

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS  
MOORESTOWN, NEW JERSEY**

*Moorestown Elementary Schools*

**Social Studies**  
*Grade 1*

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## **Contents**

<b><u>Administration</u></b>	<b>3</b>
<b><u>Course Description and Fundamental Concepts</u></b>	<b>4</b>
<b><u>New Jersey Student Learning Standards</u></b>	<b>5</b>
<b><u>Pacing Guide</u></b>	<b>22</b>
<b><u>Units Scope and Sequence</u></b>	<b>23</b>

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## [Course Description and Fundamental Concepts](#)

The first grade social studies curriculum will focus on students developing an understanding of government, citizenship, geography, economics, and history. The focus of instruction is on guiding students to understand core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

### **Fundamental Concepts:**

The first grade social studies curriculum will allow students to learn key concepts about **citizenship, government, economics, history, and geography.**

- The “Rules and Laws” unit focuses on **rules, laws, and the rights and responsibilities of American citizens.**
- The “Where People Live” unit focuses on **communities and spatial thinking through the use and observation of various geographic tools.**
- The “Power of a Good Friend” unit focuses on **cultural awareness, sensitivity to individual differences, respect for diversity, and being kind to each other.**
- The “We Love Our Country” unit focuses on the **history of America-- how our country began, important American symbols, and the history of national holidays/ celebrations.**
- The “Marketplace” unit focuses on **goods and services, jobs, and buying and selling.**

## [New Jersey Student Learning Standards \(NJSLs\)](#)

### **Subject/Content Standards**

*Include grade appropriate subject/content standards that will be addressed*

### **Civics, Government, and Human Rights: Civics and Political Institutions**

<b>Core Idea</b>	<b>Performance Expectations</b>
Local community and government leaders have roles and responsibilities to provide services for their community members.	<ul style="list-style-type: none"><li>● 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</li><li>● 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.</li></ul>
Rules for all to live by are a result of the actions of government, organizations, and individuals.	<ul style="list-style-type: none"><li>● 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.</li></ul>
The actions of individuals and government affect decisions made for the common good.	<ul style="list-style-type: none"><li>● 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.</li><li>● 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</li><li>● 6.1.2.CivicsPI.6: Explain what government is and its function.</li></ul>

### **Civics, Government, and Human Rights: Participation and Deliberation**

<b>Core Idea</b>	<b>Performance Expectations</b>
When all members of the group are given the opportunity to participate in the decision making process, everyone's voice is heard.	<ul style="list-style-type: none"><li>● 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</li><li>● 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</li></ul>

### **Civics, Government, and Human Rights: Democratic Principles**

<b>Core Idea</b>	<b>Performance Expectations</b>
The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).	<ul style="list-style-type: none"><li>● 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.</li><li>● 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.</li><li>● 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</li></ul>

### **Civics, Government, and Human Rights: Processes and Rules**

<b>Core Idea</b>	<b>Performance Expectations</b>
Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly.	<ul style="list-style-type: none"><li>● 6.1.2.CivicsPR.1: Determine what makes a good rule or law.</li><li>● 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</li><li>● 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</li></ul>
Processes and rules should be fair, consistent, and respectful of the human rights of all people.	<ul style="list-style-type: none"><li>● 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.</li></ul>

### **Civics, Government, and Human Rights: Civic Mindedness**

<b>Core Idea</b>	<b>Performance Expectations</b>
Certain character traits can help individuals become productive members of their community.	<ul style="list-style-type: none"><li>● 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</li><li>● 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</li><li>● 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</li></ul>

### **Geography, People, and the Environment: Human Population Patterns**

<b>Core Idea</b>	<b>Performance Expectations</b>
Physical and human characteristics affect where people live (settle).	<ul style="list-style-type: none"><li>● 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).</li></ul>

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

<b>Core Idea</b>	<b>Performance Expectations</b>
A map is a symbolic representation of selected characteristics of a place.	<ul style="list-style-type: none"><li>● 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</li><li>● 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).</li><li>● 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</li></ul>
Geographic data can be used to identify cultural and environmental characteristics of places.	<ul style="list-style-type: none"><li>● 6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).</li></ul>

### **Geography, People, and the Environment: Human Environment Interaction**

<b>Core Idea</b>	<b>Performance Expectations</b>
Environmental characteristics influence how and where people live.	<ul style="list-style-type: none"><li>● 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</li><li>● 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</li><li>● 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</li><li>● 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.</li></ul>

### **Geography, People, and the Environment: Global Interconnections**

<b>Core Idea</b>	<b>Performance Expectations</b>
Global interconnections occur between human and physical systems across different regions of the world.	<ul style="list-style-type: none"><li>● 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.</li><li>● 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.</li></ul>

### **Economics, Innovation, and Technology: Economic Ways of Thinking**

<b>Core Idea</b>	<b>Performance Expectations</b>
Individuals make decisions based on their needs, wants, and the availability of resources.	<ul style="list-style-type: none"><li>● 6.1.2.EconET.1: Explain the difference between needs and wants.</li><li>● 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.</li></ul>
Limited resources influence choices.	<ul style="list-style-type: none"><li>● 6.1.2.EconET.3: Describe how supply and demand influence price and output of products.</li></ul>
Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).	<ul style="list-style-type: none"><li>● 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.</li><li>● 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.</li></ul>

### **Economics, Innovation, and Technology: Exchange and Markets**

<b>Core Idea</b>	<b>Performance Expectations</b>
Goods and services are produced and exchanged in multiple ways.	<ul style="list-style-type: none"><li>● 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.</li><li>● 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.</li><li>● 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).</li></ul>



### Economics, Innovation, and Technology: National Economy

Core Idea	Performance Expectations
The availability of resources influences current and future economic conditions.	<ul style="list-style-type: none"><li>6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.</li></ul>
Governments play an economic role in the lives of individuals and communities.	<ul style="list-style-type: none"><li>6.1.2.EconNE.2: Describe examples of goods and services that governments provide.</li></ul>

### Economics, Innovation, and Technology: Global Economy

Core Idea	Performance Expectations
There are benefits to trading goods and services with other countries.	<ul style="list-style-type: none"><li>6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.</li><li>6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.</li></ul>

### History, Culture, and Perspectives: Continuity and Change

Core Idea	Performance Expectations
Historical timelines put events in chronological order to help people understand the past.	<ul style="list-style-type: none"><li>6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.</li><li>6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.</li></ul>
Understanding the past helps to make sense of the present.	<ul style="list-style-type: none"><li>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</li></ul>

### History, Culture, and Perspectives: Understanding Perspectives

Core Idea	Performance Expectations
Two or more individuals can have a different understanding of the same event.	<ul style="list-style-type: none"><li>6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.</li></ul>

<p>Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.</p>	<ul style="list-style-type: none"> <li>6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.</li> <li>6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</li> </ul>
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**History, Culture, and Perspectives: Historical Sourcing and Evidence**

Core Idea	Performance Expectations
<p>The nature of history involves stories of the past preserved in a variety of sources.</p>	<ul style="list-style-type: none"> <li>6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.</li> <li>6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).</li> </ul>
<p>Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.</p>	<ul style="list-style-type: none"> <li>6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).</li> </ul>

**History, Culture, and Perspectives: Claims and Argumentation**

Core Idea	Performance Expectations
<p>Historians create arguments outlining ideas or explanations based on evidence.</p>	<ul style="list-style-type: none"> <li>6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</li> </ul>

**Civics, Government and Human Rights: Participation and Deliberation**

Core Idea	Performance Expectations
<p>When all members of the group are given the opportunity to participate in the decision making process, everyone’s voice is heard.</p>	<ul style="list-style-type: none"> <li>6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.</li> </ul>

## Geography, People and the Environment: Global Interconnections

Core Idea	Performance Expectations
Global interconnections occur between human and physical systems across different regions of the world.	<ul style="list-style-type: none"><li>● 6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.</li><li>● 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.</li></ul>

## Civic Responsibility

Core Ideas	Performance Expectations
There are actions an individual can take to help make this world a better place.	<ul style="list-style-type: none"><li>● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</li><li>● 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</li></ul>

## Financial Institutions

Core Ideas	Performance Expectations
Money comes in different values, forms, and uses.	<ul style="list-style-type: none"><li>● 9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).</li></ul>

## Financial Psychology

Core Ideas	Performance Expectations
There is a relationship between an individual's values, emotions, and the ways he/she chooses to spend money.	<ul style="list-style-type: none"><li>● 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.</li></ul>
External factors can influence the items that an individual wants or needs.	<ul style="list-style-type: none"><li>● 9.1.2.FP.2: Differentiate between financial wants and needs.</li><li>● 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).</li></ul>

## Planning and Budgeting

Core Ideas	Performance Expectations
A budget is a plan that helps an individual obtain his/her financial goals.	<ul style="list-style-type: none"> <li>9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.</li> </ul>
Saving money is a habit that can be developed.	<ul style="list-style-type: none"> <li>9.1.2.PB.2: Explain why an individual would choose to save money.</li> </ul>

## Risk Management and Insurance

Core Ideas	Performance Expectations
There are ways to keep the things we value safely at home and other places.	<ul style="list-style-type: none"> <li>9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.</li> </ul>

## Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

List appropriate units below for which standards will be addressed

By Grade 2		
Unit Addressed	Core Idea	Standard / Description
5	Different types of jobs require different knowledge and skills.	<i>9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</i>
5	Income is received from work in different ways including regular payments, tips, commissions, and benefits.	<i>9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.</i>
5	There are benefits and drawbacks to being an entrepreneur.	<i>9.2.2.CAP.3: Define entrepreneurship and social entrepreneurship.</i> <i>9.2.2.CAP.4: List the potential rewards and risks to starting a business.</i>

**Life Literacies and Key Skills (Standard 9.4)***List appropriate units below for which standards will be addressed*

<b>By Grade 2</b>		
<b>Unit Addressed</b>	<b>Core Idea</b>	<b>Standard / Description</b>
1, 3	<b>Creativity and Innovation:</b> Brainstorming can create new, innovative ideas.	<i>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</i>
1, 2	<b>Critical Thinking and Problem-solving:</b> Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	<i>9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2) 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</i>
1-5	<b>Digital Citizenship:</b> Digital artifacts can be owned by individuals or organizations.	<i>9.4.2.DC.1: Explain differences between ownership and sharing of information. 9.4.2.DC.2: Explain the importance of respecting digital content of others.</i>
1, 2, 3, 4, 5	<b>Digital Citizenship:</b> Individuals should practice safe behaviors when using the Internet.	<i>9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.DC.4: Compare information that should be kept private to information that might be made public</i>
1, 2, 3, 4, 5	<b>Digital Citizenship:</b> An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.	<i>9.4.2.DC.5: Explain what a digital footprint is and how it is created.</i>
1, 2, 3, 4, 5	<b>Digital Citizenship:</b> Digital communities allow for social interactions that can result in positive or negative outcomes.	<i>9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.</i>

2	<b>Digital Citizenship:</b> Young people can have a positive impact on the natural world in the fight against climate change.	<i>9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).</i>
1, 2, 3, 4, 5	<b>Global and Cultural Awareness:</b> Individuals from different cultures may have different points of view and experiences.	<i>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).</i>
1, 2, 3, 4, 5	<b>Information and Media Literacy:</b> Digital tools and media resources provide access to vast stores of information that can be searched	<i>9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource</i>
1, 2, 3, 4, 5	<b>Information and Media Literacy:</b> Digital tools can be used to display data in various ways.	<i>9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).</i>
1, 2, 3, 4, 5	<b>Information and Media Literacy:</b> A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.	<i>9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).</i>
1, 2, 3, 4, 5	<b>Information and Media Literacy:</b> Information is shared or conveyed in a variety of formats and sources.	<i>9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).</i>
1, 2, 3, 4, 5	<b>Technology Literacy:</b> Digital tools have a purpose.	<i>9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). 9.4.2.TL.2: Create a document using a word processing application. 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. 9.4.2.TL.5: Describe the difference between real and virtual experiences. 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).</i>

1, 2, 3, 4, 5	<b>Technology Literacy:</b> Collaboration can simplify the work an individual has to do and sometimes produce a better product	<i>9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).</i>
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**Interdisciplinary Connections ([2020 NJSL](#))**

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

**English Language Arts Anchor Standards**

List appropriate units below for which standards will be addressed

Unit Addressed	Standard #	Standard Description
1, 2, 3, 4, 5	NJLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
1, 2, 3, 4, 5	NJLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
1, 2, 3, 4, 5	NJLSA.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
1, 2, 3, 4, 5	NJLSA.R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
1, 2, 3, 4, 5	NJLSA.R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

1, 2, 3, 4, 5	NJLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
1, 2, 3, 4, 5	NJLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
1, 2, 3, 4, 5	NJLSA.R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
1, 2, 3, 4, 5	NJLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
1, 2, 3, 4, 5	NJLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
1, 2, 3, 4, 5	NJLSA.W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
1, 2, 3, 4, 5	NJLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
1, 2, 3, 4, 5	NJLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1, 2, 3, 4, 5	NJLSA.W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
1, 2, 3, 4, 5	NJLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.



1, 2, 3, 4, 5	NJSLSA.W7.	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
1, 2, 3, 4, 5	NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
1, 2, 3, 4, 5	NJSLSA.W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
1, 2, 3, 4, 5	NJSLSA.W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
1, 2, 3, 4, 5	NJSLSA.SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
1, 2, 3, 4, 5	NJSLSA.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
1, 2, 3, 4, 5	NJSLSA.SL3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
1, 2, 3, 4, 5	NJSLSA.SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
1, 2, 3, 4, 5	NJSLSA.SL5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

<b>1, 2, 3, 4, 5</b>	<b>NJSLSA.SL6.</b>	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>1, 2, 3, 4, 5</b>	<b>NJSLSA.L1.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>1, 2, 3, 4, 5</b>	<b>NJSLSA.L2.</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>1, 2, 3, 4, 5</b>	<b>NJSLSA.L3.</b>	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>1, 2, 3, 4, 5</b>	<b>NJSLSA.L4.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>1, 2, 3, 4, 5</b>	<b>NJSLSA.L5.</b>	Demonstrate understanding of word relationships and nuances in word meanings.
<b>1, 2, 3, 4, 5</b>	<b>NJSLSA.L6.</b>	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Visual & Performing Arts Integration ([Standard 1](#))***List appropriate units below for which standards (1.1 through 1.5) may be addressed*

<b>Unit Addressed</b>	<b>Artistic Process</b>	<b>Anchor Standard</b>
<b>1, 2, 3, 4, 5</b>	<b>Creating</b>	<i>Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products.</i>
<b>1, 2, 3, 4, 5</b>	<b>Connecting</b>	<i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i>
<b>1, 2, 3, 4, 5</b>	<b>Performing/ Presenting/ Producing</b>	<i>Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 6: Conveying meaning through art.</i>
<b>1, 2, 3, 4, 5</b>	<b>Responding</b>	<i>Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 9: Interpreting intent and meaning.</i>

**Other Interdisciplinary Connections**

<b>Unit Addressed</b>	<b>Content / Standard #</b>	<b>Standard Description</b>
<b>1, 5</b>	<b>Math: 1.MD.C.4</b>	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another..
<b>3</b>	<b>Health &amp; Physical Education: 2.1.2.SSH.9</b>	Define bullying and teasing and explain why they are wrong and harmful.
<b>3</b>	<b>Health &amp; Physical Education: 2.1.2.EH.1</b>	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
<b>1, 3</b>	<b>Health &amp; Physical Education: 2.1.2.EH.2</b>	Identify what it means to be responsible and list personal responsibilities.

1, 3	<b>Health &amp; Physical Education: 2.1.2.EH.3</b>	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
1, 3	<b>Health &amp; Physical Education: 2.3.2.PS.6</b>	Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.

**Amistad, Holocaust, Diversity and Inclusion, Asian Americans and Pacific Islanders Laws:**

Unit Addressed	Performance Expectations
1, 2, 3, 4, 5	<p><b>Amistad Law: N.J.S.A. 18A 35-4.43 (Grades K-12)</b>            Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.            The instruction shall enable students to identify and analyze applicable theories concerning human nature and behavior; to know and understand the nation's heritage of slavery and freedom; to know and understand the impact of African diasporic cultures and institutions on the Americas; to know and understand the contributions of African Americans to all areas of American society throughout its history, beginning with the colonial period; to know and understand that inequality is a consequence of prejudice and discrimination in the pursuit of maintaining power and dominance over certain portions of society; to know and understand citizenship and disenfranchisement; and to understand that issues of moral dilemma and conscience have a profound impact on the nation and the self-image and self-realization of its entire population, especially the personal and civic development of students in grades kindergarten through 12. The instruction shall also emphasize the personal responsibility of each citizen to fight racism and hatred whenever and wherever it happens and to uphold the national ideals of freedom and justice for all.</p>
3	<p><b>Holocaust/Genocide Law: N.J.S.A. 18A:35-28 (Grades K-12)</b>            Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p>

<p><b>1, 2, 3, 4, 5</b></p>	<p><b>Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a (Grades K-12)</b>  Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. The instruction shall highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole; and encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</p>
<p><b>4</b></p>	<p><b>Asian American, Pacific Islander History and Contributions Law: N.J.S.A. 18A:35-4.44 (Grades K-12)</b>  A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.</p>

**Pacing Guide** (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
<p align="center"><b>Unit 1: Rules and Laws</b></p>	<p align="center"><b>September</b> (~19 days)</p>
	<p align="center"><b>October</b> (~19 days)</p>
<p align="center"><b>Unit 2: Where People Live</b></p>	<p align="center"><b>November</b> (~16 days)</p>
	<p align="center"><b>December</b> (~15 days)</p>
<p align="center"><b>Unit 3: The Power of a Good Friend (Holocaust Unit)</b> <i>This unit will begin in January to align with International Holocaust Remembrance Day (January 27)</i></p>	<p align="center"><b>January</b> (~18 days)</p>
	<p align="center"><b>February</b> (~18 days)</p>
<p align="center"><b>Unit 4: We Love Our Country</b></p>	<p align="center"><b>March</b> (~15-20 days)</p>
	<p align="center"><b>April</b> (~15-20 days)</p>
<p align="center"><b>Unit 5: The Marketplace</b></p>	<p align="center"><b>May</b> (~18 days)</p>
	<p align="center"><b>June</b> (~15 days)</p>

## Units Scope and Sequence

### **Unit 1: Rules & Laws**

#### **Learning Goals: What do I want my students to learn?**

##### **Standards**

###### NJSLS -

- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).*
- 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.*
- 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.*
- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.*
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.*
- 6.1.2.CivicsPI.6: Explain what government is and its function.*
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions*
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.*
- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.*
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence)*
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.*
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.*
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities [are needed].*
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good*
- 6.1.2.CivicsPR.4: Explain [how individuals can work together to make decisions in the classroom] why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.*
- 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.*
- 6.1.2.EconNE.2: Describe examples of goods and services that governments provide.*
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.*
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.*
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.*

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

## Fundamental Concepts / Big Ideas

*Students will understand...*

- Rules and laws guide people to live safely and be responsible citizens.

## Learning Objectives

*Students will be able to...*

- Recognize the need for rules in the home, school, and community.
- Give examples of rules and laws that establish order or provide security.
- Identify the roles and responsibilities of leaders at home, at school, and in the community.
- Recognize some of the rights people have and explore some of the responsibilities that accompany those rights.



## Unit 2: Where People Live

### Learning Goals: What do I want my students to learn?

#### Standards

##### [NJSLS](#) -

*6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.*

*6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).*

*6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).*

*6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).*

*6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).*

*6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.*

*6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).*

*6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.*

*6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.*

*6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.*

*6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.*

*6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.*

*6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.*

*9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.*

##### [NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

##### [NJSLS - Life Literacies and Key Skills](#)

##### [NJSLS - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

*Students will understand...*

- People live in many different locations.
- Where people live affects the way they live.

#### Learning Objectives

*Students will be able to...*

- Use a map key to identify places on a map.
- Locate on a map their community, state, and the United States.
- Explain the difference between maps and globes.
- Locate places on a map using the four cardinal directions.

- Identify a route as a path that leads from one place to another.
- Describe the physical characteristics of places and regions.
- Compare and contrast rural and urban areas.
- Give examples of natural resources and how people share them.

## Unit 3: The Power of a Good Friend (Holocaust Unit)

### Learning Goals: What do I want my students to learn?

#### Standards

##### NJSLS -

6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

6.1.2.CivicsPR.4: Explain [how individuals can work together to make decisions in the classroom] why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

##### NJSLS - Career Awareness, Exploration, Preparation, and Training

##### NJSLS - Life Literacies and Key Skills

##### NJSLS - Interdisciplinary Standards

#### Fundamental Concepts / Big Ideas

Students will understand...

- How all people are different and each person is enriched by the differences they find and accept in others.
- Individuals may be different, but they all have the same basic human rights.
- Certain character traits can help individuals become productive members of their community.

- Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.

### **Learning Objectives**

*Students will be able to...*

- Identify and discuss the various influences that determine a person's identity (i.e. family, age, gender, race, ethnicity, culture, environment, education, physical attributes, religion, friends, etc.).
- Explain how words can be empowering or destructive in order to understand how your words and actions affect others and explore what causes people to act in caring or hurtful ways.
- Define prejudices against individuals or groups and explain how prejudices hurt everyone and everyone suffers as a result of it (individually, as a community, a nation and the world).
- Explain the concepts of respect, trust, and caring and apply them to yourself and others.
- Define what a bully is and differentiate between friends and bullies by understanding specific actions or behaviors of each.
- Explain the differences between upstanders and bystanders and explore ways that individuals can stand up for what they believe is right and good while explaining ways to be considerate of alternate points of view.

## Unit 4: We Love Our Country

### Learning Goals: What do I want my students to learn?

#### Standards

##### [NJSLs -](#)

*6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions*

*6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.*

*6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.*

*6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.*

*6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.*

*6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.*

*6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.*

*6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).*

*6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).*

##### [NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

##### [NJSLs - Life Literacies and Key Skills](#)

##### [NJSLs - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

*Students will understand...*

- We can learn about our country through its symbols, heroes, and holidays.

#### Learning Objectives

*Students will be able to...*

- Discuss how and why settlers came to America
- Discuss the achievements and contributions of African Americans.
- Know and understand symbols of the United States and explain their importance.
- Recognize the flag of the United States and what it stands for.
- Understand the significance of our nation's holidays.
- Recognize the achievements of the people associated with national holidays.

## Unit 5: The Marketplace

### Learning Goals: What do I want my students to learn?

#### Standards

##### [NJSLs](#) -

*6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.*

*6.1.2.EconET.1: Explain the difference between needs and wants.*

*6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.*

*6.1.2.EconET.3: Describe how supply and demand influence price and output of products.*

*6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.*

*6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.*

*6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.*

*6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).*

*6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.*

*6.1.2.EconNE.2: Describe examples of goods and services that governments provide.*

*6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.*

*6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.*

*9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.*

*9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.*

*9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).*

*9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.*

*9.1.2.FP.2: Differentiate between financial wants and needs.*

*9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).*

*9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.*

*9.1.2.PB.2: Explain why an individual would choose to save money.*

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

*Students will understand...*

- People trade goods and services with each other.
- They make choices about how to spend their money.

## Learning Objectives

*Students will be able to...*

- Distinguish between needs and wants.
- Distinguish between goods and services.
- Identify the kinds of work that people do in a community.
- Recognize that government services provide for a community's needs.
- Determine the resources needed to produce a good.
- Understand ways people trade money for goods and services.
- Understand the importance of wise spending and saving.

Please contact the Content Supervisor for any questions.