

K-8 Social Studies Scope & Sequence

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

Civics & Government – This area of the curriculum is designed to help students gain an understanding of (a) the nature of government; (b) the fundamental principles, values, and structure of American democracy; and (c) the roles of citizenship. These areas are critical for developing civic competence and acquiring the skills needed for full participation in our democratic society and in an increasingly interdependent world.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>▪ Am. Values/Principles respecting differences in others; treating all people fairly; Am. flag as a symbol of; Pledge of Allegiance</p>	<p>▪ Am. Values/Principles respecting differences in others; treating all people fairly; symbols of (Am. flag,, Statue of Liberty); Pledge of Allegiance</p>	<p>▪ Am. Values/Principles tolerance, fairness, justice, & respect for others within context of our diverse Am. society; significance of various Am. symbols, Pledge of Allegiance, & national anthem</p>	<p>▪ Am. Values/Principles tolerance, equality of opportunity, fairness, justice, & respect for others within context of our diverse America society; significance of various Am. symbols, Pledge of Allegiance, national anthem</p>	<p>▪ Am. Values/Principles as expressed in the Declaration of Independence, US Constitution, Bill of Rights. & first NJ Constitution; how Am. values & beliefs contribute to continuation & improvement of Am. democracy</p>	<p>▪ Am. Values/Principles how Am. values & beliefs contribute to the continuation & improvement of Am. democracy; struggle to bring groups into mainstream of Am. society with equal rights & liberties; a common Am. heritage within our diverse nation</p>	<p>▪ Am. Values/Principles reinforce expectations from previous grade levels as appropriate</p>	<p>▪ Am. Values/Principles reinforce expectations from previous grade levels as appropriate</p>	<p>▪ Am. Values/Principles fundamental values & principles expressed in key Am. & NJ documents ; Am. values & continuation of Am. democracy; diverse society but common Am. heritage; struggle to bring all groups into the mainstream of Am. society with equal rights & liberties</p>
<p>▪ Government & Politics purpose of rules; cite & follow rules/safety practices in school & at home</p>	<p>▪ Government & Politics purpose of rules; cite & follow rules/safety practices in school, home, & neighborhood</p>	<p>▪ Government & Politics purpose of rules & laws; cite & follow school & neighborhood rules & safety practices; authority (concept & examples of; possible problems from lack of authority)</p>	<p>▪ Government & Politics purpose of rules & laws; concept & examples of authority, & possible problems from lack of authority; government levels & leaders [local= mayor & town council; state=governor; nation= Pres. & Congress]</p>	<p>▪ Government & Politics characteristics of an effective rule or law; differentiate between power & authority; levels of government in NJ (local, county, & state)</p>	<p>▪ Government & Politics power vs. authority; major characteristics of democratic forms of government; characteristics of an effective rule or law</p>	<p>▪ Government & Politics political systems of the Eastern Hemisphere; democracy vs. authoritarian forms of government; rights & privileges of people under different forms of government;</p>	<p>▪ Government & Politics political systems of the Western Hemisphere; democracy vs. authoritarian forms of government; rights & privileges of people under different forms of government</p>	<p>▪ Government & Politics - power vs. authority; rule of law; definition & basic purposes of government; representative government; democracy (how it emerged, major characteristics, compared to authoritarians forms of government)</p>
<p>▪ Structure & Function of Am. Democracy - President is our country's leader</p>	<p>▪ Structure & Function of Am. Democracy - President is our country's leader</p>	<p>▪ Structure & Function of Am. Democracy – government levels & leaders [local = mayor & town council; national = Pres.]</p>	<p>▪ Structure & Function of Am. Democracy – government exists at local, state, & national levels & their leaders; local government services;</p>	<p>▪ Structure & Function of Am. Democracy – three levels of government (local, state, & national);</p>	<p>▪ Structure & Function of Am. Democracy - philosophical & political origins of the Constitution; three branches of national government (exec., judicial, legislative)</p>	<p>▪ Structure & Function of Am. Democracy - reinforce expectations from previous grade levels as appropriate</p>	<p>▪ Structure & Function of Am. Democracy - reinforce expectations from previous grade levels as appropriate</p>	<p>▪ Structure & Function of Am. Democracy – US Constitution (its purpose; major principles; historical & current conflicts/issues regarding constitutional principles/rights); Am. Government (levels, purposes, organization, functions, major services, interactions); regulatory agencies (gov't & non-gov't); role of political parties; Am legal system; influencing legislation & policies at all gov't levels</p>

K-8 Social Studies Scope & Sequence (cont'd)

Civics & Government – cont'd

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
		<ul style="list-style-type: none"> ▪ NJ Government – leader of NJ government is called the governor 	<ul style="list-style-type: none"> ▪ NJ Government – leader of NJ government is called the governor 	<ul style="list-style-type: none"> ▪ NJ Government – levels of gov't (local, county, & state; gov't leaders at all levels; structure, function, & services at all levels 	<ul style="list-style-type: none"> ▪ NJ Government – reinforce expectations from previous grade levels as appropriate 	<ul style="list-style-type: none"> ▪ NJ Government – reinforce expectations from previous grade levels as appropriate 	<ul style="list-style-type: none"> ▪ NJ Government – reinforce expectations from previous grade levels as appropriate 	<ul style="list-style-type: none"> ▪ NJ Government – reinforce expectations from previous grade levels as appropriate; major conflicts over NJ constitutional principles
<ul style="list-style-type: none"> ▪ Citizenship – citizen (concept of); aspects of good citizenship 	<ul style="list-style-type: none"> ▪ Citizenship – citizen (concept of); aspects of good citizenship 	<ul style="list-style-type: none"> ▪ Citizenship -citizen (concept of); aspects of good citizenship; examples & characteristics of responsible citizenship 	<ul style="list-style-type: none"> ▪ Citizenship - rights & responsibilities; examples of responsible citizenship; process for immigrants to become US citizens 	<ul style="list-style-type: none"> ▪ Citizenship – rights & responsibilities; historical examples of responsible citizenship 	<ul style="list-style-type: none"> ▪ Citizenship – rights & responsibilities; historical examples of responsible citizenship 	<ul style="list-style-type: none"> ▪ Citizenship – citizen (concept of); aspects of good citizenship 	<ul style="list-style-type: none"> ▪ Citizenship – citizen (concept of); aspects of good citizenship 	<ul style="list-style-type: none"> ▪ Citizenship – meaning of citizenship; duty vs. responsibility; rights, duties & responsibilities of Am. citizens; conflicting rights; major rights-related conflicts & how they've been resolved; contemporary issues regarding rights;
<ul style="list-style-type: none"> ▪ Global Connections/Challenges – (see the “Culture” section relative to diversity) 	<ul style="list-style-type: none"> ▪ Global Connections/Challenges - awareness that US is one of many nations in the world 	<ul style="list-style-type: none"> ▪ Global Connections/Challenges - awareness that US is one of many nations in the world 	<ul style="list-style-type: none"> ▪ Global Connections/Challenges - division of the world into nations, each with its own territory, people, gov't, & laws; ways US interacts with other nations; purpose & membership of the United Nations 	<ul style="list-style-type: none"> ▪ Global Connections/Challenges – division of world into nations, each with its own territory, people, gov't, & laws; ways US/NJ have interacted with other nations; 	<ul style="list-style-type: none"> ▪ Global Connections/Challenges - division of world into nations, each with its own territory, people, government, & laws; ways US has interacted with other nations 	<ul style="list-style-type: none"> ▪ Global Connections/Challenges - division of world into nations or nation-states, (each with its own territory, people), government, & laws 	<ul style="list-style-type: none"> ▪ Global Connections/Challenges - division of world into nations or nation-states (each with its own territory, people, government, & laws); ways US/NJ have interacted & continue to interact with other nations 	<ul style="list-style-type: none"> ▪ Global Connections/Challenges – division of world into nations, (each with its own territory, people gov't, & laws); interrelationships among nations; breakdown or order among nations; international organizations; US foreign policy issues & strategies; global challenges (inter-relationship, complexity, flux, connection to local issues); impact of technology on global communication

K-8 Social Studies Scope & Sequence (cont'd)

Culture (anthropology) – Culture is a way of life shared by a group of people. It consists of learned ways of acting, feeling, and thinking, rather than biologically determined ways. A group's culture can be reflected through such avenues as its arts, beliefs, customs, traditions, religion, institutions, inventions, language, and technology. Students need to (a) develop a conceptual understanding of culture, (b) recognize that people throughout the United States and world form different kinds of cultural groups, (c) realize that an individual can belong to more than one cultural group, and (d) examine issues and challenges related to culture and cultural groups that can unite and divide people.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> ▪ Cultural Elements - explore in traditions & holidays of various cultures (esp. those of pupils' families) 	<ul style="list-style-type: none"> ▪ Cultural Elements - explore in traditions & holidays of various cultures (esp. those of pupils' families) 	<ul style="list-style-type: none"> ▪ Cultural Elements - explore & identify in traditions & celebrations of various cultures' (incl. their own) 	<ul style="list-style-type: none"> ▪ Cultural Elements - explore aspects of culture found in oral storytelling, literature, celebrations, traditions, literature, art, music, & sports; identify cultural traits from one's own culture & from various other cultures 	<ul style="list-style-type: none"> ▪ Cultural Elements - identify aspects of culture & heritage in literature, oral storytelling, art, music, sports; identify traits from other cultures (incl. those of some early NJ settlers) & compare with traits from one's own culture 	<ul style="list-style-type: none"> ▪ Cultural Elements - identify & compare cultural traits of early Native Americans & early Am. settlers; & compare with traits from one's own culture 	<ul style="list-style-type: none"> ▪ Cultural Elements - examine common & diverse traits of Eastern Hemisphere cultures & compare them (a) with each other & (b) with one's own culture 	<ul style="list-style-type: none"> ▪ Cultural Elements - examine common & diverse traits of Western Hemisphere cultures & compare them (a) with each other & (b) with one's own culture; cultures may change over time 	<ul style="list-style-type: none"> ▪ Cultural Elements - one can identify with more than one culture; major social institutions in Am. society (family, religion, education, economy, & government); role of Am. values & principles in uniting our diverse Am. Society
<ul style="list-style-type: none"> ▪ Cultural Issues & Challenges - Diversity: awareness of it in classmates & neighbors 	<ul style="list-style-type: none"> ▪ Cultural Issues & Challenges - Diversity awareness (in classmates, in neighbors/neighborhood, & in terms of exploring life of families around the world) 	<ul style="list-style-type: none"> ▪ Cultural Issues & Challenges - Diversity awareness (in pupil's own environment & in terms of exploring life in neighborhoods around the world) 	<ul style="list-style-type: none"> ▪ Cultural Issues & Challenges - Diversity awareness (in pupils' own environment, in social USA as a nation, & around the world) 	<ul style="list-style-type: none"> ▪ Cultural Issues & Challenges - Diversity : differences can exist within a culture; diversity in terms of race & religion; diversity examples & issues in US/NJ history -Stereotyping: define & discuss its impact on self-image & interpersonal relationships 	<ul style="list-style-type: none"> ▪ Cultural Issues & Challenges - Diversity examples & issues from US history (esp. those related to class, culture, race, & religion) -Stereotyping: define & discuss its impact on self-image, interpersonal relationships, & life goals 	<ul style="list-style-type: none"> ▪ Cultural Issues & Challenges - Diversity: examples from history relative to differences from culture to culture as well as those within a culture, & diversity in race, religion, or class 	<ul style="list-style-type: none"> ▪ Cultural Issues & Challenges - Diversity: examples from history relative to differences from culture to culture as well as those within a culture, & diversity in race, religion, or class 	<ul style="list-style-type: none"> ▪ Cultural Issues & Challenges - Diversity issues that impact our nation & the world -Prejudice & Discrimination: how they can lead to acts of hatred, violence, & to genocide for purposes of subjugation & exploitation

K-8 Social Studies Scope & Sequence (cont'd)

Economics – Economics involves the study of the production, distribution, exchange, and consumption of goods and services that people need or want, given the conditions of scarcity of resources that exist in our world. Educational programs focused on economics need to include personal and consumer economics, a basic understanding of how the American economic system operates, and an investigation of how the economic decisions of individuals, governments, & institutions have had and can have immediate as well as far-reaching impacts.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>▪ Economic Literacy - construct meanings for needs & wants; process of making choices & beginning awareness that choices have consequences; using money to make purchases related to needs/wants</p>	<p>▪ Economic Literacy - needs & wants; scarcity* & need for choices (& an awareness that choices have consequences; goods & services; use of money to purchase goods & services; working to earn money; intro. to concept of saving money; intro. to functions of a bank</p>	<p>▪ Economic Literacy - needs & wants (& ways they can change as one ages); goods & services; producers (as workers/sellers) & consumers (as buyers); scarcity* & need to make choices (given that choices have consequences); uses of money uses as (a) medium of exchange (for goods & services), (b) measure of value, & store (saving) of value; reasons for & activities related to earning (working for) & saving money; functions of a bank</p>	<p>▪ Economic Literacy - needs & wants (& ways they can change as one ages); goods & services; producers & consumers; scarcity* & need to make choices (given that choices have consequences); uses/functions of money (see gr. 2); reasons for & activities related to earning & saving money; functions of a bank; ways people can improve their income-earning ability (esp. through education & experience)</p>	<p>▪ Economic Literacy - needs & wants; goods (products) & services; how natural & human resources are used to produce goods & provide services; scarcity & choice; functions of money as a medium of exchange, measure of value, & store of value (savings); earning & savings money; concept of taxation</p>	<p>▪ Economic Literacy economic factors relating to & impacting exploration, colonization, & the growth & development of our nation through Reconstruction; forms of currency & exchange; concept of taxation</p>	<p>▪ Economic Literacy economic factors relating to/impacting economic growth of a civilization or nation; law of supply & demand; forms of currency & exchange; characteristics of economic systems based on (a) barter & trade and (b) market capitalism</p>	<p>▪ Economic Literacy economic systems of nations; factors relating to/impacting economic growth of a nation; economic activities responsible for raising a country's standard of living; forms of currency & exchange; characteristics of economic systems based on barter and trade, market capitalism, & command;</p>	<p>▪ Economic Literacy why societies have economies; scarcity; law of supply & demand; basic economic decisions; traditional/ barter, market, & command economic systems; Am. economic system;; factors impacting rise in standard of living; factors related to economic growth of a nation</p>
<p>▪ Economics & Society needs & wants of families; school s & other places with jobs where people can earn money</p>	<p>▪ Economics & Society - identify places & jobs where people can earn money</p>	<p>▪ Economics & Society - neighborhood & other jobs where people can earn money; some goods we use can impact our health & safety as well as the environment</p>	<p>▪ Economics & Society - jobs & careers where people can earn money; essential services provided by the local & community governments (roads, schools, parks, police, fire protection, etc.</p>	<p>▪ Economics & Society - jobs & careers found in NJ; essential services & goods provided by community, county, & state governments; products & services manufactured/grown in NJ; impact of taxation on the early development of NJ & our nation</p>	<p>▪ Economics & Society - how societies have been affected by political & economic philosophies; ways inventions/innovations have improved living standards; impact of taxation on the early development of our country through Reconstruction</p>	<p>▪ Economics & Society - how civilizations & societies have been affected by political & economic philosophies; ways inventions/innovations have improved living standards</p>	<p>▪ Economics & Society - how societies have been affected by political & economic philosophies; ways inventions & innovations have improved living standards; how meeting needs & wants of a growing world population impacts environment & economic growth</p>	<p>▪ Economics & Society - need for funds for public facilities & government services & ways federal, state, & local governments raise them; how meeting needs & wants of a growing national & world population impacts environment & economic growth; need for ethical behavior in economic & financial transactions</p>

* scarcity (available resources are insufficient to satisfy people's needs/wants) should be taught as a concept without requiring memorization of the term.

K-8 Social Studies Scope & Sequence (cont'd)

Geography – Geography focuses on the arrangement and interaction of people and places on the Earth's surface. The study of this discipline helps develop an appreciation for the diversity that exists on Earth. Students need geographic knowledge (a) as a tool for analyzing issues and problems, (b) in order to better understand how humans have interacted with their environment over time, (c) to learn how geography has impacted settlement and population, (d) to ascertain how geographic factors influence climate, culture, the economy, and world events, (e) to make more informed decisions, and (c) to prepare for the future.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>The World in Spatial Terms -</p> <p>-maps & globes: uses & characteristics of; discriminate between land & water areas</p> <p>-locate/identify: (a) relative location & direction terms (ex.-left; right, etc.); (b) relative location of home & school & places within them; (c) an address as something that identifies a place's street, city, & state (ex.-home address)</p>	<p>The World in Spatial Terms -</p> <p>-maps & globes: uses & characteristics of; cardinal directions & compass rose; use a world map & simple picture maps; discriminate between land & water areas</p> <p>-locate/identify: (a) relative location & direction terms (ex.-left; right, etc.); (b) relative location of home, school, & neighborhood & places within them; (c) an address as one way to identify a place's street, city, & state; identify & locate outline of the contiguous US</p>	<p>The World in Spatial Terms -</p> <p>-maps & globes: uses & characteristics of; cardinal directions; compass rose & map key; use map a world map, US map, & simple picture maps; discriminate between land & water areas;</p> <p>-locate/identify: (a) relative location of places within the home, school, & neighborhood; (b) explain location of home, school, neighborhood, city/town of residence, state & country; (c) identify outlines of contiguous US & NJ</p>	<p>The World in Spatial Terms -</p> <p>-maps & globes: utility & characteristics of; cardinal directions; compass rose, map key, & map scale; use physical & political maps of US & world & simple picture maps; identify--equator, No. & So. poles, lines of latitude & longitude, & hemispheres,</p> <p>-locate/identify: (a) the continents, (b) major oceans, mountain ranges & countries of the world & (c) the US & its states</p>	<p>The World in Spatial Terms -</p> <p>-maps, globes, charts, & diagrams: utility & comparison of maps & globes; cardinal directions; compass rose, map key, & map scale; use physical, political, & thematic maps of the world, US, & NJ; identify-- equator, No. & So. poles, lines of latitude & longitude, hemispheres, & time zones; read charts & diagrams</p> <p>-locate/identify: (a) the continents, (b) major oceans, mountain ranges, & countries of the world, (c) the US & its states, (d) major cities of NJ, the US, & the world, & (e) major regions of the US & NJ</p>	<p>The World in Spatial Terms -</p> <p>-maps, globes, charts, & graphs: use & distinguish among characteristics of maps & globes; cardinal directions; compass rose; & map key; map scale; map types-- physical, political, & thematic maps of world, US, & NJ; identify-- equator, No. & So. poles, lines of latitude & longitude, hemispheres, & time zones; read charts & diagrams</p> <p>-location: (a) continents, (b) major oceans, mountain ranges, & countries of the world, (b) states of the US, (c) major cities of NJ, US, & the world, & (d) major regions of the US & NJ</p>	<p>The World in Spatial Terms -</p> <p>-maps, globes, charts, & diagrams: distinguish among & use; cardinal & intermediate directions; distinguish among & use physical, political, topographic, demographic, & thematic maps; basic globe & map skills noted in gr. K-5</p> <p>-locate/identify: (a) all bodies of water, landforms, cities, states, countries, & regions noted in gr. K-5; (b) major world regions, incl. those in the eastern hemisphere</p> <p>-absolute & relative location: distinguish between them</p> <p>-display geographic info. by translating maps into appropriate graphics</p>	<p>The World in Spatial Terms -</p> <p>-maps, globes, charts, & diagrams: distinguish among & use; cardinal & intermediate directions; distinguish among & use physical, political, thematic, topographic, demographic maps; basic globe & map skills as noted in gr. K-5</p> <p>-locate/identify: (a) all bodies of water, landforms, cities, states, countries, & regions noted in gr. K-6; (b) major world regions, incl. those found in the western hemisphere</p> <p>-absolute & relative location: distinguish between them</p> <p>-display geographic info. by translating maps into appropriate graphics</p> <p>-map projections, incl. size, shape, distance, & direction</p>	<p>The World in Spatial Terms -</p> <p>-reinforce expectations from previous grade levels as appropriate</p> <p>-distinct characteristics of maps, globes, graphs, charts, & diagrams</p> <p>-use <i>geographic knowledge, skills, & tools</i> to pose/answer questions relative to the human/physical characteristics of--</p> <p>(a) areas covered by US or NJ gov't activities</p> <p>(b) areas of the world impacting the US & its citizens</p>
<p>Places & Regions -</p> <p>identify Earth as the place on which we all live; physical features & human characteristics existing near one's home & the school</p>	<p>Places & Regions -</p> <p>identify Earth as the place on which we all live; neighborhood (construct meaning for); physical features & human characteristics existing near home, school, neighborhood, & near a sampling of homes around the world</p>	<p>Places & Regions -</p> <p>neighborhood (concept/definition); human & physical characteristics of one's own environment, the school's neighborhood, & the environment in a sampling of neighborhoods around the world</p>	<p>Places & Regions -</p> <p>neighborhood & community (concepts/definitions); physical & human characteristics of rural, suburban, & urban communities & the community in which one lives/goes to school; similarities & differences among rural, suburban, & urban communities</p>	<p>Places & Regions -</p> <p>physical & human characteristics of places & regions in NJ & the US; how the geography of NJ impacts transportation, industry, & community development;</p>	<p>Places & Regions -</p> <p>physical & human characteristics of the US during the European explorations & early settlement of the through Reconstruction; factors (transportation, market-place, etc.) involved in the development of the European settlements as well as the cities/towns of the American colonies</p>	<p>Places & Regions -</p> <p>physical & human characteristics of places & regions in the Eastern Hemisphere (past & present); changes in places/regions over time; natural characteristics used to define a region; how regional systems are interconnected; factors impacting the development of cities</p>	<p>Places & Regions -</p> <p>physical & human characteristics of places & regions in the Western Hemisphere (past & present); changes in places/regions over time; natural characteristics used to define a region; types of regions; how regional systems are interconnected; factors impacting the development of cities</p>	<p>Places & Regions -</p> <p>reinforce expectations from previous grade levels as appropriate</p>

K-8 Social Studies Scope & Sequence (cont'd)

Geography – cont'd

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>▪ Physical Systems – descriptions of daily weather conditions; physical aspects of each of the four seasons</p>	<p>▪ Physical Systems – describe daily weather conditions; identify the four seasons & their main physical aspects</p>	<p>▪ Physical Systems – weather, seasons, & climate are affected by the relationship of the Earth to the sun</p>	<p>▪ Physical Systems – explore impact that the following have on daily life: landforms, water, & weather</p>	<p>▪ Physical Systems – basic components of the Earth’s physical systems (landforms, water, erosion, weather, climate) & ways they can impact on human life</p>	<p>▪ Physical Systems – the physical environment (esp. landforms, water, weather, & climate) & their affect early Native America life & life in the European settlements & in the Am. colonies through Reconstruction</p>	<p>▪ Physical Systems – ecosystems (how they function locally & globally; the Earth’s major ecosystems) -how the physical environment affects & has affected human life (population density, transportation systems, industry, architecture, recreation, building materials, land use, etc.) in regions of the eastern hemisphere</p>	<p>▪ Physical Systems – ecosystems (how they function locally & globally; Earth’s major ecosystems) -how the physical environment affects & has affected human life (population density, transportation systems, industry, architecture, recreation, building materials, land use, recreation, etc.) in regions of the western hemisphere</p>	<p>▪ Physical Systems – reinforce expectations from previous grade levels as appropriate</p>
				<p>▪ Human Systems - patterns of settlement & demographic characteristics of regions of NJ & the US</p>	<p>▪ Human Systems - patterns of settlement during the early growth of the US through Reconstruction</p>	<p>▪ Human Systems settlement patterns in different urban regions of the world; patterns & processes of past & present human migration; how technology affects ways in which people perceive & use places & regions; examples of global inter-dependence; primary geographic causes for world trade; why & how people try to control the Earth’s surface</p>	<p>▪ Human Systems settlement patterns in urban regions of the world; patterns & processes of past & present human migration; how technology affects ways in which people perceive & use places & regions; examples of global inter-dependence; primary geographic causes for world trade; why & how people try to control the Earth’s surface</p>	<p>▪ Human Systems – reinforce expectations from previous grade levels as appropriate - ways human activities & policies have impacted/modified the physical environment - why & how people try to control the Earth’s surface</p>
<p>▪ Environment & Society – impact of weather and each of the four seasons on daily life</p>	<p>▪ Environment & Society impact of weather and each of the four seasons on daily life; littering (its impact & ways to address it)</p>	<p>▪ Environment & Society - role & impact of air, land, water, plants, & weather on everyday life; littering & recycling & actions for addressing each of them</p>	<p>▪ Environment & Society – natural resources (concept ; living & non-living examples) & their role & impact on everyday life; littering & recycling & actions for addressing each of them</p>	<p>▪ Environment & Society - natural resources (living & non-living; renewable & non-renewable) & their role/impact; importance natural & manufactured resources in NJ; littering & recycling & ways to address each of them</p>	<p>▪ Environment & Society - natural resources (living & non-living; renewable & non-renewable) & their role/impact on early Native American life & life during the early settlement of our country through Reconstruction</p>	<p>▪ Environment & Society patterns of resource distribution & utilization & their social impacts; impact of human activities, major technological changes, & social policies on the environment; ways humans have attempted to address environmental issues & problems through adaptation & modification</p>	<p>▪ Environment & Society environmental impacts or intended/unintended consequences of major technological changes; patterns of resource distribution & utilization & their social impacts; ways humans have attempted to address environmental issues & problems through adaptation & modification</p>	<p>▪ Environment & Society global interdependence; political impacts of resource distribution & utilization patterns; conservation practices & alternatives for energy resources; solving environmental problems through adaptation and/or modification</p>

K-8 Social Studies Scope & Sequence (cont'd)

History – History involves an account of events, people, ideas, & their interactions over time. This knowledge is needed in order to understand the present and plan for the future. As a result, historical understanding and historical thinking must be incorporated into effective history instructional program. The history components of New Jersey Social Studies Core Curriculum Standards indicate that the K-8 program should cover world history from the birth of civilization through the age of global encounters (1750) and United States and New Jersey history from the European explorations through Reconstruction.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> ▪ Historical Thinking -Chronological Thinking -Historical Comprehension 	<ul style="list-style-type: none"> ▪ Historical Thinking -Chronological Thinking -Historical Comprehension 	<ul style="list-style-type: none"> ▪ Historical Thinking -Chronological Thinking -Historical Comprehension 	<ul style="list-style-type: none"> ▪ Historical Thinking -Chronological Thinking -Historical Comprehension -Historical Research 	<ul style="list-style-type: none"> ▪ Historical Thinking -Chronological Thinking -Historical Comprehension -Historical Research -Historical Analysis 	<ul style="list-style-type: none"> ▪ Historical Thinking -Chronological Thinking -Historical Comprehension -Historical Research Historical Analysis 	<ul style="list-style-type: none"> ▪ Historical Thinking -Chronological Thinking -Historical Comprehension -Historical Research -Historical Analysis -Historical Interpretation 	<ul style="list-style-type: none"> ▪ Historical Thinking -Chronological Thinking -Historical Comprehension -Historical Research -Historical Analysis -Historical Interpretation 	<ul style="list-style-type: none"> ▪ Historical Thinking -Chronological Thinking -Historical Comprehension -Historical Research -Historical Analysis -Historical Interpretation
<ul style="list-style-type: none"> ▪ Family/Community History – awareness that people & families change over time 	<ul style="list-style-type: none"> ▪ Family/Community History - awareness that people & families change over time 	<ul style="list-style-type: none"> ▪ Family/Community History – awareness that people, families, & neighborhoods change over time; 2 generations of family history 	<ul style="list-style-type: none"> ▪ Family /Community History – change in the community over time 	<ul style="list-style-type: none"> ▪ Family /Community History – reinforce expectations from previous grade levels 	<ul style="list-style-type: none"> ▪ Family /Community History – reinforce expectations from previous grade levels 	<ul style="list-style-type: none"> ▪ Family /Community History – reinforce expectations from previous grade levels 	<ul style="list-style-type: none"> ▪ Family /Community History – reinforce expectations from previous grade levels 	<ul style="list-style-type: none"> ▪ Family /Community History – reinforce expectations from previous grade levels
<ul style="list-style-type: none"> ▪ US History – historical significance of major national holidays & key historical figures 	<ul style="list-style-type: none"> ▪ US History - historical significance of major national holidays & key historical figures 	<ul style="list-style-type: none"> ▪ US History - historical significance of major national holidays & key historical figures; contributions of minorities (women, African Americans, Native Americans, etc.) 	<ul style="list-style-type: none"> ▪ US History – historical significance of major national holidays & key historical figures; contributions of minorities (women, African Americans, Native Americans, etc.); experiences of immigrants who came to the US 	<ul style="list-style-type: none"> ▪ US History – exploration; initial contacts between Europeans & Native Americans; colonization; American Revolution & its leaders 	<ul style="list-style-type: none"> ▪ US History – to 1620) early Native American migration, exploration & initial contacts between Europeans & Native Americans (; colonization & settlement (1585-1763); American Revolution & establishment of the new nation (1754-1820); expansion & reform (1801-1861); slavery, Civil War & Reconstruction (1850-1877); contributions of key historical figures/ leaders & minorities (Native Americans, African Americans, women, etc.) 	<ul style="list-style-type: none"> ▪ US History - reinforce expectations from previous grade levels as appropriate 	<ul style="list-style-type: none"> ▪ US History - reinforce expectations from previous grade levels as appropriate 	<ul style="list-style-type: none"> ▪ US History - roots of democratic forms of gov't in ancient Greece, ancient Rome, & English representative gov't - Am. colonist & their government - state & national government established after Revolutionary War - development of the US Constitution; why & how Bill of Rights was added - Reconstruction as a government action - the Cold War (pre & post)

K-8 Social Studies Scope & Sequence (cont'd)

History – cont'd

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
				<ul style="list-style-type: none"> ▪ NJ History – Lenape Indians (migration history; daily life & culture; contact with Europeans); exploration; settlement & colonization; Am. Revolution & establishment of a new nation; growth from 1790 to the present time (incl. population shift from farm to city/town life); experiences of immigrants coming to NJ ▪ World History 	<ul style="list-style-type: none"> ▪ NJ History - reinforce expectations from previous grade levels as appropriate ▪ World History 	<ul style="list-style-type: none"> ▪ NJ History - reinforce expectations from previous grade levels as appropriate ▪ World History – Eastern Hemisphere <ul style="list-style-type: none"> (a) Birth of civilization to 1000 BCE (b) Early human societies to 5000 CE (c) expanding zones of exchange & interaction to 1400CE (d) age of global encounters (1400-1750) 	<ul style="list-style-type: none"> ▪ NJ History - reinforce expectations from previous grade levels as appropriate ▪ World History – Western Hemisphere <ul style="list-style-type: none"> (a) Birth of civilization to 1000 BCE (b) Early human societies to 5000 CE (c) expanding zones of exchange & interaction to 1400CE (d) age of global encounters (1400-1750) 	<ul style="list-style-type: none"> ▪ NJ History - - reinforce expectations from previous grade levels as appropriate ▪ World History - reinforce expectations from previous grade levels as appropriate

K-8 Social Studies Scope & Sequence (cont'd)

Social Studies Skills – Below are the skills delineated in the New Jersey Social Studies Core Curriculum Content Standards for grades 2, 4, & 8. These are skills needed in order to fully appreciate, comprehend, & apply knowledge in the other social studies focus areas found in this curriculum guide. Because these skills should not be taught in isolation, they are not listed separately in the various grade level pages but are infused into the objectives, essential questions, key content/concepts/sub-topics, & suggested resources & assessments.

Gr. K-2 (with mastery at gr.2)	Gr. 3-4 (with mastery at gr.4)	Gr. 6-8 (with mastery at gr.8)
<ul style="list-style-type: none"> • Explain the concepts of long ago and far away • Apply terms related to time including past, present, & future • Identify sources of info. on local, national, & international events (e.g., books, newspaper, TV, radio, Internet) • Retell events or stories with accuracy & appropriate sequencing • Develop simple timelines 	<ul style="list-style-type: none"> • Explain how present events are connected to the past. • Apply terms related to time including years, decades, centuries, and generations. • Locate sources for the same information (e.g., weather forecast on TV, the Internet or in a newspaper). • Organize events in a time line. • Distinguish between an eyewitness account and a secondary account of an event. • Distinguish fact from fiction. 	<ul style="list-style-type: none"> • Analyze how events are related over time. • Use critical thinking skills to interpret events, recognize bias, point of view, and context. • Assess the credibility of primary & secondary sources. • Analyze data in order to see persons & events in context. • Examine current issues, events, or themes and relate them to past events. • Formulate questions based on information needs. • Use effective strategies for locating information. • Compare and contrast competing interpretations of current and historical events. • Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians. • Distinguish fact from fiction by comparing sources about figures & events with fictionalized characters & events. • Summarize information in written, graphic, & oral formats.