

New Jersey Core Curriculum Content Standards for Social Studies

INTRODUCTION

Social Studies Education in the 21st Century

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: *Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.*

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the [National Center for History Education](#), [National Council for Social Studies](#), [National Council for Geographic Education](#), [Center for Civic Education](#), [National Council on Economic Education](#), [Mid-Continent Research on Education and Learning](#), [National Assessment of Educational Progress](#), and the [Partnership for 21st Century Skills](#).

Social studies instruction occurs throughout the P-12 spectrum:

- At the **Preschool** level, students participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity.
- In grades **K-4**, students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of 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.
- In grades **5-8**, students build upon K-4 foundational content. Through instruction in U.S. History and World History/Global Studies, they begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships. The study of migratory patterns and belief systems that in the past led to cooperation and conflict among groups of people enable students to realize the significance of cultural transmission in today's global society. Relevant activities that help students connect content knowledge to current issues and that promote service learning empower students to become civic-minded and socially active.
- In grades **9-12**, students continue to study U.S. History and World History/Global Studies. They consider historical viewpoints in order to analyze the role of the individual in society and the significance of fundamental documents to basic human rights. Socratic discussion groups and debate activities enable students to develop sound reasoning and effective communication skills. Opportunities to collaborate with students from around the world and experts in the field, and to develop innovative solutions to real world problems on the local, national, and global levels, mirror the 21st-century workplace and allow students to practice important career skills. By the end of grade 12, students have a heightened understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in an interconnected world.

Revised Standards

The revised social studies standards provide the foundation for creating local curricula and developing meaningful assessments. The revised standards are as follows:

- **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.*
- **Standard 6.2 World History/Global Studies.** *All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.*
- **Standard 6.3 Active Citizenship in the 21st Century.** *All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.*

Four strands frame the content within each standard: (A) Civics, Government, and Human Rights; (B) Geography, People, and the Environment; (C) Economics, Innovation, and Technology; and (D) History, Culture, and Perspectives.

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Organization of the Standards

The organization and content of the 2009 social studies standards reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses.

- Standard 6.1 U.S. History: America in the World applies to grades P-12; at the P and K-4 levels, content is organized by strand only; at the 5-8 and 9-12 levels, content organized by era and strand.
- Standard 6.2 World History/Global Studies applies only to grades 5-12; at both the 5-8 and 9-12 levels, content organized by era and strand.
- Standard 6.3 Active Citizenship in the 21st Century applies to grades P-12; at all levels (P, K-4, 5-8, and 9-12) content is organized by strand only.

Standard	Grade Level	Organization
6.1 U.S. History: America in the World	P-4	By strand only
	5-8	By era and strand
	9-12	By era and strand
6.2 World History/Global Studies	5-8	By era and strand
	8-12	By era and strand
6.3 Active Citizenship in the 21st Century	P-4	By strand only
	5-8	By strand only
	9-12	By strand only

The organizational scheme of the social studies standards highlights the interrelationship among government/civics, economics, and geography during each time period throughout history. (For a full listing of the eras studied, see the [Social Studies Timeframe Table](#).)

In addition, the integration of social studies content *and* skills is essential for understanding and for developing habits of mind that are necessary for students to become informed citizens and contributing members of society. Thus, four key social studies skills (chronological thinking, spatial thinking, critical thinking, and presentational skills) have been identified and elaborated for the three K-12 grade clusters (K-4, 5-8, 9-12). These skills should be systematically integrated into instruction and assessed in conjunction with content. (See the [Social Studies Skills Table](#)).

Coding of Cumulative Progress Indicators

For standards 6.1, grades P-4, and for standard 6.3, all grades, each Cumulative Progress Indicator code should be interpreted as follows:

6.1.	4.	A.	1
↑	↑	↑	↑
standard number	grade	strand	indicator

For standards 6.1 and 6.2, grades 5-12, the inclusion of the era (see the [Social Studies Timeframe Table](#)) impacts the coding of each Cumulative Progress Indicator as follows:

6.1.	8.	A.	1.	a
↑	↑	↑	↑	↑
standard number	grade	strand	era	indicator

Resources

Achieve, Inc. (2004). *Measuring Up 2004: A Report on Social Studies Standards for New Jersey*. Washington, DC: Author. Online: http://www.achieve.org/files/NJSSreport1-05_0.pdf

Asia Society. (2008). *Going global: Preparing U.S. students for an interconnected world*. New York: Author.

Center for Civic Education. (1994). *National standards for civics and government*. Calabasas, CA: Author. Online: <http://www.civiced.org/index.php?page=stds>

Checkley, K. (2008). *Priorities in practice: The essentials of social studies, Grades K-8*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Lee, J., & Weiss, A. R. (2007). *The Nation's report card: U.S. history 2006* (NCES 2007-474). Washington, DC: U.S. Department of Education, National Center for Education Statistics. Online: <http://nces.ed.gov/nationsreportcard/pdf/main2006/2007474.pdf>

Kendall, J. S., & Marzano, R. J. (2004). (1993). *Content knowledge: A compendium of standards and benchmarks for K-12 education: Grades K-4, history* (4th ed.). Denver, CO: Mid-Continent Research for Education and Learning. Online: <http://www.mcrel.org/compendium/SubjectTopics.asp?SubjectID=4>

Kendall, J. S., & Marzano, R. J. (2004). *Content knowledge: A compendium of standards and benchmarks for K-12 education: U.S. history* (4th ed.). Denver, CO: Mid-Continent Research for Education and Learning. Online: <http://www.mcrel.org/compendium/SubjectTopics.asp?SubjectID=5>

Kendall, J. S., & Marzano, R. J. (2004). *Content knowledge: A compendium of standards and benchmarks for K-12 education: World history* (4th ed.). Denver, CO: Mid-Continent Research for Education and Learning. Online: <http://www.mcrel.org/compendium/SubjectTopics.asp?SubjectID=6>

- Michigan Dept. of Education. (2007). *Grade level expectations: Social Studies, Grades K-8*. Lansing, MI: Author. Online: http://michigan.gov/documents/mde/SSGLCE_218368_7.pdf
- Michigan Dept. of Education. (2007). *High school content expectations: Social studies*. Lansing, MI: Author. Online: http://michigan.gov/documents/mde/SS_HSCE_210739_7.pdf
- National Council for Economic Education. (2000). *National content standards in economics*. New York: Author. Online: <http://www.councilforeconed.org/ea/standards/>
- National Council for Geographic Education. (1994). *National geography standards*. Washington, DC: Author. Online: <http://www.ncge.org/i4a/pages/index.cfm?pageid=3314>
- National Center for History in the Schools. (1996). *National history standards*. Los Angeles: Author. Online: <http://nchs.ucla.edu/standards/>
- National Council for the Social Studies. (1994). *Expectations of excellence: Curriculum standards for social studies*. Washington, DC: Author.
- National Council for the Social Studies. (2008). *Expectations of Excellence: Curriculum standards for social studies* (draft). Silver Spring, MD: Author. Online: http://www.socialstudies.org/system/files/StandardsDraft10_08.pdf
- New Jersey State Department of Education. (1996). *New Jersey core curriculum content standards*. Trenton, NJ: Author.
- New Jersey State Department of Education. (2004). *Core curriculum content standards*. Trenton, NJ: Author.
- New Jersey State Department of Education. (2008). Standards clarification project. Trenton, NJ: Author. Online: <http://www.nj.gov/education/aps/njscp>
- Partnership for 21st Century Skills. (2007). *The intellectual and policy foundations of the 21st Century Skills Framework*. Tucson, AZ: Author. Online: http://www.21stcenturyskills.org/route21/images/stories/epapers/skills_foundations_final.pdf
- San Diego State University & National Center for History in the Schools. *The big eras*. On (website): World history for us all: <http://worldhistoryforusall.sdsu.edu/>
- State of Washington Office of Superintendent of Public Instruction. (2008). *Social studies*. Olympia, WA: Author. Online: <http://www.k12.wa.us/CurriculumInstruct/SocStudies/>
- Task Force on Standards for Teaching and Learning in the Social Studies. (2008). *A vision of powerful teaching and learning in the social studies: Building social understanding and civic efficacy*. Silver Spring, MD: National Council for the Social Studies.. Online: <http://www.socialstudies.org/positions/powerful>
- Woyshner, C. A. (2003). *Social studies*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

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		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator(CPI)
P	Citizenship begins with becoming a contributing member of the classroom community.	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.
4	Rules and laws are developed to protect people’s rights and the security and welfare of society.	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.
	The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.	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.
	American constitutional government is based on principles of limited government, shared authority, fairness, and equality.	6.1.4.A.3	Determine how “fairness,” “equality,” and the “ common good ” have influenced change at the local and national levels of United States government.
	There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.	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.
		6.1.4.A.6	Explain how national and state governments share power in the federal system of government.
	In a representative democracy, individuals elect representatives to act on the behalf of the people.	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.
		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.
	The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community	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

responses to the violation of fundamental rights.		served as catalysts for social change and inspired social activism in subsequent generations.
The United States democratic system requires active participation of its citizens.	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.
Immigrants can become and obtain the rights of American citizens.	6.1.4.A.13	Describe the process by which immigrants become United States citizens.
The world is comprised of nations that are similar to and different from the United States.	6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.	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.
In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.	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.

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	B. Geography, People, and the Environment		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator(CPI)
P	Everyone is part of a larger neighborhood and community.	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.
4	Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.	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.
		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.
	Places are jointly characterized by their physical and human properties.	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.
	The physical environment can both accommodate and be endangered by human activities.	6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
	Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.	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.
	Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.	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.
	Advancements in science and technology can have unintended consequences that impact individuals and/or societies.	6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
	Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.	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.

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	C. Economics, Innovation, and Technology		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator(CPI)
4	People make decisions based on their needs, wants, and the availability of resources.	6.1.4.C.1	Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.
		6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
	Economics is a driving force for the occurrence of various events and phenomena in societies.	6.1.4.C.3	Explain why incentives 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.
	Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.	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.
	Availability of resources affects economic outcomes.	6.1.4.C.9	Compare and contrast how access to and use of resources affects people across the world differently.
	Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.	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.
	Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.	6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
		6.1.4.C.13	Determine the qualities of entrepreneurs in a capitalistic society.
	Economic opportunities in New Jersey and other states are related to the availability of resources and technology.	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.
	Creativity and innovation have led to	6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in

improvements in lifestyle, access to information, and the creation of new products.		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.

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	D. History, Culture, and Perspectives		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator(CPI)
P	Individuals and families have unique characteristics.	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.
	There are many different cultures within the classroom and community.	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.
4	Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.	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.
	Key historical events, documents, and individuals led to the development of our nation.	6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
		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.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.
		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.
	Personal, family, and community history is a source of information for individuals about the people and places around them.	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.
		6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
	The study of American folklore and popular	6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from

historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.		New Jersey and other regions of the United States contributed to the American national heritage.
Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.	6.1.4. D.13	Describe how culture is expressed through and influenced by the behavior of people.
American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.	6.1.4. D.14	Trace how the American identity evolved over time.
Cultures struggle to maintain traditions in a changing society.	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.
Prejudice and discrimination can be obstacles to understanding other cultures.	6.1.4. D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.	6.1.4. D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.	6.1.4. D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.	6.1.4. D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
	6.1.4. D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

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.		
Era	Three Worlds Meet (Beginnings to 1620)		
Grade Level	By the end of grade 8		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
<p>1. Three Worlds Meet</p> <p>Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.</p> <p>European exploration expanded global economic and cultural exchange into the Western Hemisphere.</p>	A. Civics, Government, and Human Rights	6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
	B. Geography, People, and the Environment	6.1.8.B.1.a	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
		6.1.8.B.1.b	Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.
	C. Economics, Innovation, and Technology	6.1.8.C.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.
		6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
	D. History, Culture, and Perspectives	6.1.8.D.1.a	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
		6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.
		6.1.8.D.1.c	Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.

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.		
Era	Colonization and Settlement (1585-1763)		
Grade Level	By the end of grade 8		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
<p>2. Colonization and Settlement</p> <p>The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.</p> <p>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.</p>	A. Civics, Government, and Human Rights	6.1.8.A.2.a	Determine the roles of religious freedom and participatory government in various North American colonies.
		6.1.8.A.2.b	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
		6.1.8.A.2.c	Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.
	B. Geography, People, and the Environment	6.1.8.B.2.a	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
		6.1.8.B.2.b	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
	C. Economics, Innovation, and Technology	6.1.8.C.2.a	Relate slavery and indentured servitude to Colonial labor systems.
		6.1.8.C.2.b	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
		6.1.8.C.2.c	Analyze the impact of triangular trade on multiple nations and groups.
	D. History, Culture, and Perspectives	6.1.8.D.2.a	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
		6.1.8.D.2.b	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

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.		
Era	Revolution and the New Nation (1754-1820s)		
Grade Level	By the end of grade 8		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
<p>3. Revolution and the New Nation</p> <p>Disputes over political authority and economic issues contributed to a movement for independence in the colonies.</p> <p>The fundamental principles of the United States Constitution serve as the foundation of the United States government today.</p>	A. Civics, Government, and Human Rights	6.1.8.A.3.a	Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
		6.1.8.A.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
		6.1.8.A.3.c	Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
		6.1.8.A.3.d	Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.
		6.1.8.A.3.e	Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.
		6.1.8.A.3.f	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
		6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
	B. Geography, People, and the Environment	6.1.8.B.3.a	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
		6.1.8.B.3.b	Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
		6.1.8.B.3.c	Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
		6.1.8.B.3.d	Explain why New Jersey’s location played an integral role in the American Revolution.
	C. Economics, Innovation, and Technology	6.1.8.C.3.a	Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
		6.1.8.C.3.b	Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
		6.1.8.C.3.c	Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.
	D. History, Culture, and	6.1.8.D.3.a	Explain how the consequences of the Seven Years War, changes in British policies

	Perspectives		toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
		6.1.8.D.3.b	Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
		6.1.8.D.3.c	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
		6.1.8.D.3.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
		6.1.8.D.3.e	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
		6.1.8.D.3.f	Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.
		6.1.8.D.3.g	Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

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.		
Era	Expansion and Reform (1801-1861)		
Grade Level	By the end of grade 8		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
4. Expansion and Reform Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.	A. Civics, Government, and Human Rights	6.1.8.A.4.a	Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
		6.1.8.A.4.b	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
		6.1.8.A.4.c	Assess the extent to which voting rights were expanded during the Jacksonian period.
	B. Geography, People, and the Environment	6.1.8.B.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
		6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.
	C. Economics, Innovation, and Technology	6.1.8.C.4.a	Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
		6.1.8.C.4.b	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.
		6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
	D. History, Culture, and Perspectives	6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
		6.1.8.D.4.b	Explore efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.
		6.1.8.D.4.c	Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.

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.		
Era	Civil War and Reconstruction (1850-1877)		
Grade Level	By the end of grade 8		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
<p>5. Civil War and Reconstruction</p> <p>The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.</p> <p>The Civil War and Reconstruction had a lasting impact on the development of the United States.</p>	A. Civics, Government, and Human Rights	6.1.8.A.5.a	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
		6.1.8.A.5.b	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
	B. Geography, People, and the Environment	6.1.8.B.5.a	Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.
	C. Economics, Innovation, and Technology	6.1.8.C.5.a	Assess the human and material costs of the Civil War in the North and South.
		6.1.8.C.5.b	Analyze the economic impact of Reconstruction on the South from different perspectives.
	D. History, Culture, and Perspectives	6.1.8.D.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
		6.1.8.D.5.b	Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.
		6.1.8.D.5.c	Examine the roles of women, African Americans, and Native Americans in the Civil War.
		6.1.8.D.5.d	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

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.		
Era	Colonization and Settlement (1585-1763)		
Grade 12	By the end of grade 12		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
1. Colonization and Settlement North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.	A. Civics, Government, and Human Rights	6.1.12.A.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
		6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
	B. Geography, People, and the Environment	6.1.12.B.1.a	Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.
	C. Economics, Innovation, and Technology	6.1.12.C.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
		6.1.12.C.1.b	Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.
	D. History, Culture, and Perspectives	6.1.12.D.2.a	Explain the consequences to Native American groups of the loss of their land and people.

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.		
Era	Revolution and the New Nation (1754-1820s)		
Grade Level	By the end of grade 12		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
<p>2. Revolution and the New Nation</p> <p>The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain’s centralization policies and practices.</p> <p>The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights.</p> <p>Debates about individual rights, states’ rights, and federal power shaped the development of the political institutions and practices of the new Republic.</p>	A. Civics, Government, and Human Rights	6.1.12.A.2.a	Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.
		6.1.12.A.2.b	Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world.
		6.1.12.A.2.c	Compare and contrast state constitutions, including New Jersey’s 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
		6.1.12.A.2.d	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
		6.1.12.A.2.e	Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
		6.1.12.A.2.f	Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today’s political parties.
	B. Geography, People, and the Environment	6.1.12.B.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
		6.1.12.B.2.b	Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
	C. Economics, Innovation, and Technology	6.1.12.C.2.a	Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering.
		6.1.12.C.2.b	Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation.
	D. History, Culture, and Perspectives	6.1.12.D.2.a	Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
		6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
		6.1.12.D.2.c	Relate events in Europe to the development of American trade and American foreign and domestic policies.
		6.1.12.D.2.d	Analyze arguments for new women’s roles and rights, and explain why 18th-century society limited women’s aspirations.
		6.1.12.D.2.e	Determine the impact of African American leaders and institutions in shaping free Black communities in the North.

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.		
Era	Expansion and Reform (1801-1861)		
Grade Level	By the end of grade 12		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
<p>3. Expansion and Reform</p> <p>Multiple political, social, and economic factors caused American territorial expansion.</p> <p>The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.</p>	A. Civics, Government, and Human Rights	6.1.12.A.3.a	Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
		6.1.12.A.3.b	Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
		6.1.12.A.3.c	Assess the role of geopolitics in the development of American foreign relations during this period.
		6.1.12.A.3.d	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
		6.1.12.A.3.e	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
		6.1.12.A.3.f	Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women’s rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.
		6.1.12.A.3.g	Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.
		6.1.12.A.3.h	Analyze the various rationales provided as a justification for slavery.
		6.1.12.A.3.i	Relate the impact of the Supreme Court decision regarding the <i>Amistad</i> to the antislavery movement.
	B. Geography, People, and the Environment	6.1.12.B.3.a	Assess the impact of Western settlement on the expansion of United States political boundaries.
	C. Economics, Innovation, and Technology	6.1.12.C.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
		6.1.12.C.3.b	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
	D. History, Culture, and Perspectives	6.1.12.D.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
		6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
		6.1.12.D.3.c	Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
		6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the

			development of responsible citizens.
		6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.

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.		
Era	Civil War and Reconstruction (1850-1877)		
Grade Level	By the end of grade 12		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
<p>4. Civil War and Reconstruction</p> <p>The Civil War was caused by ideological, economic, and political differences about the future course of the nation.</p> <p>Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.</p>	A. Civics, Government, and Human Rights	6.1.12.A.4.a	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
		6.1.12.A.4.b	Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
		6.1.12.A.4.c	Evaluate how political and military leadership affected the outcome of the Civil War.
		6.1.12.A.4.d	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
	B. Geography, People, and the Environment	6.1.12.B.4.a	Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcome of the Civil War.
		6.1.12.B.4.b	Analyze the impact of population shifts and migration patterns during the Reconstruction period.
	C. Economics, Innovation, and Technology	6.1.12.C.4.a	Assess the role that economics played in enabling the North and South to wage war.
		6.1.12.C.4.b	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
		6.1.12.C.4.c	Explain why the Civil War was more costly to America than previous conflicts were.
	D. History, Culture, and Perspectives	6.1.12.D.4.a	Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
		6.1.12.D.4.b	Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.
		6.1.12.D.4.c	Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
		6.1.12.D.4.d	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
		6.1.12.D.4.e	Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

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.		
Era	The Development of the Industrial United States (1870-1900)		
Grade Level	By the end of grade 12		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
<p>5. The Development of the Industrial United States</p> <p>Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption and changed the daily lives of Americans.</p> <p>The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, and cultural values and created tensions between ethnic and social groups.</p>	A. Civics, Government, and Human Rights	6.1.12.A.5.a	Relate industrial growth to the need for social and governmental reforms.
		6.1.12.A.5.b	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
		6.1.12.A.5.c	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
	B. Geography, People, and the Environment	6.1.12.B.5.a	Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
		6.1.12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
	C. Economics, Innovation, and Technology	6.1.12.C.5.a	Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.
		6.1.12.C.5.b	Compare and contrast economic development of the North, South, and West in the post-Civil War period.
		6.1.12.C.5.c	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
		D. History, Culture, and Perspectives	6.1.12.D.5.a
	6.1.12.D.5.b		Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
	6.1.12.D.5.c		Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
	6.1.12.D.5.d		Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

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.		
Era	The Emergence of Modern America (1890-1930)		
Grade Level	By the end of grade 12		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
<p>6. The Emergence of Modern America: Progressive Reforms</p> <p>Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups.</p> <p>An expanding market for international trade promoted policies that resulted in America emerging as a world power.</p>	A. Civics, Government, and Human Rights	6.1.12.A.6.a	Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
		6.1.12.A.6.b	Evaluate the ways in which women organized to promote government policies (i.e., abolition, women’s suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
		6.1.12.A.6.c	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., <i>Plessy v. Ferguson</i>) and state and local governmental policies.
	B. Geography, People, and the Environment	6.1.12.B.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
		6.1.12.B.6.b	Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
	C. Economics, Innovation, and Technology	6.1.12.C.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.
		6.1.12.C.6.b	Determine how supply and demand influenced price and output during the Industrial Revolution.
		6.1.12.C.6.c	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
	D. History, Culture, and Perspectives	6.1.12.D.6.a	Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.
		6.1.12.D.6.b	Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.
		6.1.12.D.6.c	Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.

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.		
Era	The Emergence of Modern America (1890-1930)		
Grade Level	By the end of grade 12		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
7. The Emergence of Modern America: World War I United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.	A. Civics, Government, and Human Rights	6.1.12.A.7.a	Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.
		6.1.12.A.7.b	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights.
		6.1.12.A.7.c	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
	B. Geography, People, and the Environment	6.1.12.B.7.a	Explain how global competition by nations for land and resources led to increased militarism.
	C. Economics, Innovation, and Technology	6.1.12.C.7.a	Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
		6.1.12.C.7.b	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
	D. History, Culture, and Perspectives	6.1.12.D.7.a	Evaluate the effectiveness of Woodrow Wilson’s leadership during and immediately after World War I.
		6.1.12.D.7.b	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
		6.1.12.D.7.c	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.

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.		
Era	The Emergence of Modern America (1890-1930)		
Grade Level	By the end of grade 12		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
8. The Emergence of Modern America: Roaring Twenties The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.	A. Civics, Government, and Human Rights	6.1.12.A.8.a	Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
		6.1.12.A.8.b	Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.
		6.1.12.A.8.c	Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
	B. Geography, People, and the Environment	6.1.12.B.8.a	Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
	C. Economics, Innovation, and Technology	6.1.12.C.8.a	Analyze the push-pull factors that led to the Great Migration.
		6.1.12.C.8.b	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
	D. History, Culture, and Perspectives	6.1.12.D.8.a	Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence
		6.1.12.D.8.b	Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.

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.		
Era	The Great Depression and World War II (1929-1945)		
Grade Level	By the end of grade 12		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
9. The Great Depression and World War II: The Great Depression The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.	A. Civics, Government, and Human Rights	6.1.12.A.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.
	B. Geography, People, and the Environment	6.1.12.B.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
	C. Economics, Innovation, and Technology	6.1.12.C.9.a	Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
		6.1.12.C.9.b	Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.
		6.1.12.C.9.c	Explain the interdependence of various parts of a market economy.
		6.1.12.C.9.d	Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.
	D. History, Culture, and Perspectives	6.1.12.D.9.a	Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
6.1.12.D.9.b		Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.	

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.		
Era	The Great Depression and World War II (1929-1945)		
Grade Level	By the end of grade 12		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
10. The Great Depression and World War II : New Deal Aimed at recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy.	A. Civics, Government, and Human Rights	6.1.12.A.10.a	Explain how and why conflict developed between the Supreme Court and other branches of government over aspects of the New Deal.
		6.1.12.A.10.b	Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.
		6.1.12.A.10.c	Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
	B. Geography, People, and the Environment	6.1.12.B.10.a	Assess the effectiveness of New Deal programs designed to protect the environment.
	C. Economics, Innovation, and Technology	6.1.12.C.10.a	Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
		6.1.12.C.10.b	Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
	D. History, Culture, and Perspectives	6.1.12.D.10.a	Analyze how other nations responded to the Great Depression.
		6.1.12.D.10.b	Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.
		6.1.12.D.10.c	Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal.
		6.1.12.D.10.d	Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.

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.		
Era	The Great Depression and World War II (1929-1945)		
Grade Level	By the end of grade 12		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
<p>11. The Great Depression and World War II: World War II</p> <p>The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan.</p> <p>Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.</p>	A. Civics, Government, and Human Rights	6.1.12.D.11.a	Evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s.
		6.1.12.D.11.b	Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
		6.1.12.A.11.c	Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
		6.1.12.A.11.d	Analyze the decision to use the atomic bomb and the consequences of doing so.
		6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
	B. Geography, People, and the Environment	6.1.12.B.11.a	Explain the role that geography played in the development of military strategies and weaponry in World War II.
	C. Economics, Innovation, and Technology	6.1.12.C.11.a	Apply opportunity cost and trade-offs to evaluate the shift in economic resources from the production of domestic to military goods during World War II, and analyze the impact of the post-war shift back to domestic production.
		6.1.12.C.11.b	Relate new wartime inventions to scientific and technological advancements in the civilian world.
	D. History, Culture, and Perspectives	6.1.12.D.11.a	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
		6.1.12.D.11.b	Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.
		6.1.12.D.11.c	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
		6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
		6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

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.		
Era	Postwar United States (1945 to early 1970s)		
Grade Level	By the end of grade 12		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
12. Postwar United States: Cold War Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.	A. Civics, Government, and Human Rights	6.1.12.A.12.a	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
		6.1.12.A.12.b	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
		6.1.12.A.12.c	Explain how the Arab-Israeli conflict influenced American foreign policy.
	B. Geography, People and the Environment	6.1.12.B.12.a	Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.
		C. Economics, Innovation, and Technology	6.1.12.C.12.a
	6.1.12.C.12.b		Assess the impact of agricultural innovation on the world economy.
	6.1.12.C.12.c		Analyze how scientific advancements impacted the national and global economies and daily life.
	6.1.12.C.12.d		Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
	D. History, Culture, and Perspectives	6.1.12.D.12.a	Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.
		6.1.12.D.12.b	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
		6.1.12.D.12.c	Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.
		6.1.12.D.12.d	Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.
		6.1.12.D.12.e	Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.

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.		
Era	Postwar United States (1945 to early 1970s)		
Grade Level	By the end of grade 12		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
13. Postwar United States: Civil Rights and Social Change The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.	A. Civics, Government, and Human Rights	6.1.12.A.13.a	Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., <i>Hedgepeth and Williams v. Trenton Board of Education</i>), and New Jersey’s Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.
		6.1.12.A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, <i>Brown v. Board of Education</i> , and <i>Roe v. Wade</i>) in promoting civil liberties and equal opportunities.
		6.1.12.A.13.c	Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.
	B. Geography, People, and the Environment	6.1.12.B.13.a	Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.
		6.1.12.B.13.b	Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.
	C. Economics, Innovation, and Technology	6.1.12.C.13.a	Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.
		6.1.12.C.13.b	Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.
		6.1.12.C.13.c	Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today.
		6.1.12.C.13.d	Relate American economic expansion after World War II to increased consumer demand.
	D. History, Culture, and Perspectives	6.1.12.D.13.a	Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
		6.1.12.D.13.b	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
		6.1.12.D.13.c	Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
		6.1.12.D.13.d	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
		6.1.12.D.13.e	Explain why the Peace Corps was created and how its role has evolved over time.
6.1.12.D.13.f		Relate the changing role of women in the labor force to changes in family structure.	

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.		
Era	Contemporary United States (1970-Today)		
Grade Level	By the end of grade 12		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
<p>14. Contemporary United States: Domestic Policies</p> <p>Differing views on government’s role in social and economic issues led to greater partisanship in government decision making.</p> <p>The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups.</p> <p>Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.</p>	A. Civics, Government, and Human Rights	6.1.12.A.14.a	Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
		6.1.12.A.14.b	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
		6.1.12.A.14.c	Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.
		6.1.12.A.14.d	Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
		6.1.12.A.14.e	Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.
		6.1.12.A.14.f	Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
		6.1.12.A.14.g	Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).
		6.1.12.A.14.h	Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
	B. Geography, People, and the Environment	6.1.12.B.14.a	Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
		6.1.12.B.14.b	Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
		6.1.12.B.14.c	Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
		6.1.12.B.14.d	Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.
	C. Economics, Innovation, and Technology	6.1.12.C.14.a	Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
		6.1.12.C.14.b	Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy
		6.1.12.C.14.c	Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
		6.1.12.C.14.d	Relate the changing manufacturing, service, science, and technology industries and

			educational opportunities to the economy and social dynamics in New Jersey.
	D. History, Culture, and Perspectives	6.1.12.D.14.a	Determine the relationship between United States domestic and foreign policies.
		6.1.12.D.14.b	Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.
		6.1.12.D.14.c	Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.
		6.1.12.D.14.d	Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
		6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
		6.1.12.D.14.f	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

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.		
Era	Contemporary United States (1970-Today)		
Grade Level	By the end of grade 12		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
15. Contemporary United States: International Policies The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.	A. Civics, Government, and Human Rights	6.1.12.A.15.a	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.
		6.1.12.A.15.b	Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.
		6.1.12.A.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
		6.1.12.A.15.d	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
		6.1.12.A.15.e	Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.
		6.1.12.A.15.f	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
	B. Geography, People, and the Environment	6.1.12.B.15.a	Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.
	C. Economics, Innovation, and Technology	6.1.12.C.15.a	Relate the role of America's dependence on foreign oil to its economy and foreign policy.
		6.1.12.C.15.b	Assess economic priorities related to international and domestic needs, as reflected in the national budget.
	D. History, Culture, and Perspectives	6.1.12.D.15.a	Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.
		6.1.12.D.15.b	Compare the perspectives of other nations and the United States regarding United States foreign policy.
		6.1.12.D.15.c	Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
		6.1.12.D.15.d	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.

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.		
Era	Contemporary United States (1970-Today)		
Grade Level	By the end of grade 12		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
16. Contemporary United States: Interconnected Global Society Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions.	A. Civics, Government, and Human Rights	6.1.12.A.16.a	Determine the impact of media and technology on world politics during this time period.
		6.1.12.A.16.b	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
		6.1.12.A.16.c	Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
	B. Geography, People, and the Environment	6.1.12.B.16.a	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.
	C. Economics, Innovation, and Technology	6.1.12.C.16.a	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
		6.1.12.C.16.b	Predict the impact of technology on the global workforce and on entrepreneurship.
		6.1.12.C.16.c	Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
	D. History, Culture, and Perspectives	6.1.12.D.16.a	Analyze the impact of American culture on other world cultures from multiple perspectives.
		6.1.12.D.16.b	Explain how and why technology is transforming access to education and educational practices worldwide.
		6.1.12.D.16.c	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

Content Area	Social Studies		
Standard	6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.		
Era	The Beginnings of Human Society		
Grade Level	By the end of grade 8		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
<p>1. The Beginnings of Human Society: Paleolithic and Neolithic Ages</p> <p>Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements.</p> <p>The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.</p> <p>Archaeology provides historical and scientific explanations for how ancient people lived.</p>	A. Civics, Government, and Human Rights	6.2.8.A.1.a	Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.
	B. Geography, People, and the Environment	6.2.8.B.1.a	Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
		6.2.8.B.1.b	Compare and contrast how nomadic and agrarian societies used land and natural resources.
	C. Economics, Innovation, and Technology	6.2.8.C.1.a	Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.
		6.2.8.C.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
	D. History, Culture, and Perspectives	6.2.8.D.1.a	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
		6.2.8.D.1.b	Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.
		6.2.8.D.1.c	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

Content Area	Social Studies		
Standard	6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.		
Era	Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)		
Grade Level	By the end of grade 8		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
2. Early Civilizations and the Emergence of Pastoral Peoples: Ancient River Valley Civilizations Ancient 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. They created centralized systems of government and advanced societies.	A. Civics, Government, and Human Rights	6.2.8.A.2.a	Explain why different ancient river valley civilizations developed similar forms of government.
		6.2.8.A.2.b	Explain how codifying laws met the needs of ancient river valley societies.
		6.2.8.A.2.c	Determine the role of slavery in the economic and social structures of ancient river valley civilizations.
	B. Geography, People, and the Environment	6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.
		6.2.8.B.2.b	Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
	C. Economics, Innovation, and Technology	6.2.8.C.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.
	D. History, Culture, and Perspectives	6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.
		6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.
		6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.
		6.2.8.D.2.d	Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.

Content Area	Social Studies		
Standard	6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.		
Era	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)		
Grade Level	By the end of grade 8		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
<p>3. The Classical Civilizations of the Mediterranean World, India, and China</p> <p>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>Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.</p> <p>Classical civilizations declined as a result of internal weaknesses and external invasions, but they</p>	A. Civics, Government, and Human Rights	6.2.8.A.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.
		6.2.8.A.3.b	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
		6.2.8.A.3.c	Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
		6.2.8.A.3.d	Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.
		6.2.8.A.3.e	Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.
	B. Geography, People, and the Environment	6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
		6.2.8.B.3.b	Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.
	C. Economics, Innovation, and Technology	6.2.8.C.3.a	Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.
		6.2.8.C.3.b	Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.
		6.2.8.C.3.c	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
	D. History, Culture, and Perspectives	6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
		6.2.8.D.3.b	Relate the Chinese dynastic system to the longevity of authoritarian rule in China.
		6.2.8.D.3.c	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

left lasting legacies for future civilizations.	6.2.8.D.3.d	Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.
	6.2.8.D.3.e	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
	6.2.8.D.3.f	Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

Content Area	Social Studies		
Standard	6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.		
Era	Expanding Exchanges and Encounters (500 CE-1450 CE)		
Grade Level	By the end of grade 8		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
<p>4. Expanding Exchanges and Encounters</p> <p>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> <p>The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.</p> <p>While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged.</p>	A. Civics, Government, and Human Rights	6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
		6.2.8.A.4.b	Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
		6.2.8.A.4.c	Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.
	B. Geography, People, and the Environment	6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires’ relationships with other parts of the world.
		6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
		6.2.8.B.4.c	Determine how Africa’s physical geography and natural resources posed challenges and opportunities for trade and development.
		6.2.8.B.4.d	Explain why the Arabian Peninsula’s physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
		6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
		6.2.8.B.4.f	Explain how the geographies of China and Japan influenced their development and their relationship with one another.
		6.2.8.B.4.g	Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations.
		6.2.8.B.4.h	Explain how the locations, land forms, and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec, and Incan societies, cultures, and economies.
	C. Economics, Innovation, and Technology	6.2.8.C.4.a	Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.
		6.2.8.C.4.b	Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.
6.2.8.C.4.c		Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.	

		6.2.8.C.4.d	Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa.
		6.2.8.C.4.e	Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
	D. History, Culture, and Perspectives	6.2.8.D.4.a	Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.
		6.2.8.D.4.b	Analyze how religion both unified and divided people.
		6.2.8.D.4.c	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
		6.2.8.D.4.d	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
		6.2.8.D.4.e	Assess the demographic, economic, and religious impact of the plague on Europe.
		6.2.8.D.4.f	Determine which events led to the rise and eventual decline of European feudalism.
		6.2.8.D.4.g	Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
		6.2.8.D.4.h	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
		6.2.8.D.4.i	Explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society.
		6.2.8.D.4.j	Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

Content Area	Social Studies		
Standard	6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.		
Era	The Emergence of the First Global Age (1350-1770)		
Grade Level	By the end of grade 12		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
<p>1. The Emergence of the First Global Age: Global Interactions and Colonialism</p> <p>The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations.</p> <p>Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.</p>	A. Civics, Government, and Human Rights	6.2.12.A.1.a	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, or Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
	B. Geography, People, and the Environment	6.2.12.B.1.a	Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
		6.2.12.B.1.b	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
	C. Economics, Innovation, and Technology	6.2.12.C.1.a	Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.
		6.2.12.C.1.b	Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
		6.2.12.C.1.c	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
		6.2.12.C.1.d	Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
		6.2.12.C.1.e	Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
	D. History, Culture, and Perspectives	6.2.12.D.1.a	Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans.
		6.2.12.D.1.b	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
		6.2.12.D.1.c	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
		6.2.12.D.1.d	Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
		6.2.12.D.1.e	Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
6.2.12.D.1.f		Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.	

Content Area	Social Studies		
Standard	6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.		
Era	Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)		
Grade Level	By the end of grade 12		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
2. Renaissance, Reformation, Scientific Revolution, and Enlightenment Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.	A. Civics, Government, and Human Rights	6.2.12.A.2.a	Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.
		6.2.12.A.2.b	Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European society.
		6.2.12.A.2.c	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
	B. Geography, People, and the Environment	6.2.12.B.2.a	Relate the geographic location of Italian city-states to the fact that Italy was the center of the Renaissance.
		6.2.12.B.2.b	Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.
	C. Economics, Innovation, and Technology	6.2.12.C.2.a	Relate the development of more modern banking and financial systems to European economic influence in the world.
	D. History, Culture, and Perspectives	6.2.12.D.2.a	Determine the factors that led to the Renaissance and the impact on the arts.
		6.2.12.D.2.b	Determine the factors that led to the Reformation and the impact on European politics.
		6.2.12.D.2.c	Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.
		6.2.12.D.2.d	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
		6.2.12.D.2.e	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

Content Area	Social Studies		
Standard	6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.		
Era	Age of Revolutions (1750-1914)		
Grade Level	By the end of grade 12		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
<p>3. Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact</p> <p>Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform.</p> <p>The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems.</p> <p>Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting</p>	A. Civics, Government, and Human Rights	6.2.12.A.3.a	Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.
		6.2.12.A.3.b	Determine the extent to which the American, French, and Haitian revolutions influenced independence movements in Latin America.
		6.2.12.A.3.c	Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
		6.2.12.A.3.d	Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.
		6.2.12.A.3.e	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
		6.2.12.A.3.f	Compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.
		6.2.12.A.3.g	Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.
	B. Geography, People, and the Environment	6.2.12.B.3.a	Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.
		6.2.12.B.3.b	Relate the Industrial Revolution to population growth, new migration patterns, urbanization, and the environment.
		6.2.12.B.3.c	Relate the role of geography to the spread of independence movements in Latin America.
	C. Economics, Innovation, and Technology	6.2.12.C.3.a	Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding.
		6.2.12.C.3.b	Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
		6.2.12.C.3.c	Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
		6.2.12.C.3.d	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
		6.2.12.C.3.e	Assess the impact of imperialism on economic development in Africa and Asia.
6.2.12.C.3.f		Determine the extent to which Latin American political independence also brought about economic independence in the region.	

impact.	D. History, Culture, and Perspectives	6.2.12.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
		6.2.12.D.3.b	Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women, and children.
		6.2.12.D.3.c	Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.
		6.2.12.D.3.d	Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
		6.2.12.D.3.e	Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.

Content Area	Social Studies		
Standard	6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.		
Era	A Half-Century of Crisis and Achievement (1900-1945)		
Grade Level	By the end of grade 12		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
<p>4. A Half-Century of Crisis and Achievement: The Era of the Great Wars</p> <p>Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I.</p> <p>The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II.</p> <p>World Wars I and II were “total wars” in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries.</p>	A. Civics, Government, and Human Rights	6.2.12.A.4.a	Explain the rise of fascism and spread of communism in Europe and Asia.
		6.2.12.A.4.b	Compare the rise of nationalism in China, Turkey, and India.
		6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
		6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
	B. Geography, People, and the Environment	6.2.12.B.4.a	Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
		6.2.12.B.4.b	Determine how geography impacted military strategies and major turning points during World War II.
		6.2.12.B.4.c	Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.
		6.2.12.B.4.d	Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.
	C. Economics, Innovation, and Technology	6.2.12.C.4.a	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
		6.2.12.C.4.b	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
		6.2.12.C.4.c	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
		6.2.12.C.4.d	Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.
	D. History, Culture, and Perspectives	6.2.12.D.4.a	Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.
		6.2.12.D.4.b	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.
		6.2.12.D.4.c	Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.
		6.2.12.D.4.d	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
6.2.12.D.4.e		Compare how Allied countries responded to the expansionist actions of Germany and	

<p>World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world.</p> <p>Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.</p>		Italy.
	6.2.12.D.4.f	Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
	6.2.12.D.4.g	Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of “total war”
	6.2.12.D.4.h	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
	6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
	6.2.12.D.4.j	Analyze how the social, economic, and political roles of women were transformed during this time period.
	6.2.12.D.4.k	Analyze how the arts represent the changing values and ideals of society.
	6.2.12.D.4.l	Assess the cultural impact of World War I, the Great Depression, and World War II.

Content Area	Social Studies		
Standard	6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.		
Era	The 20th Century Since 1945 (1945-Today)		
Grade Level	By the end of grade 12		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
<p>5. The 20th Century Since 1945: Challenges for the Modern World</p> <p>Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights.</p> <p>International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.</p>	A. Civics, Government, and Human Rights	6.2.12.A.5.a	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances, and periodic military clashes.
		6.2.12.A.5.b	Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.
		6.2.12.A.5.c	Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.
		6.2.12.A.5.d	Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events.
		6.2.12.A.5.e	Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
	B. Geography, People, and the Environment	6.2.12.B.5.a	Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
		6.2.12.B.5.b	Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
		6.2.12.B.5.c	Determine the impact of migration on way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.
		6.2.12.B.5.d	Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.
		6.2.12.B.5.e	Assess the role of boundary disputes and limited natural resources as sources of conflict.
	C. Economics, Innovation, and Technology	6.2.12.C.5.a	Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.
		6.2.12.C.5.b	Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.
		6.2.12.C.5.c	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
		6.2.12.C.5.d	Determine the challenges faced by developing nations in their efforts to compete in a global economy.
		6.2.12.C.5.e	Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.

		6.2.12.C.5.f	Assess the impact of the European Union on member nations and other nations.
		6.2.12.C.5.g	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
	D. History, Culture, and Perspectives	6.2.12.D.5.a	Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
		6.2.12.D.5.b	Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.
		6.2.12.D.5.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
		6.2.12.D.5.d	Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

Content Area	Social Studies		
Standard	6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.		
Era	Contemporary Issues		
Grade Level	By the end of grade 12		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
6. Contemporary Issues Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.	A. Civics, Government, and Human Rights	6.2.12.A.6.a	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
		6.2.12.A.6.b	Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
		6.2.12.A.6.c	Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
		6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
	B. Geography, People, and the Environment	6.2.12.B.6.a	Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
	C. Economics, Innovation, and Technology	6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
		6.2.12.C.6.b	Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
		6.2.12.C.6.c	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
		6.2.12.C.6.d	Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
	D. History, Culture, and Perspectives	6.2.12.D.6.a	Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.

Content Area	Social Studies		
Standard	6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.		
Grade Level	By the end of grade 4		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
<p>Active citizens in the 21st century:</p> <ul style="list-style-type: none"> Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. Are aware of their relationships to people, places, and resources in the local community and beyond. Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. Develop strategies to reach consensus and resolve conflict. Demonstrate understanding of the need for fairness and take appropriate action against unfairness. 	A. Civics, Government, and Human Rights	6.3.4.A.1	Evaluate what makes a good rule or law.
		6.3. 4.A.2	Contact local officials and community members to acquire information and/or discuss local issues.
		6.3. 4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.
		6.3. 4.A.4	Communicate with students from various countries about common issues of public concern and possible solutions.
	B. Geography, People, and the Environment	6.3. 4.B.1	Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
	C. Economics, Innovation, and Technology	6.3. 4.C.1	Develop and implement a group initiative that addresses an economic issue impacting children.
	D. History, Culture, and Perspectives	6.3. 4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Content Area	Social Studies			
Standard	6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.			
Grade Level	By the end of grade 8			
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)	
<p>Active citizens in the 21st century:</p> <ul style="list-style-type: none"> Recognize the causes and effects of prejudice on individuals, groups, and society. Recognize the value of cultural diversity, as well as the potential for misunderstanding. Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes. Listens open-mindedly to views contrary to their own. Collaboratively develop and practice strategies for managing and resolving conflict. Demonstrate understanding of democratic values and processes. Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences. 	A. Civics, Government, and Human Rights	6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.	
			6.3.8.A.2	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).
			6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
		B. Geography, People, and the Environment	6.3.8.B.1	Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.
		C. Economics, Innovation, and Technology	6.3.8.C.1	Contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities.
		D. History, Culture, and Perspectives	6.3.8.D.1	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

<ul style="list-style-type: none">• Challenge unfair viewpoints and behavior by taking action.• Make informed and reasoned decisions.• Accept decisions that are made for the common good.			
--	--	--	--

Content Area	Social Studies		
Standard	6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.		
Grade Level	By the end of grade 12		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
<p>Active citizens in the 21st century:</p> <ul style="list-style-type: none"> • Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. • Analyze sources of prejudice and discrimination and propose solutions to eliminate them. • Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world. • Critically analyze information, make ethical judgments, and responsibly address controversial issues. • Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues. • Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions. 	A. Civics, Government, and Human Rights	6.3.12.A.1	Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
		6.3.12.A.2	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
	B. Geography, People and the Environment	6.3.12.B.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
	C. Economics, Innovation, and Technology	6.3.12.C.1	Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.
	D. History, Culture, and Perspectives	6.3.12.D.1	Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.

<ul style="list-style-type: none">• Take actions that result in a more just and equitable society.			
--	--	--	--

GLOSSARY

Capitalism: An economic and social system in which most trade and industries are privately controlled for profit, rather than by the state.

Common Good: Benefitting a community or society as a whole.

Incentive: A reward that affects decision making.

Opportunity cost: The value of the best alternative given up (Council for Economic Education).

Representative democracy: A type of democracy in which citizens delegate authority to elected representatives (Dictionary.com).

Scarcity: The condition of not being able to have all of the goods and services that one wants (Council for Economic Education).

Social Studies Timeframe Table

Note: The numbering of time periods (in Content Statements and coded CPI numbers) sometimes reflects the overall era and sometimes reflects a time period within an era, as indicated below.

Standard	Grades 5-8	Grades 9-12
Standard 6.1 U.S. History: America in the World	<p>Three Worlds Meet (Beginnings to 1620) 1. Three Worlds Meet</p> <p>Colonization and Settlement (1585-1763) 2. Colonization and Settlement</p> <p>Revolution and the New Nation (1754-1820s) 3. Revolution and the New Nation</p> <p>Expansion and Reform (1801-1861) 4. Expansion and Reform</p> <p>Civil War and Reconstruction (1850-1877) 5. Civil War and Reconstruction</p>	<p>Colonization and Settlement (1585-1763)* 1. Colonization and Settlement</p> <p>Revolution and the New Nation (1754-1820s) 2. Revolution and the New Nation</p> <p>Expansion and Reform (1801-1861) 3. Expansion and Reform</p> <p>Civil War and Reconstruction (1850-1877) 4. Civil War and Reconstruction</p> <p>The Development of the Industrial United States (1870-1900) 5. The Development of the Industrial United States</p> <p>The Emergence of Modern America (1890-1930) 6. Progressive Reforms 7. World War I 8. Roaring Twenties</p> <p>The Great Depression and World War II (1929-1945) 9. The Great Depression 10. New Deal 11. World War II</p> <p>Postwar United States (1945 to early 1970s) 12. Cold War 13. Civil Rights and Social Change</p> <p>Contemporary United States (1970-Today) 14. Domestic Policies 15. International Policies 16. Interconnected Global Society</p>
Standard 6.2 World History/ Global Studies	<p>The Beginnings of Human Society 1. Paleolithic and Neolithic Ages</p> <p>Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE) 2. Ancient River Valley Civilizations</p> <p>The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) 3. The Classical Civilizations of the Mediterranean World, India, and China</p> <p>Expanding Exchanges and Encounters (500 CE-1450 CE) 4. Expanding Exchanges and Encounters</p>	<p>The Emergence of the First Global Age (1350-1770) 1. Global Interactions and Colonialism</p> <p>Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700) 2. Renaissance, Reformation, Scientific Revolution, and Enlightenment</p> <p>Age of Revolutions (1750-1914) 3. Political and Industrial Revolutions, Imperialism, Reform, and Global Impact</p> <p>A Half-Century of Crisis and Achievement (1900-1945) 4. The Era of the Great Wars</p> <p>The 20th Century Since 1945 (1945-Today) 5. Challenges for the Modern World</p> <p>Contemporary Issues 6. Contemporary Issues</p>

* The earlier era, Three Worlds Meet (Beginnings to 1620), is not included at the high school level.

Social Studies Skills Table

Essential Question: What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Social Studies Skill	K-4	5-8	9-12
Chronological Thinking	<ul style="list-style-type: none"> • Place key historical events and people in historical eras using timelines. • Explain how the present is connected to the past. 	<ul style="list-style-type: none"> • Construct timelines of the events occurring during major eras. • Explain how major events are related to one another in time. 	<ul style="list-style-type: none"> • Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. • Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
Spatial Thinking	<ul style="list-style-type: none"> • Determine locations of places and interpret information available on maps and globes. • Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments. 	<ul style="list-style-type: none"> • Select and use various geographic representations to compare information about people, places, regions, and environments. • Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems. 	<ul style="list-style-type: none"> • Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena. • Relate current events to the physical and human characteristics of places and regions.
Critical Thinking	<ul style="list-style-type: none"> • Distinguish fact from fiction. • Identify and use a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.). 	<ul style="list-style-type: none"> • Compare and contrast differing interpretations of current and historical events. • Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information. 	<ul style="list-style-type: none"> • Distinguish valid arguments from false arguments when interpreting current and historical events. • Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
Presentational Skills	<ul style="list-style-type: none"> • Use evidence to support an idea in a written and/or oral format. 	<ul style="list-style-type: none"> • Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. 	<ul style="list-style-type: none"> • Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.