

Social Studies

Unit	America's Geographic Setting
Unit Duration	8 weeks
Unit Goals	
NJSLS	<ul style="list-style-type: none"> ● 6.1.5.HistoryUP.1 Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered. ● 6.1.5.GeoPP.1 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism. ● 6.1.5.GeoPP.2 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. ● 6.1.5.GeoPP.5 Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere. ● 6.1.5.GeoSV.2 Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries. ● 6.1.5.GeoSV.3 Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude. ● 6.1.5.GeoSV.4 Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS) ● 6.1.5.GeoSV.5 Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions. ● 6.1.5.GeoHE.1 Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States. ● 6.1.5.GeoHE.2 Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications). ● 6.1.5.EconEM.4 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.) ● 6.1.5.EconNM.2 Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.

This pacing guide is subject to timeline modifications.

August 2024

<p>Essential Questions</p>	<ul style="list-style-type: none"> ● How do maps and globes reflect history, politics, and economics? ● How did Native Americans adapt to different environments in North America? ● What caused the Age of Exploration? ● What are the lasting impacts of European exploration?
<p>Student Outcomes</p>	<ul style="list-style-type: none"> ● Describe the motives for the explorations of early European Explorers ● Describe the impact of the early European Explorers on North America and its inhabitants ● Identifying key elements of a world map ● Labeling major physical features of the United States ● Drawing information from print or digital resources ● Tracing migration routes over time ● Tracing exploration routes over time ● Presenting evidence to support artifact categorization
<p>Interdisciplinary Standards</p>	<ul style="list-style-type: none"> ● Determine the central idea of an informational text and explain how it is supported by key details; summarize the text. (RI.CI.5.2) ● Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text. (RI.IT.5.3) ● Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.TS.5.4) ● Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.MF.5.6)
<p>NJSLS Content Area Practices Social Studies Practices</p>	<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry (SSP1) ● Gathering and Evaluating Sources (SSP2) ● Seeking Diverse Perspectives (SSP3) ● Developing Claims and Using Evidence (SSP4)
<p>Career Readiness, Life Literacies, and Key Skills</p>	<ul style="list-style-type: none"> ● Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). (9.4.5.CT.1) ● Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). (9.4.5.CT.2) ● Describe how digital tools and technology may be used to solve problems. (9.4.5.CT.3)

	<ul style="list-style-type: none"> ● Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). (9.4.5.CT.4) ● Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). (9.4.5.GCA.1) ● Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). (9.4.5.TL.4) ● Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d). (9.4.5.TL.5)
<p>Career Ready Practices</p>	<ul style="list-style-type: none"> ● Culture and geography can shape an individual’s experiences and perspectives. (9.4.5.GCA.CI.1) ● Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). (9.4.5.GCA.1) ● Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). (9.4.5.IML.1)
<p>Computer Science and Design Thinking</p>	<ul style="list-style-type: none"> ● Collect, organize, and display data in order to highlight relationships or support a claim. (8.1.5.DA.1) ● Organize and present collected data visually to communicate insights gained from different views of the data. (8.1.5.DA.3) ● Explain the impact that resources, such as energy and materials used to develop technology, have on the environment. (8.2.5.ETW.4) ● Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values. (1145192)
<p>Resources and Technology Integration</p>	
<ul style="list-style-type: none"> ● TCI – Social Studies Alive ● Scholastic Magazine ● Brain Pop 	
<p>Assessments</p>	

- Ask questions
- Define problems
- Develop and use models
- Plan and carry out investigations
- Analyze and interpret data
- Formative assessment
- Teacher observation
- Class discussion
- Venn diagram

Unit	Colonial Times
Unit Duration	8 weeks
Unit Goals	
NJSLS	<ul style="list-style-type: none"> ● 6.1.5.GeoSV.5 Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions. ● 6.1.5.GeoGI.3 Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies. ● 6.1.5.EconET.3 Explain how scarcity and choice influence decisions made by individuals, communities, and nations. ● 6.1.5.EconEM.1 Explain why individuals and businesses specialize and trade. ● 6.1.5.EconEM.5 Explain why individuals and societies trade, how trade functions, and the role of trade. ● 6.1.5.EconEM.6 Explain the system of mercantilism and its impact on the economies of the colonies and European countries. ● 6.1.5.HistorySE.1 Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had. ● 6.1.5.HistoryCC.1 Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States. ● 6.1.5.HistoryCC.11 Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.

	<ul style="list-style-type: none"> ● 6.1.5.HistoryCC.12 Determine the roles of religious freedom and participatory government in various North American colonies. ● 6.1.5.HistoryCC.13 Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
Essential Questions	<ul style="list-style-type: none"> ● The colonies developed into three distinct areas that had different economic, political, and sociological influences. ● What challenges did the first English colonies face? ● Will the differences between the colonial regions promote conflict or unity? ● What was the impact of slavery on African people? ● How did the geography and environment make the way of life different in the three regions of the American Colonies?
Student Outcomes	<ul style="list-style-type: none"> ● Identify the location of Native American and early English Settlements on a map of Colonial America ● Understand early settlements differed and what made them either fail or succeed ● Identify the key features of the New England, Middle Atlantic, and Southern Colonies ● Identify the components of triangular trade ● Identify how Africans survived the Middle Passage and responded to a life of slavery in the colonies ● Identify aspects of daily life in Colonial America ● Explore historical events from multiple perspectives. ● Draw conclusions from maps and charts
Interdisciplinary Standards	<ul style="list-style-type: none"> ● Determine the central idea of an informational text and explain how it is supported by key details; summarize the text. (RI.CI.5.2) ● Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text. (RI.IT.5.3) ● Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.TS.5.4) ● Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.MF.5.6)
NJSLS Content Area Practices Social Studies Practices	<ul style="list-style-type: none"> ● Gathering and Evaluating Sources (SSP2) ● Seeking Diverse Perspectives (SSP3) ● Developing Claims and Using Evidence (SSP4) ● Presentation Arguments and Explanations (SSP5)

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August 2024

<p>Career Readiness, Life Literacies, and Key Skills</p>	<ul style="list-style-type: none"> ● Culture and geography can shape an individual’s experiences and perspectives. (9.4.5.GCA.CI.1) ● Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). (9.4.5.GCA.1) ● Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). (9.4.5.IML.1)
<p>Career Ready Practices</p>	<ul style="list-style-type: none"> ● Act as a responsible and contributing citizen and employee. (CRP1) ● Communicate clearly and effectively and with reason. (CRP4) ● Consider the environmental, social and economic impacts of decisions. (CRP5) ● Utilize critical thinking to make sense of problems and persevere in solving them. (CRP8) ● Model integrity, ethical leadership and effective management. (CRP9) ● Work productively in teams while using cultural global competence. (CRP12)
<p>Computer Science and Design Thinking</p>	<ul style="list-style-type: none"> ● Collect, organize, and display data in order to highlight relationships or support a claim. (8.1.5.DA.1) ● Organize and present collected data visually to communicate insights gained from different views of the data. (8.1.5.DA.3) ● Explain the impact that resources, such as energy and materials used to develop technology, have on the environment. (8.2.5.ETW.4) ● Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values. (1145192)
<p>Resources and Technology Integration</p>	
<ul style="list-style-type: none"> ● TCI – Social Studies Alice ● Scholastic Magazine ● Brain Pop 	
<p>Assessments</p>	

- Ask questions
- Define problems
- Develop and use models
- Plan and carry out investigations
- Analyze and interpret data
- Formative assessment
- Teacher observation
- Class discussion
- Venn diagram

Unit	American Revolution
Unit Duration	8 weeks
Unit Goals	
NJSLS	<ul style="list-style-type: none"> ● 6.1.5.HistoryCC.1 Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States. ● 6.1.5.HistoryCC.2 Use a variety of sources to illustrate how the American identity has evolved over time. ● 6.1.5.HistoryCC.3 Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time. ● 6.1.5.HistoryCC.15 Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights). () ● 6.1.5.HistoryUP.6 Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. ● 6.1.5.HistoryCC.12 Determine the roles of religious freedom and participatory government in various North American colonies.) ● 6.1.5.HistoryCC.13 Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.

<p>Essential Questions</p>	<ul style="list-style-type: none"> ● How did ideas cause the American Revolution? ● How can we look at the American Revolution from different points of view? ● How did the movement toward revolution cause the Declaration of Independence to be written? ● Why was the American Revolution an important event in world history?
<p>Student Outcomes</p>	<ul style="list-style-type: none"> ● Explain how key events created tensions between the colonists and Great Britain between 1754 and 1774. ● Identify the positions of Loyalists or Patriots and summarize the personal backgrounds of six prominent colonists. ● Identify the major events that led to the creation and approval of the Declaration of Independence. ● Identify the strengths and weaknesses of the American and British forces in the American Revolution. ● Analyze arguments from different perspectives. ● Analyze the cause and effect of different historical events . ● Present arguments and questions in a debate. ● Translate passages and answering questions about each primary sources
<p>Interdisciplinary Standards</p>	<ul style="list-style-type: none"> ● Determine the central idea of an informational text and explain how it is supported by key details; summarize the text. (RI.CI.5.2) ● Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text. (RI.IT.5.3) ● Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.TS.5.4) ● Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.MF.5.6)
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<ul style="list-style-type: none"> ● TCI – Social Studies Alive ● Scholastic Magazine ● Brain Pop 	
<p>Assessments</p>	
<ul style="list-style-type: none"> ● Ask questions ● Define problems ● Develop and use models ● Plan and carry out investigations ● Analyze and interpret data ● Formative assessment ● Teacher observation ● Class discussion ● Venn diagram 	

Unit	Civics and Economics in America
Unit Duration	8 weeks
Unit Goals	
NJSLS	<ul style="list-style-type: none"> ● 6.1.5.CivicsPI.5 Explain how government functions at the local, county, and state level. ● 6.1.5.CivicsPI.6 Distinguish the roles and responsibilities of the three branches of the national government. ● 6.1.5.CivicsPI.7 Explain how national and state governments share power in the federal system of government. ● 6.1.5.CivicsPI.8 Describe how the United States Constitution defines and limits the power of government. ● 6.1.5.Civic.DP.1 Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good). ● 6.1.5.CivicsHR.1 Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process). ● 6.1.5.HistorySE.2 Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
Essential Questions	<ul style="list-style-type: none"> ● Are the Constitution and the Bill of Rights still relevant today? ● How do the structures and functions of government interrelate? ● What does it mean to be a citizen of the United States? ● How does the free market system affect my life? ...our community? ...our society? ...the world?
Student Outcomes	<ul style="list-style-type: none"> ● Understand the revolutionary ideas of the Constitution are rooted in the experiences of colonial America. ● Understand The Constitution is the supreme law of the land and provides the outline for the structure of the federal government. ● Identify the weaknesses in the Articles of Confederation and the work of the delegates to the Constitutional Convention that led to the creation of the U.S. Constitution. ● Explain the key powers of the three branches of government created by the Constitution. ● Explain the key rights protected under the Bill of Rights. ● Explain how the U.S. free market economy works ● Explain how the Constitution influences our economic system.

<p>Interdisciplinary Standards</p>	<ul style="list-style-type: none"> ● Determine the central idea of an informational text and explain how it is supported by key details; summarize the text. (RI.CI.5.2) ● Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text. (RI.IT.5.3) ● Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.TS.5.4) ● Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.MF.5.6)
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<p>Career Readiness, Life Literacies, and Key Skills</p>	<ul style="list-style-type: none"> ● Culture and geography can shape an individual’s experiences and perspectives. (9.4.5.GCA.CI.1) ● Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). (9.4.5.GCA.1) ● Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). (9.4.5.IML.1)
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<p>Resources and Technology Integration</p>	
<ul style="list-style-type: none"> ● TCI – Social Studies Alive ● Scholastic Magazine ● Brain Pop 	

Assessments

- Ask questions
- Define problems
- Develop and use models
- Plan and carry out investigations
- Analyze and interpret data
- Formative assessment
- Teacher observation
- Class discussion
- Venn diagram

Curriculum Modifications

Special Education and 504 Students

General Modifications

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Provision of calculator and/or number line for math tests
- Film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

Behavioral Modifications

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring

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	<ul style="list-style-type: none"> ● Model expected behavior by adults ● Have parent sign homework/behavior chart ● Set and post class rules ● Chart progress and maintain data
<p>Students At Risk of School Failure - Students or groups of students who are considered to have a higher probability of failing academically or dropping out of school.</p>	<ul style="list-style-type: none"> ● Maximize use of community resources ● Connect family to school and school activities ● Support through transition ● Help develop compensating strategies ● Increase opportunity for positive peer group influences ● Supplemental courses ● Placement in small and interactive groups
<p>English Language Learner Students (ELL)</p>	<ul style="list-style-type: none"> ● Alternate Responses ● Notes in Advance ● Extended Time ● Simplified Instruction (written and verbal) ● Online Dictionary ● Use lots of visuals ● Use physical activity; model, role-play ● Repeat/Rephrase often ● Use lower level materials when appropriate
<p>Gifted & Talented Students (G&T)</p>	<p><u>Inclusion, infusion and differentiated instruction across the curriculum meets the individual needs of gifted and talented students. Gifted and talented services include:</u></p> <ul style="list-style-type: none"> ● Differentiated curriculum for the gifted learner. ● Regular classroom curricula and instruction that is adapted, modified, or replaced. ● Educational opportunities consist of a continuum of differentiated curricular options, instructional approaches and materials. ● Integrated G&T programming into the general education school day. ● Flexible groupings of students to facilitate differentiated instruction and curriculum. <p style="text-align: center;"><u>Learning Environments:</u></p> <ul style="list-style-type: none"> ● Extensive outside reading ● Active classroom discussion ● Innovative oral and written presentations ● Deductive and inductive reasoning ● Independent writing and research ● Divergent thinking ● Challenging problem solving situations ● Interactive, independent and interdisciplinary activities

