

Social Studies Pacing Guide
 See [NJSL Social Studies](#)

Lessons highlighted in blue were not taught/not taught in depth during the 2020-2021 school year.

Grade / Social Studies/ Unit #			
Time Frame	Content Focus	Skill Focus	Standards
3-4 weeks	Lenape Native Americans		
1-2 days	Timeline of the Lenape	Create a timeline to show how the Lenape established the New Jersey region as their home and include major events in their history such as when they arrived, how they got here, and the removal of the Lenape to reservations.	6.1.5.GeoPP.5 6.1.5.HistoryCC.1 6.1.5.GeoPP.6 6.1.5.HistoryCC.8
1-2 days	Family Groups	Explain that the Lenape people were members of phatries or clans which were named after animals. The three main phatry groups were wolf, turtle, and turkey. Explain how it was determined what phatry group the Lenape would belong to.	6.1.5.HistoryUP.2
1-2 days	Language	Identify the two main dialects the Lenape spoke; Discuss how the Lenape were able to communicate with others that didn't speak their language; Determine how Lenape language still has an influence on New Jersey	6.1.5.HistoryUP.4 6.1.5.HistoryCC.8

		today by examining the names of towns and rivers	
1-2 days	Shelter	Discover the various ways that the Lenape used New Jersey's natural resources in order to construct housing and villages that they lived in.	6.1.5.HistoryUP.2 6.1.5.GeoSV.5 6.1.5.GeoPP.2
1-2 days	Hunting & Fishing	Consider how the seasons affected the supply of food resources, and technology they used in order to hunt. Discuss how the Lenape used natural resources to create tools used for hunting and fishing; Besides food, identify the other ways that the animals and fish were used to help the Lenape survive	6.1.5.HistoryUP.2 6.1.5.GeoSV.5 6.1.5.GeoPP.2
1-2 days	Farming, Gathering, and Preparing food	Determine how Lenape used seasons, and supply of crops and availability of resources impacted their diets and the way the prepared food and movement of villages.	6.1.5.HistoryUP.2 6.1.5.GeoPP.2
1-2 days	Clothing	Explain how the use of New Jersey's natural resources provided clothing and other goods that helped them to survive; Create connections to how we still use natural resources today.	6.1.5.GeoSV.5 6.1.5.GeoPP.2
2-3 days	Roles in the Village	Compare the roles of men, women, children and elderly in the Lenape communities with those in our own; Determine how these roles reflect important values in their own culture.	6.1.5.HistoryUP.4
1-2	Beliefs, Folktales and Spirits	Describe how folk lore of the Lenape people	6.1.5.HistoryUP.4

days		shaped their understanding of the world around them and compare their belief system and folktales to others that they know.	
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Formative Assessment Plan		Summative Assessment Plan	
<ul style="list-style-type: none"> • Exit slips • Quiz • Projects 		<ul style="list-style-type: none"> • Class discussion • Unit test • Projects • Writing Pieces 	
Main Resources		Supplementary Resources	
<ul style="list-style-type: none"> • Text book • Presentations • Reading passages • Lenape Lifeways videos • Brain Pop 		<ul style="list-style-type: none"> • Lenape Passages ELA focus • 	

Unit 1 Appendix

Social Studies Pacing Guide Template

2 tables & 1 appendix per Unit

*****NOTE: Skill Focus starts with a verb. Usually listed in the indicator with the standards. See [NJSL Social Studies](#)

Grade / Social Studies/ Unit #4			
Time Frame	Content Focus	Skill Focus	Standards

2 weeks	NJ Government		
1-2 days	Levels of Government	Explain that the national government and state government have checks and balances	6.1.5.CivicsPI.3
2-3 days	3 Branches of Government	Distinguish the roles and responsibilities of the three branches of government in New Jersey including; executive branch (governor), legislative branch (general assembly/ senate), and the judicial branch (state supreme court).	6.1.5.CivicsPI.5
1-2 days	Local Government	Understand how roles of elected leaders affect our daily lives in both the community, county, and state level.	6.1.5.CivicsPI.7 6.1.5.CivicsPD.1 6.1.5.CivicsPI.2
1-2 days	Understanding Laws	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.	6.1.5.CivicsPI.2
1-2 Days	Creating Laws	Explain the process of creating change at the local, state, or national level by creating laws. In order to create own law that students see a need for in their own community.	6.1.5.CivicsPD.2 6.1.5.CivicsPI.2 6.1.5.CivicsPR.1 6.1.5.CivicsPR.3 6.1.5.CivicsPR.4

Formative Assessment Plan	Summative Assessment Plan
<ul style="list-style-type: none"> ● Exit slips ● Quiz ● Projects 	<ul style="list-style-type: none"> ● Class discussion ● Post test ●

Main Resources	Supplementary Resources
<ul style="list-style-type: none"> • Text book • Presentations • Reading passages • Brain Pop 	<ul style="list-style-type: none"> • Nicky 5th Government

Unit 1 Appendix

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Grade / Social Studies/ Unit #			
Time Frame	Content Focus	Skill Focus	Standards
3-4 weeks	Regions of NJ		
1-2 Days	Landforms and Regions	Describe how landforms, climate /weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey.	6.1.2.Geo.GI.2 6.1.5.GeoPP.1 6.1.5.GeoPP.2 6.1.5.GeoSV.4
3-4 days	Atlantic Coastal Plains	Research the weather, natural resources, and landforms located in the Atlantic Coastal Plain region to determine how this affects the population, cities, and industry found here.	6.1.5.GeoPP.1 6.1.5.GeoHE.1 6.1.2.Geo.HE.2 6.1.2.Geo.HE.3 6.1.2.Geo.HE.4

			6.1.5.GeoSV.4 6.1.5.EconEM.4 6.1.5.GeoSV.1 6.1.5.GeoSV.2 6.1.5.GeoSV.4
3-4 days	Piedmont	Research the weather, natural resources, and landforms located in the Piedmont region to determine how this affects the population, cities, and industry found here.	6.1.5.GeoPP.1 6.1.5.GeoHE.1 6.1.2.Geo.HE.2 6.1.2.Geo.HE.3 6.1.2.Geo.HE.4 6.1.5.GeoSV.4 6.1.5.EconEM.4 6.1.5.GeoSV.1 6.1.5.GeoSV.2 6.1.5.GeoSV.4
3-4 days	Ridge and Valley	Research the weather, natural resources, and landforms located in the Ridge and Valley region to determine how this affects the population, cities, and industry found here.	6.1.5.GeoPP.1 6.1.5.GeoHE.1 6.1.2.Geo.HE.2 6.1.2.Geo.HE.3 6.1.2.Geo.HE.4 6.1.5.GeoSV.4 6.1.5.EconEM.4 6.1.5.GeoSV.1 6.1.5.GeoSV.2 6.1.5.GeoSV.4
3-4 days	Highlands	Research the weather, natural resources, and landforms located in the Highlands region to determine how this affects the population, cities, and industry found here.	6.1.5.GeoPP.1 6.1.5.GeoHE.1 6.1.2.Geo.HE.2 6.1.2.Geo.HE.3 6.1.2.Geo.HE.4

			6.1.5.GeoSV.4 6.1.5.EconEM.4 6.1.5.GeoSV.1 6.1.5.GeoSV.2 6.1.5.GeoSV.4
3-4 days	Comparing Regions	Compare and contrast the regions by creating a region based project where students synthesize information learned about each region.	6.1.5.EconEM.4 6.1.5.GeoHE.2

Formative Assessment Plan	Summative Assessment Plan
<ul style="list-style-type: none"> • Exit slips • Quiz • Projects 	<ul style="list-style-type: none"> • Class discussion • Post test • Projects • Writing Pieces
Main Resources	Supplementary Resources
<ul style="list-style-type: none"> • Text book • Presentations • Reading passages • Brain Pop 	

Unit 1 Appendix

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2 tables & 1 appendix per Unit

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Grade / Social Studies/ Unit #

Time Frame	Content Focus	Skill Focus	Standards
4-5 weeks	Immigration		
1-2 Days	Primary Sources	Explore primary sources from Ellis Island and Immigration in order to understand the time period from a first hand account; Make inferences about the trade off and risk of moving to a new country.	6.1C Grade 4.CPI.1 6.1D Grade.4.CPI.5 6.1.12.HistoryCA.3. b
5-8 days	Reasons for immigration	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.	6.1.5.HistoryUP.2 6.1.5.HistoryUP.1 6.1.12.HistoryCA.3. b
3-4 days	Voyage to America	Research how immigrants traveled to America and explain the challenges and difficulties faced by immigrants.	6.1.8.HistoryCC.4. d 6.1.12.HistoryUP.5. a 6.1.12.HistoryCA.3. b
3-4 Days	Statue of Liberty and American Symbols	Explain different symbols of America, their history, and how they represent our history and culture; Use these concepts to understand the importance of the Statue of Liberty to immigrants and to the American People; Explain the process of how America obtained the Statue of Liberty	6.1.5.HistorySE.2

3-4 days	Ellis Island	Discuss the purpose behind Ellis Island and the process, examinations, and inspections that immigrants had to endure before entering America.	6.1.12.HistoryCA.3.b 6.1.5.CivicsHR.4 6.1.5.HistoryUP.6
3-4 days	Life in America	Analyze different groups of people settlement in America including common jobs, living conditions and treatment. Determine how the cultures of different immigrants have shaped the United States today. Explain where immigrants went after they left Ellis Island and what life was like for them; Discuss the jobs, living conditions, & challenges immigrants faced living in America	6.1.12.GeoHE.5.a 6.1.12.HistoryCA.3.b 6.1.5.CivicsHR.4 6.1.5.HistoryUP.6

Formative Assessment Plan		Summative Assessment Plan	
<ul style="list-style-type: none"> • Exit slips • Quiz • Projects 		<ul style="list-style-type: none"> • Class discussion • Post test • Projects • Writing Pieces 	
Main Resources		Supplementary Resources	
<ul style="list-style-type: none"> • Text book • Presentations • Reading passages • Ellis Island Field Trip • Orphan of Ellis Island • Ellis Island Magazine 		<ul style="list-style-type: none"> • Orphan of Ellis Island Novel • Scholastic Ellis Island Interactive Field Trip • Reading A-Z Statue of Liberty (Multi-Levelled) • Island of Hope Island of Tears Video 	

Unit 1 Appendix

