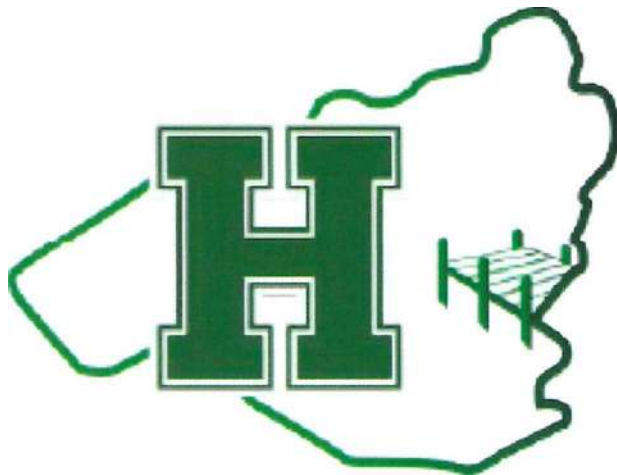# Hainesport Township School District
Sixth Grade Social Studies
Curriculum

Revised to meet the June 2020 Science NJSLS-SOCIAL STUDIES
Board Approval: Jan. 4, 2024

District Administration

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[**2020 New Jersey Student Lhttps://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_GradesK-2.pdfearning Standards for Social Studies**](https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_GradesK-2.pdf) **(K-2)**

[**2020 New Jersey Student Learning Standards for Social Studies**](#) **(3-5)**

[**2020 New Jersey Student Learning Standards for Social Studies**](#) **(6-8)**

Social Studies
The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promotes learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

Mission
Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Vision
An education in social studies fosters a population that:
• Is civic-minded, globally aware, and socially responsible;
• Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, 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 relationships between people, places, and resources as well as the implications of an interconnected global economy;
• Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
• Discerns fact from falsehood and critically analyzes information for validity and relevance.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Kindergarten through grade 12. Today's challenges 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 social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

Revised Standards

Framework for NJ Designed Standards

The design of this version of the NJSLS-SS is intended to:
• promote the development of curricula and learning experiences that reflect the vision and mission of social studies as stated in the beginning of this document;
• foster greater coherence and increasingly complex understanding of social studies knowledge, skills, attitudes, and perspectives across grade bands;
• establish meaningful connections among the major areas of study within social studies;
• prioritize the important ideas and core processes that are central to social studies and have lasting value beyond the classroom; and
• reflect the habits of mind central to social studies that lead to post-secondary success.

Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning

experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

Practice	Description
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and 5	Page Practice Description the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key

	step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalitionseeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

Standards in Action:
Climate Change At the core of social studies education, is the goal to prepare students with the essential knowledge and skills to make their local and global communities a better place to live. The intent is for students to begin developing the requisite skills – information gathering and analysis, inquiry and critical thinking, communication, data analysis, and the appropriate use of technology and media – at the youngest grades for the purpose of actively engaging with complex problems and learning how to take action in appropriate ways to confront persistent dilemmas and address global issues.

As an example, leveraging climate change as an area of focus, provides an opportunity to design authentic learning experiences that are integrative of the disciplines within social studies, addresses an issue that has persisted across time and space, connects the past to the present and future, and leverages the use of disciplinary literacy skills to communicate their ideas and solutions for change. A well-designed social studies program addresses the totality of the human experience over time and space, and provides opportunities for students to engage in inquiry, develop and display data, synthesize findings, and make judgments. The NJSLS-SS provide a foundation for this type of learning. For example, the impact of human interactions on the environment is central to any course involving geographic concepts. However, new to this set of standards is a more intentional focus on addressing issues related to climate change. The intent is to foster learning experiences which involve students asking their own questions, seeking the perspectives of multiple stakeholders with diverse points of view, using geospatial technologies to gather data; all for the purpose of planning/proposing advocacy projects or analyzing current public policy regarding climate change and determining it effectiveness. Many of the standards that relate to climate change can be found in Standard 6.3, Active Citizenship in the 21st Century. Additionally, the Human Environment Interaction disciplinary concept and its associated performance expectations provide opportunities for students to engage with this topic.

Structure of the NJSLS-SS

The organization and content of the 2020 NJSLS-SS reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses (N.J.A.C 6A:8-5.1 (a) 1). In addition, there are performance expectations which reflect the Amistad and Holocaust mandates in all grade bands. There are three social studies standards:

• 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 6.1 U.S. History: America in the World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

• 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 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code.

• 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. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

The core ideas are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.

The performance expectations describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

New Jersey Technology Standards

[2020 New Jersery Student Learning Standards: Computer Science and Design Thinking](#)

New Jersey Career Readiness, Life Literacies, and Key Skills Standards

[2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies & Key Skills](#)

New Jersey Climate Change Standards

[2020 New Jersey Student Learning Standards: Climate Change](#)

[Legislation Enhancing AAPI Cultural and Educational Programs in New Jersey Broadcast](#)

Mount Holly Township Board of Education

Unit 1: Paleolithic and Neolithic Ages Curriculum Area: Social Studies Unit Length: 6 weeks	Grade Level: 6

Unit Overview
All students will acquire 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. Students will identify how archaeologists and scientists learn about prehistory and history. The students will evaluate how the Palolithic people lived a nomadic lifestyle and how the Great Migration led these people to explore outside of Africa. Finally the students will assess the importance of the Agricultural Revolution and how it caused the transition into the Neolithic Age.

Enduring Understandings	Essential Questions
• Archeologist and scientists learn about prehistory/history by analyzing artifacts and fossils. • Paleolithic people lived in small family groups, made simple stone tools, lived a nomadic lifestyle by following herds and gathering food. • The Great Migrations was time when humans began to explore beyond the continent of Africa due to a variety of Push/Pull factors. • The Agricultural Revolution marked the beginning of the Neolithic Age, a time of communities, advancements in	1. How does archaeology provide historical and scientific explanations for how ancient people lived? 2. What were the challenges early man faced? 3. What were the migration patterns of hunters/gatherers? 4. What are the advantages and disadvantages between nomadic societies and settled societies?

technology, specialization in labor, and animal domestication, leading to the beginning of civilization.	
District/School Required Texts and Media Formats	**District/School Supplementary Resources**
Everything You Need to Know to Ace World History in One Big Fat Notebook: The Complete Middle School Study Guide	http://www.brainpop.com/ http://www.njamistadcurriculum.net/ https://www.state.nj.us/education/cccs/2016/ela/ https://www.nj.gov/education/holocaust/curriculum/ https://www.docsteach.org/ http://www.loc.gov/teachers/ http://www.smithsoniansource.org/ http://www.digitalhistory.uh.edu/ https://www.history.com/ http://www.quizlet.com/ http://www.kahoot.it/ http://www.youtube.com/
District/ School Formative Assessment Plan	**District/ School Summative Assessment Plan**
● Teacher Observation ● Presentations ● Quizzes/Test ● Portfolios ● Group Projects/Discussions ● Constructed Response ● Speeches/Debates	● Performance Tasks ● Summative Assessment
Instructional Best Practices	

- Identifying Similarities and Differences - Summarizing and Note Taking - Reinforcing Effort and Providing Recognition - Homework and Practice - Modeling - Cooperative Learning - Setting Objectives and Providing Feedback - Cues, Questions, and Advance Organizers - Gradual Release of Responsibility	- Managing response rates - Checks for Understanding - Diagrams, Charts and Graphs - Coaching - Reading Partners - Visuals - Collaborative Problem Solving - Active Engagement Strategies - Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)

Social Studies Practices	
- Developing Questions and Planning Inquiry - Gathering and Evaluating Sources - Seeking Diverse Perspectives - Developing Claims and Using Evidence - Presenting Arguments and Explanations - Engaging in Civil Discourse and Critiquing Conclusions	

Routine Speaking and Listening	**Suggested Speaking and Listening**
- Whole group - Pair-Share - Small group Discussion - Teacher directed Discussion - Student-led Discussion - Questioning - Active Listening Strategies - Oral Presentation	- Class Debate - Oral Reports - Socratic Seminar

Routine Writing	**Writing Task**

- Exit Ticket - Do Now - Reflections - Short Constructed Response - Note Taking	- Explanatory Writing - Persuasive Writing

Career Readiness, Life Literacies, and Key Skills
9.1 Personal Financial Literacy – Income And Careers

Civic Financial Responsibility

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
- 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.

Credit and Debt Management

- 9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.
- 9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.
- 9.1.8.CDM.3: Compare and contrast loan management strategies, including interest charges and total principal repayment costs
- 9.1.8.CDM.4: Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).

Credit Profile

- 9.1.8.CP.1: Compare prices for the same goods or services.
- 9.1.8.CP.2: Analyze how spending habits affect one's ability to save.
- 9.1.8.CP.3: Explain the purpose of a credit score and credit record, the factors and impact of credit scores.
- 9.1.8.CP.4: Summarize borrower's credit report rights.
- 9.1.8.CP.5: Compare the financial products and services available to borrowers relative to their credit worthiness.

Economic and Government Influences

- 9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income.
- 9.1.8.EG.2: Explain why various sources of income are taxed differently.
- 9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.

- 9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
- 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.
- 9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.
- 9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.
- 9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.
- 9.1.8.EG.9: Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address.

Financial Institutions

- 9.1.8.FI.1: Identify the factors to consider when selecting various financial service providers.
- 9.1.8.FI.2: Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking).
- 9.1.8.FI.3: Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals.
- 9.1.8.FI.4: Analyze the interest rates and fees associated with financial products.
- 9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being.
- 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.
- 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.

Planning and Budgeting

- 9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.
- 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.
- 9.1.8.PB.3: Explain how to create budget that aligns with financial goals.
- 9.1.8.PB.4: Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family).
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.
- 9.1.8.PB.6: Construct a budget to save for short-term, long term, and charitable goals.
- 9.1.8.PB.7: Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.

Risk Management and Insurance

- 9.1.8.RM.1: Determine criteria for deciding the amount of insurance protection needed.
- 9.1.8.RM.2: Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss.
- 9.1.8.RM.3: Evaluate the need for different types of warranties.

- 9.1.8.RM.4: Explain the purpose of insurance products and the reasons for property product and liability insurance protection.

Interdisciplinary Connections

English/Literacy:
W.6.1. Write arguments to support claims with clear reasons and relevant evidence.
W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2 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.6-8.4 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., in 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 sources 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.
WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.
WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLS Computer Science and Design Thinking: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Students will:
Interaction of Technology and Humans

INDICATORS:
8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2: Compare how technologies have influenced society over time.
8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.
8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
8.2.8.NT.3: Examine a system, consider how each part relates to other parts, and redesign it for another purpose. • 8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

NJSLS Learning Plan	
NJ Student Learning Standards **(What the students will know)** **I can…**	**Exemplar Lessons and Activities**
6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. ● **Define** how early hunter/gatherers organized themselves into agrarian life. ● **List** the natural resources available to them. ● **Describe** how the hunter/gatherers set up different societal structures based on the natural resources available to them.	**Paleolithic and Neolithic Survival Guides** **Survival Simulation Game** **Compare and Contrast Writing Activity**
6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas. ● **List** reasons why people move, voluntary and involuntary. ● **Identify** the routes early human ancestors took to migrate around the world.	**Reading: Push and Pull Factors of Early Migration** **Migration Board Game** **Reading on Migration Patterns and Theories**

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● **Explain** the different theories as to why people migrated. ● **Decide** which theory for migration you believe most and **defend** your answer.	
6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming). ● **Define** what the agricultural revolution means. ● **Describe** the varying outcomes of the agricultural revolution and how it impacted the quality of life. ● **Compare and contrast** argain and nomadic life and **determine** which was more successful.	**Agricultural Revolution** **Articles on the Impact of Farming** **R.A.C.E.S. Writing Response on the Impact of Farming**
6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies. ● **Identify** the differences of hunter/gatherer and agrarian societies in your own words. ● **List** the new technological advancements during the time period and how they would increase population. ● **Evaluate** how these new technologies impacted the two groups of societies during this time period.	**Peardeck: Technology** **Population Charts** **Writing Reflection Piece**
6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time. ● **Create** a timeline of the pre-agricultural and post-agricultural periods. ● **Explain** why there was a shift from the pre-agricultural period to the post-agricultural.	**Digital Timeline of the Paleolithic and Neolithic Ages**

6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure. ● **Describe** why language, both written and verbal, is necessary for everyday life. ● **Explain** how both written and verbal language improved quality of life. ● **Analyze** how written and unwritten language changed human understanding, allowed for culture to develop and formed a new social structure.	**Cave Painting Gallery Walk** **Class Discussion**
6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. ● **Understand** how to identify, classify and make predictions on artifacts. ● **Explain** the importance of categorizing historical discoveries in relation to time throughout history. ● **Create** a timeline from BCE to the current year, with a marker in the middle to show BCE/BC. ● **Research** key jobs associated with the study of history.	**Artifact QR Code Research Activity** **Peardeck: Why we categorize information** **Timeline** **Webquest**

Key Vocabulary
Prehistory, Artifacts, Fossils, Archeology, Nomads, Migration, Paleolithic (The Old Stone Age), Neolithic (The New Stone Age), Hunter-Gatherers, Land Bridge, Agriculture, Specialized Labor

Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students

- Scaffolding comprehension questions for content-area reading - Development of target vocabulary - Highlighting key aspects of a topic, eliminating non essential information - Using visual aids, such as video, illustrations, pictures, and drawings to explain or clarify - Allowing students to correct errors - Allowing products to demonstrate learning (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slideshows, videos, etc.) - Modifying tests to reflect selected objectives - Reducing the number of answer choices on multiple choice tests - Allowing the use of note cards or open-book during testing - Utilizing graphic organizers - Providing visual aids - Strategic grouping	- Positive Reinforcement - Adjust time for completion of assignments - Preferential seating - Individual or small group instruction - Emphasize critical information/key concepts - Pre-teach vocabulary - Provide visual aids - Adjust level of assignment - Provide directions in multiple ways (Read to student, show examples, provide reference sheet) - Frequent checks for understanding
Accommodations for English Language Learners	**Accommodations for Gifted Students**
- WIDA Can-Do Descriptors https://www.wida.us/standards/CAN_DOs/ - Development of target vocabulary - Scaffolding content-area reading - Using visual aids, such as videos (with subtitles), illustrations, pictures, and drawings to explain or clarify - Eliminating non essential information - Decreasing the amount of work presented or required - Modifying tests to reflect selected objectives - Allowing students to correct errors - Allowing products to demonstrate learning (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slideshows, videos, etc.) - Allowing the use of note cards or open-book during testing - Collaborating with ESL specialist to modify vocabulary, omit or modify items to reflect objectives for students.	- Modify activities/assignments/projects/ assessments - Small group and individual enrichment - Multiple intelligence options - Multiple or higher level texts on any given subject - Provide options for alternative activities/ assignments/projects/ assessments - Bloom's Taxonomy -Stress higher ordering thinking skills - Flexible grouping - Independent projects

Required Activities	Suggested Activities
● Do Now/Warm-Up ● Closure ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Intervention/Remediation	● Projects Academic ● Academic Games ● R.A.C.E.S. Writing Assignments

Unit 2: Ancient River Valley Civilizations Curriculum Area: Social Studies Unit Length: 7 weeks	Grade Level: 6
Unit Overview	
Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.	
Enduring Understandings	**Essential Questions**
● Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions.	1. How did the geography of the early river valleys allow them to grow into successful civilizations? 2. What style of government did the river valleys use and how did it affect how they developed?

- They created centralized systems of government and advanced societies. - Each river valley civilization developed different and impacted future generations of people that later inhabited the area. - The religion, geography, economy, governments and cultures of these areas were defined by the areas they settled in.	3. What was the lasting legacy of the river valleys? 4. How did religion, economics, government, and culture define the river valleys and impact future settlers?
District/School Required Texts and Media Formats	**District/School Supplementary Resources**
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● Constructed Response ● Speeches/Debates	

Instructional Best Practices	

● Identifying Similarities and Differences ● Summarizing and Note Taking ● Reinforcing Effort and Providing Recognition ● Homework and Practice ● Modeling ● Cooperative Learning ● Setting Objectives and Providing Feedback ● Cues, Questions, and Advance Organizers ● Gradual Release of Responsibility	● Managing response rates ● Checks for Understanding ● Diagrams, Charts and Graphs ● Coaching ● Reading Partners ● Visuals ● Collaborative Problem Solving ● Active Engagement Strategies ● Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)

Social Studies Practices	

● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions	

● Whole group ● Pair-Share ● Small group Discussion ● Teacher directed Discussion ● Student-led Discussion ● Questioning ● Active Listening Strategies ● Oral Presentation	● Class Debate ● Oral Reports ● Socratic Seminar

Routine Writing	Writing Task
- Exit Ticket - Do Now - Reflections - Short Constructed Response - Note Taking	- Explanatory Writing - Persuasive Writing

Career Readiness, Life Literacies, and Key Skills
9.1 Personal Financial Literacy – Income And Careers

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NJSLS Learning Plan	
NJ Student Learning Standards **(What the students will know)** **I can…**	**Exemplar Lessons and Activities**
6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations. ● **Create** a map for each early river valley. ● **Highlight** key aspects of each river valley that demonstrates how it influenced settlement, trade networks, technology and sustainability. ● **Discuss** how geography shaped the early river valleys.	**Map of river valleys** **Field Trip to Egypt** **Geography Digital Notebooks (Graphic Organizers)**

6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures. ● **State** the forms of government that were similar to the early river valleys. ● **Describe** how these governments functioned and how they were similar. ● Explain how the early river valleys all developed a similar form of government.	**Webquest (Dusckters)** **Peardeck: Forms of Government**
6.2.8.GeoGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations. ● **List** the technological advancements of the early river valley (Mesopotamia, Egypt, India, China). ● **Define** economic specialization and **describe** how the early river valley societies used it. ● **Demonstrate** how trade flourished in the early river valleys and spread ideals and religions. ● **Discuss** the class systems and social pyramids that developed in each early river valley.	**Gallery Walk of achievements** **Peardeck on Economy** **Maps of trade routes** **Social Pyramids**
6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. ● **Define** the term polytheism.	**Reading and Graphic Organizer for each river valley's religion** **"Battle of the Gods" Egypt**

● **Describe** the religion of each type of early river valley including what the gods symbolized and how they worshipped. ● **Evaluate** how religion impacted government, culture and social structure in the river valleys. ● **Compare and Contrast** the impact of religion on the early river valleys.	**Ziggurats** **Mummification Simulation** **Venn Diagram**
6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations. ● **Explain** how writing helps record history and with all areas of a society. ● **State** the earliest forms of writing known to mankind. ● **Elaborate** on cuneiform and the effect it had on improving all aspects of Mesopotmian life. ● **Determine** how written language further developed all of the early river valleys.	**Cuneiform reading and organizer** **Hieroglyphics activity**
6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations. ● **Define** the term slavery and the role of slavery in the early river valleys. ● **Describe** how slaves were used to boost economies and where they fell on the social pyramid. ● **Write** the impact of slavery on the economic and social structures of the early river valleys.	**Social Pyramids** **Webquest: Ducksters** **Writing Piece**

6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline. ● **Describe** the downfall of each early river valley civilization. ● **Compare and contrast** how the river valleys fell and **identify** if there were any patterns. ● **Assess** the patterns that appeared and **determine** why they appeared.	**Reading on the downfalls with graphic organizer** **Venn Diagram**
6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time. ● **List** achievements of each civilization (Hammurabi's Code, Book of the Dead, Buddhism, etc.) ● **Evaluate** why each achievement was significant to that time period and civilizations. ● **Decide** which civilization you think had the greatest impact and why.	**Hammurabi's Code: Fair or Unfair** **Book of the Dead Activity** **Great Pyramids Research Sheet** **Buddhism Doodle Note** **Fill out G.R.A.P.E.S for each early river valley**
6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China). ● **List** the modern counterparts of the early river valleys. ● **Compare and contrast** how the early river valleys laid the foundation for modern day counterparts to rise and function.	**Physical/Political Maps of early river valleys and modern counterparts** **Venn Diagram** **Group Discussions**

● **Discuss** the impact of the early river valleys on the geopolitical impact on their modern counterparts.	

Key Vocabulary

Drought, City-State, Cuneiform, Mesopotamia, Fertile Crescent, Ziggurat, Scribe, Hammurabi's Law Code, Pyramid, Pharaoh, Hieroglyphics, Delta, Papyrus, Kingdoms (Old, Middle and New), Mummification, Vizier , Regent, Lower/Upper Egypt, Monsoons, Citadel, Sanskrit, Caste System, Subcontinent, Reincarnation, Karma, Hinduism, Buddhism, Rock Edicts, Vedas, Confucianism, Dynasty, Emperor, Famine, Ancestor, Silk Road, Loess, Mandate of Heaven, Buddhism , Homage

Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students
● Scaffolding comprehension questions for content-area reading ● Development of target vocabulary ● Highlighting key aspects of a topic, eliminating non essential information ● Using visual aids, such as video, illustrations, pictures, and drawings to explain or clarify ● Allowing students to correct errors ● Allowing products to demonstrate learning (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slideshows, videos, etc.) ● Modifying tests to reflect selected objectives ● Reducing the number of answer choices on multiple choice tests ● Allowing the use of note cards or open-book during testing ● Utilizing graphic organizers ● Providing visual aids ● Strategic grouping	● Positive Reinforcement ● Adjust time for completion of assignments ● Preferential seating ● Individual or small group instruction ● Emphasize critical information/key concepts ● Pre-teach vocabulary ● Provide visual aids ● Adjust level of assignment ● Provide directions in multiple ways (Read to student, show examples, provide reference sheet) ● Frequent checks for understanding

Accommodations for English Language Learners	Accommodations for Gifted Students
- WIDA Can-Do Descriptors https://www.wida.us/standards/CAN_DOs/ - Development of target vocabulary - Scaffolding content-area reading - Using visual aids, such as videos (with subtitles), illustrations, pictures, and drawings to explain or clarify - Eliminating non essential information - Decreasing the amount of work presented or required - Modifying tests to reflect selected objectives - Allowing students to correct errors - Allowing products to demonstrate learning (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slideshows, videos, etc.) - Allowing the use of note cards or open-book during testing - Collaborating with ESL specialist to modify vocabulary, omit or modify items to reflect objectives for students.	- Modify activities/assignments/projects/ assessments - Small group and individual enrichment - Multiple intelligence options - Multiple or higher level texts on any given subject - Provide options for alternative activities/ assignments/projects/ assessments - Bloom's Taxonomy -Stress higher ordering thinking skills - Flexible grouping - Independent projects
Required Activities	**Suggested Activities**
- Do Now/Warm-Up - Closure - Whole Group - Small Groups - Guided Practice - Independent Practice - PBIS Implementation - Identify and review objectives for lesson - Stations - Intervention/Remediation	- Projects Academic - Academic Games - Brain Breaks

Unit 3: The Classical Civilizations of the Mediterranean Curriculum Area: Social Studies Unit Length: 4 weeks	Grade Level: 6

Unit Overview
All students will acquire 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. Students will examine how the classical civilizations emerged as well as how their governments became centralized which promoted commerce, culture and social values. The students will analyze how world religions (i.e. Chrisitanity, Islam, etc.) emerged out of this time period and how it spread. The students will finally determine how the classical civilizations declined but left a lasting impact on the future civilizations.

Enduring Understandings	Essential Questions
● Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. ● Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. ● Classical civilizations declined as a result of internal weaknesses and external invasions, but they left a lasting legacy for future civilizations.	1. How did classical civilizations develop and expand? 2. What was the impact of cultural exchange and diffusion as well as the emergence of world religions? 3. What was the downfall of the classical civilizations? 4. What was the enduring legacy of the classical civilizations?
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8.2.8.NT.3: Examine a system, consider how each part relates to other parts, and redesign it for another purpose. • 8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

NJSLS Learning Plan	
NJ Student Learning Standards (What the students will know) **I can…**	**Exemplar Lessons and Activities**
6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. • **Create** a map of Ancient Greece and Ancient Rome. • **Illustrate** the story of Romulus and Remus as the origins of Rome. • **Discuss** how having access to waterways and natural resources allowed classical civilizations to develop so much. • **Evaluate** the extent to which geography shaped geography and natural resources defined the classical civilizations.	**Map of Greece and Rome** **"Romulus and Remus" Comic Strip** **Where in the World Worksheet** **5 Themes of Geography Worksheet**
6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline. • **List** natural resources available in Greece. • **Describe** how geography (i.e. mountains) created separate city-states. • **Assess** of city-states began to take on their identities.	**Map of Greek City-States** **Writing activity: Would you rather live in Athens or Sparta?** Wife Swap

6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution. ● **Describe** the roles and qualifications for citizenship in both Rome and Greece. ● **Compare and Contrast** the roles of citizens in ancient Greece to the roles of citizens in the United States. ● **Examine** how the United States Constitution has characteristics of both the Roman Republic and Athenian democracy.	**Democracy** **Roman Law** **"Greek Government Mythbusters"**
6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires. ● **Define** autocratic rule and divine right. ● **List** the various methods used by the rulers to control and unify their expanding empires. ● **Identify** the common methods to control and unify. ● Analyze how the methods used by the rulers controlled people and unified them.	**Vocabulary List** **Guided Notes**
6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.	**Greece Golden Age Stations Activity** **Greek Innovations**

● **Describe** the technology used by classical civilizations. ● **Evaluate** how technology and innovation impacted all areas of the classical civilizations culture, government and economy. ● **Compare and Contrast** how each civilization used technology to advance.	**Roman Technology Gallery Walk** **Venn Diagram**
6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations. ● **Recall** the social pyramid of the classical civilizations. ● **Discuss** the structure of the hierarchies and how they spread wealth, power and equality.	**Webquest** **Fishbowl Discussion**
6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations. ● **Create** a social pyramid for the classical civilizations. ● **Discuss** what social roles existed during the classical civilizations. ● Compare and Contrast the rights given and withheld to all people during in Rome and Greece.	**Social Pyramids** **Daily Life Athens** **Daily life Rome** **Amistad**
6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations. ● **Recall** the definition of polytheism.	**"Theseus and the Minotaur" Reading Activity**

• **Describe** the use of mythology and the gods for both Rome and Greece. • **Explain** why myths were used in both classical civilizations.	**Greek Myth Comic Strip** **Monsters of Mythology Project**
6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law). • **Describe** the legal systems of the classical civilizations. • **Determine** how ancient laws influenced modern American laws. • **Compare and Contrast** the laws of Athens and Rome to the laws of the United States.	**Twelve Tables Activity** **Peardeck: Greek Legal System and the Four Major Governments** **Venn Diagram**
6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China. • **List** the factors that lead to the decline of the empires. • **Distinguish** the common factors of each empire. • **Write** the similarities of the decline of each empire.	**[Fall of Rome](#)** **Stations Activity on the different declines** **Writing Piece**
6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.	**Doodle Notes Buddhism, Christnaity, Judaism, Islam and Hinduism**

● **Determine** the tenets and ideas of various world religions developed at the time. ● **Describe** how each religion was able to spread their ideals. ● **Explain** their responses to current globalization challenges.	
• **6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.** ● **Determine** the contributions the classical civilizations made. ● **Research** various artifacts from each civilization. ● **Evaluate** G.R.A.P.E.S for each classical civilization.	**Legacies** **Complete G.R.A.P.E.S for the classical civilizations**
6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia. ● **Describe** what goods were being exchanged between continents. ● **Explain** the impact trading had on the different classical civilizations. ● **Discuss** the lasting impact trading had on different areas in the Mediterranean World and Asia.	**Map Activity on Trade Routes** **Reading on the Impact of Trade**
6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social). ● **Explain** the rights different status groups had in the Ancient World. ● **Compare and contrast** the rights, roles, and responsibilities of status groups from the Ancient World to our world today.	**Social Structure WebQuest** **Social Structure Venn Diagram**

Key Vocabulary
Peninsula, Mythology, Minoans, Mycenaeans, Olympic Games, Philosophy, Hellenistic, Monarchy, Democracy, Tyranny, Oligarchy, Acropolis, Agora, Polis, City-State, Citizen, Republic, Empire, Senate, Triumvirate, Christianity, Aqueducts, Persecute, Martyr

Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students
- Scaffolding comprehension questions for content-area reading - Development of target vocabulary - Highlighting key aspects of a topic, eliminating non essential information - Using visual aids, such as videos, illustrations, pictures, and drawings to explain or clarify - Allowing students to correct errors - Allowing products to demonstrate learning (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slideshows, videos, etc.) - Modifying tests to reflect selected objectives - Reducing the number of answer choices on multiple choice tests - Allowing the use of note cards or open-book during testing - Utilizing graphic organizers - Providing visual aids - Strategic grouping	- Positive Reinforcement - Adjust time for completion of assignments - Preferential seating - Individual or small group instruction - Emphasize critical information/key concepts - Pre-teach vocabulary - Provide visual aids - Adjust level of assignment - Provide directions in multiple ways (Read to student, show examples, provide reference sheet) - Frequent checks for understanding
Accommodations for English Language Learners	**Accommodations for Gifted Students**
- WIDA Can-Do Descriptors https://www.wida.us/standards/CAN_DOs/ - Development of target vocabulary - Scaffolding content-area reading	- Modify activities/assignments/projects/ assessments - Small group and individual enrichment - Multiple intelligence options - Multiple or higher level texts on any given subject

- Using visual aids, such as videos (with subtitles), illustrations, pictures, and drawings to explain or clarify - Eliminating non essential information - Decreasing the amount of work presented or required - Modifying tests to reflect selected objectives - Allowing students to correct errors - Allowing products to demonstrate learning (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slideshows, videos, etc.) - Allowing the use of note cards or open-book during testing - Collaborating with ESL specialist to modify vocabulary, omit or modify items to reflect objectives for students.	- Provide options for alternative activities/ assignments/projects/ assessments - Bloom's Taxonomy -Stress higher ordering thinking skills - Flexible grouping - Independent projects
Required Activities	**Suggested Activities**
- Do Now/Warm-Up - Closure - Whole Group - Small Groups - Guided Practice - Independent Practice - PBIS Implementation - Identify and review objectives for lesson - Stations - Intervention/Remediation	- Projects Academic - Academic Games - Brain Breaks

HAINESPORT TOWNSHIP PUBLIC SCHOOL DISTRICT PACING GUIDE

Course Title: Social Studies
Grade(s): Sixth Grade

Climate Change		
Unit	Focus Skills	Activities
1	Students will explain what an Ice Age is.	Students will watch a brainpop describing what an Ice Age is. -Brainpop- What is an Ice Age? https://www.brainpop.com/science/earthsystem/iceage/
1	Students will explain what climate change is and how it impacted early humans.	Students will complete a handout guiding students to explain the impact of the Ice Age on Early humans. Handout
1	Students will explain how the Earth's climate has changed over thousands of years.	Students will complete a webquest using the link below which compares climate change in ancient history vs. today. Webquest using the following link: https://archive.epa.gov/climatechange/kids/basics/past.html

Amistad Law		
Unit	Focus Skills	Activities
2	Students will be able to explain the origins and struggles of Ancient African Societies.	Students will complete an interactive lesson discovering the struggles of trading in Ancient Africa. They will then complete a hand out explaining the trade routes

		throughout Africa. Mini-Lesson/Lesson on Trade throughout Africa Handout
2	Students will be able to explain the origins and struggles of Ancient African Societies.	Students will watch a video describing Africa before Slavery. They will complete interactive questions while they watch the video. At the end they will reflect on how developed Ancient African Kingdoms were. Edpuzzle- Africa was this before Slavery
2	Students will be able to explain the origins and struggles of Ancient African Societies.	Students will dive deeper into the history of each Ancient African Kingdom through completing a graphic organizer in stations. African Kingdoms Station Readings Station Handout

Holocaust Law		
Unit	Focus Skills	Activities
2	Students will investigate the foundations of the Ancient Hebrew Civilization, and the impact it had on the world. (Background in order for students to understand the existence of Anti-Semitism)	Students will work in Stations to learn about the history of Ancient Israel and its collapse. Ancient Israel Stations

| 2 | Students will explain the fall of Ancient Israel under Roman Control. | Students will understand how the people of ancient Israel became scattered throughout the world. https://www.timemaps.com/civilizations/ancient-israel/ _____ |
| 4 | Students will be able to explain the ancient roots of anti-semitism. | Students will watch/read about the roots of Anti-semitism. https://www.facinghistory.org/resource-library/video/ancient-roots-anti-judaism

Students will complete a handout explaining the history of Anti-Judaism/Anti-Semitism. Handout |

LGBT and Disabilities Law		
Unit	Focus Skills	Activities
3	Students will evaluate the contributions of the Sacred Band of Thebes.	Students will complete a primary and secondary source activity on the Sacred Band of Thebes.
3	Students will investigate how individuals with disabilities were treated in Ancient Rome and Ancient Greece.	Students will read about how individuals with disabilities were treated in Ancient Greece and Rome. They will then have to answer reflection questions, which will focus on the discrimination these individuals faced. https://mn.gov/mnddc/parallels/one/5.html

Unit	Weeks/Days	Standards/Assessment	Focus Skills
Unit 1	6 weeks	**Standards:** **6.2.8.A.1.a** **6.2.8.B.1.a** **6.2.8.C.1.a** **6.2.8.C.1.b** **6.2.8.D.1.a** **6.2.8.D.1.b** **6.2.8.D.1.c** **Assessments:** **Unit Test** **Group Project (Survival Game): Informative Text**	**6.2.8.A.1.a Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.** ● **Define** how early hunter/gatherers organized themselves into agrarian life. ● **List** the natural resources available to them. ● **Describe** how the hunter/gatherers set up different societal structures based on the natural resources available to them. **6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.** ● **List** reasons why people move, voluntary and involuntary. ● **Identify** the routes early human ancestors took to migrate around the world. ● **Explain** the different theories as to why people migrated. ● **Decide** which theory for migration you believe most and **defend** your answer. **6.2.8.C.1.a Describe the influence of the agricultural revolution (e.g., the impact of food surplus from far.)** ● **Define** what the agricultural revolution means. ● **Describe** the varying outcomes of the agricultural revolution and how it impacted the quality of life. ● **Compare and contrast** argain and nomadic life and **determine** which was more successful.

			6.2.8.C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
			  • **Identify** the differences of hunter/gatherer and agrarian societies in your own words.
			  • **List** the new technological advancements during the time period and how they would increase population.
			  • **Evaluate** how these new technologies impacted the two groups of societies during this time period.
			
			6.2.8.D.1.a Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
			  • **Create** a timeline of the pre-agricultural and post-agricultural periods.
			  • **Explain** why there was a shift from the pre-agricultural period to the post-agricultural.
			
			6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
			  • **Describe** why language, both written and verbal is necessary for everyday life.
			  • **Explain** how both written and verbal language improved quality of life.
			  • **Analyze** how written and unwritten language changed human understanding, allowed for culture to develop and formed a new social structure.
			
			6.2.8.D.1.c Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
			  • **Understand** how to identify, classify and make predictions on artifacts.
			  • **Explain** the importance of categorizing historical discoveries in relation to time throughout history.
			  • **Create** a timeline from BCE to the current year, with a marker in the middle to show BCE/BC.
			  • **Research** key jobs associated with the study of history.

| Unit 2 | 14 weeks | **Standards:**
6.2.8.B.2.a
6.2.8.A.2.a
6.2.8.C.2.a
6.2.8.D.2.a
6.2.8.D.2.b
6.2.8.A.2.b
6.2.8.D.2.c
6.2.8.D.2.d
6.2.8.B.2.b

Assessments:
3 Unit Tests (Mesopotamia, Egypt, India)
Writing Assessment (Hammurabi's Code): Argumentative
Project (Pharaoh's Biography): Informative | **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 early river valley civilizations.**
Create a map for each early river valley.
Highlight key aspects of each river valley that demonstrates how it influenced settlement, trade networks, technology and sustainability.
Discuss how geography shaped the early river valleys.
6.2.8.A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
State the forms of government that were similar to the early river valleys.
Describe how these governments functioned and how they were similar.
Explain how the early river valleys all developed a similar form of government.
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 early river valley civilizations.
List the technological advancements of the early river valley (Mesopotamia, Egypt, India, China).
Define economic specialization and **describe** how the early river valley societies used it.
Demonstrate how trade flourished in the early river valleys and spread ideals and religions.
Discuss the class systems and social pyramids that developed in each early river valley.
6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
Define the term polytheism. **Describe** the religion of each type of early river valley including what the gods symbolized and how they worshipped. |

			● **Evaluate** how religion impacted government, culture and social structure in the river valleys. ● **Compare and Contrast** the impact of religion on the early river valleys. **6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in early river valley civilizations.** ● **Explain** how writing helps record history and with all areas of a society. ● **State** the earliest forms of writing known to mankind. ● **Elaborate** on cuneiform and the effect it had on improving all aspects of Mesopotmian life. ● **Determine** how written language further developed all of the early river valleys. **6.2.8.A.2.b Determine the role of slavery in the economic and social structures of early river valley civilizations.** ● **Define** the term slavery and the role of slavery in the early river valleys. ● **Describe** how slaves were used to boost economies and where they fell on the social pyramid. ● **Write** the impact of slavery on the economic and social structures of the early river valleys. **6.2.8.D.2.c Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.** ● **Describe** the downfall of each early river valley civilization. ● **Compare and contrast** how the river valleys fell and **identify** if there were any patterns. ● **Assess** the patterns that appeared and **determine** why they appeared. **6.2.8.D.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.** ● **List** achievements of each civilization (Hammurabi's Code, Book of the Dead, Buddhism, etc.)

			Evaluate why each achievement was significant to that time period and civilizations. **Decide** which civilization you think had the greatest impact and why. **6.2.8.B.2.b Compare and contrast physical and political maps of early 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.** **List** the modern counterparts of the early river valleys. **Compare and contrast** how the early river valleys laid the foundation for modern day counterparts to rise and function. **Discuss** the impact of the early river valleys on the geopolitical impact on their modern counterparts.
Unit 3	12 weeks	**Standards:** **6.2.8.B.3.a** **6.2.8.B.3.b** **6.2.8.A.3.c** **6.2.8.A.3.a** **6.2.8.C.3.b** **6.2.8.D.3.a** **6.2.8.A.3.b** **6.2.8.D.3.e** **6.2.8.A.3.e** **6.2.8.D.3.b** **6.2.8.D.3.d** **6.2.8.D.3.c** **Assessments:** **2 Unit Test (Greece and**	**6.2.8.B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.** **Create** a map of Ancient Greece and Ancient Rome. **Reenact** the story of Romulus and Remus as the origins of Rome. **Discuss** how having access to waterways and natural resources allowed classical civilizations to develop so much. **Evaluate** the extent to which geography shaped geography and natural resources defined the classical civilizations. **6.2.8.B.3.b Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.** **List** natural resources available in Greece. **Describe** how geography (i.e. mountains) created separate city-states. **Assess** of city-states began to take on their identities.

		Rome) **Group Project (Greek Myths): Informative Text** **Individual Project (Roman Gods):** **Argumentative Text**	**6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.** ● **Describe** the roles and qualifications for citizenship in both Rome and Greece. ● **Compare and Contrast** the roles of citizens in ancient Greece to the roles of citizens in the United States. ● **Examine** how the United States Constitution has characteristics of both the Roman Republic and Athenian democracy. **6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.** ● **Define** autocratic rule and divine right. ● **List** the various methods used by the rulers to control and unify their expanding empires. ● **Identify** the common methods to control and unify. ● Analyze how the methods used by the rulers controlled people and unified them. **6.2.8.C.3.b Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.** ● **Describe** the technology used by classical civilizations. ● **Evaluate** how technology and innovation impacted all areas of the classical civilizations culture, government and economy. ● **Compare and Contrast** how each civilization used technology to advance. **6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.** ● **Recall** the social pyramid of the classical civilizations.

			● **Discuss** the structure of the hierarchies and how they spread wealth, power and equality. **6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.** ● **Create** a social pyramid for the classical civilizations. ● **Discuss** what social roles existed during the classical civilizations. ● Compare and Contrast the rights given and withheld to all people during in Rome and Greece. **6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.** ● **Recall** the definition of polytheism. ● **Describe** the use of mythology and the gods for both Rome and Greece. ● **Explain** why myths were used in both classical civilizations. **6.2.8.A.3.e Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.** ● **Describe** the legal systems of the classical civilizations. ● **Determine** how ancient laws influenced modern American laws. ● **Compare and Contrast** the laws of Athens and Rome to the laws of the United States. **6.2.8.D.3.b Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.** ● **List** the factors that lead to the decline of the empires. ● **Distinguish** the common factors of each empire. ● **Write** the similarities of the decline of each empire. **6.2.8.D.3.d Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity,**

			Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. ● **Determine** the tenets and ideas of various world religions developed at the time. ● **Describe** how each religion was able to spread their ideals. ● **Explain** their responses to current globalization challenges. **6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.** ● **Determine** the contributions the classical civilizations made. ● **Research** various artifacts from each civilization. ● **Evaluate** G.R.A.P.E.S for each classical civilization.

2020 New Jersey Student Learning Standards - Social Studies Overview

Disciplinary Concepts

Civics, Government, and Human Rights: Civic and Political Institutions

The study of civic and political institutions includes concepts of the law, politics, and government that are essential to understanding the important institutions of society and the principles these institutions are intended to reflect.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Local community and government leaders have roles and responsibilities to provide services for their community members. • Rules for all to live by are a result of the actions of government, organizations, and individuals. • The actions of individuals and government affect decisions made for the common good.	• In a representative democracy, individuals play a role in how government functions. • In a representative democracy, individuals elect representatives to act on the behalf of the people. • Levels of government (i.e., local, state, and federal) have different powers and responsibilities.	• Political and civic institutions impact all aspects of people's lives. • Governments have different structures which impact development (expansion) and civic participation.

Civics, Government, and Human Rights: Participation and Deliberation

Participation requires learning about public issues and determining how and when to take action to address them. Deliberation requires civic dispositions, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives that individuals should use when they interact with each other on public matters. Deliberation includes learning processes that enable citizens to engage in constructive, informed, and decisive dialogue about important public issues. Both participation and deliberation require an understanding of the diverse arguments regarding the underlying principles as well as founding documents and their meanings.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard.	• Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials). • Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered. • A major role of citizens in a representative democracy is to make responsible decisions about who should govern.	• Civic participation and deliberation are the responsibility of every member of society. • Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.

Civics, Government, and Human Rights: Democratic Principles
Understanding democratic principles, such as equality, freedom, liberty and respect for individual rights, and how they apply to both official institutions and informal interactions among citizens is a fundamental concept of being a citizen in a democratic republic.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, and freedom to make choices).	• Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	• The United States' system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law, and of opportunity, justice, and property rights. • The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.

Civics, Government, and Human Rights: Processes and Rules
Processes and rules are how groups of people make decisions, govern themselves, and address public problems. This includes problems at all scales, from a classroom to local, state and national public policy to the agreements among nations. Additionally, this includes studying how various rules, processes, laws, and policies actually work, which requires an understanding of political systems and defining and addressing public problems.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Rules and laws are established for our safety and well-being. • Processes and rules should be fair, consistent, and respectful of the human rights of all people.	• There are different processes for establishing rules and laws. • Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.	• In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.

Civics, Government, and Human Rights: Human and Civil Rights
Human rights are universal, inalienable and interdependent claims that derive from the inherent worth of every individual. They are the birthright of every human being regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. These universal rights are not granted by states or governments but are inherent to every person.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Individuals may be different, but all have the same basic human rights.	• It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.	• Human and civil rights include political, social, economic, and cultural rights. • Social and political systems have protected and denied

	• Individuals have the right to be safe and not to be bullied or discriminated against.	human rights (to varying degrees) throughout time. • Fundamental rights are derived from the inherent worth of every individual, which include civil, political, social, economic, and cultural rights.

Civics, Government, and Human Rights: Civic Mindedness

Civic-mindedness is grounded in democratic principles and promotes civic virtues. Responsible citizens are informed and thoughtful, participate in their communities, act politically, and embrace civic dispositions. Important civic dispositions for a democratic society include civility, open-mindedness, compromise, and toleration of diversity. In a democratic society, individuals show concern for others' rights and welfare, fairness, trust in humanity and political systems, and a sense of public duty. The belief that one's own actions - alone or in combination with others - can make a difference is closely related to democratic principles and participation.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Certain character traits can help individuals become productive members of their community.	• Certain dispositions help individuals contribute to the health of American democracy.	• The well-being of a democracy depends upon informed and effective participation of individuals committed to civility, compromise, and toleration of diversity.

Geography, People and the Environment: Spatial Views of the World

Spatial views of the world focus on the creation of maps and use of geospatial technologies. Creating maps and other geographical representations is an essential and enduring part of seeking new geographic knowledge that is personally and socially useful and that can be applied in making decisions and solving problems. Once maps or other representations are created, it prompts new questions concerning the locations, spaces, and patterns portrayed.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• A map is a symbolic representation of selected characteristics of a place. • Geographic data can be used to identify cultural and environmental characteristics of places.	• Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	• Geospatial technologies and representations help us to make sense of the distribution of people, places, and environments and spatial patterns across Earth's surface.

<u>Geography, People and the Environment: Human Population Patterns</u>
Human population, patterns and movement focus on the size, composition, distribution, and movement of human populations and how they are fundamental and active features on Earth's surface. This includes understanding that the expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. Patterns and movements of population also relate to physical phenomena including climate variability, landforms, and locations of various natural hazards and their effects on population size, composition, and distribution.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Physical and human characteristics affect where people live (settle). • People use goods from local and distant places to meet their daily needs.	• Regions form and change as a result of unique physical conditions, economies, and cultures. • Patterns of settlement differ markedly from region to region, place to place, and time to time. • The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition.	• The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology. • Relationships between humans and environments impact spatial patterns of settlement and movement. • Global changes in population distribution patterns affect changes in land use in particular places.

<u>Geography, People and the Environment: Human Environment Interaction</u>
Human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. Human-environment interactions happen both in specific places and across broad regions. Culture influences the locations and the types of interactions that occur. Earth's human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. These interactions result in a variety of spatial patterns that require careful observation, investigation, analysis, and explanation.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Environmental characteristics influence how and where people live.	• Environmental and cultural characteristics influence where and how people live. • Human activity affects the cultural and environmental characteristics of places and regions. • Cultural and environmental characteristics change over time.	• Cultural patterns and economic decisions influence environments and the daily lives of people. • The physical and human characteristics of places and regions are connected to human identities and cultures.

<u>Geography, People and the Environment: Global Interconnections</u>
Global interconnections occur in both human and physical systems. Earth is a set of interconnected ecosystems of which humans are an influential part. Many natural phenomena have no perceptible boundaries. For example, the oceans are one dynamic system. The atmosphere covers the entire planet. Land and water forms shift over geological eons. Many life forms diffuse from place to place and bring environmental changes with them. Humans have spread across the planet, along with their

cultural practices, artifacts, languages, diseases, and other attributes. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Global interconnections occur in both human and physical systems across different regions of the world.	• Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics. • In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.	• Cultural and environmental practices impact the geography of an area. • The environmental characteristics of places and production of goods influences the spatial patterns of world trade.

Economics, Innovation and Technology: Economic Ways of Thinking
Economic decision making involves setting goals and identifying the resources available to achieve those goals. Economic decision-making includes weighing the additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision making.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Individuals make decisions based on their needs, wants, and the availability of resources. • Limited resources influence choices. • Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).	• Economic decision-making involves setting goals and identifying the resources available to achieve those goals. • An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.	• Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.

Economics, Innovation and Technology: Exchange and Markets
Exchange is when people voluntarily exchange goods and services and expect to gain as a result of the trade. Markets exist to facilitate the exchange of goods and services. Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Goods and services are produced and exchanged in multiple ways.	• The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.	• People voluntarily exchange goods and services when all parties expect to gain as a result of the trade. • Buyers and sellers interact in competitive markets based

	• The exchange of goods and services can have negative and positive effects.	on prices that reflect scarcity of goods and services in the market. • Markets exist to facilitate the exchange of goods and services. • Competition among sellers and buyers exists in specific markets.

Economics, Innovation and Technology: National Economy

The national economy includes studying how the changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standards of living. All markets working together influence economic growth and fluctuations in well-being. (Monetary and fiscal policies are often designed and used in attempts to moderate fluctuations and encourage growth under a wide variety of circumstances.)

By the end of grade 2	By the end of grade 5	By the end of grade 8
• The availability of resources influences current and future economic conditions. • Governments play an economic role in the lives of individuals and communities.	• The government uses a variety of tools to pay for the goods and services that it provides to individuals and communities. • A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.	• A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources. • The production and consumption of goods and services influence economic growth, well-being and quality of life.

Economics, Innovation and Technology: Global Economy

The global economy is the system of trade and industry across the world that has emerged due to globalization. Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. Understanding why people specialize and trade, and how that leads to increased economic interdependence, are fundamental steps in understanding how the world economy functions. While trade provides significant benefits, it is not without costs. Comparing those benefits and costs is essential in evaluating policies to influence trade among individuals and businesses in different countries.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• There are benefits to trading goods and services with other countries.	• Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.	• The global economy is the system of trade and industry across the world that has emerged due to globalization. • Economic globalization occurs with cross-border movement of goods, services, technology, information, and human,

		physical, and financial capital.
		• Economic policies require an analysis of policies that influence trade among individuals and businesses in different countries.
		• Economic interdependence is impacted by increased specialization and trade.

History, Culture, and Perspectives: Continuity and Change

Change and continuity over time require assessing similarities and differences between historical periods and between the past and present. It also involves understanding how a change in one area of life relates to a change in other areas, bringing together political, economic, intellectual, social, cultural and other factors. Understanding the interrelation of patterns of change requires evaluating the context within which events unfolded in order not to view events in isolation, and to be able to assess the significance of specific individuals, groups, and developments.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Historical timelines put events in chronological order to help people understand the past. • Understanding the past helps to make sense of the present.	• Chronological sequencing helps us track events over time. • Interactions of people and events throughout history have shaped the world we experience today.	• Chronological sequencing helps us understand the interrelationship of historical events. • Political, economic, social, and cultural factors both change and stay the same over time. • Historical events may have single, multiple, direct and indirect causes and effects. • Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

History, Culture, and Perspectives: Understanding Perspectives

Understanding perspectives requires recognizing the multiplicity of points of view in the past, which makes it important to seek out a range of sources on any historical question. One must recognize that perspectives change over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today. Analyzing perspectives requires understanding how historical contexts shape people's perspectives.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Two or more individuals can have a different understanding of the same event. • Respecting and	• Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.	• An individual's perspective is impacted by one's background and experiences. • Perspectives change over

understanding the views of others helps one learn about various perspectives, thoughts, and cultures.	• Events may be viewed differently based on one's perspective. • Historical records are shaped by the society that the creator lived in.	time. • Historical contexts and events shaped and continue to shape people's perspectives. • The perspectives of people in the present shape interpretations of the past.

History, Culture, and Perspectives: Historical Sourcing and Evidence

Historical sourcing and evidence are based on a review of materials and sources from the past. Examining sources often leads to further questions as well as answers in a spiraling process of inquiry. Determining the values and limitations of sources is a process that involves taking into account features of the source itself, such as its creator, date, purpose, and content in order to assess the validity and reliability of the source.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• The nature of history involves stories of the past preserved in a variety of sources. • Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.	• There are a variety of sources that help us understand the past. • Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.	• Historical sourcing and evidence are based on a review of materials and sources from the past. • Examining historical sources may answer questions but may also lead to more questions. • Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.

History, Culture, and Perspectives: Claims and Argumentation

Claims are statements, potentially arguable, about what is valid/true and about what should be done or believed. Claims can address issues of change over time, the relevance of sources, the perspectives of those involved and many other topics. Claims must be based on evidence. Argumentation is a social process of two or more people(s) making arguments, responding to one another and modifying or defending their positions accordingly. Arguments are claims backed by reasons that are supported by evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Historians create arguments outlining ideas or explanations based on evidence.	• Historians use evidence from multiple sources to support their claims and arguments about the past.	• Historians analyze claims within sources for perspective and validity. • Historians develop arguments using evidence from multiple relevant historical sources.

New Jersey Administrative Code Summary and Statutes

The 2020 NJSLS-SS continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public schools:

Amistad Law (N.J.S.A. 18A 52:16A-88)
Every board of education shall incorporate the information regarding the history and contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. This law was updated via N.J.S.A. 18A:35-4.43 to include: Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

Holocaust Law (N.J.S.A. 18A:35-28)
Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a)
Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Elementary Social Studies Requirements:
- Course of study in civics, geography and history of New Jersey* (N.J.S.A. 18A:35-3)

Middle School Requirements:
- Course of study in U.S. Constitution* (N.J.S.A. 18A: 6-3)

Laura Wooten Law (N.J.S.A. 18A:35-41)
Each board of education shall provide a course of study in civics, which shall be taken by all students in an appropriate middle school grade. The course shall address: the values and principles underlying the American system of constitutional democracy; the function and limitations of government; and the role of a citizen in a democratic society. The board shall ensure that the course of study includes a minimum of two quarters of instruction, or the equivalent.

LGBT and Disabilities Law (N.J.S.A. 18A:35-4.35)
A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

NJSL STANDARDS AND HTSD GRADE LEVEL RESOURCES, K-8

- **Standards by the End of Grade 2**

- **Standards by the End of Grade 5**

- **Standards by the End of Grade 8**