Social Studies Curriculum
Chesterfield School
Rev 2016
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INTRODUCTION

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.

Mission: 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.

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.


Social Studies Instruction 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

Adopted October 2016
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.

Revised Standards
The 2014 Social Studies Standards provide the foundation for creating local curricula and developing meaningful assessments. Minor revisions were made to the 2009 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.

The revised standards are as follows:
• 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.

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 & government institutions interact to balance 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?

(The Introduction to the Social Studies Curriculum is adapted from: http://www.state.nj.us/education/cccs/standards/6/index.html)
**Kindergarten Social Studies**

**K-Unit 1: Working Together**

**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.

**Cumulative Progress Indicators**
- 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.
- 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 levels.
- 6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
- 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

**Understandings: Students will understand that...**
- Rules and laws are developed to protect people’s rights and the security and welfare of society.
- The United States democratic system requires active participation of its citizens.
- Develop strategies to reach consensus and resolve conflict.
- Demonstrate understanding of the need for fairness and take appropriate action against unfairness.

**Essential Questions:**
- What is a rule?
- How do rules and laws help people be good citizens?
- Why is it important to follow rules in school, at home, and in our community?
- Why do I have responsibilities?

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**21st Century Life & Career Readiness**

**21st Century Standards**
- 9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
- 9.1.4.B.1 Differentiate between financial wants and needs. 9.1.4.B.2 Identify age-appropriate financial goals.
- 9.1.4.B.3 Explain what a budget is and why it is important.
- 9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.
- 9.1.4.C.4 Determine the relationships among income, expenses, and interest.
- 9.1.4.D.1 Determine various ways to save. 9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.
- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

**21st Century Practices**
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
### 9.3 – Career & Technical Education (CTE)
- AGRICULTURE, FOOD & NATURAL RESOURCES
- ARCHITECTURE & CONSTRUCTION CAREER CLUSTER
- BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER
- GOVERNMENT & PUBLIC ADMINISTRATION CAREER CLUSTER
- HEALTH SCIENCE CAREER CLUSTER
- INFORMATION TECHNOLOGY CAREER CLUSTER
- MANUFACTURING CAREER CLUSTER

#### Students will know...
- That rules help people live together in a community.
- That their actions have an impact on others.
- That they play an important role in their school community through participation in the formation and follow through of class rules.
- How to exhibit good citizenship traits by following the classroom rules, analyzing classroom problems and suggesting fair solutions.
- And understand that they have responsibilities.

#### Students will be able to...
- Explain why rules are important in the classroom, home, and community.
- Express their feeling and share ideas openly within the classroom community.
- Explain the how to be safe in the classroom, at home, and in the community.
- Practice different forms of sharing.
- Understand that their decisions result in rewards and consequences.
- Understand that they have responsibilities at school, at home and in the community.

### Assessment Evidence

**Performance Tasks:**
- Follow class rules and routines
- Perform classroom tasks and jobs
- Demonstrate kindness and sharing among peers
- Activities from learning plan
- Related activities

**Other Evidence:**
- On-going Teacher Observations
- Student responses during whole class and small group discussions
- Informal checks for understanding
- Completion of task and/or projects

### Learning Plan

- **MacMillan McGraw Hill Social Studies Resources: Friends and Neighbors**
- Develop classroom rules, rewards, and consequences through discussion.
- Establish classroom routines and expectations.
- Role play situations showing cooperation and good citizenship.
- Assign jobs and perform responsibilities in the classroom.
- Read Aloud Texts: *A Day with Police Officers* by Jan Kottke
- Compare and contrast characters that display good citizenship with those that do not.
- Identify characters in literature who follow rules and laws.
- Perform classroom jobs and duties.
- Content related Safari Montage® Resources
### K-Unit 2: Understanding Holidays, Customs, and Traditions

**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.

<table>
<thead>
<tr>
<th>Cumulative Progress Indicators:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
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<tr>
<td>• 6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</td>
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<tr>
<td>• 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</td>
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<tr>
<td>• 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</td>
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<tr>
<td>• 6.1.4.D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.</td>
</tr>
<tr>
<td>• 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</td>
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<table>
<thead>
<tr>
<th>Understandings:</th>
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<tbody>
<tr>
<td><strong>Students will understand that...</strong></td>
</tr>
<tr>
<td>• The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.</td>
</tr>
<tr>
<td>• People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.</td>
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<tr>
<td>• Key historical events, documents, and individuals led to the development of our nation.</td>
</tr>
<tr>
<td>• Prejudice and discrimination can be obstacles to understanding other cultures.</td>
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<tr>
<td>• The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</td>
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<thead>
<tr>
<th>Essential Questions:</th>
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<tbody>
<tr>
<td>• How do different families celebrate?</td>
</tr>
<tr>
<td>• Why do people celebrate different holidays?</td>
</tr>
<tr>
<td>• What is an American?</td>
</tr>
<tr>
<td>• What American traditions and celebrations do I participate in?</td>
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<tr>
<td>• Why do we celebrate patriotic holidays such as President’s Day, Martin Luther King Jr. Day, Columbus Day, etc.?</td>
</tr>
<tr>
<td>• How do our customs reflect our country’s values and traditions?</td>
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<tr>
<td>• What does fairness and equality mean?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Students will know...</th>
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<tbody>
<tr>
<td>• Families celebrate holidays by incorporating family traditions.</td>
</tr>
<tr>
<td>• Various cultures celebrate in different ways.</td>
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<tr>
<td>• One should respect others that celebrate in different ways.</td>
</tr>
<tr>
<td>• Students will participate in various holidays of their own and other cultures.</td>
</tr>
<tr>
<td>• The difference between fairness and bullying (prejudice).</td>
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<table>
<thead>
<tr>
<th>Students will be able to...</th>
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<tbody>
<tr>
<td>• Appreciate differences among people and how others celebrate.</td>
</tr>
<tr>
<td>• Develop their cultural identity.</td>
</tr>
<tr>
<td>• Explain how and why holidays are celebrated?</td>
</tr>
<tr>
<td>• Understand the significance of American symbols?</td>
</tr>
<tr>
<td>• Identify important American figures and discuss their role in American History.</td>
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<tr>
<td>• Determine if a situation is fair/equal.</td>
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<tr>
<td>• Engage in cooperative play and activities while being fair and treating everyone equally.</td>
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</tbody>
</table>
### 21st Century Life & Career Readiness

#### 21st Century Standards

- **9.1.4.A.1** Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
- **9.1.4.B.1** Differentiate between financial wants and needs.
- **9.1.4.B.2** Identify age-appropriate financial goals.
- **9.1.4.B.3** Explain what a budget is and why it is important.
- **9.1.4.C.1** Explain why people borrow money and the relationship between credit and debt.
- **9.1.4.C.4** Determine the relationships among income, expenses, and interest.
- **9.1.4.D.1** Determine various ways to save.
- **9.1.4.E.2** Apply comparison shopping skills to purchasing decisions.
- **9.2.4.A.1** Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- **9.2.4.A.2** Identify various life roles and civic and work-related activities in the school, home, and community.

#### 9.3 – Career & Technical Education (CTE)

- AGRICULTURE, FOOD & NATURAL RESOURCES
- ARCHITECTURE & CONSTRUCTION CAREER CLUSTER
- BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER
- GOVERNMENT & PUBLIC ADMINISTRATION CAREER CLUSTER
- HEALTH SCIENCE CAREER CLUSTER
- INFORMATION TECHNOLOGY CAREER CLUSTER
- MANUFACTURING CAREER CLUSTER

#### 21st Century Practices

- CRP1. Act as a responsible and contributing citizen and employee.
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- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

#### Assessment Evidence

##### Performance Tasks:

- Participate in activities relating to various holidays
- Explain how their family celebrates various holidays
- Identify their cultural background
- Activities from learning plan
- Related activities

##### Other Evidence:

- On-going Teacher Observations
- Student responses during whole class and small group discussions
- Informal checks for understanding
- Completion of task and/or projects

#### Learning Plan

- **MacMillan McGraw Hill Social Studies Resources: Friends and Neighbors**
  - Orally share information and knowledge during discussions of holidays we celebrate.
  - Participate in Harvest Day activities relating the Thanksgiving, the Native Americans, and the Pilgrims.
  - Discuss the significance of American holidays and engage in patriot activities such as a parade.
  - Learn the meaning of and sing patriotic songs.
  - Identify patriotic symbols.
  - Read texts about George Washington, Benjamin Franklin, Abraham Lincoln, and Martin Luther Jr., Rosa Parks, etc.
• Make a tri-cornered hat and learn the song “My Hat is has Three Corners.”
• Examine coins and dollars and discuss why certain presidents were chosen to be on various denominations.
• Read Aloud Text Examples: The Pledge of Allegiance, Hero Dad by Melinda Hardin, I Want to Be President by Dan Liebman, The Flag We Love by Pam Ryan, Celebrating Patriotic Holidays by Joel Kuppersteil, President’s Day by David F. Marx,
• Role play situations depicting fairness and equality as well as prejudice; discuss how prejudice leads to conflict and problems using developmentally appropriate examples.
• Compare and contrast holidays using Venn Diagrams
• View related holiday videos
• Content related Safari Montage® Resources

K-Unit 3: Economics

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.

Cumulative Progress Indicators:
6.1.4.C.1 Apply opportunity cost to evaluate individuals’ decisions, including ones made in their communities.
6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals’ lives.

Understandings:
Students will understand that...
• Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.
• People make decisions based on their needs, wants, and the availability of resources.

Essential Questions:
• What is need? What is a want? How are needs and wants different?
• Why is money important?
• What do you do with your money and why?
• Why do people work and have different jobs?

Students will know...
• The difference between “needing,” “wanting,” and “sharing.”
• What is money is.
• How we earn money and why we need it.

Students will be able to...
• Identify the difference between wants and needs by engaging in sorting activities.
• Describe how money is used to purchase needs and wants.
• Orally explain why it is important to save money.
• Understand that people earn money by working.

21st Century Life & Career Readiness

21st Century Standards
9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
9.1.4.B.1 Differentiate between financial wants and needs. (K-Unit 1)
9.1.4.B.2 Identify age-appropriate financial goals. (K-Unit 1)
9.1.4.B.3 Explain what a budget is and why it is important. (K-Unit 1)

21st Century Practices
• CRP1. Act as a responsible and contributing citizen and employee.
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9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.3 – Career & Technical Education (CTE)
- Agriculture, Food & Natural Resources
- Architecture & Construction Career Cluster
- Business Management and Administration Career Cluster
- Government & Public Administration Career Cluster
- Health Science Career Cluster
- Information Technology Career Cluster
- Manufacturing Career Cluster

Assessment Evidence

Performance Tasks:
- Read books relating to sharing, wanting, and needing.
- Reinforce sharing daily.
- Identify and describe where people spend and save money.
- Activities from learning plan.
- Related activities.

Other Evidence:
- On-going Teacher Observations.
- Student responses during whole class and small group discussions.
- Informal checks for understanding.
- Completion of task and/or projects.

Learning Plan

- Categorize items as wants or needs.
- Make community helper puppets and engage in role playing activities with them.
- Simulate a store and have students purchase items they need and want.
- Read and discuss *The Night Worker* by Kate Banks.
- Create a class alphabet book depicting various professions.
- Read Aloud Texts: *A Chair for My Mother*.
- Participate in fundraising events at school.
- Content related *Safari Montage*® Resources.
- Internet Resources:
  - [http://econkids.rutgers.edu/](http://econkids.rutgers.edu/)
  - [http://www.moneyinstructor.com/elementary.asp](http://www.moneyinstructor.com/elementary.asp)
K-Unit 4: Geography

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.

Cumulative Progress Indicators:
- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- 6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.

Understandings:
Students will understand that...
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.

Essential Questions:
- What type of information can we find on a map?
- How do maps help us find people and places?
- Where do I live?
- How does where you live affect you?

Students will know...
- Identify their home in the state, country and world they live by participation in class activities.
- Recognize differences between cities and towns.
- Identify different weather conditions in various regions.
- How maps are used for various purposes.

Students will be able to...
- Identify that they United States is the country in which they live.
- Identify that they live in the Chesterfield, New Jersey.
- Determine that they Earth is comprised of land and water.
- Compare and contrast an urban and a rural community.
- Identify various landforms.
- Understand how weather and climate vary across the globe.

21st Century Life & Career Readiness

21st Century Standards

| 9.1.4.A.1 | Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. |
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| CRP12 | Work productively in teams while using cultural global competence. |

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Assessment Evidence

Performance Tasks:
- Use of map when identifying places we read about and visit.
- Use of maps and search engines to identify where we live.
- Engage in daily use of calendar and weather resources.
- Examine a globe and determine that it is a model of the Earth.

Other Evidence:
- On-going Teacher Observations
- Student responses during whole class and small group discussions
- Informal checks for understanding
- Completion of task and/or projects

Learning Plan

- Compare and contrast a globe and a map.
- Record the weather during calendar activities.
- Read and discuss Me on the Map and What’s the Address? By Rachel Griffiths
- Draw and label a classroom and/or school map.
- Create a city/town or out of blocks, cartons, art materials, etc.
- Examine maps on www.googleearth.com
- Identify nonfiction texts that have maps and examine how the maps help us understand more about the topic in the text.
- Content related Safari Montage® Resources

K-Unit 5: Citizenship

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.

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 the challenges that are inherent in living in an interconnected world.

Cumulative Progress Indicators:
- 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 levels.
- 6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

Understandings:
Students will understand that...

Essential Questions:
- What is a citizen?
Chesterfield Social Studies Curriculum

- The United States democratic system requires active participation of its citizens.
- Are aware of their relationships to people, places, and resources in the local community and beyond.

**Students will know...**
- The definition of a citizen.
- Understand their role in their community.
- Voting allows citizens to participate in the democratic process and take part in determining an outcome.

**Students will be able to...**
- Identify that they are citizen of Chesterfield, New Jersey, and the United States.
- Engage in decision-making and voting activities.
- Brainstorm ways to help others as a group.
- Engage in Earth Day and Arbor Day activities.

### 21st Century Life & Career Readiness

#### 21st Century Standards

- **9.1.4.A.1** Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
- **9.1.4.B.1** Differentiate between financial wants and needs.
- **9.1.4.B.2** Identify age-appropriate financial goals.
- **9.1.4.B.3** Explain what a budget is and why it is important.
- **9.1.4.C.1** Explain why people borrow money and the relationship between credit and debt.
- **9.1.4.C.4** Determine the relationships among income, expenses, and interest.
- **9.1.4.D.1** Determine various ways to save.
- **9.1.4.E.2** Apply comparison shopping skills to purchasing decisions.
- **9.2.4.A.1** Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- **9.2.4.A.2** Identify various life roles and civic and work-related activities in the school, home, and community.

#### 9.3 – Career & Technical Education (CTE)

- **AGRICULTURE, FOOD & NATURAL RESOURCES**
- **ARCHITECTURE & CONSTRUCTION CAREER CLUSTER**
- **BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER**
- **GOVERNMENT & PUBLIC ADMINISTRATION CAREER CLUSTER**
- **HEALTH SCIENCE CAREER CLUSTER**
- **INFORMATION TECHNOLOGY CAREER CLUSTER**
- **MANUFACTURING CAREER CLUSTER**

#### 21st Century Practices

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP3.** Attend to personal health and financial well-being.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP5.** Consider the environmental, social and economic impacts of decisions.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP10.** Plan education and career paths aligned to personal goals.
- **CRP11.** Use technology to enhance productivity.
- **CRP12.** Work productively in teams while using cultural global competence.

### Assessment Evidence

#### Performance Tasks:

- Vote to share an opinion or preference.
- Plant juvenile trees.
- Listen to and discuss read aloud texts.
- Activities from learning plan

#### Other Evidence:

- On-going Teacher Observations
- Student responses during whole class and small group discussions
- Informal checks for understanding
- Completion of task and/or projects

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- Related activities
  - Discuss environmental issues and brainstorm ways to resolve them as a class.
  - Plant and help to maintain items in the school garden
  - Participate in Earth Day activities such as cleaning up the school grounds.
  - Participate in the Arbor Day assembly and related activities.
  - Complete activities related to Smoky the Bear and visit his website http://www.smokeybear.com/
  - Read Aloud Texts for Earth Day such as Earth Day Puppy by Norman Bridwell, Fancy Nancy Every Day is Earth Day by Jane O’Connor, Earth Day – Hooray! By Stuart J. Murphy
  - Read Aloud Texts promoting Citizenship: Hero Dad by Melinda Hardin, I Want to Be President by Dan Liebman, The Flag We Love by Pam Ryan, Celebrating Patriotic Holidays by Joel Kupperstein, My Teacher for President by Kay Winters, Vote! by Eileen Christelow, President’s Day by David F. Marx,
  - Content related Safari Montage® Resources

First Grade Social Studies

1st Grade-Unit 1: Starting School: Establishing a Community

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.

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 the challenges that are inherent in living in an interconnected world.

Cumulative Progress Indicators:
- 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.
- 6.3.4. A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.
- 6.1.4. 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 levels.
- 6.1.4. D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- 6.1.4. D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
- 6.3.4. A.1 Evaluate what makes a good rule or law.
- 6.3.4. B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
- 6.3.4. D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
**Understandings:**

*Students will understand...*
- Rules and laws are developed to protect people’s rights and the security and welfare of society.
- The United States democratic system requires active participation of its citizens.
- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
- Develop strategies to reach consensus and resolve conflict.
- Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
- Prejudice and discrimination can be obstacles to understanding other cultures.
- The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
- That they have relationships to people, places, and resources in the local community and beyond.

**Essential Questions:**
- How do rules help us get along?
- How do your actions affect other people?
- What is a rule? Is it a “good” rule? Why is it a good rule?
- What can we do to help others outside our community?

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**Students will know...**
- That rules help resolve conflict and promote the common good (classroom rules).
- That all individuals affect the common good of the classroom community.
- How to evaluate what makes a good rule.
- All people express themselves and culture differently.

**Students will be able to...**
- Establish classroom rules and demonstrate a sense of community.
- Discuss how their actions affect others.
- Identify ways to resolve conflicts in an appropriate manner.
- Seek assistance when resolving conflict.
- Be respectful of differences.
- Serve the community in an outreach project. TBD.

**21st Century Life & Career Readiness**

**21st Century Standards**
- 9.1.4.A.3 Explain how income affects spending and take-home pay.
- 9.1.4.B.1 Differentiate between financial wants and needs.
- 9.1.4.B.3 Explain what a budget is and why it is important.
- 9.1.4.D.2 Explain what it means to “invest.”
- 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**9.3 – Career & Technical Education (CTE)**
- AGRICULTURE, FOOD & NATURAL RESOURCES
- ARTS, A/V TECHNOLOGY & COMMUNICATIONS CAREER CLUSTER

**21st Century Practices**
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
### Chesterfield Social Studies Curriculum

- EDUCATION & TRAINING CAREER CLUSTER
- GOVERNMENT & PUBLIC ADMINISTRATION CAREER CLUSTER
- HUMAN SERVICES CAREER CLUSTER
- INFORMATION TECHNOLOGY CAREER CLUSTER

- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### Assessment Evidence

#### Performance Tasks:
- Follow Class Routines
- Perform classroom tasks and jobs
- Act appropriately with peers
- Research a need and develop a plan to help and carry it out.
- Activities from learning plan and related activities.

#### Other Evidence:
- On-going Teacher Observations
- Class Participation
- Student responses during whole class and small group discussions and written responses.
- Projects/Activities
- Class Discussion

### Learning Plan

- MacMillan McGraw Hill Social Studies Resources
- Establish community building activities such as morning meeting.
- Use an anchor chart to assess student’s prior knowledge about rules and a basis for establishing rules in the classroom.
- Read Alouds: Chrysanthemum by Kevin Henkes,

#### Related Activities:
- Discuss stories in relation to creating and following classroom rules.
- Participate in activities and assemblies related to the community such as Arbor Day, Earth Day, Character Education.
- Related Literacy Activities:
  - Create mini-books describing and telling about classroom rules.
  - Create a class poster describing safety rules for different school areas.
- Additional resources/games related to content:
  - [http://www.responsiveclassroom.org](http://www.responsiveclassroom.org)
- Content related **Safari Montage® Resources**

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### 1st Grade-Unit 2: Celebrating Customs and Holidays

**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.

**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 the challenges that are inherent in living in an interconnected world.

**Cumulative Progress Indicators:**
- 6.1.4. A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4. D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
- 6.1.4. D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
- 6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

**Understandings:**

*Students will understand...*

- The world is comprised of nations that are similar to and different from the United States.
- Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
- Cultures struggle to maintain traditions in a changing society. The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.

**Essential Questions:**

- What are your family traditions and what do you do each year? How are they different from your friend’s family traditions?
- Do you know someone who celebrates different holidays? (Ex. Hanukkah, Christmas, Ramadan, Passover, Easter)
- What is a tradition?
- How is light incorporated into many of the holidays we study?

**Students will know . . .**

- Various cultural groups have maintained traditional beliefs and adopt new beliefs.
- Traditions are associated with a variety of holidays: Christmas, Hanukkah, Ramadan, Diwali etc.
- People celebrate different holidays throughout the year (religious, cultural, national).

**Students will be able to...**

- Identify similarities and differences in family traditions.
- Identify the different ways that people celebrate various holidays.
- Orally express their family tradition and customs.
- Compare and contrast holidays.

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### 21st Century Life & Career Readiness

**21st Century Standards**

- 9.1.4.A.3 Explain how income affects spending and take-home pay.
- 9.1.4.B.1 Differentiate between financial wants and needs.
- 9.1.4.B.3 Explain what a budget is and why it is important.
- 9.1.4.D.2 Explain what it means to “invest.”
- 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**9.3 – Career & Technical Education (CTE)**

- AGRICULTURE, FOOD & NATURAL RESOURCES
- ARTS, A/V TECHNOLOGY & COMMUNICATIONS CAREER CLUSTER
- EDUCATION & TRAINING CAREER CLUSTER

**21st Century Practices**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.
Assessment Evidence

### Performance Tasks:
- Compare/Contrast religious/cultural holidays (Ramadan, Eid el Fitr, Diwali, Hanukkah, Christmas, Kwanzaa etc.) either orally or in writing.
- Share family traditions with peers both orally and in writing.
- Activities from learning plan and related activities.

### Other Evidence:
- On-going Teacher Observations
- Class Participation
- Student responses during whole class and small group discussions and written responses.
- Projects/Activities
- Class Discussion

Learning Plan

- MacMillan McGraw Hill Social Studies Resources
- Take a class poll about what holidays each child and their family celebrates.
- Use a K-W-L chart to assess student’s prior knowledge about holidays and customs.
- Read Alouds for the various religious/ cultural holidays: Jeremy’s Dreidel, Gita’s Lights, Diwali, Light the Lights, Kwanzaa.
- Read Alouds for various national holidays: Picture Book of Christopher Columbus, Martin’s Big Words, Abraham Lincoln: The Boy Who Loved Books, Let’s Read About Betsy Ross: Red, White and Blue, The Lorax.
- Related Literacy Activities:
  - Make a venn diagram comparing holidays.
  - Write a letter to a friend describing the traditions of a particular holiday or cultural custom.
  - Make a poster about a particular holiday or celebration.
- Additional resources/games related to content: www.brainpopjr.com (a subscription based K-3 website-some areas are free)
- Content related Safari Montage® Resources

1st Grade-Unit 3: Contributions to Our National Heritage

**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.

**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 the challenges that are inherent in living in an interconnected world.
**Cumulative Progress Indicators:**

- 6.1.4. D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- 6.1.4. D.3 Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.
- 6.1.4. D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
- 6.1.4. D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- 6.1.4. D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4. D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

**Understandings:**

*Students will understand…*

- The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
- Key historical events, documents, and individuals led to the development of our nation.
- Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.

*Students will know . . .*

- Folklore and the actions of famous historical figures and groups of people contributed to the National American Heritage.
- Historical figures possess significant leadership qualities, and contributions toward the United States government.
- That the Native Americans contributed to our National Heritage when they collaborated with the Pilgrims.

**Essential Questions:**

- What role did Johnny Appleseed play in our National Heritage?
- Why did the Pilgrims travel to a new land?
- What are the customs of the Pilgrims? What was their daily life like?
- How did the Native Americans and Pilgrims dress?
- How did the Native Americans use their resources effectively?
- Why is George Washington so important to us?
- What are some of the American symbols and American monuments? Why are they significant?

**Students will be able to…**

- Identify similarities and differences between the Pilgrims and people of today.
- Identify similarities and differences between the Native Americans and people of today.
- Describe how the early Americans worked together to use their resources effectively.
- Identify American symbols and monuments and explain why they are significant.

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**21st Century Life & Career Readiness**

**21st Century Standards**

- 9.1.4.A.3 Explain how income affects spending and take-home pay.
- 9.1.4.B.1 Differentiate between financial wants and needs.
- 9.1.4.B.3 Explain what a budget is and why it is important.
- 9.1.4.D.2 Explain what it means to “invest.”
- 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community

**21st Century Practices**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
development and quality of living.

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

### 9.3 – Career & Technical Education (CTE)

- AGRICULTURE, FOOD & NATURAL RESOURCES
- ARTS, A/V TECHNOLOGY & COMMUNICATIONS CAREER CLUSTER
- EDUCATION & TRAINING CAREER CLUSTER
- GOVERNMENT & PUBLIC ADMINISTRATION CAREER CLUSTER
- HUMAN SERVICES CAREER CLUSTER
- INFORMATION TECHNOLOGY CAREER CLUSTER

### Assessment Evidence

#### Performance Tasks:
- Compare/Contrast First Americans (Native Americans/Pilgrims) to people of today.
- Compare/Contrast Native Americans and Pilgrims.
- Recreate Native American and Pilgrim artifacts (hats, headdresses, picture writing etc.)
- Activities from learning plan and related activities.

#### Other Evidence:
- On-going Teacher Observations
- Class Participation
- Student responses during whole class and small group discussions and written responses.
- Projects/Activities
- Class Discussion

### Learning Plan

- MacMillan McGraw Hill Social Studies Resources
- Class Trip to Howell Living History Farm in Ewing, New Jersey
- Use a K-W-L chart to assess student’s prior knowledge about Native Americans and Pilgrims.
- Read Alouds: *Sarah Morton’s Day-A Day in the Life of a Pilgrim*, *On the Mayflower*, *Squanto and the First Thanksgiving*, and *The Legend of the Indian Paintbrush*.
- Participate in oral discussion and/or written responses to texts.
- Related Literacy Activities:
  - Make a venn diagram comparing past and present times.
  - Imagine you are a pilgrim or Indian child and write a letter to a friend describing the traditions of your group.
- Additional resources/games related to content: [www.brainpopjr.com](http://www.brainpopjr.com) (a subscription based K-3 website-some areas are free)
- Content related [Safari Montage® Resources](http://www.safarimonitage.com)

### 1st Grade-Unit 4: Foundations of African American History

**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.

**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 the challenges that are inherent in living in an interconnected world.

**Cumulative Progress Indicators:**
- 6.1.4. A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- 6.1.4. A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
- 6.1.4. A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

**Understandings:**
- The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
- The United States democratic system requires active participation of its citizens.

**Essential Questions:**
- What is slavery?
- What role did Martin Luther King, Jr. and other African Americans play in the civil rights movement?
- How are people treated differently because of Dr. Martin Luther King, Jr. and other civil rights leaders?
- How do your actions affect others?

**Students will know....**
- The actions of MLK Jr. inspired change.
- Our actions can affect people both positively and negatively.

**Students will be able to...**
- Identify the importance of Dr. Martin Luther King, Jr.'s life and work.
- Compare rights and freedoms of people today to those in the past.
- Identify ways they can be like Martin Luther King Jr. to encourage positive interaction in the community.

### 21st Century Life & Career Readiness

**21st Century Standards**
- 9.1.4.A.3 Explain how income affects spending and take-home pay.
- 9.1.4.B.1 Differentiate between financial wants and needs.
- 9.1.4.B.3 Explain what a budget is and why it is important.
- 9.1.4.D.2 Explain what it means to “invest.”
- 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**9.3 – Career & Technical Education (CTE)**
- AGRICULTURE, FOOD & NATURAL RESOURCES
- ARTS, A/V TECHNOLOGY & COMMUNICATIONS CAREER CLUSTER
- EDUCATION & TRAINING CAREER CLUSTER
- GOVERNMENT & PUBLIC ADMINISTRATION CAREER CLUSTER
- HUMAN SERVICES CAREER CLUSTER
- INFORMATION TECHNOLOGY CAREER CLUSTER

**21st Century Practices**
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
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- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.
Chesterfield Social Studies Curriculum

Performance Tasks:

- Compare/Contrast present day and pre-civil rights movement time period.
- Make a list of peaceful solutions to conflict.
- Activities from learning plan and related activities.

Other Evidence:

- On-going Teacher Observations
- Class Participation
- Student responses during whole class and small group discussions and written responses.
- Projects/Activities
- Class Discussion

Learning Plan

- MacMillan McGraw Hill Social Studies Resources
- Use a K-W-L chart to assess student’s prior knowledge about African American History and Civil Rights leaders like Martin Luther King, Jr.
- Read Alouds A Picture Book of Martin Luther King, Martin’s Big Words, The Story of Ruby Bridges, If a Bus Could Talk, Addy.
- Related Literacy Activities:
  - Make a venn diagram comparing past and present day.
  - Write a letter to a friend describing the accomplishments of Martin Luther King, Jr.
  - Make a poster about being peaceful.
- Additional resources/games related to content:
  - www.brainpopjr.com (a subscription based K-3 website-some areas are free)
  - Content related Safari Montage® Resources

1st Grade-Unit 5: Economics

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.

Cumulative Progress Indicators:

- 6.1.4. C.1 Apply opportunity cost to evaluate individuals’ decisions, including ones made in their communities.
- 6.1.4. C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

Student’s will understand...

- People make decisions based on their needs, wants, and the availability of resources.
- That they have relationships to people, places, and resources in the local community and beyond.

Essential Questions:

- What do you need?
- What do you want?
- What is the difference between “needs” and “wants”?
- How are people’s wants and needs different?
- Do you do jobs around your house and get money for it? Do you use that money to buy things? What do you do with your money? Use it or save it?
- What are different types of jobs?
### Chesterfield Social Studies Curriculum

<table>
<thead>
<tr>
<th>Students will know...</th>
<th>Students will be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There is a difference between “needs” and “wants”.</td>
<td>• Identify and compare wants and needs.</td>
</tr>
<tr>
<td>• There is a role and relationship within their households and the economy.</td>
<td>• Identify basic items that everyone “needs” to have to live.</td>
</tr>
<tr>
<td>• Money and savings play a role in their individual lives</td>
<td>• Differentiate between a producer and a consumer.</td>
</tr>
<tr>
<td>• There are different kinds of jobs-some which produce services and some which provide products.</td>
<td>• Describe why needs and wants are different.</td>
</tr>
<tr>
<td>• There are consumers and producers.</td>
<td></td>
</tr>
<tr>
<td>• That needs are basic items everyone has to have to live.</td>
<td></td>
</tr>
<tr>
<td>• A want is something “extra” or a luxury item.</td>
<td></td>
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<tr>
<td>• That everyone’s wants and needs are different.</td>
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</table>

#### 21st Century Life & Career Readiness

**21st Century Standards**

<table>
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**21st Century Practices**

| CRP1 | Act as a responsible and contributing citizen and employee.                                                     |
| CRP2 | Apply appropriate academic and technical skills.                                                                |
| CRP3 | Attend to personal health and financial well-being.                                                           |
| CRP4 | Communicate clearly and effectively and with reason.                                                           |
| CRP5 | Consider the environmental, social and economic impacts of decisions.                                          |
| CRP6 | Demonstrate creativity and innovation.                                                                          |
| CRP7 | Employ valid and reliable research strategies.                                                                  |
| CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them.                             |
| CRP9 | Model integrity, ethical leadership and effective management.                                                  |
| CRP10| Plan education and career paths aligned to personal goals.                                                       |
| CRP11| Use technology to enhance productivity.                                                                        |
| CRP12| Work productively in teams while using cultural global competence.                                              |

#### Assessment Evidence

**Performance Tasks:**

- Compare/Contrast needs/wants.

**Other Evidence:**

- On-going Teacher Observations
## 1st Grade-Unit 6: Geography

### 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.

#### Cumulative Progress Indicators:
- 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.

#### Understandings:

**Students will understand...**
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- That they have relationships to people, places, and resources in the local community and beyond.
- Weather affects everyday life.

#### Essential Questions:
- What are the basic features on a map?
- What are map symbols used for?
- What is a map scale?
- Where are cities, states, countries located?
- What effect does weather have on our community and other communities?

#### Students will know . . .
- The location of a town, state, or country affects the everyday life of its inhabitants.
- There are basic features that all maps have for consistency and understanding.
- Map symbols are used to mark specific locations or items on maps.
- A map scale is used to show actual distance between locations.

#### Students will be able to...
- Identify cardinal directions.
- Use map symbols and scales.
- Record temperature and daily weather conditions.
- Explain how weather conditions can affect an area.
### 21st Century Standards

<table>
<thead>
<tr>
<th>9.1.4.A.3</th>
<th>Explain how income affects spending and take-home pay.</th>
</tr>
</thead>
<tbody>
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<tr>
<td>9.1.4.D.2</td>
<td>Explain what it means to “invest.”</td>
</tr>
<tr>
<td>9.1.4.F.2</td>
<td>Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.</td>
</tr>
<tr>
<td>9.2.4.A.4</td>
<td>Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</td>
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#### 9.2.4.A.4
- Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

#### 9.3 – Career & Technical Education (CTE)
- AGRICULTURE, FOOD & NATURAL RESOURCES
- ARTS, A/V TECHNOLOGY & COMMUNICATIONS CAREER CLUSTER
- BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER
- EDUCATION & TRAINING CAREER CLUSTER
- GOVERNMENT & PUBLIC ADMINISTRATION CAREER CLUSTER
- HUMAN SERVICES CAREER CLUSTER
- INFORMATION TECHNOLOGY CAREER CLUSTER

### 21st Century Practices

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP3.** Attend to personal health and financial well-being.
- **CRP4.** Communicate clearly and effectively and with reason.
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- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP10.** Plan education and career paths aligned to personal goals.
- **CRP11.** Use technology to enhance productivity.
- **CRP12.** Work productively in teams while using cultural global competence.

### Assessment Evidence

#### Performance Tasks:
- Use a map key to identify specific areas on a map.
- Record daily weather for a period of time.
- Activities from learning plan and related activities.

#### Other Evidence:
- On-going Teacher Observations
- Class Participation
- Student responses during whole class and small group discussions and written responses.
- Projects/Activities
- Class Discussion

### Learning Plan

- MacMillan McGraw Hill Social Studies Resources
- Use a K-W-L chart to assess student’s prior knowledge about Geography.
- Related Literacy Activities:
- Additional resources/games related to content: [www.brainpopjr.com](http://www.brainpopjr.com) (a subscription based K-3 website-some areas are free)
- Content related Safari Montage® Resources

### 2nd Grade Social Studies

Adopted October 2016
## 21st Century Life & Career Readiness

### 21st Century Standards

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### Chesterfield Social Studies Curriculum

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

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

9.3 – Career & Technical Education (CTE)

- AGRICULTURE, FOOD & NATURAL RESOURCES
- ARCHITECTURE & CONSTRUCTION CAREER CLUSTER
- BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER
- GOVERNMENT & PUBLIC ADMINISTRATION CAREER CLUSTER
- HEALTH SCIENCE CAREER CLUSTER
- INFORMATION TECHNOLOGY CAREER CLUSTER
- MANUFACTURING CAREER CLUSTER

<table>
<thead>
<tr>
<th>Assessment Evidence</th>
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<tbody>
<tr>
<td>Performance Tasks:</td>
</tr>
<tr>
<td>- Follow Class Routines</td>
</tr>
<tr>
<td>- Perform classroom tasks and jobs</td>
</tr>
<tr>
<td>- Act appropriately with peers</td>
</tr>
<tr>
<td>- Activities from learning plan and related activities.</td>
</tr>
<tr>
<td>- Role play.</td>
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<tr>
<td>- MacMillan McGraw Hill Social Studies Resources Unit 1 Lessons 1, 3, 4, 5</td>
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<tr>
<td>- Establish community building activities such as morning meeting.</td>
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<tr>
<td>- Use an anchor chart to assess student’s prior knowledge about rules and a basis for establishing rules in the classroom.</td>
</tr>
<tr>
<td>- Read Alouds: The Crayon Box, Those Shoes, The Juice Box Bully</td>
</tr>
<tr>
<td>- Related Activities: Discuss stories in relation to creating and following classroom rules.</td>
</tr>
<tr>
<td>- Related Literacy Activities: Create mini-books describing and telling about classroom uniqueness. Create a class poster describing acceptable classroom behavior.</td>
</tr>
<tr>
<td>- Additional resources/games related to content: <a href="http://www.responsiveclassroom.org">http://www.responsiveclassroom.org</a> <a href="www.teacherspayteachers.com">www.teacherspayteachers.com</a></td>
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<td>- Content related Safari Montage® Resources</td>
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# 2nd Grade-Unit 2: Black History

## 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.

## 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 the challenges inherent in living in an interconnected world.

### Cumulative Progress Indicators:
- 6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.
- 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
- 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
- 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### Understandings:

**Students will understand...**
- Stereotyping and prejudice can lead to conflict using examples from past and present.
- Dr. Martin Luther King and other civil rights Activists served as catalysts to inspire change for future generations.
- Negative mindsets can lead to negative actions.
- All people are equal, capable and deserve respect.

**Essential Questions:**
- What is discrimination?
- What is prejudice?
- Why do we have conflict?
- Who were Dr. Martin Luther King & other black Americans?
- Why are Dr. King and other black Americans important to our country?

**Students will know...**
- All people deserve respect.
- Some people have been treated unfairly.
- The negativity of our past should not continue into our future.
- We can learn from all people.

**Students will be able to...**
- Identify similarities and differences in each other.
- Identify the different ways that people can be strong to stand up to prejudice.
- Research different black Americans and record their effect on history.

## 21st Century Life & Career Readiness

### 21st Century Standards
- **9.1.4.A.1** Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
- **9.1.4.B.1** Differentiate between financial wants and needs. (K-Unit 1)
- **9.1.4.B.2** Identify age-appropriate financial goals. (K-Unit 1)

### 21st Century Practices
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
Chesterfield Social Studies Curriculum

9.1.4.B.3 Explain what a budget is and why it is important. (K-Unit 1)
9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.
9.1.4.C.4 Determine the relationships among income, expenses, and interest.
9.1.4.D.1 Determine various ways to save. (K-Unit 1)
9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.
9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
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9.3 – Career & Technical Education (CTE)
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   - HEALTH SCIENCE CAREER CLUSTER
   - INFORMATION TECHNOLOGY CAREER CLUSTER
   - MANUFACTURING CAREER CLUSTER

Assessment Evidence

Performance Tasks:
- Black History research in gathering facts and data.
- Timeline of important events.
- Write a speech about a black American.
- Create a museum of different expressions about different black Americans.

Other Evidence:
- On-going Teacher Observations
- Student responses during whole class and small group discussions and written responses.
- Class Discussion
- Black History Museum

Stage 3 – Learning Plan

- MacMillan McGraw Hill Social Studies Resources Unit 3 Lesson 5, Biography Sojourner Truth, Biography Thurgood Marshal
- Create a museum to showcase 5 black Americans from History.
- Use a K-W-L chart to assess student’s prior knowledge about holidays and customs.
- Read Alouds: Teammates, Free at Last the story of Martin Luther King, I am Rosa Parks, Ruby Bridges Goes to School, Martin’s Dream.
- Related Literacy Activities:
  - Writing facts, writing a speech, creating a wordle from wordle.net
  - Additional resources/games related to content: www.brainpopjr.com (a subscription based K-3 website-some areas are free)
    www.teacherspayteachers.com (free content to enrich specific lessons)
  - Content related Safari Montage® Resources

2nd Grade-Unit 3: Oregon Trail

- 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.

- **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 the challenges that are inherent in living in an interconnected world.

**Cumulative Progress Indicators:**
- 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States
- 6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
- 6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.C.4 Describe how supply and demand influence price and output of products.
- 6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals’ lives.
- 6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.
- 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4.D.14 Trace how the American identity evolved over time.

**Understandings:**

*Students will understand...*
- America changed over time.
- Pioneers moved west for different reasons.
- The pioneers endured difficulties.
- Pioneers needed to be wise on their journey west.
- We can lean valuable lessons from the pioneer journey that apply today.

**Essential Questions:**
- What was the United States like in the 1800’s?
- Who were the pioneers?
- What route did the pioneers take?
- What were the dangers the pioneers faced?
- How did the pioneers prepare themselves for the trip?
- What was daily living like on the trail?
- What was life like at the end of the trail?
- What lessons can we learn from the experiences of the pioneers?

*Students will know...*
- The reasons for moving west.
- How and what the pioneers did to prepare for the journey.
- How economic factors affected the journey.
- The differences between needs and wants.
- Different roles of each family member on the trail.

*Students will be able to...*
- Research America in the 1800’s
- Retrace the route of the pioneers
- Use historical games
- Relate to the pioneers
- Apply lessons of the pioneers to their own lives

**21st Century Life & Career Readiness**

**21st Century Standards**

- **9.1.4.A.1** Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
- **9.1.4.B.1** Differentiate between financial wants and needs. (K-Unit 1)
- **9.1.4.B.2** Identify age-appropriate financial goals. (K-Unit 1)
- **9.1.4.B.3** Explain what a budget is and why it is important. (K-Unit 1)

**21st Century Practices**

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP3.** Attend to personal health and financial well-being.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP5.** Consider the environmental, social and economic impacts of decisions.
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- HEALTH SCIENCE CAREER CLUSTER  
- INFORMATION TECHNOLOGY CAREER CLUSTER  
- MANUFACTURING CAREER CLUSTER |
| Assessment Evidence | CRP6. Demonstrate creativity and innovation. |
| Performance Tasks: | CRP7. Employ valid and reliable research strategies. |
| Family Guide Book recordings & journals | CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. |
| ABC Book completion | CRP9. Model integrity, ethical leadership and effective management. |
| Reflective journaling | CRP10. Plan education and career paths aligned to personal goals. |
| Other Evidence: | CRP11. Use technology to enhance productivity. |
| On-going Teacher Observations | CRP12. Work productively in teams while using cultural global competence. |
| Student responses during whole class and small group discussions | |
| Class Discussion | |
| Learning Plan | MacMillan McGraw Hill Social Studies Resources  
  Unit 3 Lesson 6, Unit 4 Lesson 2, 3, 4 |
| - www.oregontrailcenter.org | - Related Activities: |
| - www.teacherspayteachers.com |  
  Create families traveling on the trail and role play the journey. |
| - Create a covered wagon with designs as the pioneers did. | - Related Literacy Activities: |
| - Function as a family on the Trail. |  
  Journal writing, expressive response writing |
| - Face different trials along the “journey”. | - Content related Safari Montage® Resources |
## 2nd Grade-Unit 4: Outreach

- **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.
- **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 the challenges that are inherent in living in an interconnected world.

### Cumulative Progress Indicators:
- 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.
- 6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.
- 6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
- 6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.

### Understandings:

**Students will understand...**

- Awareness of their relationships to people, places, and resources in the local community and beyond.
- How to demonstrate understanding of the need for fairness and take appropriate action against unfairness.
- Identifying stereotyping, bias, prejudice, and discrimination in their lives and communities.

### Essential Questions:

- What is daily living like for other children in the world?
- What are some economic issues in the world?
- What can we do to help others outside our community?

### Students will know...

- Not everyone lives the way we do.
- There are differences in economy in the world around us.
- We can make a difference with what we have.

### Students will be able to...

- Serve the community in an outreach project. TBD.
- Correspond with other children in another part of the world.

## 21st Century Life & Career Readiness

### 21st Century Standards

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### 21st Century Practices

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<td>Apply appropriate academic and technical skills.</td>
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9.3 – Career & Technical Education (CTE)

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- HEALTH SCIENCE CAREER CLUSTER
- INFORMATION TECHNOLOGY CAREER CLUSTER
- MANUFACTURING CAREER CLUSTER

Assessment Evidence

Performance Tasks:
- Research a need.
- Develop a plan to help and carry it out.

Other Evidence:
- On-going Teacher Observations
- Student responses during whole class and small group discussions
- Class Discussion

Stage 3 – Learning Plan

- Local food banks and shelters
- Collect can goods during Thanksgiving, hold a snow cone sale and donate the earnings, create a specific item to sell and donate the earnings
- www.colorasmile.org
- http://www.theteacherscorner.net/penpals/
- Related Activities:
  - Get outside the classroom to make a difference in a real life way
- Related Literacy Activities:
  - Friendly Letter writing, Persuasive writing
- Content related Safari Montage® Resources

3rd Grade Social Studies

3rd Grade Unit 1: Celebrate Our Freedom

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.

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 the challenges that are inherent in living in an interconnected world.
### Cumulative Progress Indicators

*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.

*6.1.4.A.2* Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.

*6.1.4.D.17* Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

*6.3.4.A.1* Evaluate what makes a good rule or law.

*6.3.4.D.1* Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### Essential Questions:

- How do our founding documents provide freedom for its citizens?
- Why are rules important?
- How do your actions affect other people?
- What is a rule? Is it a “good” rule? Why is it a good rule?
- What do citizens do to show their allegiance to their country?
- Who are some people that have dedicated their lives for the freedom and equality of our country?
- Why are national parks and monuments special to all Americans?
- How can helping others contribute to good citizenship?

### Understandings:

*Students will understand that…*

- The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
- Rules and laws are developed to protect people’s rights and the security and welfare of society.
- Citizens develop strategies to reach consensus and resolve conflict.
- Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
- Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
- The United States democratic system requires active participation of its citizens.

### Students will know…

- The Declaration of Independence expresses Americans’ wish for a government of their own in which all people have rights.
- The constitution was written to establish justice and peace; to protect and help the people; to be a free country.
- The Bill of Rights is a list of basic freedoms for Americans.
- That rules help resolve conflict and promote the common good (classroom rules).
- Citizens recite the Pledge of Allegiance and sing the National Anthem to show their allegiance to our country.
- That national parks and national monuments help Americans to know about their history.

### Students will be able to…

- Read and discuss excerpts from the Declaration of independence, the Constitution and the Bill of Rights.
- Create classroom rules and consequences and demonstrate a sense of community.
- Recite the Pledge of Allegiance and discuss the meaning of the words (use document camera, and complete activity sheet).
- Sing the National Anthem or other patriotic songs each morning (use song books or doc. cam. to develop better reading fluency).
- Choral read quotations of people who dedicated their lives for the freedom and equality of our country (Elizabeth Cady Stanton, Nathan Hale, Dr. Martin Luther King Jr.)
- Discuss and view pictures of historical monuments.
- Locate historical sites on a United states map.

### 21st Century Life & Career Readiness

#### 21st Century Standards

*9.1.4.A.1* Explain the difference between a career and a job, and identify various

#### 21st Century Practices

- **CRP1.** Act as a responsible and contributing citizen and employee.
### Chesterfield Social Studies Curriculum

Jobs in the community and the related earnings.

9.1.4.B.1 Differentiate between financial wants and needs. (K-Unit 1)
9.1.4.B.2 Identify age-appropriate financial goals. (K-Unit 1)
9.1.4.B.3 Explain what a budget is and why it is important. (K-Unit 1)
9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.
9.1.4.C.4 Determine the relationships among income, expenses, and interest.
9.1.4.D.1 Determine various ways to save. (K-Unit 1)
9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.
9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

**9.3 – Career & Technical Education (CTE)**
- AGRICULTURE, FOOD & NATURAL RESOURCES
- ARCHITECTURE & CONSTRUCTION CAREER CLUSTER
- BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER
- GOVERNMENT & PUBLIC ADMINISTRATION CAREER CLUSTER
- HEALTH SCIENCE CAREER CLUSTER
- INFORMATION TECHNOLOGY CAREER CLUSTER
- MANUFACTURING CAREER CLUSTER

### Assessment Evidence

**Performance Tasks:**
- Problem based learning (i.e. creating classroom rules)
- Follow class routines and rules
- Act appropriately with peers
- Safari Montage® Video Response (written or oral)
- Use text to locate information
- Key vocabulary
- Textbook lessons
- Activities from learning plan and other related activities

**Other Evidence:**
- On-going Teacher Observations
- Class discussions/Class participation
- Oral and/or written response to one of the Essential Questions
- Vocabulary usage
- Checklists
- Projects/Activities
- Rubrics when appropriate
- Unit Quizzes or
- Unit Test
- Homework reading assignments
- Activities from learning plan and other related activities

### Learning Plan

- MacMillan McGraw Hill Social Studies Resources and text *(Our Communities)*
- Teacher’s Guide
- Teacher’s Resource Package
- Establish community building activities such as morning meeting.
- Include Read Alouds linked to content: e.g. Chrysanthemum by Kevin Henkes.
3rd Grade Unit 2: Life in Communities

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.

Cumulative Progress Indicators:
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.
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 levels.
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.
6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States. 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.B.8 Compare ways people choose to use and divide natural resources.
6.1.4.C.1 Apply opportunity cost to evaluate individuals’ decisions, including ones made in their communities.

Understandings:
Students will understand that...
- Rules and laws are developed to protect people’s rights and the security and welfare of society.
- The United States democratic system requires active participation of its citizens
- In an interconnected world, it important to consider different

Essential Questions:
- How and why do people establish different types of communities?
- How does a community work together to solve problems?
- What are some types of problems a community may need to solve?
- How do citizens have fun and work together to improve their community?
- In what ways are communities alike and different?
Students will know...

- How people adapt to their environment
- That a community is a place where people live, work, and play together
- The original names of Chesterfield (Recklesstown) and of Crosswicks (Crosswicksen) and why they were changed
- How and why communities celebrate their heritage
- The United States is made up of communities
- Some Communities are large some are small but they all have some things in common
- Each community is special in its own way and helps to meet the needs of others
- Citizens in communities come together to help and support one another in good times and bad times

Students will be able to...

- Analyze information by identifying a problem and solution.
- Demonstrate with pencils and a textbook how one town solved an unusual problem by moving buildings from one location to another
- Create a K-W-L Chart to display their knowledge about communities
- Discuss what students know about their community
- Describe how citizens work together to improve communities
- List jobs that improve the community (construction, police, firemen, township maintenance, supervisors, etc.)
- Compare ways in which people in different types of communities meet their needs
- Identify the differences between the 3 types of communities
- Create a Foldable to review the differences between communities

21st Century Life & Career Readiness

21st Century Standards

9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
9.1.4.B.1 Differentiate between financial wants and needs. (K-Unit 1)
9.1.4.B.2 Identify age-appropriate financial goals. (K-Unit 1)
9.1.4.B.3 Explain what a budget is and why it is important. (K-Unit 1)
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9.1.4.C.4 Determine the relationships among income, expenses, and interest.
9.1.4.D.1 Determine various ways to save. (K-Unit 1)
9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.
9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
9.3 – Career & Technical Education (CTE)

21st Century Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.
Chesterfield Social Studies Curriculum

- AGRICULTURE, FOOD & NATURAL RESOURCES
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- HEALTH SCIENCE CAREER CLUSTER
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- MANUFACTURING CAREER CLUSTER

### Assessment Evidence

#### Performance Tasks:
- Use text to locate information
- Safari Montage® Video Response (written or oral)
- Key vocabulary
- Textbook lessons
- Activities from learning plan and other related activities
- Using and reading different kinds of maps
- Using and reading different types of graphs/charts
- Time For Kids Articles

#### Other Evidence:
- On-going Teacher Observations
- Class discussions/ Class participation
- Oral and /or written response to one of the Essential Questions
- Vocabulary usage
- Checklists
- Projects/Activities
- Rubrics when appropriate
- Unit Quizzes or Unit Test
- Homework reading assignments
- Activities from learning plan and other related activities

### Learning Plan

- MacMillan McGraw Hill Social Studies Resources and text (Our Communities)
- Teacher's Guide
- Teacher's Resource Package
  - Include Read Alouds linked to content : “A Town That Moved”
  - Related Literacy Activities
  - Related Activities:
  - Developing charts /Foldables
  - Modeling
  - Reflection
  - Evaluating
  - Use K-W-L charts to assess students’ prior knowledge and identify learning goals
  - Use of rubrics when appropriate
  - Time For Kids Articles
  - Additional resources/games related to content: [http://www.responsiveclassroom.org](http://www.responsiveclassroom.org)
  - Content related Safari Montage® Resources

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3rd Grade Unit 3: Communities and Geography

Adopted October 2016
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.

Cumulative Progress Indicators
6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.B.8 Compare ways people choose to use and divide natural resources.
6.1.4.C.1 Apply opportunity cost to evaluate individuals’ decisions, including ones made in their communities.

Understandings:
Students will understand that...
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Places are jointly characterized by their physical and human properties.
- The physical environment can both accommodate and be endangered by human activities.
- Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.
- People make decisions based on their needs, wants, and the availability of resources.

Essential Questions:
- Why is it important to learn about geography?
- How does geography affect the lives of people in communities?
- What are some different climates in the United States and how does it affect the jobs and activities of people in communities?
- How does a landform map help us understand the geography of an area?
- Why do communities need natural resources?
- Why is it important for us to protect our environment?

Students will know...
- How people adapt to their environment
- Communities are in different places and each place as its own type of geography (land, water, weather)
- Communities need natural resources
- Citizens need to protect our environment
- Landform maps help us to understand the geography of the land

Students will be able to...
- Analyze information by identifying a problem and solution.
- Describe how people adapt to and modify the physical environment of their communities
- Recognize and describe different landforms and how people interact with them.
- Identify and list landforms in their local community
- Identify and use the compass rose, grid, and symbols to locate places on a landform map.
- Create a list of natural resources they use every day
- List ways people protect their natural resources
- Define then make a chart showing renewable and nonrenewable natural resources.
- Describe what would happen if people use up nonrenewable resources.
- Compare and contrast how communities around the world protect their
environment
- Discuss with students the impact they can have on preserving natural resources through activities such as recycling.
- Discuss the purpose of a wildlife reserve

21st Century Life & Career Readiness

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- Homework reading assignments
- Activities from learning plan and other related activities

Stage 3 – Learning Plan

- MacMillan McGraw Hill Social Studies Resources and text (Our Communities)
- Teacher’s Guide
- Teacher’s Resource Package
- Include Read Alouds linked to content
- Related Activities:
  - Create a Graphic Relief Map
  - Complete related worksheets
  - Developing charts /or Graphic organizers
  - Modeling
  - Reflection
  - Evaluating
  - Use K-W-L charts to assess students’ prior knowledge and identify learning goals
  - Use of rubrics when appropriate
  - Time For Kids Articles
  - Additional resources/games related to content:
    - http://www.responsiveclassroom.org
  - Content related Safari Montage® Resources
- Topics: (Landforms),(Maps: Types, Symbols, and Terms

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4th Grade Social Studies

4th Grade Unit 1: What Makes a Good Citizen?

- 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.
- 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 the challenges that are inherent in living in an interconnected world.

Cumulative Progress Indicators

- 6.1.4.A.2 - Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
- 6.1.4.A.7 - Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 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.
Chesterfield Social Studies Curriculum

- 6.1.4.A.10 - Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
- 6.1.4.A.11 - Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 6.1.4.A.12 - Explain the process of creating change at the local, state, or national level.
- 6.1.4.D.16 - Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- 6.3.4.D.1 - Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Enduring Understandings:

**Students will understand that...**
- The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
- In a representative democracy, individuals elect representatives to act on the behalf of the people.
- The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
- The United States democratic system requires active participation of its citizens.
- Prejudice and discrimination can be obstacles to understanding other cultures.

Essential Questions:

- Why and how were the constitutions of New Jersey and the United States developed?
- How do students demonstrate good citizenship?
- How does the election process contribute to good citizenship?
- How did various groups of people overcome discrimination and gain civil rights?

**Students will know...**

- The New Jersey and United States Constitutions were written to establish the rules and powers of government in the state and country.
- Amendments may be proposed and ratified to make changes to the Constitution.
- Our job as a good citizen is to help those around us.
- Volunteering and helping our community are ways to show good citizenship.
- Cooperation in the classroom is an excellent way to demonstrate good citizenship.
- Having rights protected by the government comes with the responsibility to be a good citizen.
- Being involved in the election process, showing support for those who protect the country, and understanding the workings of local, state, and national government, are ways to promote good citizenship.
- In a representative democracy, individuals elect representatives to act on behalf of the people.
- Immigrants have played an important role in the creation and history of our country.

**Students will be able to...**

- Investigate the history of the constitutions of New Jersey and the United States using various resources.
- Formulate rules for a classroom constitution.
- Role play situations using conflict resolution.
- Create T-Charts listing what cooperative learning looks like and sounds like.
- Discuss the idea that good citizenship means with rights comes responsibilities.
- Examine local sample ballots and election information in various resources.
- Investigate the jobs of the elected officials (local, county, state, and federal) and questions listed on the ballot.
- Discuss the importance and responsibility of voting in a democracy.
- Read and discuss how various groups of people overcame discrimination and gained civil rights.
- Create a written piece that describes a gift which would change the world.
- Propose solutions to bullying and anti-discrimination in the classroom, school, and community.
Understanding and preserving one’s heritage are important to maintaining your identity and learning from the past. Bullying and discrimination are hurtful and can be obstacles to understanding others.

21st Century Life & Career Readiness

21st Century Standards

9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
9.1.4.B.1 Differentiate between financial wants and needs. (K-Unit 1)
9.1.4.B.2 Identify age-appropriate financial goals. (K-Unit 1)
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9.3 – Career & Technical Education (CTE)

- AGRICULTURE, FOOD & NATURAL RESOURCES
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- BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER
- GOVERNMENT & PUBLIC ADMINISTRATION CAREER CLUSTER
- HEALTH SCIENCE CAREER CLUSTER
- INFORMATION TECHNOLOGY CAREER CLUSTER
- MANUFACTURING CAREER CLUSTER

21st Century Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Assessment Evidence

Performance Tasks:
- Participation in Morning Meeting Activities
- Participation in role-play situations using conflict resolution
- Create Classroom Constitution
- Demonstrate kindness and fairness among peers
- Written Piece Describing a Gift to Change the World
- Activities from learning plan
- Related activities

Other Evidence:
- On-going Teacher Observations
- Student responses during whole class and small group discussions
- Student Notes/Outlines

Learning Plan

- McGraw-Hill *New Jersey Adventures in Time and Place* – Chapter 11 – New Jersey’s Government and You
4th Grade Unit 2: The First People of New Jersey

- 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.

Cumulative Progress Indicators:
- 6.1.4.B.1 - Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- 6.1.4.B.2 - Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- 6.1.4.D.1 - Determine impact of European colonization on Native American population, including the Lenni Lenape.
- 6.1.4.D.2 - Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- 6.1.4.D.3 - Evaluate impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.

Enduring Understandings:
Students will understand that...
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places,
and environments on Earth.
• Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and nation.
• Personal, family, and community history is a source of information for individuals and the people and places around them.
• People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.

**Students will know...**
- Bands of hunters first came to New Jersey about 12,000 years ago.
- Archaeologists use artifacts to learn about people who lived thousands of years ago.
- Early New Jerseyans got food by hunting and gathering.
- About 1,000 years ago, people in New Jersey started farming.
- The Lenape lived in New Jersey and parts of Delaware, Pennsylvania, and New York.
- Lenape lives followed the cycle of the seasons.
- Religion was an important part of Lenape life.
- Lenape boys and girls had different tasks and learned different skills.
- The village was the center of Lenape life.
- Lenape passed down customs through oral tradition.

**Students will be able to...**
- Recognize, define, and use key vocabulary related to the first people of New Jersey in context.
- Trace the path the first Americans took to come from Asia on a map.
- Use a timeline to identify when the first people came to New Jersey.
- Compare and contrast the lives of hunter-gatherers with the lives of early farmers.
- Recognize, define, and use vocabulary related to Lenape life in context.
- Write a summary about life in a Lenape village.
- Compare the lives of the earliest people in New Jersey to the Lenape.
- Identify cause and effect.
- Locate where the main Lenape groups lived in New Jersey on a map.
- Investigate daily Lenape life by viewing posters, videos, researching with Internet, and reading various trade books.
- Create and share extra credit Lenape project. (longhouse, wigwam, Lenape village scene, booklet, etc.)

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**21st Century Life & Career Readiness**

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9.3 – Career & Technical Education (CTE)

- AGRICULTURE, FOOD & NATURAL RESOURCES
- ARCHITECTURE & CONSTRUCTION CAREER CLUSTER
- BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER
- GOVERNMENT & PUBLIC ADMINISTRATION CAREER CLUSTER
- HEALTH SCIENCE CAREER CLUSTER
- INFORMATION TECHNOLOGY CAREER CLUSTER
- MANUFACTURING CAREER CLUSTER

- CRP12. Work productively in teams while using cultural global competence.

### Assessment Evidence

**Performance Tasks:**
- Unit Test
- Unit Quizzes
- *New Jersey Adventures in Time and Place* Practice and Project Book Worksheets
- Lenape Extra Credit Project
- Activities from Learning Plan and other related activities

**Other Evidence:**
- On-going Teacher Observations
- Student responses during whole class and small group discussions
- Student Notes/Outlines
- Graphic Organizers

### Learning Plan

- **McGraw-Hill *New Jersey Adventures in Time and Place* – Chapter 3 – The First People of New Jersey
- **McGraw-Hill Social Studies Resources; Practice and Project Worksheets**
- Use K-W-L chart to assess student’s prior knowledge about the early people of New Jersey and Lenape life.
- **Read Alouds:** *When the Shadbush Blooms*, by Carla Messinger and Susan Katz
- Related Activities: Create a journal entry describing how the seasons affected Lenape life.
- Content related **Safari Montage® Resources**
- Additional resources related to content:
  - Trade Books
  - Magazines
  - Videos
  - Globes
  - Maps
  - Posters
  - Primary Sources including Photographs
  - Guest Speakers
  - Monthly News Pages
  - Related Websites
  - Informational Texts on identified topics
  - Related CD’s
  - Artifacts
  - Atlases
### 4th Grade Unit 3: Colonial New Jersey

- **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.

#### Cumulative Progress Indicators

- **6.1.4.B.1** - Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- **6.1.4.B.2** - Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- **6.1.4.B.5** - Describe how human interaction impacts the environment in New Jersey and the United States.
- **6.1.4.B.7** - Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- **6.1.4.B.10** - Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
- **6.1.4.C.14** - Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
- **6.1.4.D.2** - Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- **6.1.4.D.3** - Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
- **6.1.4.D.4** - Explain how key events led to the creation of the United States and the state of New Jersey.
- **6.1.4.D.5** - Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
- **6.1.4.D.10** - Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- **6.1.4.D.11** – Determine how local and state communities have changed over time, and explain the reasons for changes.

#### Enduring Understandings:

*Students will understand that...*

- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- The physical environment can both accommodate and be endangered by human activities.
- Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.
- Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and nation.
- Economic opportunities in New Jersey are related to the availability of resources and technology.
- Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.

#### Essential Questions:

- Who were the first Europeans to come to New Jersey?
- Why did the Dutch decide to settle New Netherland?
- How did English rule change life in New Jersey?
- What was life like in the New Jersey colony?
Key historical events, documents, and individuals led to the development of our nation.

Personal, family, and community history is a source of information for individuals and the people and places around them.

People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.

Students will know...
- Columbus reached North America in 1492.
- European explorers searched for a water route to Asia.
- Giovanni da Verrazano and Henry Hudson explored New Jersey, meeting with the Lenape.
- Latitude and longitude form a grid of imaginary lines which are used for locating places on a map.
- The Dutch first came to New Jersey to trade for furs with the Lenape.
- The Dutch West India Company controlled trade in New Netherland and brought new settlers from Europe and Africa.
- Dutch settlers learned skills from the Lenape and built New Jersey’s first permanent town.
- The English defeated the Dutch and took over New Netherland.
- The English attracted settlers to New Jersey from England and from other colonies.
- East Jersey and West Jersey developed differently, however once they were reunited they became a royal colony.
- A timeline is a chart that shows when events took place.
- Most people in colonial New Jersey lived on farms, but some worked in industries, too.
- Large farms were worked by indentured servants and enslaved Africans.
- Only white men who owned property had full rights in the New Jersey colony.

Students will be able to...
- Use a map to trace the route of European explorers searching for a water passage west to Asia.
- Define key vocabulary related to the arrival of Europeans to America.
- Identify early European explorers who discovered America and New Jersey.
- Locate Sandy Hook and Newark Bay on a map.
- Explain why the European countries sent explorers to New Jersey.
- Predict what might have happened if Columbus turned back before he had reached land.
- Use latitude and longitude to locate places on a map.
- Define key vocabulary related to the Dutch settlement of New Netherland.
- Identify key people related to the New Netherland colony.
- Locate New Netherland, Fort Nassau, and Bergen on a map.
- Predict what might have happened if the Lenape had not taught the Dutch skills for farming and hunting.
- Describe ways in which the English changed New Jersey after they took over from the Dutch.
- Write a letter describing what life was like in New Jersey in the 1600s.
- Use a timeline to find when events in colonial New Jersey took place.
- Describe why farming was so important in colonial New Jersey.
- Compare and contrast the life of a colonial child with that of a Lenape child.
- Create and share colonial trade information through a PowerPoint presentation.

**21st Century Life & Career Readiness**

**21st Century Standards**

9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

9.1.4.B.1 Differentiate between financial wants and needs. (K-Unit 1)

9.1.4.B.2 Identify age-appropriate financial goals. (K-Unit 1)

9.1.4.B.3 Explain what a budget is and why it is important. (K-Unit 1)

9.1.4.C.1 Explain why people borrow money and the relationship between credit

**21st Century Practices**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
and debt.
9.1.4.C.4 Determine the relationships among income, expenses, and interest.
9.1.4.D.1 Determine various ways to save. (K-Unit 1)
9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.
9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.3 – Career & Technical Education (CTE)
- AGRICULTURE, FOOD & NATURAL RESOURCES
- ARCHITECTURE & CONSTRUCTION CAREER CLUSTER
- BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER
- GOVERNMENT & PUBLIC ADMINISTRATION CAREER CLUSTER
- HEALTH SCIENCE CAREER CLUSTER
- INFORMATION TECHNOLOGY CAREER CLUSTER
- MANUFACTURING CAREER CLUSTER

### Assessment Evidence

**Performance Tasks:**
- Unit Test
- Unit Quizzes
- *New Jersey Adventures in Time and Place* Practice and Project Book Worksheets
- Colonial Trade PowerPoint Presentation
- Related homework and activities
- Activities from learning plan and related activities.

**Other Evidence:**
- On-going Teacher Observations
- Student responses during whole class and small group discussions
- Student Notes/Outlines
- Graphic Organizers

### Stage 3 – Learning Plan

- *McGraw-Hill New Jersey Adventures in Time and Place* – Chapter 4 – Colonial New Jersey
- *McGraw-Hill Social Studies Resources; Practice and Project Worksheets*
- Use K-W-L chart to assess student’s prior knowledge about colonial life in New Jersey.
- Content related **Safari Montage®** Resources
- Additional resources related to content:
  - Trade Books
  - Magazines
  - Videos
  - Globes
  - Maps
  - Posters
  - Primary Sources including Photographs
  - Guest Speakers
### 4th Grade Unit 4: The American Revolution

- **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.

#### Cumulative Progress Indicators
- 6.1.4.B.1 - Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- 6.1.4.B.2 - Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- 6.1.4.B.5 - Describe how human interaction impacts the environment in New Jersey and the United States.
- 6.1.4.B.7 - Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- 6.1.4.B.10 - Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
- 6.1.4.C.14 - Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
- 6.1.4.D.3 - Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.
- 6.1.4.D.4 - Explain how key events led to the creation of the United States and the state of New Jersey.
- 6.1.4.D.5 - Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
- 6.1.4.D.6 - Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- 6.1.4.D.7 - Explain the role Governor William Livingston played in the development of New Jersey government.
- 6.1.4.D.8 - Determine the significance of New Jersey’s role in the American Revolution.
- 6.1.4.D.11 – Determine how local and state communities have changed over time, and explain the reasons for changes.

#### Understandings:
*Students will understand that...*
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- The physical environment can both accommodate and be endangered by human activities.

#### Essential Questions:
- What events led the colonists to break with Great Britain?
  - In what ways is a fact different from an opinion?
  - What important role did New Jersey play in the American Revolution?
  - How did New Jersey become part of the new country of the United States?
### Students will know...
- The British fought the French and Native Americans in the French and Indian War.
- Many colonists became angry with British laws and taxes that they thought were unfair.
- Leaders of the colonies declared independence in 1776.
- Facts are statements that can be proven true.
- Opinions are statements of beliefs or feelings.
- Because of its location, New Jersey played an important part in the American Revolution.
- The battles of Trenton and Princeton gave Americans hope in the Continental Army.
- Washington’s army struggled through a harsh winter at Morristown.
- Quarrels between the states pointed to the need for changes in our country’s government.
- Leaders from each state met in Philadelphia in 1787 to write a new constitution for the United States.
- The New Jersey Plan led to a compromise about Congress.

### Students will be able to...
- Recognize, define, and use key vocabulary related to the American Revolution in context.
- Use a timeline to identify key dates in the American Revolution.
- Identify the British Colonies in 1763 on a map and determine what landform acted as the border of the thirteen colonies.
- Identify key individuals related to the American Revolution.
- Locate important battles, camps, and other notable places on a map of New Jersey during the American Revolution.
- Put events in sequence related to the conflicts in the colonies.
- Write a letter explaining how the colonists felt about taxes in the colonies.
- Compare and contrast different viewpoints of various citizens during the American Revolution.
- Identify fact from opinion and describe why it is useful to be able to tell fact from opinion.
- Predict what might have happened if Washington had not defeated the British at Trenton and Princeton.
- Recite songs that helped build American soldiers morale during the Revolutionary War.
- Identify connections between cities influential in New Jersey’s past during the American Revolution and today.
- Compare and contrast the Virginia Plan and the New Jersey Plan.
- Write an opinion of the New Jersey Plan compared to the Virginia Plan.

### 21st Century Life & Career Readiness
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### 21st Century Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
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- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### Assessment Evidence

#### Performance Tasks:
- Unit Test
- Unit Quizzes
- *New Jersey Adventures in Time and Place* Practice and Project Book Worksheets
- Revolutionary War PowerPoint Presentation
- Related homework and activities
- Activities from learning plan and related activities.

#### Other Evidence:
- On-going Teacher Observations
- Student responses during whole class and small group discussions
- Student Notes/Outlines
- Graphic Organizers

### Learning Plan

- **McGraw-Hill** *New Jersey Adventures in Time and Place* – Chapter 5 – The American Revolution
- **McGraw-Hill** Social Studies Resources ; Practice and Project Worksheets
- Use K-W-L chart to assess student's prior knowledge about the American Revolution.
- Read Alouds: *If You Lived at the Time of the American Revolution* by Kay Moore, *Shh! We’re Writing the Constitution* by Jean Fritz, *George vs. George* by Rosalyn Shanzer
- Content related **Safari Montage®** Resources
- Additional resources related to content:
## 4th Grade Unit 5: Growth and Change in New Jersey

- **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.

### Cumulative Progress Indicators
- 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- 6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.
- 6.1.4.B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
- 6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
- 6.1.4.C.13 Determine the qualities of entrepreneurs in a capitalistic society.
- 6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
- 6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
- 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.

### Enduring Understandings:
*Students will understand that...*

- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and

### Essential Questions:
- What innovations led to growth and change in New Jersey during the 1800s?
- How did people work to improve life for others in New Jersey?
- How did industry change life in New Jersey in the 1800s?
environments on Earth.

- Advancements in science and technology have unintended consequences that impact individuals and/or societies.
- Urban areas, worldwide, share common physical characteristics, but may have cultural differences.
- Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.
- Economic opportunities in New Jersey and other states are related to the availability of resources and technology.

**Students will know...**

- Improvements in transportation allowed for better movement of people and goods across New Jersey in the early 1800s.
- The improvement of transportation routes in New Jersey was necessary because of its geographic location between New York City and Philadelphia.
- The invention of the steamboat, and advances in rail power led to significant development in New Jersey.
- Manufacturing became an important industry in New Jersey and provided for opportunities of economic development.
- Reform in New Jersey led to improved life for many people in the state.
- New industries and inventions helped to change the lives of people who lived and worked in New Jersey.
- Workers formed labor unions to win better pay and better working conditions.

**Students will be able to...**

- Recognize, define, and use key vocabulary related to the growth changes in New Jersey in the 1800s.
- Use a timeline to identify key dates in the 1800s related to growth in New Jersey.
- Identify cities on a map which underwent significant change and growth in New Jersey during this period.
- Identify key individuals who served as inventors, reformers, and visionaries for a better New Jersey.
- Put events in sequence related to innovations and inventions in New Jersey.
- Identify important causes and effects of new industries bringing change in New Jersey.
- Read and use circle and line graphs and apply these skills to compare facts or figures during the 1800s.
- Write a summary of transportation improvement in New Jersey in the 1800s.
- Describe one way that new industries changed life in New Jersey during the 1800s.

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- HEALTH SCIENCE CAREER CLUSTER
- INFORMATION TECHNOLOGY CAREER CLUSTER
- MANUFACTURING CAREER CLUSTER

Assessment Evidence

Performance Tasks:
- Unit Test
- Unit Quizzes
- New Jersey Adventures in Time and Place Practice and Project Book
- Worksheets
- Research Project - Inventors in New Jersey
- Related homework and activities
- Activities from learning plan and related activities.

Other Evidence:
- On-going Teacher Observations
- Student responses during whole class and small group discussions
- Student Notes/Outlines
- Graphic Organizers

Learning Plan

- McGraw-Hill New Jersey Adventures in Time and Place – Chapter 6 – Building the Garden State
- McGraw-Hill Social Studies Resources Practice and Project Worksheets
- Content related Safari Montage® Resources
- Additional resources related to content:
  - Trade Books
  - Magazines
  - Videos
  - Globes
  - Maps
  - Posters
  - Primary Sources including Photographs
  - Guest Speakers
  - Monthly News Pages
  - Related Websites
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  - Atlases
### 4th Grade Unit 6: Our Heritage

- **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.

#### Cumulative Progress Indicators
- 6.1.4.A.13 - Describe the process by which immigrants become United States citizens.
- 6.1.4.A.14 - Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 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.
- 6.1.4.B.2 - Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- 6.1.4.B.10 - Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
- 6.1.4.D.2 - Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- 6.1.4.D.3 - Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.
- 6.1.4.D.19 - Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4.D.20 - Describe why it is important to understand the perspectives of other cultures in an interconnected world.

#### Enduring Understandings:
*Students will understand:*
- Immigrants can become and obtain the rights of American citizens.
- The world is comprised of nations that are similar to and different from the United States.
- In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.

#### Essential Questions:
- Why did various groups of people immigrate to New Jersey and the United States?
- How does our state’s diverse population help make it a special place?
- What is heritage?
- What does your family do to help you preserve your heritage?
- How does your heritage help you make sense of your place in the world?

#### Students will know...
- Immigrants came to New Jersey to seek a better life.
- Immigrants must live in the United States for five years, must pass a government and history test, and take a special Oath of Allegiance to become a citizen.

#### Students will be able to...
- Investigate why immigrants came to New Jersey, both in the past and in the present.
- Research how immigrants become citizens in the United States.
- Describe why America is considered a land of opportunity.
**Chesterfield Social Studies Curriculum**

- Many immigrants settled in communities or neighborhoods with people from their homeland.
- Immigrants suffered discrimination from some native-born Americans.
- New Jersey’s diverse population includes many different ethnic groups.
- Festivals are one way in which people celebrate and preserve their ethnic customs.
- Families sometimes pass down artifacts, photographs, or stories to help preserve their heritage.

- Independently research and present family heritage via a classroom Heritage Museum project.
- Trace the path of their families’ country or place of origin on a map to America.
- Explain why their family came to America and in particular came to settle in Chesterfield.
- Demonstrate how their family celebrates and preserves their heritage.

### 21st Century Life & Career Readiness

#### 21st Century Standards

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- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### Assessment Evidence

**Performance Tasks:**
- Heritage Museum Project
- How Many Days to America? Project
- Unit Quizzes
- New Jersey Adventures in Time and Place Practice and Project Book

**Other Evidence:**
- On-going Teacher Observations
- Student responses during whole class and small group discussions
- Student Notes/Outlines

Adopted October 2016
# Chesterfield Social Studies Curriculum

- Activities from Learning Plan and other related activities

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## 5th Grade Social Studies

### 5th Grade Unit 1: Who Were The First Americans?

**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.

**Cumulative Progress Indicators:**

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.

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.

6.1.8. C.1.B  Explain why individuals and societies trade, how trade functions, and the role of trade during this period.

6.1.8. D.1.A  Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

Adopted October 2016
### 6.1.8. D.1.C Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.

**Understandings:**  
*Students will understand that*...

**Three Worlds Meet**  
Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere.

#### Essential Questions:
- Questions from old curriculum
- Who were the Ice Age Hunters, Olmec, Maya, Anasazi, and Mound Builders?
- What is the significance of the wooly mammoth and its importance to the life of the Ice Age Hunters?
- How did these various people live?
- How did farming and trade lead to the development of early civilizations?

**Students will know . . .**
- The meaning of the terminology, Three Worlds Meet
- Key vocabulary terms as they relate to the First Americans
- The names and regions of various people studied in this unit

**Students will be able to...**
- Observe
- Discuss the effects of the interaction of the Native Americans, Europeans, and West Africans.
- Create a foldable to compare and contrast the cultures of the Olmec, Maya, and Anasazi people

#### 21st Century Life & Career Readiness

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financial practice

9.1.8.B.11 Evaluate the appropriate financial institutions to assist with meeting various personal financial needs and goals.

9.1.8.C.2 Compare and contrast the financial products and services offered by different types of financial institutions.

9.1.8.C.3 Compare and contrast debt and credit management strategies.

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.3 – Career & Technical Education (CTE)

- AGRICULTURE, FOOD & NATURAL RESOURCES
- ARCHITECTURE & CONSTRUCTION CAREER CLUSTER
- BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER
- GOVERNMENT & PUBLIC ADMINISTRATION CAREER CLUSTER
- HEALTH SCIENCE CAREER CLUSTER
- INFORMATION TECHNOLOGY CAREER CLUSTER
- MANUFACTURING CAREER CLUSTER

Assessment Evidence

Performance Tasks:

- Describe (oral or written) the different Native American cultures using key vocabulary
- Make logical conclusions about the disappearance of these cultures
- Activities from learning plan and related activities.

Other Evidence:

- On-going Teacher Observations
- Student responses during whole class and small group discussions

Learning Plan

- **McGraw-Hill New Jersey Adventures in Time and Place** – Chapter 8 - 12
- Heritage Museum Project – Bring in an artifact and complete research project based on family ancestry.
- Use K-W-L chart to assess student’s prior knowledge about immigration to America and process of United States citizenship.
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5th Grade Unit 2: Colonization and Settlement

### 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.

#### Cumulative Progress Indicators:
- **6.1.8. A.2.C** Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.
- **6.1.8. B.2.B** Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
- **6.1.8. D.2.B** Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

#### Understandings:

**Students will understand that...**
- The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.
- The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.

**Essential Questions:**
- How did European exploration lead to the settlement of America?
- How did the arrival of Spanish explorers change life in the Americas?
- Why did the explorers search for the Northwest Passage?
- How and why did slavery begin in the United States?

**Students will know...**
- The meanings of key vocabulary terms as they relate to this unit
- The names and achievements of the explorers

**Students will be able to...**
- Analyze trade routes and show the significance of each voyage.
- Describe how the Columbian Exchange changed life in Europe and the Americas.
- Imagine that you are a European explorer and plan a historically accurate trade expedition.
- Identify the advantages the Spanish have over indigenous peoples.
- Describe the important economic activities in New Spain.
- Identify the specific groups that were enslaved.
- Discuss the horrible conditions for a black slave living on a plantation.

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#### 9.3 – Career & Technical Education (CTE)

- AGRICULTURE, FOOD & NATURAL RESOURCES

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Chesterfield Social Studies Curriculum

- ARCHITECTURE & CONSTRUCTION CAREER CLUSTER
- BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER
- GOVERNMENT & PUBLIC ADMINISTRATION CAREER CLUSTER
- HEALTH SCIENCE CAREER CLUSTER
- INFORMATION TECHNOLOGY CAREER CLUSTER
- MANUFACTURING CAREER CLUSTER

### Assessment Evidence

#### Performance Tasks:
- Describe (oral or written) key vocabulary
- Activities from learning plan and related activities.

#### Other Evidence:
- On-going Teacher Observations
- Student responses during whole class and small group discussions

### Learning Plan

- **McGraw-Hill New Jersey Adventures in Time and Place** – Chapter 8 - 12
- Heritage Museum Project – Bring in an artifact and complete research project based on family ancestry.
- Use K-W-L chart to assess student’s prior knowledge about immigration to America and process of United States citizenship.
- Read Alouds: *How Many Days to America? A Thanksgiving Story* - By Eve Bunting and Beth Peck, *Coming to America The Story of Immigration* by Beth Maestro
- Content related **Safari Montage®** Resources
- Additional resources related to content:
  - Trade Books
  - Magazines
  - Videos
  - Globes
  - Maps
  - Posters
  - Primary Sources including Photographs
  - Guest Speakers
  - Monthly News Pages
  - Related Websites
  - Informational Texts on identified topics
  - Related CD’s
  - Artifacts
  - Atlases

### 5th Grade Unit 2: Revolution and the New Nation

- **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.

### Cumulative Progress Indicators:

- **6.1.8.A.3.B** Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over
6.1.8.A.3.C Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
6.1.8.A.3.D Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.
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.
6.1.8.B.3.D Explain why New Jersey’s location played an integral role in the American Revolution.
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.
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.
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.

**Understandings:**

*Students will understand that...*

- Disputes over political authority and economic issues contributed to a movement for independence in the colonies.
- The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

**Essential Questions:**

- Why was the Colonial society moved into action against Great Britain?
- What were the causes of Colonial unrest that contributed to eventual war with Great Britain?
- Why is the US Constitution important to the American society?

*Students will know...*

- the ideals found in the Declaration of Independence
- fundamental principles of the Constitution
- how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
- the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.
- 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.

**Students will be able to...**

- Compare and contrast the Articles of Confederation and the United States Constitution
- Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
- Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
- Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

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**21st Century Life & Career Readiness**

**21st Century Standards**

- **9.1.4.A.1** Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
- **9.1.4.C.1** Explain why people borrow money and the relationship between credit and debt.
- **9.1.4.C.4** Determine the relationships among income, expenses, and interest.
- **9.1.4.D.1** Determine various ways to save. (K-Unit 1)
- **9.1.4.E.2** Apply comparison shopping skills to purchasing decisions.

**21st Century Practices**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
9.1.8.A.4 Relate earning power to quality of life across cultures.
9.1.8.A.5 Relate how the demand for certain skills determines an individual’s earning power.
9.1.8.A.6 Explain how income affects spending decisions.
9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.

9.1.8.B.11 Evaluate the appropriate financial institutions to assist with meeting various personal financial needs and goals.
9.1.8.C.2 Compare and contrast the financial products and services offered by different types of financial institutions.
9.1.8.C.3 Compare and contrast debt and credit management strategies.
9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.3 – Career & Technical Education (CTE)
- AGRICULTURE, FOOD & NATURAL RESOURCES
- ARCHITECTURE & CONSTRUCTION CAREER CLUSTER
- BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER
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- HEALTH SCIENCE CAREER CLUSTER
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- MANUFACTURING CAREER CLUSTER

**Assessment Evidence**

**Performance Tasks:**
- Student constructed illustrated timeline displaying the relative length of time of the Paleolithic (pre-agricultural) and Neolithic post-agricultural periods.
- Expository essay explaining why historians refer to the development

**Other Evidence:**
- On-going Teacher Observations
- Student responses during whole class and small group discussions

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.
of agriculture as a revolution.
- Student designed graphic organizer that compares the Paleolithic (Stone Age) era and the Neolithic era. The diagram will show how nomadic and agrarian societies were socially organized, how they used their environment and natural resources, how they obtained food, their level of technology, and the extent to which they developed formal means of communication.
- Group Unit Project

**Learning Plan**

- **McGraw-Hill** *New Jersey Adventures in Time and Place* – Chapter 8 - 12
- Heritage Museum Project – Bring in an artifact and complete research project based on family ancestry.
- Use K-W-L chart to assess student’s prior knowledge about immigration to America and process of United States citizenship.
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### 6th Grade Social Studies

#### 6th Grade Unit 1: The First Cultures

**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.

**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 the challenges that are inherent in living in an interconnected world.
## Chesterfield Social Studies Curriculum

### Cumulative Progress Indicators:

6.2.8. A.1.A Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.

6.2.8. B.1.A Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.

6.2.8. B.1.B Compare and contrast how nomadic and agrarian societies used land and natural resources.

6.2.8. C.1.A Relate the agricultural revolution (including the impact of food surplus from farming) (Neolithic Agricultural revolution c.10,000 -7,000 BC) to population growth and the subsequent development of civilizations.

6.2.8. C.1.B Determine the impact of technological advancements on hunter/gatherer and agrarian societies.

6.2.8. D.1.A Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

6.2.8. D.1.B Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.

6.2.8. D.1.C Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

RH.6.1 Cite specific textual evidence to support analysis.

RH.6.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.7. Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10 By the end of grade 8, read and comprehend history texts in the grades 6-8 text complexity band independently and proficiently.

8.1.8. A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

8.1.8. D.1. Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

9.1.8. A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem–solving skills.

9.1.8. B.2 Use multiple points of view to create alternative solutions.

9.1.8. C.1 Determine an individual’s responsibility for personal actions and contributions to group activities.

9.1.8. C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

9.1.8. D.2 Demonstrate the ability to understand inferences.

### Understandings:

*Students will understand that: *

- Archaeologists and historians use many different kinds of clues to understand how people lived in the past.
- Technological innovations in tools, agriculture, medicine, and weaponry helped early civilizations advance.

### Students will know...

- The global address for the Hunters and Gatherers of the Stone Age (i.e. continent, hemisphere,)
- The relative length of time of the Paleolithic (pre-agricultural) and Neolithic (post-agricultural) periods.
- The definition of revolution as it applies to the beginnings of human society, and the definition of culture as it pertains to the development of language and cultural identities. ancient river valley civilizations.

### Essential Questions:

- How do archaeologists interpret the past?
- What capabilities helped humans survive?
- How did early man adapt to his environment?

### Students will be able to...

- Describe how early people used their surroundings to help themselves survive.
- Explain how the development of agriculture changed human life.
- Assess the role technological advancements had on the beginning of permanent settlements.

**Assessment Evidence**
### Performance Tasks:
- Student constructed illustrated timeline displaying the relative length of time of the Paleolithic (pre-agricultural) and Neolithic post-agricultural periods.
- Expository essay explaining why historians refer to the development of agriculture as a revolution.
- Student designed graphic organizer that compares the Paleolithic (Stone Age) era and the Neolithic era. The diagram will show how nomadic and agrarian societies were socially organized, how they used their environment and natural resources, how they obtained food, their level of technology, and the extent to which they developed formal means of communication.
- Group Unit Project

### Other Evidence:
- **Other Evidence of Mastery (Summative):**
  - Student proficiency (for a specific unit) is defined for the individual at 80% or better; for the class: 80% of the students attain the established minimum standard Unit Project Rubric
  - On-going Teacher Observations
  - Student responses during whole class and small group discussions
  - Class Discussion

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### 21st Century Life & Career Readiness

#### 21st Century Standards

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<td>Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</td>
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<td>Evaluate the appropriate financial institutions to assist with meeting various financial needs and goals.</td>
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personal financial needs and goals.

9.1.8.C.2 Compare and contrast the financial products and services offered by different types of financial institutions.

9.1.8.C.3 Compare and contrast debt and credit management strategies.

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.3 – Career & Technical Education (CTE)

- AGRICULTURE, FOOD & NATURAL RESOURCES
- ARCHITECTURE & CONSTRUCTION CAREER CLUSTER
- BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER
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- HEALTH SCIENCE CAREER CLUSTER
- INFORMATION TECHNOLOGY CAREER CLUSTER
- MANUFACTURING CAREER CLUSTER

Lesson Plan

**EARLY PEOPLE**

- Early Man/Dinosaur Timeline - Students get a perspective on how long after dinosaurs early man appeared, how long ago the Paleolithic Era was using "scientific" paper. [http://www.eduplace.com/ss/hmss/6/class/postings.html](http://www.eduplace.com/ss/hmss/6/class/postings.html)

- Locate the first hunter-gathers on a world map and discuss why few people still have a nomadic culture

- Evaluate various cave paintings and make inferences about the early people who drew them: (Group Presentation):

- Write a story in the 1st person imagining that you are one the earliest humans for one day. Describe your tribe, environment, clothing, food, and other details about how you survive in the Paleolithic Era.

**STONE AGE TECHNOLOGY**

- Make a 2 column chart showing the advances in tool-making and why each development was important (i.e. long-distance weapons - safety, fire - strength, copper - lighter weapons etc.)
- Stories from the Stone Age - Natufi from Jordan/Israel
- [http://www.youtube.com/watch?v=-7bqi70B3te&feature=related](http://www.youtube.com/watch?v=-7bqi70B3te&feature=related)
- [http://www.youtube.com/watch?v=XD9ehC6MWo&feature=relmfu](http://www.youtube.com/watch?v=XD9ehC6MWo&feature=relmfu)

**THE BEGINNING OF AGRICULTURE**

**Chesterfield Social Studies Curriculum**

- Analyze The Agricultural Revolution in Neolithic times and make inferences about how agriculture influences today's society - in our state, the nation, and globally. Map showing domestication of farming worldwide: [http://ngm.nationalgeographic.com/ngm/0205/feature1/online_extra.html](http://ngm.nationalgeographic.com/ngm/0205/feature1/online_extra.html)
- Explore a map watch a video about global migration, then and make inferences about why people chose to settle in specific locations. Support your answers.
- Map showing the global journal of mankind over the last 160,000 years: [http://www.bradshawfoundation.com/journey/](http://www.bradshawfoundation.com/journey/)

**6th Grade Unit 2: Ancient River Valley Civilizations**

### 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.

### 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 the challenges that are inherent in living in an interconnected world.

**Cumulative Progress Indicators:**

- 6.2.8. A.2.A Explain why different ancient river valley civilizations developed similar forms of government.
- 6.2.8. A.2.B Explain how codifying laws met the needs of ancient river valley societies.
- 6.2.8. A.2.C Determine the role of slavery in the economic and social structures of ancient river valley civilizations.
- 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.
- 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.
- 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.
- 6.2.8. D.2.A Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.
- 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.
- 6.2.8. D.2.D Justify which major achievements of the ancient river valley civilizations represent the most enduring legacies.
- Chronological Thinking Skill 5-8—Construct timelines of the events occurring during major eras. Explain how major events are related to one another in time.
- Spatial Thinking Skill 5-8—Select and use various geographic representations to compare information about people, places, regions, and environments. Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
- RH.6.1 Cite specific textual evidence to support analysis.
- RH.6.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6.8.7. Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6.8.9. Analyze the relationship between a primary and secondary source on the same topic.
- RH.6.8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

**Adopted October 2016**
### Chesterfield Social Studies Curriculum

- WHST.6.1 Write arguments focused on discipline-specific content.
- 8.1.8. A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
- 9.1.8. A.1. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8. B.2 Use multiple points of view to create alternative solutions.
- 9.1.8. C.1. Determine an individual’s responsibility for personal actions and contributions to group activities.

### Understandings:
- **Students will understand that:**
  - Early river valley civilizations developed due to favorable geographic conditions, and plentiful natural resources.
  - Ancient cultures thrived due to technology advancements, trade development and the creation of centralized government and social systems.

### Essential Questions:
- What makes an advanced society?
- How did geography influence the development of the ancient river valley civilizations?

### Students will know...
- The location of the ancient river civilizations and their present day global addresses (i.e. continent, hemisphere).
- The components of civilization (i.e., central government; permanent buildings; food production; and system of writing) for each of the major civilizations that emerged in each of the ancient river valley civilizations.
- Each ancient river valley civilization's enduring contributions to today's culture.

### Students will be able to...
- Locate the major rivers that gave rise to the ancient river valley civilizations.
- Compare and contrast geopolitical maps of the ancient river valley civilizations and their present day counterparts acknowledging the topographical changes.
- Explain how geography affected ancient river valley civilizations politically, economically and socially.
- List the causes for the rise and downfall of the ancient river valley civilizations.
- Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies and downfalls of the Ancient Empires of the Fertile Crescent.

### 21st Century Life & Career Readiness

#### 21st Century Standards

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| 9.1.4.B.1 | Differentiate between financial wants and needs. (K-Unit 1) |
| 9.1.4.B.2 | Identify age-appropriate financial goals. (K-Unit 1) |
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| 9.2.4.A.1 | Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. |
| 9.2.4.A.2 | Identify various life roles and civic and work-related activities in the school, home, and community. |
| 9.1.8.A.2 | Relate how career choices, education choices, skills, entrepreneurship, and  

#### 21st Century Practices

- **CRP1.** Act as a responsible and contributing citizen and employee.
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economic conditions affect income.
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9.1.8.A.5 Relate how the demand for certain skills determines an individual’s earning power.
9.1.8.A.6 Explain how income affects spending decisions
9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice
9.1.8.B.11 Evaluate the appropriate financial institutions to assist with meeting various personal financial needs and goals.
9.1.8.C.2 Compare and contrast the financial products and services offered by different types of financial institutions.
9.1.8.C.3 Compare and contrast debt and credit management strategies.
9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.3 – Career & Technical Education (CTE)
- AGRICULTURE, FOOD & NATURAL RESOURCES
- ARCHITECTURE & CONSTRUCTION CAREER CLUSTER
- BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER
- GOVERNMENT & PUBLIC ADMINISTRATION CAREER CLUSTER
- HEALTH SCIENCE CAREER CLUSTER
- INFORMATION TECHNOLOGY CAREER CLUSTER
- MANUFACTURING CAREER CLUSTER

Assessment Evidence

Performance Tasks:
- Construct an illustrated timeline displaying the major ancient river alley civilizations.
- Draw and properly label a map depicting the ancient river valley civilizations that emerged and the present day countries associated with each one with a caption that links the past with the present (e.g., The Jews’ present day claim for Jerusalem goes back to their early settlements in the Fertile Crescent).
- Create an expository essay explaining why either the development of agriculture or the development of written language was the most

Other Evidence:
Other Evidence of Mastery (Summative):
- Student proficiency (for a specific unit) is defined for the individual at 80% or better; for the class: 80% of the students attain the established minimum standard.
- Unit Project Rubric
- On-going Teacher Observations
- Student responses during whole class and small group discussions
- Class Discussion
important contribution of early river civilizations.

• Develop a graphic organizer designed to compare/contrast prehistoric societies with the ancient river valley civilizations.
• Group Unit Project

**Lesson Plan**

**RESOURCES:**

- Read-Alouds: The Legend of Gilgamesh, The Birth of Sargon, The Wailing Wall, Hatshepsut Biography
- See specific chapter resources

**MESOPOTAMIA:**

- Draw and sequence a 6-frame colored cartoon of the Gilgamesh legend with captions.
- Analyze and debate the fairness of the Code of Hammurabi. Compare to other ancient codes of law.
- Draw and Illustrate a map of the Fertile Crescent showing the Tigris and Euphrates and major cities in Babylonia and Assyria
- Map showing all the locations of all ancient river valley civilizations: [http://mrkash.com/ancient.htm](http://mrkash.com/ancient.htm)
- Link to Maps of each region: [http://mesopotamia.mrdonn.org/geography.html](http://mesopotamia.mrdonn.org/geography.html)
- Compare your Ancient map of the Fertile Crescent to the present day Middle East region and discuss the changes that have taken place over the centuries.
- Develop a study guide for The Fertile Crescent using a modified outline format
- Research a Unit Project Comparing Geography, Agriculture, Social Structures Government, or Religion in two Ancient River Civilizations. Quote at least one primary source in your research.
- Hammurabi's Code of Law - [http://history-world.org/hammarabicode.htm](http://history-world.org/hammarabicode.htm)

**ANCIENT EGYPT:**

- Draw a timeline of Ancient Egypt indicating key events: [http://www.childrensuniversity.manchester.ac.uk/interactives/history/egypt/](http://www.childrensuniversity.manchester.ac.uk/interactives/history/egypt/)
- Draw a map of the Nile showing Egypt, Nubia and Kush, indicating major trading cities
- Short overview with map for students needed some background knowledge: [http://www.mrdowling.com/604egypt.html](http://www.mrdowling.com/604egypt.html)
- Interactive Timeline of Ancient Egypt: [http://www.childrensuniversity.manchester.ac.uk/interactives/history/egypt/](http://www.childrensuniversity.manchester.ac.uk/interactives/history/egypt/)
- Perform webquests to investigate ancient Egyptian mummification: [http://oi.uchicago.edu/OI/MUS/ED/mummy.html](http://oi.uchicago.edu/OI/MUS/ED/mummy.html)
  [http://www.childrensuniversity.manchester.ac.uk/interactives/interactive_fs.asp?swfpath=history/egypt/makeamummy.swf](http://www.childrensuniversity.manchester.ac.uk/interactives/interactive_fs.asp?swfpath=history/egypt/makeamummy.swf)
- Develop a study guide for Egypt using an outline format
• Research a Unit Project Comparing Geography, Agriculture, Social Structures Government, or Religion in two Ancient River Civilizations. Quote at least one primary source in your research.
  
• Ancient Egypt for Kids (All Things Egypt): http://egypt.mrdonn.org/
  
• Interactive graphics explaining Egyptian social roles:
  http://www.eduplace.com/kids/socsci/ca/books/bkf3/graphics/AC_05_156_esocialroles/AC_05_156_esocialroles2.html
  
• Write your name in Hieroglyphics: http://www.virtual-egypt.com/newhtml/glyph/glyph.cgi
  
• Collaborative Research Assignment on A Day in the Life of an Ancient Egyptian: http://www.eduplace.com/ss/hmss/6/unit/act3.2.html
  
• Virtual mummification: http://www.childrensuniversity.manchester.ac.uk/interactives/interactive_fs.asp?swfpath=history/egypt/makeamummy.swf
  
• Mummification Animation and Short Quiz: http://oi.uchicago.edu/OI/MUS/ED/mummy.html
  
• You Wouldn't Want to Be an Egyptian Mummy (describes the ritual in comic book terms):
  
• Animation Using Egyptian Gods (more complex virtual mummification practice): http://www.akhet.co.uk/cilkmumm.htm
  
• Egyptian Gods: http://gwydir.demon.co.uk/io/egypt/ra.htm
## Chesterfield Social Studies Curriculum

### K-6 Social Studies Pacing Guide

<table>
<thead>
<tr>
<th>Month</th>
<th>Kindergarten</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>September-December Units of Study</strong></td>
<td>Working Together Citizenship Understanding Holidays Customs and Traditions</td>
<td>Starting School: Establishing a Community Contributions to Our National Heritage</td>
<td>Living in a Community Outreach</td>
<td>Celebrate our Freedom Life in Communities</td>
</tr>
<tr>
<td><strong>NJCCCS: 6.1, 6.3</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>• MacMillan McGraw Hill – Friends and Neighbors Unit 1 and Unit 3</td>
<td>• MacMillan McGraw Hill Social Studies Resources</td>
<td>• MacMillan McGraw Hill Social Studies Resources Unit 1 Lessons 1, 3, 4, 5</td>
<td>• Intro Unit; Unit I Chapter 1 MacMillan McGraw Hill Social Studies Resources and text (Our Communities)</td>
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<tr>
<td></td>
<td>• <em>Friends!</em> By Elaine Scott</td>
<td>• Classroom teacher created resources</td>
<td>• Unit 1, “Helping Hands”, Biography Jane Adams, “Citizenship” Kids for Kids Cookbook, Unit 4, “Citizenship” The Hat Factory</td>
<td>• Teacher’s Guide</td>
</tr>
<tr>
<td></td>
<td>• <em>A Day with Police Officers</em> by Jan Kottke</td>
<td>• <em>Safari Montage</em>® Resources</td>
<td>• Classroom teacher created resources</td>
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<tr>
<td><strong>December-March Units of Study</strong></td>
<td>Economics Understanding Holidays Customs and Traditions</td>
<td>Celebrating Customs and Holidays Foundations of African American History</td>
<td>Black History</td>
<td>Communities and Geography How Government Works</td>
</tr>
<tr>
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<td>• <em>The Night Worker</em> by Kate Banks</td>
<td>• Classroom teacher created resources</td>
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Adopted October 2016
# Chesterfield Social Studies Curriculum

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<tbody>
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<td><strong>Geography Citizenship</strong></td>
<td><strong>Economics Geography</strong></td>
<td><strong>Oregon Trail</strong></td>
<td>Related instructional guidance at <a href="http://www.njcccs.org">www.njcccs.org</a></td>
</tr>
<tr>
<td>Understanding Holidays Customs and Traditions</td>
<td>NJCCCS: 6.1, 6.3</td>
<td>NJCCS: 6.1, 6.3</td>
<td>Content related interactive whiteboard activities</td>
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<tr>
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<td></td>
<td>Content Related Websites</td>
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<tr>
<td>• <em>Me on the Map</em> by Joan Sweeney</td>
<td>• Classroom teacher created resources</td>
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<td>September-December Units of Study</td>
<td>What Makes a Good Citizen?</td>
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<td>NJ Geography</td>
<td>The First Americans</td>
<td>The Fertile Crescent</td>
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- Related instructional guidance at [www.njcccs.org](http://www.njcccs.org)
- Content related interactive whiteboard activities
- Content Related Websites
- Content related Safari Montage® Resources

*Related topics and events are continually taking place and are unique to specific dates and times of year. Due to their relevance and support of our overall social studies curriculum, these topics will be part of, and affect our pacing guide (ex: community sponsored programs, environmental events).*
Social Studies Scope & Sequence

Kindergarten

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.

- 6.1.4. A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
- 6.1.4. A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 6.1.4. B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- 6.1.4. B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
- 6.1.4. C.1 Apply opportunity cost to evaluate individuals’ decisions, including ones made in their communities.
- 6.1.4. C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, & nations.
- 6.1.4. C.10 Explain the role of money, savings, debt, and investment in individuals’ lives.
- 6.1.4. D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- 6.1.4. D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- 6.1.4. D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.1.4. D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
- 6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

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 the challenges that are inherent in living in an interconnected world.

- 6.3.4. B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

First Grade

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.
• 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.
• 6.3.4. A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.
• 6.1.4. A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
• 6.1.4. A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
• 6.1.4. A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
• 6.1.4. A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
• 6.1.4. B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
• 6.1.4. C.1 Apply opportunity cost to evaluate individuals’ decisions, including ones made in their communities.
• 6.1.4. C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
• 6.1.4. D.1 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
• 6.1.4. D.3 Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.
• 6.1.4. D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
• 6.1.4. D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
• 6.1.4. D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
• 6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.
• 6.1.4. D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
• 6.1.4. D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
• 6.1.4. D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
• 6.1.4. D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
• 6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

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 the challenges that are inherent in living in an interconnected world.

• 6.3.4. A.1 Evaluate what makes a good rule or law.
• 6.3.4. B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
• 6.3.4. D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
## Second Grade

### 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.

- 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.
- 6.1.4. A.3 Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.
- 6.1.4. A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- 6.1.4. A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
- 6.1.4. A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 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.
- 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4. B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
- 6.1.4. B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- 6.1.4. C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4. C.4 Describe how supply and demand influence price and output of products.
- 6.1.4. C.10 Explain the role of money, savings, debt, and investment in individuals’ lives.
- 6.1.4. C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 6.1.4. D.3 Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.
- 6.1.4. D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people. 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4. D.14 Trace how the American identity evolved over time.
- 6.1.4. D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
- 6.1.4. D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- 6.1.4. D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

### 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

**Third Grade**

- 6.3.4. A.4 Communicate with students from various countries about common issues of public concern and possible solutions.
- 6.3.4. B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
- 6.3.4. C.1 Develop and implement a group initiative that addresses an economic issue impacting children.
- 6.3.4. D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### Third Grade

**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.

- 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.
- 6.1.4. A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
- 6.1.4. A.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 levels.
- 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.
- 6.1.4. B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- 6.1.4. B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4. B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- 6.1.4. B.3 Describe how human interaction impacts the environment in New Jersey and the United States.
- 6.1.4. B.8 Compare ways people choose to use and divide natural resources.
- 6.1.4. C.1 Apply opportunity cost to evaluate individuals’ decisions, including ones made in their communities.
- 6.1.4. D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

### Fourth Grade

**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 the challenges that are inherent in living in an interconnected world.

- 6.3.4. A.1 Evaluate what makes a good rule or law.
- 6.3.4. D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
### Fourth Grade

#### 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.

- **6.1.4.A.2** - Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
- **6.1.4. A.7** - Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- **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.
- **6.1.4. A.10** - Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
- **6.1.4. A.11** - Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- **6.1.4. A.12** - Explain the process of creating change at the local, state, or national level.
- **6.1.4. A.13** - Describe the process by which immigrants become United States citizens.
- **6.1.4. A.14** - Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- **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.
- **6.1.4. B.1** - Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- **6.1.4. B.2** - Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- **6.1.4. B.5** - Describe how human interaction impacts the environment in New Jersey and the United States.
- **6.1.4. B.7** - Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- **6.1.4. B.9** - Relate advances in science and technology to environmental concerns, and to actions taken to address them.
- **6.1.4. B.10** - Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
- **6.1.4. C.12** - Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
- **6.1.4. C.13** - Determine the qualities of entrepreneurs in a capitalistic society.
- **6.1.4. C.14** - Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
- **6.1.4. C.15** - Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- **6.1.4. C.16** - Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- **6.1.4. C.17** - Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
- **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.
- **6.1.4. D.1** - Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.4. D.2 - Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
6.1.4. D.3 - Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.
6.1.4. D.4 - Explain how key events led to the creation of the United States and the state of New Jersey.
6.1.4. D.5 - Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.1.4. D.6 - Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
6.1.4. D.7 - Explain the role Governor William Livingston played in the development of New Jersey government.
6.1.4. D.8 - Determine the significance of New Jersey’s role in the American Revolution.
6.1.4. D.9 - Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
6.1.4. D.10 – Determine how local and state communities have changed over time, and explain the reasons for changes.
6.1.4. D.11 - Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
6.1.4. D.12 - Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4. D.13 - Describe why it is important to understand the perspectives of other cultures in an interconnected world.

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 the challenges that are inherent in living in an interconnected world.

6.3.4. D.1 - Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
### Chesterfield Social Studies Curriculum

| 6.1.8. B.2.B | Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World. |
| 6.1.8. B.3.D | Explain why New Jersey’s location played an integral role in the American Revolution. |
| 6.1.8. C.1.B | Explain why individuals and societies trade, how trade functions, and the role of trade during this period. |
| 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. |
| 6.1.8. D.1.A | Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups. |
| 6.1.8. D.2.B | Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed. |
| 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. |
| 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. |

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### Sixth Grade

### 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.

- 6.2.8. A.1.A | Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies. |
- 6.2.8. B.1.A | Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies. |
- 6.2.8. B.1.B | Compare and contrast how nomadic and agrarian societies used land and natural resources. |
- 6.2.8. C.1.A | Relate the agricultural revolution (including the impact of food surplus from farming) (Neolithic Agricultural revolution c.10,000 -7,000 BC) to population growth and the subsequent development of civilizations. |
- 6.2.8. C.1.B | Determine the impact of technological advancements on hunter/gatherer and agrarian societies. |
- 6.2.8. D.1.A | Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time. |
- 6.2.8. D.1.B | Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures. |
- 6.2.8. D.1.C | Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. |

### 6.2 World History/Global Studies
All students will acquire the knowledge and skills to think analytically and systematically about how past interactions...
Chesterfield Social Studies Curriculum

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.

- 6.2.8. A.2.A Explain why different ancient river valley civilizations developed similar forms of government.
- 6.2.8. A.2.B Explain how codifying laws met the needs of ancient river valley societies.
- 6.2.8. A.2.C Determine the role of slavery in the economic and social structures of ancient river valley civilizations.
- 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.
- 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.
- 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.
- 6.2.8. D.2.A Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.
- 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.
- 6.2.8. D.2.D Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.

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 the challenges that are inherent in living in an interconnected world.

- 6.3.4. D.1 - Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
In teaching the Social Studies curriculum, these forms of differentiation and other modifications can be made. These can include, but are not limited to those suggested in the chart below.

<table>
<thead>
<tr>
<th>Learning Environment</th>
<th>Curriculum</th>
<th>Teaching and Learning Styles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow for private space for students to choose their work.</td>
<td>Adapt required workload. Use differentiated assessments for different learning styles. Allow different visual aids, concrete examples, hands-on activities, and cooperative groups for new concepts. Allow work to be completed in various formats.</td>
<td>Plan using UbD planning tool. Adapt instruction to the learner- use multiple teaching styles to teach a new concept. Go from concrete examples to abstract thinking. Provide an overview of lesson at beginning. Monitor the rate and manner in which the material is being presented.</td>
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<tr>
<td>Use preferential seating. Provide opportunities for movement. Vary activities both in and out of desk/table.</td>
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<table>
<thead>
<tr>
<th>Time Demands</th>
<th>Cooperative Learning</th>
<th>Behavior Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow extra time to complete tests</td>
<td>Use flexible grouping Use student choice in grouping Assign peer helpers to check in on one another</td>
<td>Give clear expectations of goals for the class period. Be consistent in follow through with both positive and negative consequences. Utilize cues. Avoid power struggle. Give immediate positive reinforcement and feedback. Allow for “cool off” space and time in classroom.</td>
</tr>
<tr>
<td>Give different versions of tests Follow a routine Set specific time limits for test</td>
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<tr>
<th>Attention/Focus Concerns</th>
<th>Organization</th>
<th>Written Expression</th>
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</thead>
<tbody>
<tr>
<td>Give notification of transitions. Utilize cues to refocus. Seat near teacher or in area of less distraction. Introduce assignments in sequential steps. Check that books/materials are on the correct pages.</td>
<td>Give copy of notes. Allow student to leave unnecessary materials in a nearby area. Color coded materials. Use of binder system. Use a checklist for work in smaller units.</td>
<td>Allow use of manuscript, cursive, or typing for Assignments. Leniency in spelling and neatness (to an agreed upon level). Provide a copy of notes. Avoid pressures for speed or accuracy.</td>
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<tr>
<th>Visual Processing</th>
<th>Language Processing</th>
<th>Audio Processing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give highlighted/color coded copy of notes. Avoid copying notes from the board. Check in with student ensure that visuals are comprehended from the beginning of lesson. Avoided cluttered worksheets, keeping them clear and well defined.</td>
<td>Give both written and verbal Directions. Slow the rate of presentation and paraphrase information. Keep statements short &amp; to the point. Allow for extra wait time. Use student’s name before asking a question. Utilize visuals and hands-on materials. Familiarize students with new vocabulary before lesson.</td>
<td>Provide a copy of notes. Use of a checklist. Keep statements short and to the point. Use of eye contact. Have student sit closer to instruction. Use of student buddy to check in with sitting nearby. Utilize visuals. Stop and check in for understanding.</td>
</tr>
</tbody>
</table>

| | Written Expression | Audio Processing |
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Adopted October 2016