people have a voice in their community.
- Learn how supporting a candidate helps people have a voice in their community.
- Experience how voting helps people have a voice in their community.
- Plan and participate in an advocacy project to inform others about environmental issues at the local and state level and propose changes.
- Develop and implement a group initiative that addresses an economic issue impacting children.

How Does Economy Work?

Essential Questions:

How does economy work?

What are goods and services?

Learning Objectives:

- Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.
- Distinguish between needs and wants.
- Explain why incentives vary between producers and consumers.
- Explain the role of specialization in the production and exchange of goods and services.
- Describe the role and relationship among households, businesses, laborers, and governments within an economic system.
- Illustrate how production, distribution and consumption of goods and services are related and are affected by the global market and events in the world community.
- Compare and contrast how access to resources affects people across the world differently.
- Explain the role of money in saving, debt and investments.

How can we help the global community?

Essential Questions:

How can you assist in the global community?

Learning Objectives:

- Brainstorm ways that people can help the global community.
- Discuss effective ways people can help their global community.
- Design a class project intended to help a portion of the global community.

Grade 4: Local History and Local Government

The grade four program builds on the students' understanding of families, schools, and communities and highlights the political institutions and historic development of their local communities with connections to the state of New Jersey and the United States. The in-depth study of local government will emphasize the structure and function of the different branches and the roles of civic leaders. Students continue to learn about the rights, responsibilities, and duties of citizenship. By participating in school activities that teach democratic values, students develop a sense of political efficacy and a better understanding of the roles of supporters and

leaders. Students expand their civic concepts of power, equality, justice, and citizenship as they learn about local government. The historic study of local communities' focuses on the social/cultural, political, and economic factors that helped to shape these communities. Students study about the significant people, places, events, and issues that influenced life in their local communities. Students can investigate case studies to make connections between local events and issues and their links to national events and issues. The grade four program should consider the following themes and events at the local level: Native American Indians of New Jersey, the European encounter, the colonial and Revolutionary War period, the New Nation, and the period of industrial growth and development in New Jersey. This chronological framework will help students to organize information about local history with its connections to United States history.

Content Requirements

Constitution

Essential Questions:

How does the Constitution define the United States?

Learning Objectives:

- Explain how rules and laws protect the rights of people, help solve conflicts and promote the common good.
- Define what the Constitution is and who wrote it.
- Explain how the United States is organized and how the U.S Constitution and the Bill of Rights contribute to the continuation and improvement of American Democracy.
- Distinguish the roles and responsibilities of the three branches of national government.
- Explain how national and state government share power in the federal system of government.
- Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state and national levels.

What are the Social Sciences?

Essential Questions:

What are the roles of the four social sciences?

Learning Objectives:

- Provide definitions for economics, geography, political science, and history.
- Identify the ways that the social sciences help explain human behavior.
- List artifacts and evidence that social scientists use in their research.

The People of the United States

Essential Questions:

What makes the United States a diverse nation?

Learning Objectives:

- Identify the five major racial and ethnic groups in the United States.
- Recount settlement stories of Native Americans, Latinos, European Americans, African Americans, and Asian Americans.
- List Key contributions to American society made by five racial and ethnic groups.

New Jersey's Geography

Essential Questions:

How does New Jersey's geography affect its economy?

How does New Jersey's geography affect how and where people live and work?

Learning Objectives:

- Use physical and political maps to explain how the location and spatial relationship of places in NJ have contributed to cultural diffusion and economic interdependence.
- 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.
- Describe how human interaction impacts the environment in New Jersey.
- Explain why some locations in New Jersey are more suited for settlement than others.
- Compare ways people choose to use and divide natural resources.
- Identify major cities in New Jersey and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.

New Jersey's History

Essential Questions:

How does New Jersey's geography affect its economy?

How does New Jersey's geography affect how and where people live and work?

Learning Objectives:

- Identify familiar and famous buildings in New Jersey
- Explain the major eras and historical events that have occurred in New Jersey and made it what it is today.
- Explain the role William Livingston played in the development of New Jersey and its government.
- Determine how local and state communities have changed over time, and explain the reasons for changes.
- Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

New Jersey's Economy

Essential Questions:

How does New Jersey's geography affect its economy?

What industries are vital to the continuous growth of New Jersey?

Learning Objectives:

- Identify the primary economic activities in New Jersey
- Explain how the geography and natural resources in New Jersey relate to New Jersey's economic activities
- Research New Jersey's economy using a variety of resources including but not limited to the internet and school library.

New Jersey's Government

Essential Questions:

What major roles does New Jersey's Government play in our everyday lives?

Learning Objectives:

- Explain how the rules created at the state level are designed to protect the rights of people, help resolve conflicts, and promote the common good.
- Explain how national and state governments share power in the federal system of government.
- Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at state levels.
- Identify the primary features of New Jersey's government.
- Explain how an idea becomes law in New Jersey.

Black History

Essential Questions:

*Which African Americans were most influential in making America what it is today?
What liberties and freedoms did African Americans have to fight for and in what manner did they do so that was effective?*

Learning Objectives:

- Explain how the fundamental rights of the individual and the common good of the country depend on all citizens exercising their civic responsibilities at the community, state, national and global levels.
- Explain how rules and laws created by the community, state and national government protect the rights of people, help resolve conflicts, and promote the common good.
- Explain how fundamental rights, guaranteed by the United States Constitution and the Bill of Rights, contribute to the continuation and improvement of America.
- Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- Describe the actions of Dr. Martin Luther King, Jr. and other civil rights leaders.

Grade Five: The United States and the World

The grade five program stresses geographic, economic, and social/cultural understandings related to the United States, Canada, and other nations in today. These perspectives build on and reinforce historic and political content about the United States included in the grade four social studies program. Where appropriate, the grade five program should use contemporary examples of case studies to help students understand the content understandings that follow. The content understandings were developed to assist in selecting specific factual information and case studies.

Content Requirements

Geography of the United States

Essential Questions:

In what ways does learning about geography most help you to understand how your physical surroundings affect your lives?

Learning Objectives:

Students will be able to:

- Label key parts of a world map (including the four hemispheres, a compass rose, the equator, the Prime Meridian, the seven continents, and the four oceans).
- Use latitude and longitude to find locations on the Earth's surface.
- Define key geographic terms (such as bay, ocean, and peninsula) that relate to different types of geographic features that impact people's lives.
- Identify major physical features of the United States, such as the Mississippi River, the Sierra Nevada Mountains, and the Great Plains.

Age of Exploration

Essential Questions:

What was the greatest motivation for European exploration?

What was the greatest positive and negative impact of European exploration in the Americas?

Learning Objectives:

Students will be able to:

- Explain several factors that led to European exploration of the Americas in the 15th and 16th centuries.
- Analyze artifacts of exploration and categorize them as either motives for exploration, new technology that encouraged exploration, or “new” products from the Americas.
- Explain how the voyages of Christopher Columbus encouraged the major powers of to explore the Americas between the 15th and 17th centuries.
- Identify areas on North America claimed by explorers sponsored by Spain, France, Holland, and England.
- Describe the impact of the expeditions of several key European explorers (ex. Christopher Columbus, John Cabot, Ponce de Leon, Hernan Cortes, Jacques Cartier, Francisco Vasquez de Coronado, Henry Hudson, and Robert de La Salle) on Native Americans.

Life in Colonial America

Essential Questions:

- What factors most impacted the choices people made for settlement and the success of those settlements?
- What were the greatest challenges faced by the early settlers?
- Was slavery and the treatment of slaves in the colonies necessary/justified?

Learning Objectives:

Students will be able to:

- Describe what is known as the failed settlement of Roanoke and identify reasons that might have led to its failure.
- Explain key challenges and successes of the settlement of Jamestown and the reasons for them.
- Explain the key challenges and successes of the settlement of Plymouth and the reasons for them.
- Distinguish among the New England, Middle, and Southern Colonies.
- Identify similarities and/or differences among various colonies in regards to reasons for founding, geography and climate, jobs, and government.
- Describe three key dilemmas faced by Africans during enslavement: the European slave trade in West Africa, the Middle Passage, and arrival in North America.
- Identify various ways in which West Africans responded to the problems they faced.
- Empathize with West Africans who experienced the struggles of enslavement.
- Identify important sites in Colonial Williamsburg.
- Describe six aspects of life in Colonial Williamsburg: government, religion, education, social life, trades, and slave life.
- Make comparisons between their own lives and communities and life in colonial times.

Native Americans of South America

Essential Questions:

How did geography most impact the lives of the Mayas, Incas, and Aztecs?

Learning Objectives:

Students will be able to:

- Explain important features of the Mayan, Incan, and Aztec cultures and how geography impacted the lives those societal groups

- Describe how each culture adapted to and modified their environments to meet their needs.

Native Americans

Essential Questions:

In what ways did geography most impact the lives of Native Americans?

In which of the Native American cultural regions was survival the easiest?

Learning Objectives:

Students will be able to:

- Explain how one Native American group believes the world began.
- Trace the migration routes of Native Americans into North America.
- Describe some of the natural environments that Native Americans encountered in North America.
- Identify some of the ways the Inuit adapted to the environment in the Arctic.
- To identify cultural regions into which Native Americans of North America have been divided.
- Identify environmental factors that promoted cultural diversity among Native American groups.
- Describe examples of cultural adaptations made by various groups of Native Americans (ex. Kwakiutl, Pomo, Hopi, Yakima, Sioux, Algonquian, and Seminole).

The Road to Revolution

Essential Questions:

Was Britain justified in the actions they took in the colonies following the French and Indian War (Proclamation of 1763, Quartering Act, Stamp Act, Intolerable Acts)?

Who had a stronger argument: Patriots in favor of independence or Loyalists against independence?

Was the Declaration of Independence a necessary step for colonists to take against Britain?

Learning Objectives:

- Describe their feelings of frustration and loss of autonomy and relate them to the experiences of the American colonists prior to the Revolutionary War.
- Summarize key events that created tension between the colonists and Britain for 1754 to 1774 (ex. The Proclamation of 1763, the Quartering Act, the Stamp Act, the Boston Massacre, and the Intolerable Acts).
- Explain the cause/effect relationships between and among the following events: French and Indian War, Proclamation of 1763, Quartering Act, Stamp Act, Boston Massacre, Boston Tea Party, and the Intolerable Acts.
- Use a metaphor of a parent and child relationship to describe the tense relationship that developed between the colonies and Britain after the French and Indian War.
- Identify six prominent colonists as either Loyalists or Patriots.
- Describe the personal backgrounds of six prominent Loyalists and Patriots (Thomas Hutchinson, Jonathan Boucher, Lord Dunmore, Ben Franklin, Mercy Otis Warren, Samuel Adams).
- Explain key arguments made by Patriots for declaring independence from Britain and by Loyalists against declaring independence from Britain.
- Identify the major events that led to the creation of the Declaration of Independence: The Second Continental Congress, the popularization of Common Sense, Thomas Jefferson's writing of the first draft of the Declaration, and the Patriots' signing of the final document.
- To read excerpts from the Declaration of Independence (primary source) and paraphrase, in simple language, those key passages.

- Explain the key ideas from the Declaration of Independence by creating a short skit that illustrates those ideas.

Black History

Essential Questions:

*Which African Americans were most influential in making America what it is today?
What liberties and freedoms did African Americans have to fight for and in what manner did they do so that was effective?*

Learning Objectives:

- Explain how the fundamental rights of the individual and the common good of the country depend on all citizens exercising their civic responsibilities at the community, state, national and global levels.
- Explain how rules and laws created by the community, state and national government protect the rights of people, help resolve conflicts, and promote the common good.
- Explain how fundamental rights, guaranteed by the United States Constitution and the Bill of Rights, contribute to the continuation and improvement of America.
- Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights. Describe the actions of Dr. Martin Luther King, Jr. and other civil rights leaders.

Grades 6th through 8th grade

The District uses the ***Houghton Mifflin Harcourt-‘The Learning Company’*** online learning platform. From *World History* to *United States Government*, ***HMH Social Studies*** programs invite students to take an active role in their exploration of the past. By asking questions, thinking critically and making connections between the past and the present, the programs are designed specifically to cultivate a **generation of informed, engaged citizens**. The role of the middle level teacher is vital in making any instructional program meaningful and the instructional practices the teacher selects are as important as content selections. Further, the setting and climate within which meaningful social studies instruction takes place must provide a flexible but secure environment that fosters exploration, creativity, inquiry, and intellectual challenge. As a forum for democratic deliberation and action, the middle school classroom should enhance self-esteem and individual identity, be guided by the highest ethical considerations, show concern for others, and incorporate a global perspective.

Grade 6: Ancient Civilizations and World Cultures

Content Requirements

Early Humans, First Civilizations/Cities: Mesopotamia

Essential Questions:

How do social scientists reconstruct ancient cultures?

What factors contribute to the development of early civilizations?

What is the relationship between the growth of a society and the development of writing?

What impact did the development of ancient civilizations have on modern institutions of government?

Learning Objectives:

Students will be able to:

- Read and interpret a specialty map to learn about early hominids.
- Examine arts and artifacts to learn how social scientists reconstruct the lives of early hominids.
- Identify how life changes as people moved from hunting and gathering to farming and herding.
- Understand how farming villages evolved into complex Sumerian city-states.
- Identify the contributions to civilization made by the Mesopotamians.

Ancient Egypt, Ancient Hebrews & Judaism, Ancient India

Essential Questions:

How did the skills used to develop river civilizations have an enduring effect on the way we meet our basic needs?

What factors contribute to the development of early religions?

How did religion influence the lifestyles of early river civilizations?

In what ways did geography impact the development of early civilizations?

Learning Objectives:

Students will be able to:

- Compare and contrast Upper and Lower Egypt.
- Compare and contrast ancient Egypt and ancient Mesopotamia.
- Relate embalming to Egyptian beliefs of the afterlife.
- Explain the basic beliefs of Judaism.
- Describe the features of South Asian geography.
- Explain aspects of daily life in the Ancient Indus Valley civilization.
- Explain the origins of Buddhism and Hinduism.
- Compare and contrast the basic beliefs of Buddhism and Hinduism.

Ancient China, Confucianism, Chinese Philosophies, Ancient Greece

Essential Questions:

How did early Asian cultures influence the inventions and technology of man today?

What were the legacies of Greece and Rome that had a major impact on modern cultures?

Why did ancient people feel the need to develop thinkers and philosophers?

What is the relationship between the growth of democracy in Greece and the development of modern democracy?

Learning Objectives:

- Students will be able to:
- Explain how the geography of China resulted in its isolation from the world.
- Summarize China's Neolithic cultures.
- Compare and contrast the Shang and Zhou dynasties.
- Explain how thinkers and philosophers sought to bring order to China.
- Describe Confucianism and explain its purpose.
- Explain how Qin unified China and identify the major changes he made.
- Describe the geography of Ancient Greece and explain how it affected its economy.
- Describe how city-states evolved.
- Explain how democracy started.

Ancient Rome, Christianity, Middle Ages

Essential Questions:

Throughout history, how have new thoughts and ideas led to changes in society?

Despite differences, what are some unifying needs that all people need?

How has persecution enabled struggling religions to survive and become stronger?

Learning Objectives:

Students will be able to:

- Describe the founding of Rome and note the influences of the Greek and Etruscan civilizations.
- Read and interpret physical, political, and climate maps of ancient Rome.
- Explain how the Romans formed a republic and describe how it became a more democratic form of government.
- Identify the main aspects of cultural experience during the height of the Roman Empire.
- Describe the main events in the development of Christianity and its impact on life in the Roman Empire.
- Identify how and why the Roman Empire fell and recognize the influence of ancient Rome on modern life.
- Explain how the fall of the Roman Empire created the Middle Ages in Europe.
- Explain the political, social, and economic aspects of Feudalism.
- Describe how the Roman Catholic Church influenced life in medieval Europe.
- Contrast the differences between the life styles of the nobility and peasants.
- Identify features of manors and castles that promoted the survival of European medieval society.
- Describe weaponry and practices of knighthood/heraldry.
- Describe the Black Death and how it devastated medieval Europe.

Grade 6 Pacing Guide

<p>Quarter 1</p> <p>Unit 1 - Themes of History Section 1: Six Themes of History</p> <p>Unit 2 - Early Humans and Society Section 1: Archaeology Section 2: Hunters/ Gatherers Section 3: The Agricultural Revolution</p> <p>Unit 3 - Mesopotamia Section 1: Rise of Civilization Section 2: Geography of the Fertile Crescent and Mesopotamia</p>	<p>Quarter 3</p> <p>Unit 5 - India Section 1: Geography of India Section 2: Hinduism Section 3: Buddhism Section 4: Indian Empires</p> <p>Unit 6 - China Section 1: Geography of China Section 2: Early Chinese Dynasties Section 3: Three Chinese Philosophies</p>
<p>Quarter 2</p> <p>Unit 3 - Mesopotamia Section 3: Sumerian Civilization Section 4: Mesopotamian Empires</p> <p>Unit 4 - Egypt Section 1: Geography of Egypt Section 2: Egyptian Religion Section 3: Egyptian Society and Culture Section 4: Egyptian Kingdoms</p>	<p>Quarter 4</p> <p>Unit 6 - China Section 4: Shi Huangdi and the Qin Dynasty Section 5: The Han Dynasty and Chinese Achievements</p> <p>Unit 7 - Greece Section 1: Geography of Greece Section 2: Greek City-States and Government Section 3: Athens v. Sparta Section 4: Religion and Culture of Greece</p>

Grade Seven: European History Up to Exploration

The Rise of Islam

Essential Questions:

- *What aspects of geography had the greatest impact on the growth of the Muslim empire during the Middle Ages?*
- *How did the beliefs and practices of the Muslims, Jews, and Christians impact their relationships with each other?*
- *Did the Muslim beliefs, teachings, and practices have a positive or negative impact on the world during the Middle Ages?*
- *What were the greatest Muslim contributions to world civilization?*

Learning Objectives:

Students will be able to:

- Label and interpret a map that highlights the importance of trade to the growth and development of the Arab world.
- Map key physical features important to the rise and spread of Islam.
- Identify the physical features and describe the climate of the Arabian Peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.
- Explain how geography affected patterns of life on the Arabian Peninsula in the sixth century, including the role of towns and the establishment of trade routes to Asia, Africa, and Europe as well as the products that traveled along them.
- Explain the origins of Islam and the life and teachings of Muhammad, including Islamic teachings about Judaism and Christianity.
- Recognize the importance of the Arabic language and Islamic religion in unifying the diverse groups of the region
- Summarize the spread of Islam from Muhammad's lifetime to the mid 700s C.E.
- Explain the significance of the Qur'an and the Sunnah and their influence on Muslim beliefs, practices, laws, and daily life.
- Describe the Five Pillars of Faith, the meaning of jihad, and the role of shari'ah and how each impacted relationships within the Muslim community and with those of other religious beliefs.
- Explain the conditions that led to the cultural blending in Islamic civilization and explain the role that trade and growth of cities had in the spread in this
- Describe Muslim contributions to world civilization in the areas of learning and scholarship, science and technology, mathematics, medicine, the arts, and recreation and express their opinions as to the value of those contributions in modern times.
- Explain how Muslim cultural contributions influenced life in medieval Europe.
- Explain the causes and main events of the religious crusades and how they affected Christian, Muslim, and Jewish populations both immediately and long term.

Asia During Medieval Times

Essential Questions:

What aspects of Asia's geography and location had the greatest impact on its development during the medieval time period?

Learning Objectives:

Students will be able to:

- Use maps to identify and label physical features and population regions of Asia.
- Explain and discuss how physical features may have affected the settlement of Asia.
- Define cultural diffusion and illustrate the concept by describing how cultural elements were transmitted from India, China, and Korea to Japan.
- Describe the significance of Japan's proximity to China and Korea to the intellectual, religious, linguistic, and philosophical influences of those nations on Japan.
- Describe the Golden Age of literature, art, and drama in Japan from the 9th to the 11th centuries and explain the effects of the Golden Age on Japanese culture today.
- Explain reasons for the end of the Heian era and the rise of the military class in the late 12th century.

- Analyze the rise of the military society in the late 12th century and the role of the samurai in that society.
- Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo, and samurai and describe the lasting impact of the warrior code throughout the 20th century
- Compare Western Europe in the Middle Ages with the samurai society of Japan.

The Culture and Kingdoms of West Africa

Essential Questions:

What factor(s) played the greatest role in the development and decline of the various West African Kingdoms of the Middle Ages?

Learning Objectives:

Students will be able to:

- Map the regions and vegetation zones of Africa as well as the borders of the three main kingdoms that developed in West Africa
- Interpret a map using a map key and prior knowledge
- Describe the relationship of trade to the Niger River and describe the vegetation zones of forest, savannah, Sahel, and desert in Africa.
- Describe the evolution of early societies in West Africa.
- Analyze the importance of family, labor specialization, and regional commerce in the development of cities and kingdoms in West Africa.
- Identify the trans-Saharan caravan routes through the kingdom of Ghana.
- Describe how trade in gold and salt led to the growth of Ghana and Mali.
- Explain the system of silent bartering that was a way of life in West Africa.
- Describe the government of Ghana.
- Explain the role of trans-Saharan trade in spreading the influence of Islam in West Africa.
- Identify ways in which Islam influenced and continues to influence life in West Africa.
- Describe the importance of written and oral traditions in the transmission of African history and culture.
- Explain how African cultural achievements of the past continue to shape the world today.

Black History

Essential Questions:

Which African Americans were most influential in making America what it is today?

What liberties and freedoms did African Americans have to fight for and in what manner did they do so that was effective?

Learning Objectives:

- Explain how the fundamental rights of the individual and the common good of the country depend on all citizens exercising their civic responsibilities at the community, state, national and global levels.
- Explain how rules and laws created by the community, state and national government protect the rights of people, help resolve conflicts, and promote the common good.
- Explain how fundamental rights, guaranteed by the United States Constitution and the Bill of Rights, contribute to the continuation and improvement of America.
- Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- Describe the actions of Dr. Martin Luther King, Jr. and other civil rights leaders.

Other Key Themes:

- *During The Middle Age and Renaissance periods, new long distance trade routes emerged linking the peoples of Africa, Asia and Europe.*
- *In Europe, the Renaissance was marked by major achievements in literature, music, painting, sculpture, and architecture.*
- *Many Eastern Europeans nations experienced the domination of their political, economic, and social life by European powers.*
- *Colonial policies led to the exploitation of the people and their region's resources.*
- *Nationalism, urbanization, modernization, and industrialization have been agents for change throughout the Eastern Hemisphere*

Grade Eight: U.S. History from early settlements to the Civil War

Content Requirements

The Revolutionary War Time Period

Essential Questions:

Were colonists justified in their decision to declare independence from Britain?

Was the American Revolution inevitable or could something have prevented it from occurring?

What events had the greatest impact on the overall American victory in the Revolutionary War?

What group or groups were most impacted by the outcome of the Revolutionary War?

Learning Objectives:

Students will be able to:

- Explain the impact of the French and Indian War on Great Britain and the colonists.
- Explain how new taxes and government regulations by the British government on the American colonies led to the Revolutionary War.
- Empathize with colonists who were taxed without representation.
- Express the views of various historical figures in regards to the debate on independence.
- Identify the key events that led to the Declaration of Independence.
- Explain the meaning of key ideals in the Declaration of Independence and put them into their own words.
- Explain how key ideals within the Declaration of Independence were or were not fulfilled for different groups of people.
- Describe the characteristics of the British and American military forces at the start of the American Revolution and predict how the strengths and weaknesses of each side could impact the outcome of the war.
- Identify main reasons why the Continental Army was able to defeat the British in the Revolutionary War, including the role that the battle of Trenton played as a turning point in the war.
- Analyze primary and secondary sources to gain an understanding of how the Revolutionary War impacted different groups of people.
- Identify key figures and other nations involved in the Revolutionary War and explain the role each played in the outcome of the war.
- Explain the main provisions of the Treaty of Paris.

Building a New Nation – Part 1: The Constitution of the United States

Essential Questions:

Did the Articles of Confederation united or divide the new nation?

What beliefs/ideas/opinions had the greatest impact of the writing of the Constitution? Was the Constitution truly a compromise?

Did the new Constitution and the Bill of Rights effectively address the concerns that the colonists had under the leadership of King George III?

Which rights under the Bill of Rights are the most essential?

Learning Objectives:

Students will be able to:

- Explain how the limited powers of the Articles of Confederation created the need for a new constitution and a stronger central government.
- Describe the backgrounds of the delegates to the Constitutional Convention and their commitment to republicanism and the ideas of the Enlightenment period.
- Explain how the Great Compromise, the three-fifths compromise, and the Electoral College were created at the Constitutional Convention.
- Debate and compromise on key issues that emerged at the Constitutional Convention while being true to opinions of the historical figures that were there.
- Explain how checks and balances, federalism, and the amendment process work.
- Describe the roles of the legislative, executive, and judicial branches.
- Describe the basic lawmaking process.
- Discuss the opportunities that the Constitution provides for citizens to participate in the political process.
- Identify key features of the Constitution that have enabled the federal government run effectively.
- Draw parallels between their own need for rights and the founders' desire for a bill of rights.
- Identify the rights provided for in the first ten amendments to the Constitution.
- Argue the issues of four contemporary Supreme Court cases that involve the Bill of Rights.
- Explain what life would be like without a bill of rights.

Building a New Nation – Part 2: The Young Republic

Essential Questions:

In what way(s) was the development of political parties in the early years of the United States helpful or hurtful to the nation as a whole?

Was it more important for the new US nation to be isolated from or involved in world events?

Learning Objectives:

Students will be able to:

- Explain how political differences led to the rise of the Federalist and Republican Parties during the 1790s.
- Describe the different political ideas held by Hamilton and Thomas Jefferson.
- Assess the importance of the peaceful transfer of presidential power from Federalists to Republicans during the election of 1800.
- Define and explain the importance of isolationism, Washington's Farewell address, and the Monroe Doctrine.
- Describe the causes, major events and consequences of the War of 1812.
- Explain how foreign policy decisions from 1789 through 1823 set the tone for future U.S. foreign policy.

- Take a well-reasoned stand on foreign policy issues faced by Adams, Jefferson, Madison and Monroe.

Constitution/Citizenship, A Growing Sense of Nationhood, Andrew Jackson, Manifest Destiny, Life in the West

Essential Questions:

Why do nations develop constitutions? What determines success or failure?

When is national expansion justified?

How can compromise bring opposing views to a common ground?

In what ways and to what extent did Jackson's approach to Native American issues represent a continuation of a long-standing attitude toward the American Indian?

Learning Objectives:

Students will be able to:

- Locate and identify information in the United States Constitution and Bill of Rights.
- Identify five key territorial acquisitions the United States made during this period and debate what the U.S. should have done in each class.
- Use a floor map to show how decisions to acquire territory might have impacted population.
- Create mini-dramas about one group of westerners such as the "49ers" or pioneer women.
- Gather evidence of America's emerging national identity as reflected in its geography, politics, art, music, and literature.
- Work in mixed ability groups to analyze six images and assess Andrew Jackson's presidency, describe his approach to governing and his Indian policy.

Era of Reform, Worlds of North and South, African/Americans – Mid-19th Century

Essential Questions:

What aspects of our culture provide evidence of immigration?

How did the reform movements of the mid 19th century affect the nation politically, socially, and economically?

In what ways did the south grow but not develop socially, politically, and economically by the 1840's?

How did the extension of the franchise during this period create a more "democratic" American society?

Learning Objectives:

Students will be able to:

- Identify other nations' contributions to the culture and economy of the American southwest.
- Read and take notes about various reform movements of the period, including prison and educational reforms, anti-slavery efforts, and the women's rights movement.
- Identify key geographic, economic, transportation, and societal differences between the North and the South.
- Identify the conditions that characterized African-Americans' lives in the period before the Civil War.

Reconstruction, Civil Rights, Holocaust/Genocide

Essential Questions:

What affect did the Civil War have on sectionalism in the United States?

How did the assassination of President Lincoln affect the developments of Reconstruction?

*How did the 13th, 14th, and 15th Amendments impact American history?
 What are the benefits and/or consequences of questioning/challenging social order?
 To what extent does power or lack of power affect individual rights?*

Learning Objectives:

Students will be able to:

- Compare Lincoln’s plan of reconstruction to those of Andrew Johnson and Congress.
- Track the progress of African-Americans toward full citizenship following the Civil War.
- Make connections between the 13th and 14th Amendments and the Civil Rights Act of 1866.
- Identify the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and “Jim Crow” Laws.
- Understand the impact of group dynamics on individual choices and actions.
- Understand that the consequences of certain choices result in human pain and human destruction.
- Recognize various types of human behavior: positive, negative, and the “neutral” bystander.
- Compare and contrast various types of genocide and give examples from history past and present.
- Analyze the violation of children’s rights during the Holocaust and during genocides that have take place since.

Grade 8 Pacing Guide

<p><u>Quarter 1</u></p> <p><u>Unit 1 - Defining Founding Ideals</u> Section 1: What is History and Why is it Important? Section 2: Defining and Debating our Five Founding Ideals</p> <p><u>Unit 2 - Road to Revolution</u> Section 1: The Colonies Come of Age Section 2: Break from Britain Section 3: Independence Section 4: Birth of a New Nation</p> <p><u>Quarter 2</u></p> <p><u>Unit 3 - The Constitution</u> Section 1: Creating a Government: The Compromises at the Convention Section 2: Goals and Principles of the Constitution Section 3: Federalists v. Anti-Federalists</p> <p><u>Unit 4 - Civics</u> Section 1: The Legislative Branch Section 2: The Executive Branch Section 3: The Judicial Branch Section 4: The Bill of Rights and You Section 5: Citizenship in Action</p>	<p><u>Quarter 3</u></p> <p><u>Unit 5 - Forming a New Nation</u> Section 1: Washington Section 2: Adams Section 3: Jefferson</p> <p><u>Unit 6 - Expansion and Reform</u> Section 1: War and Diplomacy Section 2: The Age of Jackson Section 3: Westward Expansion</p> <p><u>Quarter 4</u></p> <p><u>Unit 6 - Expansion and Reform</u> Section 4: Industrialization and Immigration Section 5: Social Reforms and Movements</p> <p><u>Unit 7 - Civil War and Reconstruction</u> Section 1: Slavery and Abolition Section 2: Growing Conflict: The Road to Disunion Section 3: The Course of War Section 4: Reconstruction</p>
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Holocaust Education

The Garwood School District addresses the ACT regarding genocide education in the public schools, supplementing chapter 35 of Title 18A of the New Jersey Statutes, through the resources provided by the New Jersey Commission on Holocaust Education, Character Education Curriculum, Anti-Bullying Programs, Health and Physical Education Curriculum, School Guidance programs, English Language Arts, Social Studies Curriculum, as well as through the daily modeling and discussion of good character, ethics, and moral behavior.


2a. Every Board of Education shall include instruction of all elementary and secondary school pupils on the Holocaust and genocides in an appropriate place in the curriculum.





2b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and, to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Resources are provided to all educators through open source resources, purchased programs and materials, assemblies for students, and professional development for educators.

The New Jersey Commission on Holocaust Education, to promote Holocaust education in the State of New Jersey, can be accessed through the following links:

<http://www.state.nj.us/education/holocaust/>

- K-4 Curriculum Guide:
 -  [Caring Makes a Difference](#)

- 5-8 Curriculum Guide:
 -  [To Honor All Children, part one](#)
(1.81 MB, PDF)
 -  [To Honor All Children, part two](#)
(5.82 MB, PDF)
 -  [To Honor All Children, part three](#)
(2.34 MB, PDF)
 -  [To Honor All Children, part four](#)
(6.15 MB, PDF)

The Amistad Movement is a coined term to describe the recent establishment of Amistad Commissions in several states across the country. While the African-American population in the United States approaches 25%, African and African-American characters, cultures, and history are minimally represented in the texts and trade books in classrooms across America. In order to address the educational needs of all children of all ethnicities in learning about diversity through the African-American experience, several states have legislated an Amistad Commission. Each Commission has its own vision and mandate, but the message remains the same: if we intend to fully educate all children of all ethnicities, we must include the history, folktales, cultural beliefs, and experiences of the African-American population in this educational process.

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

References

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<https://www.state.nj.us/education/cccs/index.html>

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

<http://www.njamistadcurriculum.net/>

<https://www.nj.gov/education/amistad/docs/Literacy%20Components%20for%20Primary%20Grades.pdf>

<https://civiced.rutgers.edu/nj-lessons>

<https://www.nj.gov/education/standards/>