

Bloomington School District

SOCIAL STUDIES - GRADES K-8

CURRICULUM GUIDE

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SOCIAL STUDIES - K-8

OVERVIEW

The Social Studies curriculum of the Bloomingdale School District adheres to the principle that Social Studies education will provide all students the opportunity to acquire knowledge about the heritage of America, the history of the world in which we live, and the fundamentals of geography, while increasing awareness to current global issues. The Social Studies curriculum of the Bloomingdale School District will lead students to become better residents of the community of Bloomingdale and of our nation in accordance with the New Jersey Common Core Content Standards.

SOCIAL STUDIES – K-8

METHODS OF INSTRUCTION

To include, but not limited to:

- I. Lecture, direct instruction, teacher modeling
- II. Large group and small group work
- III. Cooperative learning groups
- IV. Book talks
- V. Partner reading
- VI. Choral reading
- VII. Role playing/enactment
- VIII. Guided/shared reading
- IX. Personal writing
- X. Journals
- XI. Response journals
- XII. Writing centers
- XIII. Conferencing
- XIV. Independent reading
- XV. Learning centers
- XVI. Hands-on activities
- XVII. Guest speakers
- XVIII. Peer Tutors
- XIX. Field trips
- XX. Audio-visual aids
- XXI. Computer technology
- XXII. Panel discussions
- XXIII. Media Center visitations
- XXIV. Assembly programs
- XXV. Bulletin boards
- XXVI. Assembly programs
- XXVII. Interactive learning materials – CD ROMS/DVD/Video
- XXIX. Projects
- XXX. Timelines
- XXXI. Newsletters
- XXXII. Graphic organizers
- XXXIII. Powerpoint
- XXXIV. Scrapbook
- XXXV. Booklets

SOCIAL STUDIES – K-8
MATERIALS FOR INSTRUCTION

- I. Maps and globes
- II. Computer technology
- III. Newspapers/magazines
- IV. Media center/classroom libraries/public library
- V. Audio-visual aids
- VI. Interactive learning material – CD ROMS/DVD/Video
- VII. Textbooks
- VIII. Field trips

METHODS OF EVALUATION

- I. Attitude
- II. Effort
- III. Participation in class work
 - A. Class discussion
 - B. Project work (group and individual)
 - C. Reports
 - D. Writing samples
 - E. Journals/portfolios
 - F. Centers
- IV. Homework
- V. Test and quizzes
 - A. Workbook
 - B. Chapter tests
 - C. Unit tests
 - D. Teacher prepared tests
 - E. Supplementary materials
 - F. Standardized and/or norm referenced tests
- VI. Group work

**NJ World Class Standards
Content Area: Social Studies**

Grades K - 4

Content Area	Social Studies
Standard	6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
Strand	A. Civics, Government, and Human Rights
Strand	B. Geography, People, and the Environment
Strand	C. Economics, Innovation, and Technology
Strand	D. History, Culture, and Perspectives

**COURSE OBJECTIVES
KINDERGARTEN**

Topic	Standard/Strand	CPI
Citizenship	6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines.
	6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.
	6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
Communities	6.1.P.B.1	Develop an awareness of the physical features of the neighborhood/community.
	6.1.P.B.2	Identify, discuss, and role-play the duties of a range of community workers.
Individuals and Families	6.1.P.D.1	Describe characteristics of oneself, one's family, and others.
	6.1.P.D.2	Demonstrate an understanding of family roles and traditions.
	6.1.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play).
	6.1.P.D.4	Learn about and respect other cultures within the classroom and community.

**COURSE OBJECTIVES
FIRST GRADE**

Topic	Standard/Strand	CPI
Citizenship – local, state, national	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.
Customs and Laws	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.
	6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
Use of Maps	6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
Needs, Wants, Choices, and Decision Making	6.1.4.C.1	Apply <u>opportunity cost</u> to evaluate individuals’ decisions, including ones made in their communities.
	6.1.4.C.2	Distinguish between needs and wants and explain how <u>scarcity</u> and choice influence decisions made by individuals, communities, and nations.
Stereotypes, Discrimination, and Bullying	6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
Historical Symbols, Holidays, Culture, and Traditions	6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
	6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
	6.1.4.D.18	Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
Local Rules and Laws	6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.

**COURSE OBJECTIVES
SECOND GRADE**

Topic	Standard/Strand	CPI
Community, State, and National Laws	6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
	6.1.4.A.3	Determine how “fairness,” “equality,” and the “ <u>common good</u> ” have influenced change at the local and national levels of United States government.
Civil Rights	6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
	6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
Physical and Political Maps	6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
	6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.

Environmental Studies and Solutions	6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
	6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
	6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
	6.1.4.B.8	Compare ways people choose to use and divide natural resources.
Goods, Services, and Supply and Demand	6.1.4.A.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
	6.1.4.C.3	Explain why <u>incentives</u> vary between and among producers and consumers.
	6.1.4.C.4	Describe how supply and demand influence price and output of products.
	6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
	6.1.4.C.9	Compare and contrast how access to and use of resources affects people across the world differently.

**COURSE OBJECTIVES
THIRD GRADE**

Topic	Standard/Strand	CPI
Branches of Government	6.1.4.A.3	Explain how the United States government is organized and how the United States Constitution defines and limits the power of government
	6.1.4.A.4	Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.
	6.1.4.A.5	Distinguish the roles and responsibilities of the three branches of the national government.
Regions of the US and Maps	6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
	6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
	6.1.4.B.10	Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
Urban Areas and Cultural Differences	6.1.4.D.14	Trace how the American identity evolved over time.
	6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
	6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Inventions and Entrepreneurship	6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures that lived in New Jersey.
	6.1.4.C.13	Determine the qualities of entrepreneurs in a <u>capitalistic</u> society.
	6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
	6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
	6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
Science and Technology's Impact on Growth	6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
Explorers	6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
Folklore and Historical Figures from NJ and the US	6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
	6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
Citizenship – local, state, and world	6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
	6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
	6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

**COURSE OBJECTIVES
FOURTH GRADE**

Topic	Standard/Strand	CPI
US Government	6.1.4.A.6	Explain how national and state governments share power in the federal system of government.
	6.1.4.A.7	Explain how the United States functions as a <u>representative democracy</u> , and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
	6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
Human Rights	6.1.4.A.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
Financial Planning	6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
	6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.

NJ Studies	6.1.4.B.10	Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
	6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
	6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
	6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
Lenni Lenape and European Immigration	6.1.4.A.13	Describe the process by which immigrants become United States citizens.
	6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
	6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
	6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
	6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
Key Historic National Events	6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
	6.1.4.D.7	Explain the role Governor William Livingston played in the development of New Jersey government.
	6.1.4.D.8	Determine the significance of New Jersey's role in the American Revolution.
	6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.

Economic Issues Impacting Children	6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
	6.1.4.C.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
	6.1.4.C.8	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

SOCIAL STUDIES - K-8

CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition as stated within Policy #6409 concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the Core Curriculum Content Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modifications to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

CURRICULUM ADDENDA FOR SPECIAL EDUCATION

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified individual needs of an eligible student. This educational plan will then become a supplemental guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

ENGLISH LANGUAGE LEARNERS GENERAL MODIFICATIONS FOR INSTRUCTIONAL ACTIVITIES

In order to ensure that English Language Learners are fully integrated into classroom life and can participate in all mainstream content areas, certain modifications and differentiated criteria shall be implemented. The following modifications can be utilized to suit the needs of English Language Learners in the mainstream classes outlined in this curriculum guide. After consultation with an ESL/Bilingual teacher and identification of student's proficiency level, the mainstream content area teacher can choose the appropriate strategies. Teachers should:

Beginning ESL students

- Allow students to illustrate answers or vocabulary words
- Allow students to translate vocabulary into native language and use native language dictionary.
- Speak slowly and clearly
- Use gestures, facial expressions, and visuals
- Ask yes/no questions
- Model: use concrete demonstration of abstract concepts
- Use manipulatives, props, pictures, and concrete objectives as much as possible
- Assign a native language partner/peer tutor
- Use study guides/outline chapters
- Monitor use of notebooks
- Differentiated grading and requirements

Beginning and Intermediate ESL students

- Simplify language/avoid idioms
- Use cooperative learning groups/set up peer tutoring pairs to encourage participation
- Use videos to reinforce content
- Tape record lessons and text readings
- Incorporate appropriate student software into planning and assignments
- Highlight key words and concepts
- Reduce the number of items for tests, class work, and homework
- Allow for repetition of material in various modes, (oral, written, visual, song)
- Allow verbal response in place of written
- Use manipulatives and hands-on activities
- Use graphic organizers, Venn diagrams and outlines to visually present information
- Encourage students to organize information through the use of such organizers
- Build background knowledge prior to lesson, students may not be aware of culturally specific events or objects
- Provide multiple choice options for open ended questions
- Use student as a resource whenever possible
- Differentiated grading and requirements

Advanced ESL students and recently exited ESL students (see above as needed)

- Score writing holistically (focus on the content of ideas rather than grammar)
- Use cooperative learning groups/set up peer tutoring pairs
- Highlight key words
- Encourage participation by fostering a supportive class climate and allowing for mistakes
- Use graphic organizers
- Modify and support writing assignments and assessments
- Build background knowledge through class discussions especially if material is culturally specific to the United States
- Use student as a resource whenever possible/highlight student successes

MODIFICATIONS/SUPPLEMENTARY AIDS IN REGULAR EDUCATION FOR SPECIAL EDUCATION STUDENTS

To the maximum extent appropriate, an educationally disabled pupil shall be educated with children who are not educationally disabled. In developing the basic plan of the individual education program, the Child Study Team, Regular Education teacher, Special Education teacher, and parent/guardian shall determine the appropriateness of regular education program options with support, such as curricular or instructional modifications.

The following list is only some of the curricular modifications and instructional techniques available for implementation in the Regular Education classroom.

- Read tests orally, record student response; allow test retakes
- Reduce the amount of written work or class work by one half
- Grade student on what is handed in, do not penalize for incomplete assignments / homework / spelling
- Allow student to finish tests and quizzes during school, after school, or in the Resource Center; allow additional time for tests
- Do not require student to make up work when absent
- Provide preferential seating, study carrels
- Keep desk free from extraneous materials
- Provide adequate space for movement
- Extend time for processing information
- Cue student to stay on task
- Establish an individual daily schedule
- Break work into shorter segments
- Rewriting tests / consider spacing and crowding
- Test for content and knowledge in subject areas
- Grading modification based on individual goals
- Verbal cues and prompts
- Proximity control
- Logical consequences / natural reinforcers / immediate feedback
- Augmentative communication systems (i.e., Alpha Talker)
- Books on tape / study guides
- Differentiated activities / assignments
- Homework Clubs, homework assignment pads
- Vary test formats; short answers, matching, essay
- Alternative response modes: points, writes, circles
- Curriculum-based assessment
- Peer tutoring : Individual and Classwide models
- Cooperative learning groups
- Advance organizers / outlines / study guides / mapping guides
- Note-taking assistance / note-taking strategies
- Rephrasing/redirecting /'preview' strategies / mnemonic devices
- Computer assisted instruction
- Assistive technology devices
- Math: calculator, tables, number lines, manipulatives
- Vary input: lecture, demonstration, simulations
- Vary output: oral , written games, role plays
- Vary questioning techniques
- Parallel activity or curriculum
- Provide summary of reading assignment: written / taped
- Use checklist for review / study procedures
- Behavioral contingency contracts / planned ignoring
- Time out/ time away
- Rules and Routine clear and consistent

CORE CURRICULUM CONTENT STANDARDS

TECHNOLOGICAL LITERACY

Name of Course: **SOCIAL STUDIES - K-8**

Numerical Reference	STANDARD
Standard 8.1 (Grades K-8)	(COMPUTER AND INFORMATION LITERACY – TECHNOLOGY) All students will use TECHNOLOGY SKILLS AND TOOLS computer applications to gather and organize information and to solve problems.
Standard 8.2 (Grades K-8)	(TECHNOLOGY EDUCATION – ENGINEERING AND TECHNOLOGICAL DESIGN) All students will develop and understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment

CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

Name of Course: **SOCIAL STUDIES - K – 8**

Numerical Reference	Standard
Standard 9.1 (Grades K-8)	(CAREER AWARENESS AND TECHNICAL EDUCATION) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace..
Standard 9.2 (Grades K-8)	(CONSUMER, FAMILY, AND LIFE SKILLS) All students will demonstrate critical life skills in order to be <u>functional</u> [successful] members of society.

SOCIAL STUDIES – K-8

CAREER INFUSION

All content area subjects share the responsibility of infusing careers into their curriculum. With this in mind the Social Studies have always stressed and identified specific areas for emphasis. This may include, but not be limited to:

1. Career planning and workplace readiness
2. Use of technology
3. Critical thinking, decision-making, and problem-solving
4. Self-management skills
5. Safety principles

SUGGESTED ACTIVITIES (including but not limited to):

- I. Use occupational vocabulary (historian, cartographer, media specialist, teacher, lawyer, doctor, police officers etc.) to make students aware of career choices in the social sciences.
- II. Research career opportunities the use of technology available to students in the social sciences.
- III. Develop cross-curricular ideas in the social sciences and other content areas, i.e., map making and the use of mathematics.
- IV. Invite guest speakers in to discuss the importance of social sciences in their chosen careers.
- V. Plan field trips that focus on careers in the social sciences.
- VI. Give students an opportunity to brainstorm about their individual talents and how those talents will be useful in selecting a career choice.
- VII. Report on a career in which a student is interested. Discuss the type of information this report should contain.
- VII. Students in grades 5-8 will participate in a career day which involves projects, interviews, resume writing, etc.

