

## Pre-K - 8 Social Studies Scope & Sequence

NOTE: Once a concept/skill has been introduced, it is assumed that it will be reinforced as needed or appropriate at subsequent grade levels.

<b>6.1 U.S. History: America in the World</b> – 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.								
Pre-K / Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> <li>• <b>Civics, Government &amp; Human Rights</b> Understand rules by following a routine; demonstrate responsibility in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Civics, Government &amp; Human Rights</b> Demonstrate responsibility in the classroom ; explain how the fundamental rights individuals and the common good of the country depend upon all citizens exercising their civic responsibilities;</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Civics, Government &amp; Human Rights</b> Use appropriate behaviors during collaboration; explain how rules/laws created by community protect people, resolve conflict and promote common good; describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism; explain the process of creating change at the local level</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Civics, Government &amp; Human Rights</b> Explain how rules/laws created by the state and national government protect people, resolve conflict and promote common good; describe the roles of elected representatives and how they interact with citizens at local, state, and national levels; compare and contrast how government functions at the community, county, state, and national levels; describe how the world is divided into many nations that have their own governments, languages, customs, and laws</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Civics, Government &amp; Human Rights</b> Understand fundamental rights guaranteed by the United States Constitution and the Bill of Rights ; understand organization of the US government; purpose of the US Constitution; roles of the 3 branches of government; explain that the United States functions as a democracy; explain the process of creating change at the state and national level; describe the process by which immigrants become US citizens; understand how “fairness,” “equality,” and the “common good” have influenced change</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Civics, Government &amp; Human Rights</b> Understand the early structures on the evolution of American politics and institutions; explain how race, gender, and status affected social, economic, and political opportunities during Colonial times; examine the ideals found in the Declaration of Independence; evaluate the effectiveness of the fundamental principles of the Constitution; evaluate the impact of the Constitution and Bill of Rights on current day issues</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Civics, Government &amp; Human Rights</b> Explain how human rights are promoted; compare and contrast forms of governance, belief systems, and family structures among European and Native American groups; explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Civics, Government &amp; Human Rights</b> Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups; role that compromise played in the creation and adoption of the Constitution and Bill of Rights; determine why the Alien and Sedition Acts were enacted; explain how political parties were formed; impacts of the Emancipation Proclamation and the Gettysburg Address</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Civics, Government &amp; Human Rights</b> Determine the roles of religious freedom; explain how and why it is important that people from diverse cultures collaborate to find solutions to challenges; compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers; analyze how the concept of Manifest Destiny; reconstruction of the South</li> </ul>

<p><b>• Geography, People &amp; Environment</b> Develop an awareness of the physical features of the neighborhood and community; identify, discuss, and role-play the duties of a range of community workers</p>	<p><b>• Geography, People &amp; Environment</b> Compare and contrast information that can be found on different types of maps; explain how and when it is important to use digital geographic tools, political maps, and globes</p>	<p><b>• Geography, People &amp; Environment</b> Use physical and political maps to explain contributed to cultural diffusion and economic interdependence; describe how human interaction impacts the environment</p>	<p><b>• Geography, People &amp; Environment</b> Describe the impact of landforms, climate and weather, and availability of resources; compare ways people choose to use and divide natural resources;</p>	<p><b>• Geography, People &amp; Environment</b> understand the concept of regionalism; explain why some locations are more suited for settlement; relate advances in science and technology to environmental concerns; identify the major cities in NJ; describe migration and settlement patterns of Native American groups</p>	<p><b>• Geography, People &amp; Environment</b> concerns; identify the major cities in the US; determine factors that impacted emigration, settlement patterns, and regional identities of the colonies; explore the outcome of the Revolutionary War; explain why New Jersey's location played an integral role in the American Revolution; assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the US</p>	<p><b>• Geography, People &amp; Environment</b> Analyze the world in spatial terms; use historical maps to determine explorations; compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists</p>	<p><b>• Geography, People &amp; Environment</b> Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies; use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War; determine the role of geography, natural resources, demographics, transportation, and technology of the Civil War</p>	<p><b>• Geography, People &amp; Environment</b> Determine how the geography of the US influenced representation in Congress and federalism by examining the New Jersey and Virginia plans; map territorial expansion and settlement</p>
<p><b>• Economics, Innovation &amp; Technology</b> Distinguish between needs; explain how scarcity and choice influence decisions</p>	<p><b>• Economics, Innovation &amp; Technology</b> Explain why incentives vary between producers and consumers; describe how supply and demand influence price and output</p>	<p><b>• Economics, Innovation &amp; Technology</b> Evaluate the impact of ideas, inventions, and other contributions; Illustrate how production, distribution, and consumption of goods and services are interrelated</p>	<p><b>• Economics, Innovation &amp; Technology</b> Apply opportunity cost to evaluate individuals' decisions; explain the role of specialization in the production and exchange of goods and services;; communication systems; Recognize the importance of setting long-term goals</p>	<p><b>• Economics, Innovation &amp; Technology</b> Describe the role of the economic system; explain the availability of goods and services ; explain the role of money, savings, debt, and investment; describe the development of transportation systems; compare regions of NJ to determine various roles</p>	<p><b>• Economics, Innovation &amp; Technology</b> ; Compare/contrast how access and use of resources affects people; Relate slavery and indentured servitude to Colonial labor systems; analyze the impact of triangular trade on multiple nations and groups; Assess the human and material costs of the Civil War</p>	<p><b>• Economics, Innovation &amp; Technology</b> Explain trade functions; impact of innovations; explain how major technological developments revolutionized land and water transportation; analyze how technological innovations affected the status and social class</p>	<p><b>• Economics, Innovation &amp; Technology</b> Evaluate the impact of science, religion, and technology innovations on European exploration ; Explain the system of mercantilism and its impact on the economies; Analyze the economic impact of Reconstruction</p>	<p><b>• Economics, Innovation &amp; Technology</b> Summarize the effect of inflation and debt; Analyze the debates involving the National Bank, uniform currency, and tariffs; explain how taxes and government regulation can affect economic opportunities;</p>

<p>• <b>History, Culture &amp; Perspectives</b> Describe characteristics of oneself, one's family, and others; understand family roles/traditions; Express individuality and cultural diversity; Learn about and respect other cultures within the classroom and community</p>	<p>• <b>History, Culture &amp; Perspectives</b> Understand change over time; Explain folklore and the actions of famous historical and fictional characters; maintaining traditional beliefs ; Explain the role of historical symbols, monuments, and holidays; Explain an individual's beliefs, values, and traditions</p>	<p>• <b>History, Culture &amp; Perspectives</b> Explain how key events led to the creation of the United States; Describe how the influence of Native American groups; Trace how the American identity evolved; Explain how experiences and events may be interpreted differently</p>	<p>• <b>History, Culture &amp; Perspectives</b> Summarize immigration to America; Relate key historical documents to present day; Explain the impact of trans-Atlantic slavery; Describe how culture is expressed influenced; Describe how stereotyping and prejudice can lead to conflict; Describe why it is important to understand the perspectives</p>	<p>• <b>History, Culture &amp; Perspectives</b> Determine the impact of European colonization; Evaluate the impact of voluntary and involuntary immigration; Describe civic leadership qualities and historical contributions; Explain the role Governor William Livingston; Determine the significance of New Jersey's role in the American Revolution</p>	<p>• <b>History, Culture &amp; Perspectives</b> Compare and contrast gender roles, religion, values, cultural practices, and political systems; explain events that led to the American Revolution; Explain why the Declaration of Independence was written and how its key principles; Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution; Prioritize the causes and events that led to the Civil War from different perspectives; examine various roles in the Civil War</p>	<p>• <b>History, Culture &amp; Perspectives</b> Analyze the power struggle among European countries; Compare and contrast the voluntary and involuntary migratory experiences</p>	<p>• <b>History, Culture &amp; Perspectives</b> Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives; Examine the roles and perspectives of various socioeconomic groups; Analyze the push-pull factors that led to increases in immigration; Explain the growing resistance to slavery</p>	<p>• <b>History, Culture &amp; Perspectives</b> Analyze historical events from multiple perspectives; Evaluate the extent to which the leadership and decisions of early administrations established in the Preamble of the Constitution; Explore efforts to reform education, women's rights and slavery; Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives</p>
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<b>6.2 Active Citizenship in the 21<sup>st</sup> Century</b> – 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.								
Pre-K / Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> <li>• Civics, Government &amp; Human Rights</li> </ul>	<ul style="list-style-type: none"> <li>• Civics, Government &amp; Human Rights</li> </ul>	<ul style="list-style-type: none"> <li>• Civics, Government &amp; Human Rights</li> </ul>	<ul style="list-style-type: none"> <li>• Civics, Government &amp; Human Rights</li> </ul>	<ul style="list-style-type: none"> <li>• Civics, Government &amp; Human Rights</li> </ul>	<ul style="list-style-type: none"> <li>• Civics, Government &amp; Human Rights</li> </ul> <p>Compare/contrast the social organization of early hunters/gatherers; determine the role of slavery</p>	<ul style="list-style-type: none"> <li>• Civics, Government &amp; Human Rights</li> </ul> <p>Compare/contrast social organization of early agrarian societies; explain why different ancient river valley civilizations developed similar forms of government; explain how codifying laws met the needs of ancient river valley societies; compare/contrast the methods used by the rulers of Rome, China, and India to control empires; analyze the role of religion rulers used to unify and centrally govern diverse populations</p>	<ul style="list-style-type: none"> <li>• Civics, Government &amp; Human Rights</li> </ul> <p>Determine the role of slavery in the economic and social structures of ancient river valley civilizations; explore the foundational concepts of Athenian democracy and Roman Republic and its influence of the US Constitution; compare/contrast the American legal system; explore how early systems influenced the current legal system; explore the Japanese and European systems of feudalism and its effectiveness</p>	<ul style="list-style-type: none"> <li>• Civics, Government &amp; Human Rights</li> </ul> <p>Compare/contrast the rights and responsibilities of free men, women, slaves, and foreigners in various structures of classical civilizations; compare/contrast roles and responsibilities of citizens in Athens/Sparta to US today; evaluate the perception of the principles of liberty and equality; determine the influence of medieval English legal and constitutional practices</p>
<ul style="list-style-type: none"> <li>• Geography, People &amp; Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Geography, People &amp; Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Geography, People &amp; Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Geography, People &amp; Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Geography, People &amp; Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Geography, People &amp; Environment</li> </ul> <p>Explain various migratory patterns; determine how Africa's resources posed challenges and opportunities for trade and development</p>	<ul style="list-style-type: none"> <li>• Geography, People &amp; Environment</li> </ul> <p>Describe the impact of migration on their lives and on the shaping of societies; compare/contrast how nomadic and agrarian societies used land and natural resources; determine geopolitical impact of civilizations;</p>	<ul style="list-style-type: none"> <li>• Geography, People &amp; Environment</li> </ul> <p>Explore how geography influenced settlement; development of trade networks; technological innovations; explore physical &amp; political maps of ancient river valley civilizations;</p>	<ul style="list-style-type: none"> <li>• Geography, People &amp; Environment</li> </ul> <p>Determine how geography and availability of natural resources influenced development; explain how geography influenced the development of the political, economic, and cultural centers</p>

<ul style="list-style-type: none"> <li>• <b>Economics, Innovation &amp; Technology</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Economics, Innovation &amp; Technology</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Economics, Innovation &amp; Technology</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Economics, Innovation &amp; Technology</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Economics, Innovation &amp; Technology</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Economics, Innovation &amp; Technology</b> analyze the relationship between trade routes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Economics, Innovation &amp; Technology</b> Analyze the impact of expanding land and sea trade routes; explain how classical civilizations used technology &amp; innovation to enhance agriculture/manufacturing output; analyze how trade, tech., natural resources affected the development of empires</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Economics, Innovation &amp; Technology</b> Relate the agricultural revolution to population growth; explain how the development of a uniform system of exchange facilitated trade; explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Economics, Innovation &amp; Technology</b> Determine the impact of technological advancements on hunter/gatherer and agrarian societies; explain how technological advancements impact civilizations; development of new business practices &amp; banking systems impacted global trade</li> </ul>
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explore the motivations for civilizations to modify the environment; consequences of environmental change;

examine the Arabian Peninsula's physical features and location and its impact on trade; explain how the geographies of China and Japan influenced development; explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations' explain how the locations, land forms, and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec, and Incan societies, cultures, and economies

<ul style="list-style-type: none"> <li>• History, Culture &amp; Perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• History, Culture &amp; Perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• History, Culture &amp; Perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• History, Culture &amp; Perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• History, Culture &amp; Perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• History, Culture &amp; Perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• History, Culture &amp; Perspectives</li> </ul> <p>Relate the development of language &amp; forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures; Explain how archaeological discoveries are used to develop and enhance understanding of life; explain how the development of written language transformed all aspects of life in ancient river valley civilizations; identify the major achievements of the ancient river valley civilizations; compare the golden ages of Greece, Rome, India, and China; analyze the role of religion and economics in shaping each empire's social hierarchy</p>	<ul style="list-style-type: none"> <li>• History, Culture &amp; Perspectives</li> </ul> <p>Analyze the impact of religion on daily life, government, and culture; analyze the factors that led to the rise and fall of various civilizations; determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China; relate the Chinese dynastic system to the longevity of authoritarian rule; explain how contact between nomadic peoples and sedentary populations had both positive and negative consequences; analyze how religion both unified and divided people; assess the demographic, economic, and religious impact of the plague on Europe</p>	<ul style="list-style-type: none"> <li>• History, Culture &amp; Perspectives</li> </ul> <p>Compare/contrast social hierarchies in classical civilizations; compare/contrast the beliefs of various world religions that developed in or around Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism; determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies; analyze the causes and outcomes of the Crusades from different perspectives; determine which events led to the rise and eventual decline of European feudalism; analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty; extent to which the Byzantine Empire influenced the Islamic world and western Europe; explain how and why Islam spread in Africa</p>
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**6.3 Active Citizenship in the 21<sup>st</sup> 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.

Pre-K / Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> <li>• Civics, Government &amp; Human Rights</li> </ul>	<ul style="list-style-type: none"> <li>• Civics, Government &amp; Human Rights</li> </ul>	<ul style="list-style-type: none"> <li>• Civics, Government &amp; Human Rights</li> </ul> <p>Discuss local issues with local officials and community members;</p>	<ul style="list-style-type: none"> <li>• Civics, Government &amp; Human Rights</li> </ul> <p>Evaluate what makes a good rule or law; deliberate on a public issue affecting an upcoming election</p>	<ul style="list-style-type: none"> <li>• Civics, Government &amp; Human Rights</li> </ul> <p>Select a local issue and develop a group action plan</p>	<ul style="list-style-type: none"> <li>• Civics, Government &amp; Human Rights</li> </ul> <p>Communicate with students from various countries about common issues of public concern</p>	<ul style="list-style-type: none"> <li>• Civics, Government &amp; Human Rights</li> </ul> <p>Share a simulated hearing with a legislative body</p>	<ul style="list-style-type: none"> <li>• Civics, Government &amp; Human Rights</li> </ul> <p>Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue</p>	<ul style="list-style-type: none"> <li>• Civics, Government &amp; Human Rights</li> </ul> <p>Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education</p>
<ul style="list-style-type: none"> <li>• Geography, People &amp; Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Geography, People &amp; Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Geography, People &amp; Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Geography, People &amp; Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Geography, People &amp; Environment</li> </ul> <p>Plan an advocacy project to inform others about environmental issues at the local level; propose possible solutions</p>	<ul style="list-style-type: none"> <li>• Geography, People &amp; Environment</li> </ul> <p>Participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions</p>	<ul style="list-style-type: none"> <li>• Geography, People &amp; Environment</li> </ul> <p>Evaluate alternative land use proposals</p>	<ul style="list-style-type: none"> <li>• Geography, People &amp; Environment</li> </ul> <p>Make land use recommendations to the appropriate regarding the best course of action</p>	<ul style="list-style-type: none"> <li>• Geography, People &amp; Environment</li> </ul> <p>Make land use recommendations to the appropriate regarding the best course of action</p>
<ul style="list-style-type: none"> <li>• Economics, Innovation &amp; Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Economics, Innovation &amp; Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Economics, Innovation &amp; Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Economics, Innovation &amp; Technology</li> </ul> <p>Develop a group initiative that addresses an economic issue impacting children</p>	<ul style="list-style-type: none"> <li>• Economics, Innovation &amp; Technology</li> </ul> <p>Implement a group initiative that addresses an economic issue impacting children</p>	<ul style="list-style-type: none"> <li>• Economics, Innovation &amp; Technology</li> </ul> <p>Contact community members to obtain information about the local school district</p>	<ul style="list-style-type: none"> <li>• Economics, Innovation &amp; Technology</li> </ul> <p>Contact local officials to obtain information about the local school district issues</p>	<ul style="list-style-type: none"> <li>• Economics, Innovation &amp; Technology</li> </ul> <p>Contact local officials and community members to obtain information about the local municipal budget</p>	<ul style="list-style-type: none"> <li>• Economics, Innovation &amp; Technology</li> </ul> <p>Contact local officials and community members to obtain information about the municipal budget and assess budget priorities</p>

<ul style="list-style-type: none"><li>• <b>History, Culture &amp; Perspectives</b></li></ul>	<ul style="list-style-type: none"><li>• <b>History, Culture &amp; Perspectives</b></li></ul>	<ul style="list-style-type: none"><li>• <b>History, Culture &amp; Perspectives</b></li></ul>	<ul style="list-style-type: none"><li>• <b>History, Culture &amp; Perspectives</b> Identify actions that are unfair or discriminatory</li></ul>	<ul style="list-style-type: none"><li>• <b>History, Culture &amp; Perspectives</b> Identify actions that are unfair or discriminatory and propose solutions to address such actions</li></ul>	<ul style="list-style-type: none"><li>• <b>History, Culture &amp; Perspectives</b> Engage in simulated democratic processes</li></ul>	<ul style="list-style-type: none"><li>• <b>History, Culture &amp; Perspectives</b> Engage in simulated democratic processes</li></ul>	<ul style="list-style-type: none"><li>• <b>History, Culture &amp; Perspectives</b> Understand how conflicting points of view are addressed in a democratic society</li></ul>	<ul style="list-style-type: none"><li>• <b>History, Culture &amp; Perspectives</b> Engage in simulated democratic processes to understand how conflicting points of view are addressed in a democratic society</li></ul>
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