

Pacing Guide

Grades: Kindergarten - Fourth Grade Subject: Social Studies

Month	Topic Area	New Jersey State Learning Standards
September	U.S. History: America in the World	6.1.4.A.1 – Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
October	U.S. History: America in the World	6.1.4.A.3 – Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
November	U.S. History: America in the World	6.1.4.A.7 – Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
December	U.S. History: America in the World	6.1.4.B.1 – Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
January	U.S. History: America in the World	6.1.4.C.2 – Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
February	U.S. History: America in the World	6.1.4.D.4 – Explain how key events led to the creation of the United States and the state of New Jersey.
March	Active Citizenship in the 21 st Century	6.3.4.A.1 – Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community
April	Active Citizenship in the 21 st Century	<ul style="list-style-type: none"> • 6.3.4.B.1 – Plan and participate in an advocacy project to inform others about environmental issues at the

Pacing Guide

		local or state level and propose possible solutions.
May	Active Citizenship in the 21 st Century	6.3.4.C.1 – Develop and implement a group initiative that addresses an economic issue impacting children.
June	Active Citizenship in the 21 st Century	6.3.4.D.1 – Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Pacing Guide

Grades: Fifth and Sixth Subject: Social Studies

Month	Topic Area	New Jersey State Learning Standards
September	U.S. History: America in the World	Three Worlds Meet a. Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. b. European exploration expanded global economic and cultural exchange into the Western Hemisphere.
October	U.S. History: America in the World	Colonization and Settlement a. The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. b. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.
November	U.S. History: America in the World	a. Revolution and the New Nation a. Disputes over political authority and economic issues contributed to a movement for independence in the colonies. b. The fundamental principles of the United States Constitution serve as the foundation of the United States government today. Expansion and Reform (1801-1861) b. Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.
December	U.S. History: America in the World	Civil War and Reconstruction a. The Civil War resulted from complex regional differences involving

Pacing Guide

		<p>political, economic, and social issues, as well as different views on slavery.</p> <p>b. The Civil War and Reconstruction had a lasting impact on the development of the United States.</p>
January	World History / Global Studies	<p>The Beginnings of Human Society: Paleolithic and Neolithic Ages</p> <p>a. Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements.</p> <p>b. The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.</p> <p>c. Archaeology provides historical and scientific explanations for how ancient people lived.</p>
February	World History / Global Studies	<p>Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations</p> <p>a. Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions.</p>
March	World History / Global Studies	<p>The Classical Civilizations of the Mediterranean World, India, and China</p> <p>a. Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values.</p> <p>b. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.</p> <p>c. Classical civilizations declined as a</p>

Pacing Guide

		<p>result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.</p> <p>Expanding Exchanges and Encounters</p> <p>a. The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.</p>
April	Active Citizenship in the 21 st Century	<p>Civics, Government, and Human Rights</p> <p>a. Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>b. Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).</p>
May	Active Citizenship in the 21 st Century	<p>Geography, People, and the Environment</p> <p>a. Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.</p>
June	Active Citizenship in the 21 st Century	<p>Economics, Innovation, and Technology</p> <p>b. Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).</p> <p>History, Culture, and Perspectives</p> <p>c. Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic</p>

Pacing Guide

		society.
--	--	----------