



**The Elementary Social Studies Curriculum
Program Evaluation
2004**

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Overview of the Program

The grade level teacher delivers the elementary social studies curriculum during weekly lessons that are integrated with language arts, science, math, and character education. The district has established “Weekly Time Allotments” to guide teachers in their planning and in an effort to ensure adequate time on task in each of the content areas in order to maximize the achievement of objectives in each area of the curriculum.

Time Allotments for Social Studies:

Kindergarten	80 minutes per week
First Grade	120 minutes per week
Second Grade	120 minutes per week
Third Grade	160 minutes per week
Fourth Grade	175 minutes per week
Fifth Grade	175 minutes per week

The curriculum for kindergarten through third grade is organized thematically around the central concepts of civics, history, geography, and economics. The curriculum for fourth and fifth grade represents a concentration on historical understanding of the United States and New Jersey. Concepts of civics, geography and economics are discussed through the historical context. Interwoven throughout each grade level are learning objectives that involve the following social studies skills:

- Social Scientific Problem Solving
 - Students are taught to recognize a problem, make relevant hypothesis, select pertinent data, test their hypothesis, and reach conclusions and apply their conclusions to new situations
- Decision Making
 - Students are taught to define goals, identify alternatives, analyze alternatives and choose the best alternative
- Social Political Participation Skills
 - Students participate in persuading, compromising and debating as they identify situations in which social action is required and then work to influence those in positions of social power.
- Critical Thinking
 - Students are taught to distinguish between fact and opinion, distinguish relevant from irrelevant information, determine the credibility of a source, detect bias, determine the strength of an argument or claim, move from specific to general, and make inferences from available information.
- Cooperative Skills
 - Students learn to contribute to the support climate of a group, participate in making rules for a group, and serve as a leader or follower in a group.
- Personal Skills
 - Students learn to communicate their convictions, feelings, or beliefs, adjust their behavior to fit the dynamics of the situation, appreciate alternative perspective, and respect individual differences and similarities.

Philosophy

Social studies is the integrated study of the social sciences and humanities to promote civic competence...The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. (National Council for Social Studies)

WE BELIEVE....

that the Social Studies program, K-12 should...

- prepare students to be socially responsible citizens who participate in a democratic republic
- foster in students an appreciation for cultural/ethnic diversity and for the values and attitudes of others
- encourage students to respect their own culture as well as other cultures
- equip students to seek and evaluate divergent points of view, think independently, and express themselves intelligently
- empower students to exercise control over present and future experience
- enhance the meaning of students' experience by exploring the connections between their lives and the world around them

that to achieve these aims, the Social Studies program, K-12 should...

- guide students toward adulthood through purposeful experiences with subject knowledge, fundamental skills, and ideals of American society
- enable students to use knowledge and methods of history, geography, and the social sciences to understand the ideals and realities of past and present societies

In order to implement this philosophy the Social Studies program will:

1. Integrate subject knowledge and concepts, fundamental skills, and ideals of American society.
2. Integrate Social Studies curriculum and instruction with other subject areas as appropriate.

3. Enable students to access, process, and assimilate relevant information from a variety of sources.
4. Develop in students the ability and desire to employ critical thinking, decision making, and problem solving strategies.
5. Enable students to apply the social scientific method toward understanding social-political participation skills.
6. Encourage students to participate actively in their society by exercising appropriate social-political participation skills.
7. Enable students to apply knowledge and concepts from history, geography, and the social sciences toward understanding the dynamics of personal-social experience.
8. Instill in students a commitment to basic ideals of American society.
9. Develop in students an understanding of the uniqueness, similarities, and interdependence of regions, nations, and peoples in a global age.
10. Encourage students to respect the dignity of the individual regardless of ethnicity, race, gender, handicap or other attribute.
11. Enable students to identify, cultivate, and build upon unique abilities in themselves and others for the benefit of all.
12. Preserve students' desire for continued learning.

Kindergarten

CURRENT STATUS

The current kindergarten social studies program consists of the following elements. There are three overall themes. Exploring My World covers the topics of farm, beach, plants and seeds, school, animals, insects, transportation, and communication. Weather, Seasons, and Celebrations covers all weather, season, and holiday related topics we explore throughout the year. Growing and Learning covers self, friends, family, community, and cultural differences. Themes are integrated with language arts and science using fiction and non-fiction literature. *Time for Kids* magazine is used to incorporate current events in age-appropriate ways. Concepts are taught through whole group lessons, small group instruction, and centers to reinforce learning.

CHANGES SINCE LAST EVALUATION

The kindergarten social studies curriculum was last revised in the summer of 2001. The following changes were made. The modified format includes a list of objectives and activities for each theme. The objectives were also aligned to the New Jersey Core Curriculum Content Standards. The theme of *School and Community Helpers* was incorporated into the theme of *Growing and Learning*. The themes of *School Routines and Practices* and *Farm to Table* were incorporated into the theme of *Exploring My World*.

During the 2003 evaluation, the objectives were aligned to the July, 2003, NJCCCS draft. During the summer of 2004, the objectives were aligned to the October 2003 draft revision of the NJCCCS.

TEACHER REVIEW

Kindergarten teachers completed a survey in Spring 2003. The following results are based on a general consensus.

Strengths: The overall consensus was positive. The themes are diverse, relevant, and directly linked to the Language Arts themes, which allows for ease of integration. Student interest was reported as being very high. Full day kindergarten allows for ample time to integrate Social Studies and increases time for extensions.

Weaknesses: It was noted that more materials were needed to teach some of the concepts. More nonfiction theme trade books are needed. Also, map skills are a very weak area and limited materials are available. Teachers felt that a bank of community leaders/helpers would be useful to enhance concepts through real life experience. Grade level assessments and expectations need to be clarified.

ALIGNMENT TO NJ CORE CURRICULUM CONTENT STANDARDS (JULY, 2003)

With regard to the Social Studies Skills (CCCS 6.1), Civics (CCCS 6.2), and United States History (CCCS 6.5), the current kindergarten Social Studies and Language Arts curriculum addresses the objectives. Humanities (CCCS 6.3) showed weakness in the area of cultural diversity. New Jersey History (CCCS6.6) was stronger in the area of Family and weaker in the area of Community Life. It was noted that Economics (CCCS6.7) was covered under the area of math. Geography was extremely strong in Physical Systems, Human Systems, and Environment and Society. However, the curriculum was weaker in the World in Spatial Terms and Places and Regions. Sociology and Anthropology (CCCS 6.9) were strong.

Recommendations for Change

- The current kindergarten curriculum does address many of the NJCCCS. However, the objectives need to be clearly defined and aligned to reflect that we are meeting the standards.
- To enhance the area of Humanities it is suggested that more emphasis be placed on cultural diversity. It was also noted that the unit transportation is not highlighted in the standards. Perhaps, it would be beneficial to remove transportation in favor of more integrated multicultural activities. However, if any changes are made in the Social Studies curriculum, the Language Arts must be taken into consideration because they are integrated
- Economics is partially covered under the Math curriculum, but needs to be looked at more closely in terms of Social Studies.
- To address the weakness in the area of Geography (6.8) World in Spatial Terms and Places and Regions, the Nystrom Exploring Where and Why program will be piloted at Liberty Corner School. Also, the Nystrom Block Buddy Atlas can be used in conjunction with Grade 1. Kindergarten would be responsible for the first half of the book and Grade 1 for the second half.

Commendations

Based on the analysis between the teacher review and the alignment of the Core Curriculum Content Standards with our current Social Studies curriculum, the current thematic units cover the majority of the standards. However, with minor revisions to the curriculum, realignment of the objectives to match NJCCCS and the implementation of the Nystrom program, the standards will be clearly addressed.

Grade 1

CURRENT STATUS

The current 1st grade Social Studies program has five themes: Families are Unique; Food as a Basic Need; Clothing; Shelter; and Proud to Be an American. These themes are directly linked with the Language Arts curriculum. Additionally, these themes are easily integrated with other core content areas.

Trade books from a variety of genres are utilized to provide instruction for these themes. A basic map skills book and a weekly children's magazine, which provides information on current topics, additionally supplement the Social Studies curriculum.

CHANGES SINCE LAST EVALUATION

The 1st grade Social Studies curriculum was last revised in the summer of 2001. The modified curriculum includes a list of objectives and activities for each theme. The objectives were aligned with the New Jersey Core Curriculum Content Standards. Two primary assessments were selected for each theme. There were no changes in themes at this time.

TEACHER REVIEW

Strengths

- 1st grade staff felt the current themes, (Family, Food, Clothing, Shelter, and American Symbols) were both developmentally appropriate and thoroughly explored.
- Current themes are easily integrated with all subject areas (i.e. Language Arts, Math, Science, and Computers).
- Teachers felt that the major strength of these themes were that they directly relate to children and their lives.
- Teachers felt incoming 1st graders arrive with appropriate knowledge of Social Studies concepts.

Weaknesses

- Teachers felt there should be more “hands-on materials” for students to further explore the themes, especially “clothing” and “shelter.”
- Teachers also would like supplemental materials and books to draw cultural connections to the current themes (i.e. books or materials on cultural clothing, or shelters. For instance, international landmarks, like the Eiffel Tower or the Sydney Opera House.)
- Teachers were concerned that schools do not have the same supplemental materials.
- Teachers would like more staff development or opportunities to share ideas across the district.

- Many teachers feel the current curriculum is “too packed.” Feelings were mixed in regard to the amount of time teachers have to teach themes. Many felt there was not enough time, while others felt the current allotment was adequate.
- During integration between Language Arts and Social Studies, teachers were concerned how Language Arts objectives often overshadow Social Studies objectives.
- Teachers wanted clarification concerning Language Arts versus Social Studies assessments.

ALIGNMENT TO CORE CURRICULUM CONTENT STANDARDS

With regard to Social Studies Skills (CCCS 6.1), the current first grade Social Studies and Language Arts curricula cover these objectives. Civics (CCCS 6.2) was adequately addressed in the current curriculum, as well as Economics (CCCS 6.7), with strength in Scarcity and Choice. Humanities (CCCS 6.3), United States History (CCCS 6.5), and Sociology and Anthropology (CCCS 6.9) were overwhelmingly our strongest areas.

New Jersey History (CCCS 6.6) was an area of weakness in the current curriculum as was Geography (CCCS 6.8).

Recommendations for Change

- The objectives in CCCS 6.1, Social Studies Skills, are primarily covered in the Language Arts curriculum. However, these objectives should be included as expectations in the 1st grade Social Studies Curriculum. *(note: in the latest revision to the standards, 6.1, which focused on skill development was eliminated as a separate standard and integrated into the other standards, this comment was made prior to the revision)*
- The current 1st grade Social Studies Curriculum does not include any objectives in regard to Geography (CCCS 6.8). An additional section needs to be included in the curriculum addressing the topics in the CCCS 6.8.
- School year 2003-2004 served as a pilot for the Nystrom Block Buddy Atlas program to address this weakness in Geography. We believe it is also important to examine and pilot additional resources (i.e. Scholastic map skills) to find which materials best complement our curriculum and the Standards.
- Additional objectives should be added to the Social Studies curriculum to reflect the study of national holidays and famous Americans (refer to CCCS 6.5-B7).

Commendations

Based on the analysis between the teacher review, and the alignment of the Core Curriculum Content Standards with our current Social Studies curriculum, the current thematic units do not need to be changed.

Grade 2

CURRENT STATUS

The current second grade program consists of the following thematic units: American Heroes and Heroines, The Fifty States, Native Americans, and Rules and Laws. Teachers infuse Character Education and civic education throughout the curriculum at this level. Social studies and science themes are interwoven throughout the language arts curriculum. Several “core” language arts books were chosen to enhance this integration.

CHANGES SINCE LAST EVALUATION

The curriculum was revised in summer of 2001 and only minor changes were made including refining some objectives and adding some suggested activities.

TEACHER REVIEW

Second grade teachers completed a survey in Spring 2003. The following results were extrapolated from the data:

Strengths

- Student interest in heroes/heroines, Native Americans, and the United States themes is high.
- The social studies curriculum integrates nicely with the Language Arts themes.
- Social studies also integrates well with computer and library.

Weaknesses

- Lack of materials/resources (more games, puzzles, computer CD-roms and pertinent literature).
- Need for more assessments, including authentic assessments.
- Rules and Laws theme is in need of more grade appropriate materials.

The following areas need to be looked at more closely:

- Biographies should be linked to historical time period and geographical region.
- Identification of landforms.
- Assessments can be project based using existing activities.
- Definition of Social Studies skill integration (problem solving, critical thinking).
- Yearlong timeline activity that identifies time in which hero/heroine lived.
- Yearlong map activity that identifies country/region/state/etc. in which hero/heroine lived.

Summary of teacher input is included in the current status.

Alignment to the CCCS and recommendations for change

The following changes need to be addressed to align to the CCCS:

- Include pie charts. *(The standards include a cumulative progress indicator that references teaching students to create, read, and interpret pie charts. This skill is taught in the math curriculum and teachers use examples from social studies to reinforce the skill)*
- Specifically address contributions of African Americans and women.
- Include Lenape and/or Delaware Native Americans in Native American theme.
- Identification of continents and oceans.

Regarding the CCCS, the second grade curriculum is strong in social studies skills (LA), civics, and geography; at the same time the curriculum is weak in U.S. and New Jersey history, humanities, sociology and economics.

Grade 3

CURRENT STATUS

The current third grade social studies program consists of the following elements. Our primary theme is communities, with a culminating study of our own community, Bernards Township. We utilize a text, as well as integrated language arts trade books to foster an understanding of different communities. Other areas of integration include using different forms of writing in relation to social studies, math concepts, and technology skills. It is important to note that this is the first time students are exposed to reading for information from a text; thus, part of our program consists of teaching students *how* to read non-fiction in a textbook, read captions, evaluate graphics, preview new vocabulary, understand the purpose of headlines, etc. Third graders are also introduced to using a teacher-created study guide for the first time, and subsequently formally assessed on that information.

Our secondary focuses in grade three are geography, map skills, and workplace readiness skills. We use the text and supplementary materials, such as the Nordstrom wipe-off maps. We also integrate language arts skills, such as sequencing and creating a timeline, into our skills study. Some of the workplace readiness skills we address are public speaking, debating, understanding the role of a successful community member, and cooperative learning.

A third area presented in third grade is current events. This is almost exclusively addressed through the *Time for Kids* magazine and related activities.

CHANGES SINCE LAST EVALUATION

The last curriculum update took place in 2001. The update prior to that was in 1996. 2001 revisions included streamlining objectives and projects.

During the present curriculum revision, we checked our current objectives and practices for alignment with the updated New Jersey State Core Curriculum Content Standards. We found that many of our objectives align with the fourth grade progress indicators. However, in the areas of economics, geography, and sociology/anthropology, we covered all second grade indicators, as well as several fourth grade ones. We felt that the indicators we do not cover are more age-appropriate for fourth grade. We also found that many of the indicators are covered in other content areas, either in addition to the social studies curriculum, or in place of it. We indicated several areas in which improvement is necessary, including historical and current events, grade appropriate social studies content, formulating questions based on identified information needs, information on historical figures, chronological thinking, and concepts in economics, geography, and sociology/anthropology. Please see the chart in the appendix for specific standard-curriculum alignment.

We also reviewed the Nystrom and Steck-Vaughn materials during this curriculum evaluation. Our conclusion is that the “Exploring Where and Why” program and the assessments it provides are too simplistic and do not meet district grade level expectations. Additionally, the “Living in our Communities” textbook has a reading level that does not meet the district expectations for third grade. The multiple-choice questions in the program are very basic. It also lacks the literature links that we currently have in

our program to set the stage for the upcoming material. Without having viewed the Teacher Resource Manual, it is difficult to assess whether the program provides adequate differentiation and assessments. We do feel that the content covered in the text is appropriate and aligns with our current curriculum. We would still be able to introduce use of a text for the first time. Our recommendation is to adopt a few copies of this book as a supplement and to provide differentiation for low-level readers/special education students. The resource we found to be most valuable as a potential for an entire grade level adoption in 2004-2005 was the “Map Champ Atlas Program.” It would be a more enriching and age-appropriate supplement to our geography program, and would replace the “Hands-on Geography” desk maps and program we currently have, as they are no longer available.

TEACHER REVIEW (Summary of teacher input from curriculum meetings 2002-2003):

Strengths (overall consensus):

- Cross-curricular tie-ins.
- Study of our own community fosters student interest.
- Little overlap with other grade levels.
- Nice overview of communities/curriculum material.
- Relates to real communities and cultures.
- Student friendly texts. (Additional leveled materials would be beneficial.)
- Good skill integration.
- Current events are addressed in an age-appropriate, interesting manner.
- Students enjoy wipe-off maps.
- Opportunity to teach study skills and test taking skills through text, study guide, and formal assessments.
- Tie in with library and computer lab.

Weaknesses (overall consensus):

- Insufficient time to cover the curriculum.
- Focus is broad.
- Hard to balance with enriched science units; SEM science units conflicted with social studies time allotments.
- Maps, graphs, and timelines are taught and important, but are not included in curriculum.
- Additional and updated resources for BT study are needed.
- There are not clearly defined grade level exit goals.
- Curriculum needs to explicitly focus on civics, history, geography, and economics.

Recommendations for Change

- Create clearly defined exit goals.
- Curriculum should be re-written to clearly define the results of the committees' specific recommendations.
- Curriculum should be more teacher friendly.
- Consider adopting new, updated textbooks.
- New study guides (and assessments, if necessary) should be written for grade level uniformity throughout the district if new materials are adopted.

TIMELINE

1. Summer 2003 curriculum evaluation.
2. During the 2003-2004 school year, two teachers will pilot the Atlas Program and the Steck-Vaughn materials. (Several copies per classroom for additional support.)
3. Summer 2004 curriculum revision.
4. 2004-2005 Program Adoption and implementation for entire district.
5. Summer 2005 curriculum evaluation and revision if needed.

Grade 4

CURRENT STATUS

Currently, in fourth grade students participate in historical experiences that engage them in learning about Early North America, The Period of Exploration, Colonial America, The Period of Revolution, and The Formation of a New Nation. The information contained within these units of study is of high interest to the students and includes many worthwhile learning activities with the opportunity for authentic assessment.

CHANGES SINCE LAST EVALUATION

In 2000, in order to prepare students for the existing fourth grade ESPA, an extensive curriculum revision took place to align the Bernards Township Social Studies curriculum with the current Core Curriculum Content Standards. The previous curriculum focused primarily on the history and geography of New Jersey, with the key instructional tool being the text, New Jersey, USA. At that time, the Core Curriculum Content Standards called for a shift in the focus away from New Jersey to broader historical events, i.e., Early Americans, Exploration, Colonial America, American Revolution, Constitution. As a result, the primary focus of the curriculum was now on the history and geography of the United States, with the secondary focus being New Jersey and its role in US history.

A decision was made to create a historical timeline continuum spanning fourth and fifth grade in which students would study United States history beginning with Early Americans and ending with Modern Day America. With regard to fourth grade instructional materials, The New Jersey, USA textbook was then complemented by the fifth grade text book, The United States, An Adventure in Time & Place, as well as various trade books and Nystrom geographical desk maps.

ALIGNMENT OF CURRENT CURRICULUM TO REVISION DRAFT OF NJCCCS

A close analysis of the current New Jersey Core Curriculum Content Standards revealed that the Bernards Township fourth grade curriculum was aligned with Standard 6.1 (Social Studies Skills), Standard 6.2 (Civics), Standard 6.3 (The Humanities). It was found that the curriculum was strongly aligned with Standard 6.5 (United States History), exceeding the expectations to be met by the conclusion of grade four.

*There is no specific K-4 level content for Standard 6.4 (World History). It was found that in Standard 6.6 (New Jersey History), Standard 6.8 (Geography), and Standard 6.9 (Sociology and Anthropology), the Bernards Township social studies curriculum needs further alignment and/or clarification in order for students to demonstrate understanding with numerous cumulative progress indicators.

TEACHER REVIEW/SURVEY EVALUATION

Strengths

- High interest themes/topics.
- Good cross-curricular ties with language arts, technology, geography, and research skills.
- Authentic assessment/project-based learning.
- Lends itself to multiple-intelligence and differentiated instruction.

Weaknesses/recommendations made by the Grade Level:

- Need for more well-defined exit goals in the area of geography.
- Certain reading materials are not grade-level appropriate.
- Majority of teachers felt Maya/Aztec unit should be removed.
- Many teachers felt that more specific and grade level appropriate objectives, activities, and assessments are needed for the Exploration and Constitution Units (e.g., role-playing activities, point of view/arguing other side, debates.)
- An updated, more current New Jersey textbook was requested.

Recommendations

In order to meet the requirements of NJ Core Curriculum Content Standard 6.6 (New Jersey History) beginning in September, 2004, the fourth grade curriculum will have to include a preliminary unit on New Jersey, specifically focusing on geography. Students are expected to demonstrate an understanding of regional geography including the Pinelands, the Jersey Shore, the Central Corridor/Piedmont, and the Highlands.

A Nystrom New Jersey desk map program was found to meet the requirements of the aforementioned standard, and it is recommended that institution of the program take place with supplemental support provided by the New Jersey, USA text.

In order to meet the requirements of NJ Core Curriculum Content Standard 6.7 (Economics), curriculum writing will need to take place to develop lessons, activities, and assessments that guide students to acquire an understanding of key economic principles in relation to individuals, institutions, and governments.

In order to meet the requirements of NJ Core Curriculum Content Standard 6.8 (Geography), students will work with the Nystrom Junior Atlas deskmap program. This program will focus on the regions of the United States using physical and political maps to identify and compare the characteristics used to define a region.

After evaluation of the teacher surveys was complete, consensus appeared to focus on the lack of sufficient time to fulfill the fourth grade historical timeline and on the lack of grade appropriate reading materials.

Furthermore, as a result of the revised Standard 6.5 (United States History) in which we are exceeding the recommended requirements and Standard 6.6 (New Jersey History) in which we are falling short of the requirements, it is suggested that a new framework be adopted for fourth and fifth grade as noted on the next page.

SUGGESTED GRADE 4 HISTORICAL TIME LINE

1. The New Jersey Regions & Geography Unit
2. Early North America
3. The Period of Exploration
4. Colonial America
5. The Period of Revolution

SUGGESTED GRADE 5 HISTORICAL TIME LINE

1. Formation of a New Nation
2. Westward Expansion
3. Slavery/Civil War/Reconstruction
4. Industrial Revolution/Immigration
5. World War I & The Great Depression
6. World War II & The Holocaust

Commendations

As a result of the K-5 social studies evaluation, it was noted that the current program includes themes and topics that foster high student interest. Therefore, teachers want to maintain as much of the current curriculum as possible when future revisions take place. Teachers find that there are appropriate cross-curricular ties with language arts, technology, geography, and research skills. Authentic assessment and project-based learning have been found to be essential elements to the success of the program. Lastly, our current curriculum lends itself to multiple-intelligence and differentiated instruction.

Grade 5 Social Studies

CURRENT STATUS

Currently our 5th grade Social Studies curriculum has essential questions for each unit, each of which is taught in a chronological order which transition smoothly. The existing curriculum begins with a review of the Constitution unit taught in 4th grade and ends with modern times. Many successful efforts have been made to integrate the curriculum within language arts and technology. The social studies topics are highly motivating to the students, but are also extensive in count. Teachers have noted that there is a feeling of stress in keeping pace and that we perhaps cover more breadth than depth. Resources for the units include a standard textbook, an atlas program, and many outside resources located by teachers to cover deficiencies within the two previously noted resources. These deficiencies include lack of topic content for some units and a high reading level with no opportunity for differentiation. Because of the use of targeted resources from several locations, teachers are required to develop unit assessments. Several prior curriculum revisions made varying changes to this current status.

CHANGES SINCE LAST EVALUATION

Changes were made to the Social Studies curriculum in 2000. Themes were revised due to the ESPA testing in October of Grade 5. This shifted Colonization, the American Revolution and the Constitution to Grade 4, allowing Grade 5 to begin with ESPA practice, review the Constitution and continue through modern day events. New Jersey history was also added as an underlying topic when discussing each theme. A suggested timeline was created to enable teachers with the instruction of each unit. Objectives were altered to align with the NJCCS, and these were added after each objective. Essential questions were added as an area of focus for each unit. Resources were updated and suggested activities were developed for each theme. Actual photocopied resources were added to help teachers have a starting point. In addition, the Nystrom Atlas program was adopted to incorporate geography skills into the curriculum.

TEACHER REVIEW

Grade 5 teachers were given the opportunity to evaluate the current social studies curriculum. We have reviewed the Social Studies Program Evaluation Teacher In-put surveys, and here are our findings:

Strengths:

- Use of essential questions.
- Chronological order and the way the units transition.
- Nystrom Atlas as a geography source.
- Language Arts themes connections: Civil War Literature Circles, WWII Holocaust Literature Circles and suggested activities in Language Arts Curriculum.

- Technology connections: Civil War Newspapers, Oregon Trail Unit, Ellis Island virtual tour.
- Students enjoy topics.

Weaknesses:

- A lot of factual content; teachers feel rushed. Lack of guidance in test preparation and note taking for Social Studies content.
- Lack of guidance in geography scope and sequence.
- Text and atlas reading level is for above average student.
- No consistency in assessments.
- All teacher created assessments.
- Nystrom difficult to assess.
- Weak resources for WWI and beyond.
- Lack of resources for below grade level readers for all units.
- Lack of civic responsibilities and current events.
- Factual essential questions rather than general.

Recommendations:

- Remove Constitution from Grade 5.
- Put in curriculum a component for test preparation and note taking, including models.
- Define 5th grade geography scope and sequence and provide resources.
- Provide resources for differentiation.
- Provide district wide grade level planning time to discuss assessments, activities and resources.
- Develop an assessment bank for content and skills.
- Provide resources for WWI and beyond, such as KIDS DISCOVER magazine.
- Develop conceptually based questions, matching Language Arts themes.
- Provide specific exit goals for previous grade level and for grade 5.
- Adopt updated textbook.

ALIGNMENT OF CURRENT CURRICULUM TO REVISION DRAFT OF NJCCCS

Several standards and cumulative progress indicators need to be addressed. These are specifically noted within the following table. Generally, there are two standards that seem to be most deficient: standard 6.8, geography, and standard 6.7, economics. In addition, the historical time periods of standard 6.5, United States History, have been altered within the revision and no longer include topics currently found within 5th grade curriculum.

Commendations

Teachers are pleased that there are essential questions in each theme because it adds a focus of instruction to each unit. Teaching through a chronological order is a strength, as the students begin their study of American History in Grade 4 and continue their study in Grade 5. Both teachers and students enjoy the units because they foster high levels of interest for the students, keeping them engaged. The program closely aligns with the NJCCS, with only a few areas of weaknesses. Themes are also aligned side by side with the Language Arts Curriculum, allowing much room for integration. The Social Studies program allows for the infusion of technology, using the Big Six research skills and a variety of software programs. The Nystrom Atlas program aided the teachers in geography instruction.

Recommendations for change

There are multiple recommendations to improve the existing curriculum based upon teacher feedback from our surveys and based upon the NJCCS revision draft review. It is recommended, based upon both of these sources, that the number of units be reduced. In particular, based upon the revised standards, 5th grade curriculum would cover from the Constitution to the Industrial Revolution/Immigration. Doing so would remove the following units: World War I and the Great Depression, World War II and the Holocaust, and Modern Times. In addition, we recommend an evaluation of 5th grade inclusion of New Jersey state content within each unit since revised 4th grade standards seem to again include New Jersey extensively. We recommend the infusion of the deficient standards from the table, particularly geography and economics. Based upon teacher input, we recommend a new textbook at a 5th grade reading level and one that more fully matches the final determined units. In addition, we recommend that the Nystrom atlas program be re-evaluated for reading level, as it seems above reading level for most students. Linked with this reading level issue, it is recommended that note taking and test-taking strategies be fully addressed within the social studies curriculum at a 5th grade level. Resources for differentiation need to be made available for all units. It would be extremely helpful to develop an assessment bank from which schools could draw information in order to develop consistent district assessments for all units. Also necessary are exit goals to specifically delineate scope and sequence of social studies skills for grade 5.

TIMELINE FOR IMPLEMENTATION OF RECOMMENDATIONS

1. **2003-2004:**
 - Pilot geography component using revised Nystrom Atlas program.
 - Review alternative textbooks and programs.
 - Make recommendations for adoption of new materials.
2. **Summer 2004:**
 - Revise current curriculum.
 - Decide on new/updated texts based on teacher recommendations.
 - Realign curricula to revised draft of the NJCCCS.
 - Purchase new textbooks for grades three and four.
3. **2004-2005**
 - Implement new curriculum.
 - Provide teacher training on new texts and geography materials.

Appendix A
Social Studies Curriculum Alignment
Kindergarten through Second Grade

Standard: Cumulative Progress Indicator	Addressed in current curriculum at Grade:	Not addressed in current curriculum	Addressed in other areas of curriculum as indicated	Needs improvement at this grade level
6.1: Civics				
6.1, A.1: Explain the need for rules, laws, and government.	K, 1, 2			
6.1, A. 2: Give examples of authority and recognize problems that might arise from lack of effective authority.	2	K, 1		
6.1, A. 3: Describe how American citizens can participate in community and political life.	K, 1, 2			*grade 2
6.1, A.4: Understand that justice means fairness to all.	K, 1	2	Character Education	
6.1, A.5: Know that a responsibility means something you must or should do.			Character Education	
6.1, A.6: Explore basic concepts of diversity, tolerance, fairness and respect for others.	K	1, 2	Character Education	
6.2: World History (there are no CPI's for this grade level)				
6.3: United States and New Jersey history				
6.3, A.1: Recognize change and continuity in their own lives.	K, 1	2		
6.3, A.2: Describe their family history through two generations.	K, 1	2		
6.3, A.3: Compare family life today with long ago.	K, 1	2		
6.3, A.4: Tell about their family heritage with stories, songs, and drawings.	K, 1	2		
6.3, B.1: Identify the beginning, middle, and end of historical stories, myths, and narratives about local, state and national history.	2	K, 1		

6.3, B.2: Distinguish broad categories of time in relation to family history and historical narratives.		K-2		*K-2
6.3, B.3: Using stories, myths and legends, students will recognize the names of some of the major figures in American history, including but not limited to: George Washington, Abraham Lincoln, Thomas Jefferson, Franklin Roosevelt, Martin Luther King, Ida B. Wells-Barnett, Nat Turner, and Susan B. Anthony.	K, 1, 2			*specific references are not covered
6.3, B.4: Discuss the contributions of important women, African Americans, and Native Americans to United States and New Jersey history.	K, 2	1		
6.3, B.5: Understand the historical significance of major national holidays and American symbols.	K, 1, 2			
6.3, B. 6: Relate why important national buildings, statues and monuments are associated with our national history.	1, 2	K	K-Math (coins)	
6.4: Economics (There are no CPI's for this grade level)				
6.5: Geography				
6.5, A.1: Demonstrate understanding of the spatial concepts of location, distance, and direction, including: <ul style="list-style-type: none"> • Location of school, home, neighborhood, community, state and country. • Relative location of the community and places within it • Location of continents and oceans 	2	K, 1		
6.5, A.2: Understand that the globe is a model of the earth and maps are representations of local and distant places.	1, 2	K		
6.5, B.1: Describe the physical features of places and regions on a simple scale.	1, 2	K		
6.5, B.2: Describe the physical and human characteristics of places.	1, 2	K		
6.5, C.1: Recognize that the relationship of the earth to the sun affects weather conditions, climate and seasons.			K, 1, 2- Science	
6.5, D.1: Identify the types of transportation used to move goods and people.	K			

6.5, D.2: Identify the modes of communication used to transmit ideas.	K		2-Math	
6.5, E.1: Describe the role of resources such as air, land, water, and plants in everyday life.			K, 1, 2- Science	*K-2
6.5, E.2: Describe the impact of weather on everyday life.	K		1-Math, 2-Science	
6.5, E.3: Understand and act on small-scale, personalized environmental issues such as littering and recycling.			2-Science	

Appendix B
Social Studies Curriculum Alignment
Third Grade through Fourth Grade

Standard: Cumulative Progress Indicator	Addressed in current curriculum at Grade:	Not addressed in current curriculum	Addressed in other areas of curriculum as indicated	Needs improvement at this grade level
6.1: Civics				
6.1, A.1: Understand the difference between power and authority.	3	4		4
6.1, A.2: Examine the rule of law in government systems.	4	3		3
6.1,A.3: Describe the underlying values and principles of democracy and distinguish these from authoritarian forms of government.	4	3		3
6.1, A.4: Recognize that government exists at the community, county, state, and federal levels.	3, 4			
6.1, A.5: Demonstrate basic concepts of diversity by modeling tolerance, fairness, and respect for others to demonstrate an appreciation of diversity in our society.	3, 4		3, 4-Language Arts and Character Education	
6.1, B.1: Know the key documents and essential ideas that express American democratic principles and beliefs, including: <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Lincoln’s Gettysburg Address 	4	3		3
6.1, B.2: Explain the significance of symbols of American values and beliefs, including the Statue of Liberty, the Statue of Justice, the American flag, and the national anthem.	3	4		*4

6.1, B.3: Understand and appreciate American values and beliefs, such as equality of opportunity, fairness to all, equal justice, separation of church and state, and the rights guaranteed by the United States Constitution and the Bill of Rights.	3, 4		4-Character Education	
6.1, C.1: Understand that the Constitution states the basic plan for our government and is “a form of higher law that establishes and limits government to protect individual rights and promote the common good.”	4	3		3
6.1, C.2: Delineate the respective roles of the three branches of the federal government.	3, 4			
6.1, C.3: Utilize knowledge about how governmental bodies make decisions to understand the impact of them on school, town, and community life.	3, 4			
6.1, C.4: List the major offices and office holders in state and local governments and explain the roles and responsibilities of each.	3	4		*4
6.1, C.5: Identify major services provided by state and local government.	3	4		4
6.1, C.6: Explain what taxes are, how they are collected, and how the money is used.	4	3		3
6.1, D.1: Understand that a citizen is a legally recognized member of the United States with rights and such responsibilities as voting in elections and serving on juries.	3, 4			
6.1, D.2: Understand the process through which individuals can come to the United States and become citizens.	3, 4			
6.1, D.3: Explain the importance of taking an active role in political activities and public service in their schools and community.	3	4		4
6.1, E.1: Explain that the world is divided into many nations consisting of territory, people, government and laws.	3	4		4
6.1, E.2: Describe ways in which the United States interacts with other nations through trade, diplomacy, cultural exchanges, and sometimes, wars.	3	4		4

6.2: World History				
6.2, A.1: Explain how present events are connected to the past.	4	3		3
6.2, A.2: Understand that Americans have come from different parts of the world, and that we all have a common American heritage in addition to the heritage of the countries of origin.	3, 4			
6.2, A.3: Identify and describe rituals or customs from their own culture and other cultures represented in the community and in the country.	3, 4			
6.2, A.4: Analyze [understand] elements all cultures share, such as food, clothing, housing, government and beliefs.	3, 4			
6.2, A.5: Compare and contrast material and non-material traits from different cultures.	4	3		3
6.2, A.6: Understand society as organized cooperative groups.	3, 4			
6.2, A.7: Describe situations in which people from diverse backgrounds work together to solve common problems.	3, 4			
6.3: United States and New Jersey history				
6.3, A.1: Know that families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, and community celebrations.	3, 4			
6.3, A.2: Understand family life in a community of the past and life in a community of the present.	3, 4			
6.3, A.3: Understand reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey, and describe the problems they encountered.	3, 4			
6.3, B.1: Identify and discuss the reasons why George Washington, Thomas Jefferson, Benjamin Franklin, Governor William Livingston, John Witherspoon, and other revolutionary leaders fought for independence from England.	4	3		3
6.3, B.2: Discuss New Jersey's important role during the American Revolution.	4	3		3

6.3, B.3: Identify major documents in New Jersey and American history including: <ul style="list-style-type: none"> • Mayflower Compact • Declaration of Independence • United States and New Jersey Constitutions • Emancipation Proclamation • New Jersey state seal • Martin Luther King’s “I Have a Dream” Speech 		3, 4		3, 4
6.3, B.4: Understand the institution of slavery in the US and NJ’s role in the Underground Railroad.		3, 4		3, 4
6.3, B.5: Identify major scientific discoveries and inventions and the major scientists and investors, with a special focus on New Jersey.	3	4	3-Language Arts	*4
6.3, B.6: Discuss the experiences of immigrants who came to the US and NJ, including reasons for immigrating, experiences at Ellis Island, and working and living conditions in America.	3	4	3-Language Arts	4
6.3, B.7: Describe the population shift from farm to city in NJ.		3, 4		3, 4
6.3, B.8: Understand and value the American national heritage by reviewing: <ul style="list-style-type: none"> • Folklore and cultural contributions from New Jersey and other regions in the US • History and values celebrated in American songs, symbols, slogans, and major holidays. • Historical preservation of primary documents, buildings, places of memory and significant artifacts. 	4	3		3, *4
6.3, B.9: Describe the continuing struggle to bring all groups of Americans into the mainstream of society with liberties and equality to which all are entitled as exemplified by individuals such as Susan B. Anthony, Sojourner Truth, Frederick Douglass, Elizabeth Cady Stanton, Nat Turner and Cesar Chavez.		3, 4		3, 4
6.4: Economics				

6.4, A.1: Explain the meaning of, and be able to distinguish, wants and needs.	3	4		4
6.4, A.2: Distinguish between goods (objects) and services (activities)	3	4		4
6.4, A.3: Identify the basic goods and services a family needs for everyday life.	3, 4			
6.4, A.4: Give examples of how the products you eat, wear, and use and affect your health, your safety, and the environment.	3		3, 4-Health	4
6.4, A.5: Understand that consumers are buyers and producers are workers and sellers.	3	4		4
6.4, A.6: Explain that there are not enough resources to satisfy all the wants of individuals, groups or societies.		3, 4		3, 4
6.4, A.7: Understand that since people cannot have everything they want, they must make choices about using goods and services to satisfy wants.	3	4		4
6.4, A.8: Understand that natural, human and capital are used to produce goods and to provide services.	3	4		4
6.4, A.9: Explain that prices are the money value of goods and services.	3	4		4
6.4, A.10: Describe taxes that their families pay and identify governmental services they receive.		3, 4		3
6.4, B.1: Identify various jobs and explain how workers in these jobs receive income for their work, and that they exchange the income for products made by others.	3	4		4
6.4, B.2: Understand that banks provide currency, checking accounts, and savings accounts.		3	4-Math	3, 4
6.4, B.3: Understand that some essential goods and services are provided by the government such as roads, schools, parks, police and fire protection.	3	4		4
6.4, B.4: Describe the processes used to make things they own and use.	3	4	4-Science	4
6.4, B.5: Identify things that are produced in NJ.		3, 4		3, 4

6.4, C.1: Understand that people can improve their ability to earn income by gaining new knowledge, skills and experiences.		3, 4		3, 4
6.4, C.2: Demonstrate the ability to save and purchase a desired item as part of a spending plan.		3, 4		3, 4
6.4, C.3: Identify a financial goal and develop a savings plan to reach it.		3, 4		3, 4
6.4, C.4: Describe the advantages of having an interest bearing account.		3, 4		3, 4
6.5: Geography				
6.5, A.1: Demonstrate understanding of the spatial concepts of relative and absolute location and distance.	3, 4			
6.5, A.2: Use physical and political maps to identify locations and spatial relationships of places within local and nearby communities.	3	4		*4
6.5, A.3: Know the elements of maps, including scale, symbols, legend, grid, and directions.	3, 4			
6.5, A.4: Identify the major cities of NJ, the US and the world.		3, 4		3, 4
6.5, A.5: Identify the major countries of the world.		3, 4		3, 4
6.5, A.6: Identify time zones, latitude, longitude, and the global grid.	4	3		3
6.5, B.1: Identify the physical and human characteristics of places and regions in NJ and the US.		3, 4		3, 4
6.5, B.2: Explain changes in places and regions over time.	3	4	3-Science	4
6.5, B.3: Identify and compare the natural characteristics used to define a region.	3	4		4
6.5, B.4: Describe the geography of NJ		3, 4		3, 4
6.5, B.5: Identify the characteristics of places and regions from a variety of viewpoints.		3, 4		3, 4
6.5, B.6: Discuss the similarities and differences among rural, suburban, and urban communities.	3	4		*4
6.5. C.1: Identify the major physical processes that shape the Earth's surface such as weathering, erosion, earthquakes, and volcanoes.	4	3	4-Science	

6.5, C.2: Describe the basic components of the Earth’s physical systems, including landforms, water, erosion, weather and climate.	3, 4		3, 4- Science	*3
6.5, C.3: Predict effects of physical processes and changes on the Earth.	4	3		
6.5, C.4: Understand that the community and its environment function as an ecosystem.		3, 4	3-Science	3, 4
6.5, C.5: Describe and illustrate the hydrologic cycle, including precipitation, evaporation, and condensation.	3	4	3-Science	4
6.5, D.1: Describe the development of transportation and communication networks in New Jersey and the United States.		3, 4		3, 4
6.5, D.2: Identify the distribution and characteristics of populations for different regions of New Jersey and the United States.		4	3-Math	*3, 4
6.5, D.3: Understand the patterns and processes of past and present human migration.		3, 4		3, 4
6.5, D.4: Explain and identify examples of global interdependence.		3, 4		3, 4
6.5, D.5: Describe how physical and human characteristics of regions change over time.	3	4		*4
6.5, E.1: Describe ways in which humans have attempted to solve environmental problems through adaptation and modifications.	3	4	4-Science	
6.5, E.2: Understand that there are living and non-living natural resources.	3	4	4-Science	
6.5, E.3: Explain the nature, characteristics, and distribution of renewable and non-renewable resources.		3, 4		*3, 4
6.5, E.4: Explain why air quality, water supply and solid waste disposal are important environmental issues for all of us.		3, 4		*3, 4

Appendix C
Social Studies Curriculum Alignment
Fifth Grade through Eighth Grade

Standard: Cumulative Progress Indicator	Addressed in current curriculum at Grade:	Not addressed in current curriculum	Addressed in other areas of curriculum as indicated	Needs improvement at this grade level
6.1: Civics				
6.1, A: Civic Life, Politics, and Government				
6.1, A.1: Understand the sources, purposes, and functions of law and the importance of the rule of law for the preservation of individual rights and the common good.	5, 8			
6.1, A.2: [Compare and contrast] <u>Identify</u> the major characteristics of democratic governments.	5, 8			
6.1, A.3: Compare and contrast democratic and authoritarian or totalitarian systems of government.	8			
6.1, A.4: Analyze the sources and effects of and ways to combat prejudice and discrimination.	5, 6, 8			
6.1, A.5: Describe the [role] <u>contributions</u> of voluntary associations and organizations [in social welfare and education.] <u>in helping government provide for its citizens.</u>	5, 8			
6.1, A.6: <u>Understand how non-governmental organizations can assist and influence legislation and policies at the federal, state and local levels.</u>	8			
6.1, B: American Values and Principles				
6.1, B.1: Demonstrate understanding of the major historical and contemporary conflicts over United States and New Jersey constitutional principals.	8			
6.1, B.2: Understand the concept of representative government and how it works to protect the majority and minority.	5, 8			

6.1, C: The Constitution and American Democracy				
6.1, C.1: Understand the purposes, organization, functions, and interactions of the legislative, executive and judicial branches of national and state governments and independent regulatory agencies.	5, 8			
6.1, C.2: Describe the role of law within the American constitutional system and the judicial struggle to balance individual rights and public needs.	5, 8			
6.1, C.3: Compare the roles of the individual, political parties, campaigns, elections, interest groups and the media in American politics.	8			
6.1, C.4: Illustrate the importance of politics, public service, and a knowledgeable citizenry in American constitutional democracy.	8			
6.1, C.5: Understand the importance of the traditions, values and beliefs, which form a common American heritage in an increasingly diverse American society.	5, 8			
6.1, D: Citizenship				
6.1, D.1: Understand that American citizenship is full membership in a self-governing community that confers certain rights, privileges and personal civic responsibilities.	5, 8			
6.1, D.2: [Understand issues regarding personal, political and economic rights of Americans.] Research contemporary issues involving the constitutional rights of American citizens and others residing in the United States.	8			
6.1, D.3: Identify significant characteristics of an effective citizen and know how to influence public policy by participating in the government activities of their school.	5, 8			
6.1, E: International Relations				
6.1, E.1: Understand that the world is made up of nation states which claim sovereignty over a defined area and jurisdiction over everyone in it.	8			

6.1, E.2: Identify the powers the Constitution gives to Congress, the President, and the federal judiciary in foreign affairs.	8			
6.1, E.3: Understand the means the government uses to attain objectives in foreign affairs including diplomacy, treaties, trade agreements, foreign aid, and military intervention.	8			
6.1, E.4: Evaluate current United States [and international diplomatic and] foreign policy issues and problems.	8			
6.1, E.5: Understand the interactions and the impact of the United States on the rest of the world in regard to life, culture, economics, and politics.	8			
6.2: World History				
6.2, A: Historical Understanding				
6.2, A.1: <u>Understand how the historical events studied in the following periods are related over time.</u>	5, 6, 8			
6.2, A.2: <u>Use critical thinking skills to interpret historical events.</u>	5, 6, 8			
6.2, A.3: <u>Apply critical thinking skills to assess the credibility of primary and secondary sources.</u>	5, 6, 7, 8			
6.2, A.4: <u>Analyze data in order to see persons and events in their historical context.</u>	5, 6, 7, 8			
6.2, A.5: <u>Examine current issues, events or themes and relate them to the world history periods studied.</u>	5, 6, 7			
6.2, A.6: <u>Formulate historical questions based on information needs.</u>	5, 6, 7, 8			
6.2, A.7: <u>Use effective strategies for locating information.</u>	5, 6, 7, 8			
6.2, A.8: <u>Compare competing interpretations of historical events.</u>	6, 7, 8			
6.2, B: [Pre-History, the] The Birth of Civilization to 1000 BCE (BC)				
6.2, B.1: Describe the physical and cultural changes that shaped the earliest human communities as revealed through archeological methods, including: <ul style="list-style-type: none"> • Early hominid development • Migration and adaptation to new environments 	6			

6.2, B.2: Compare and contrast characteristics of the major ancient civilizations, including Mesopotamia, Egypt, <u>Kush (Nubia)</u> , the Yellow River in China, the Indus River Valley and the [Americas] Olmecs in Mesoamerica.	6			
6.2, C: [The Ancient Period, 1000 BCE to 500 CE (AD)] <u>Early Human Societies to 500 CE</u>				
6.2, C.1: Explain the origins and beliefs of the major world religions, including: <ul style="list-style-type: none"> • Judaism and the Ancient Hebrews • Christianity • Confucianism • Hinduism and Buddhism 	6			
6.2, C.2: Examine the growth of Greek democracy and describe the significant contributions of ancient Greece to Western culture.	6			
6.2, C.3: <u>The inter-relationships among the civilizations of the Mediterranean world.</u>	6			
6.2, C.4: Describe the impact of Roman civilization on Mediterranean and western culture.	6			
6.2, C.5: Understand that other important cultures were developing in Asia, Africa and Mesoamerica.	6			
6.2, D: [The Middle Ages, c. 500 to 1400 CE (AD)] <u>Expanding Zones of Exchange and Interaction to 1400 CE</u>				
6.2, D.1: Understand the evolution of significant political, economic, social and cultural institutions and events that shaped <u>European</u> medieval society, including: <ul style="list-style-type: none"> • Catholic and Byzantine churches • Feudalism and manorialism • Rise of cities • Changing technology 	6			

6.2, D.2: Explain the development of Islam as a religion, a political system, and a culture, including scientific and artistic achievements, impact of trade, and conflict with Europe.	6			
6.2, D.3: Describe the importance and impact of increased trade among the societies in Africa, Asia and Europe.	6			
6.2, D.4: Understand the significance of the developing cultures of South and East Asia, including; <ul style="list-style-type: none"> • Buddhism • Golden Age in China • Mongol Empire • Japan 	6			
6.2, D.5: Analyze the rise of the West African [states] <u>Empires</u> of Ghana, Mali and Songhay and compare with changes in Asia, [and] Europe <u>and the Americas</u> .	6			
6.2, E: The Age of Global Encounters (1400-1750)				
6.2, E.1: Explain the major developments in European society and culture, including: <ul style="list-style-type: none"> • Renaissance and the Reformation • European explorations and <u>the establishment of colonial empires</u> • Trans-Atlantic slave trade <u>and its impact on Africa</u> • Commercial Revolution • Scientific Revolution and the Enlightenment 	6			
6.2, E.2: Analyze the development of societies of Meso- and South America, including political and economic structures and social traditions.	6			
6.3: United States and New Jersey History				
6.3, A: Historical Understanding				
6.3, A.1: <u>Understand how the historical events studied in the following periods are related over time.</u>	5, 8			

6.3, A.2: <u>Use critical thinking skills to interpret historical events.</u>	5, 8		
6.3, A.3: <u>Formulate historical questions based on information needs.</u>	5, 8		
6.3, A.4: <u>Use effective strategies for locating information.</u>	5, 8		
6.3, A.5: <u>Apply critical thinking skills to assess the credibility of primary and secondary sources.</u>	5, 8		
6.3, A.6: <u>Analyze historical data in order to see persons and events in their historical context.</u>	5, 8		
6.3, A.7: <u>Examine current issues, events or themes and relate them to the United States history periods studied.</u>	5, 8		
6.3, A.8: <u>Compare competing interpretations of historical events.</u>	8		
6.3, B: [Three] Many Worlds Meet (to 1620)			
6.3, B.1: Know the factors that stimulated <u>European</u> overseas explorations [and the features of the major European explorations] between the 15 th and 17 th centuries.	6, 7, 8		
6.3, B.2: Describe the indigenous cultures in early America, including patterns of political organization, economy, traditions and customs.	6, 7, 8		
6.3, B.3: [Describe the interaction of populations in New Jersey, the Americas, Western Europe, and Africa after 1450.]	7, 8		
6.3, C: Colonization and Settlement (1585-1763)			
6.3, C.1: Explain the differences in colonization of the Americas by England, <u>the</u> Netherlands, France, and Spain, including governance, relation to the mother countries, and interactions with other colonies and American Indians.	8		
6.3, C.2: Analyze the political, social and cultural characteristics of the English colonies.	8		
6.3, C.3: Describe the political, religious, social, and economic institutions that emerged in New Netherlands and colonial New Jersey.	8		
6.3, C.4: <u>Identify the factors that account for the establishment of the institutions of African slavery in the Americas.</u>	8		
6.3, D: Revolution and the New Nation (1754-1820)			

6.3, D.1: Understand the background, major issues, events, and personalities (Washington, other Founders) of the American Revolution, including the political and economic causes and consequences of the revolution.	8			
6.3, D.2: Explain New Jersey’s critical role in the American Revolution, including major battles, and the involvement of women and African Americans, <u>and the gradual abolition of slavery</u> [and the continuing existence of slavery].	8			
6.3, D.3: Explain the political and philosophical origins of the United States Constitution <u>and its compromise on the questions of slavery</u> .	5, 8			
6.3, D.4: Describe the early evolution of the system of government and political parties in the United States.	5, 8			
6.3, D.5: Describe and map American territorial expansions, [the appropriation of Indian lands,] and the settlement of the frontier during this period.	5, 8			
6.3, E: Expansion and Reform (1801-1861)				
6.3, E.1: Describe and map territorial expansion and the settlement of the frontier, including the acquisition of new territories and conflicts with American Indians.	5, 8			
6.3, E.2: Describe the political, economic, and social changes in New Jersey and American society preceding the Civil War, including: <ul style="list-style-type: none"> • Early stages of industrialization • Growth of cities • Political, legal and social controversies surrounding the expansion of slavery 	5, 8			
6.3, E.3: Discuss American cultural, religious, and social reform movements in the antebellum period.	8			
6.3, E.4: Explain the characteristics of political and social reform movements in the antebellum period in New Jersey, including the 1844 state constitution, temperance movement, the abolition movement, and the women’s rights movement.	8			

6.3, E.5: Explain the importance of internal improvements on the transformation of New Jersey’s economy through New Jersey’s two canals and the Camden and Amboy Railroad.	8			
6.3, E.6: Discuss the economic history of the state, including growth of major industries and businesses, the lives of factory workers, and occupations of working people.	8			
6.3, E.7: <u>Examine slavery, the evolution of black culture, and the varieties of resistance, including the Amistad Revolt.</u>	8			
6.3, F: Civil War and Reconstruction (1850-1877)				
6.3, F.1: Explain the major events, issues and personalities of the American Civil War, including: <ul style="list-style-type: none"> • <u>Causes of the Civil War</u> • <u>Course and conduct of the war</u> • Sectionalism • [Slavery] • <u>Dred Scott and other Supreme Court decisions</u> • [Involvement of] <u>Roles of</u> women and African Americans • Emancipation Proclamation • [Gettysburg Address] 	5, 8			
6.3, F.2: Analyze different points of view in regard to New Jersey’s role in the Civil War, including abolitionist sentiment in New Jersey, and New Jersey’s vote in the elections of 1860 and 1864.	8			
6.3, F.3: Explain Reconstruction as a government action, how it worked and its effects after the war.	5, 8			
6.3, F.4: Describe New Jersey’s role in the post-Civil War era, including New Jersey’s votes <u>on</u> [against] the 13 th , 14 th and 15 th amendments to the United States Constitution.	8			
6.4: Economics				
6.4, A: Economic Literacy				

6.4, A.1: Understand how needs and wants change [from childhood to old age] as one ages and <u>the impact</u> [how important it is to] of planning, spending, and saving. [accordingly.]	8			
6.4, A.2: Demonstrate an understanding of the law of supply and demand.	8			
6.4, A.3: Identify goods and services provided by local, state, and national governments and how they are supported by taxes.	8			
6.4, A.4: Understand the concept of economic growth of a nation in terms of increasing productivity, investment in physical capital, and investment in human capital.	8			
6.4, A.5: Understand that in supplying consumer and industrial requirements, private industry acquires material and energy resources, provides jobs, raises financial capital, manages production processes, and markets goods and services that create wealth.	8			
6.4, A.6: Understand that innovation, entrepreneurship, competition, customer satisfaction, and continuous improvement in productivity are responsible for the rise in the standard of living in the United States and other countries with market economies.	8			
6.4, A.7: Understand characteristics of the three basic economic systems: traditional (barter and trade); market (capitalism); and command (communism).	8			
6.4, B: Economics and Society				
6.4, B.1: [Distinguish between] <u>Identify</u> the economic roles of local and state governments and cite examples of each in practice.	7, 8			
6.4, B.2: Describe the many ways federal, state and local governments raise funds to meet the need for public facilities and government services.	7, 8			
6.4, B.3: Understand and give examples of how business and industry influence buying decisions of consumers through advertising..	5, 8			
6.4, B.4: Understand how societies have been affected by industrialization and by different political and economic philosophies.	7, 8			

6.4, B.5: Describe how inventions and innovations have improved standards of living over the course of history.	5, 7, 8			
6.4, B.6: Understand that meeting the needs and wants of a growing world population has a profound impact on the environment and economic growth.	7, 8			
6.4, B.7: Evaluate the issues involved with sprawl, open space and smart growth in New Jersey.	7, 8			
6.4, C: Personal Financial Management				
6.4, C.1: Understand [why it is unacceptable behavior in our society to try to satisfy our needs and wants by taking unfair advantage of others or being untruthful or dishonest] <u>the need for ethical behavior in economic decisions and financial transactions.</u>	8			
6.4, C.2: Understand different ways to save money, including checking and savings accounts, stocks and bonds, and the relationship between risk and return in investments.	8			
6.4, C.3: Explain the difference in cost between cash and credit purchases.	8			
6.4, C.4: Understand what an interest rate is and how it affects savings and borrowing.	8			
6.4, C.5: [Explain that take-home pay equals wages/salaries minus deductions.] Understand that people make financial choices that have costs, benefits and consequences.	8			
6.4, C.6: <u>Construct a simple personal savings/spending plan.</u>	8			
6.4, C.7: Compare education requirements and expected income of different occupations.	8			
6.4, C.8: Demonstrate ability to compare prices of items from different sellers.	8			
6.5: Geography				
6.5, A: The World in Spatial Terms				

6.5, A.1: Recognize the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and the utility of each in solving problems.	5, 7			
6.5, A.2: Translate maps into appropriate spatial graphics to display geographical information.	7, 8			
6.5, A.3: Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.	7, 8			
6.5, A.4: Distinguish among the major map types, including physical, political, topographic, and demographic.	5, 7, 8			
6.5, A.5: Explain the distribution of major human and physical features at country and global scales.	7, 8			
6.5, A.6: Describe and distinguish among the various map projections, including size, shape, distance, and direction.	5, 7			
6.5, A.7: Describe locational technologies, such as Geographic Information Systems (GIS) and Global Positioning Systems (GPS).	7, 8			
6.5, B: Places and Regions				
6.5, B.1: Evaluate the characteristics of places and regions from a variety of viewpoints.	7, 8			
6.5, B.2: Compare and contrast the physical and human characteristics of places in regions in New Jersey, the United States, and the world.	7, 8			
6.5, B.3: Explain how regions change over time.	7, 8			
6.5, C: Physical Systems				
6.5, C.1: Describe characteristics and spatial distribution of major Earth ecosystems.	5, 7			
6.5, C.2: Explain how ecosystems function locally and globally.	7			
6.5, D: Human Systems				
6.5, D.1: Explain how technology affects the ways in which people perceive and use places and regions.	6-8			
6.5, D.2: Analyze demographic characteristics to explain reasons for variations between populations.	7, 8			

6.5, D.3: Describe and explain the significance of patterns of cultural diffusion in the creation of varied cultural mosaics.	6-8			
6.5, D.4: Explain the primary geographic causes for world trade.	6-8			
6.5, D.5: Interpret the patterns of settlement in different urban regions of the world.	6-8			
6.5, D.6: Describe how changes in technology affect the location of human activities.	7, 8			
6.5, D.7: Explain how and why people cooperate but also engage in conflict to control the Earth's surface.	7, 8			
6.5, E: Environment and Society				
6.5, E.1: Analyze the impact of various human activities and social policies on the natural environment.	5-8			
6.5, E.2: Compare and contrast various ecosystems and describe their interrelationship and interdependence.	7, 8			
6.5, E.3: Identify conservation practices and alternatives for energy resources.	5, 7			
6.5, E.4: Explain the nature and importance of the interacting components of the environment.	7, 8			
6.5, E.5: Describe world, national, and local patterns of resource distribution and utilization, and discuss the political and social impact.	7, 8			
6.5, E.6: Analyze the importance of natural and manufactured resources in New Jersey.	7, 8			
6.5, E.7: Understand that environmental issues transcend local, state and national boundaries.	7, 8			