

Warren Hills Cluster Schools  
**Pre-K – 8 Social Studies**  
**Mastery Indicators**

**Key:**  
 B = Beginning to explore concept/skill  
 D = In process of developing the concept/skill  
 M = Demonstrates concept/skill mastery  
**M = Mastery as indicated by the State of New Jersey**

Based on 2009 NJCCCS Standards

**6.1 U.S. History: America in the World**

6.1.A. Civics, Government, and Human Rights	Pre-K / K	1	2	3	4	5	6	7	8
Demonstrate an understanding of rules by following most classroom routines.	<b>M</b>	M	M	M	M	M	M	M	M
Demonstrate responsibility by initiating simple classroom tasks and jobs.	<b>M</b>	M	M	M	M	M	M	M	M
Demonstrate appropriate behavior when collaborating with others.	<b>M</b>	M	M	M	M	M	M	M	M
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.			B	D	<b>M</b>	M	M	M	M
Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the continuation and improvement of American democracy.			B	D	<b>M</b>	M	M	M	M
Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.			B	D	<b>M</b>	M	M	M	M
Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.			B	D	<b>M</b>	M	M	M	M
Distinguish the roles and responsibilities of the three branches of the national government.			B	D	<b>M</b>	M	M	M	M
Explain how national and state governments share power in the federal system of government.			B	D	<b>M</b>	M	M	M	M
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.			B	D	<b>M</b>	M	M	M	M

<b>Mastery Indicators (continued)</b>	<b>Pre-K / K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Civics, Government and Human Rights (6.1.A)</b>									
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.			B	D	<b>M</b>	M	M	M	M
Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.			B	D	<b>M</b>	M	M	M	M
Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.			B	D	<b>M</b>	M	M	M	M
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.			B	D	<b>M</b>	M	M	M	M
Explain the process of creating change at the local, state, or national level.			B	D	<b>M</b>	M	M	M	M
Describe the process by which immigrants become United States citizens.			B	D	<b>M</b>	M	M	M	M
Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.			B	D	<b>M</b>	M	M	M	M
Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.			B	D	<b>M</b>	M	M	M	M
Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.			B	D	<b>M</b>	M	M	M	M
Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.						B	D	D	<b>M</b>
Determine the roles of religious freedom and participatory government in various North American colonies.						B	D	D	<b>M</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.						B	D	D	<b>M</b>

<b>Mastery Indicators (continued)</b>	<b>Pre-K / K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Civics, Government and Human Rights (6.1.A)</b>									
Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.						B	D	D	M
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.						B	D	D	M
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.						B	D	D	M
Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.						B	D	D	M
Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.						B	D	D	M
Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.						B	D	D	M
Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.						B	D	D	M
Evaluate the impact of the Constitution and Bill of Rights on current day issues.						B	D	D	M
Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.						B	D	D	M
Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.						B	D	D	M
Assess the extent to which voting rights were expanded during the Jacksonian period.							B	D	M
Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.						B	D	D	M
Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.							B	D	M

<b>6.1.B. Geography, People and the Environment</b>	<b>Pre-K / K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Develop an awareness of the physical features of the neighborhood/community.	<b>M</b>	M	M	M	M	M	M	M	M
Identify, discuss, and role-play the duties of a range of community workers.	<b>M</b>	M	M	M	M	M	M	M	M
Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.			B	D	<b>M</b>	M	M	M	M
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.			B	D	<b>M</b>	M	M	M	M
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.		B	D	D	<b>M</b>	M	M	M	M
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.		B	D	D	<b>M</b>	M	M	M	M
Describe how human interaction impacts the environment in New Jersey and the United States.		B	D	D	<b>M</b>	M	M	M	M
Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.		B	D	D	<b>M</b>	M	M	M	M
Explain why some locations in New Jersey and the United States are more suited for settlement than others.		B	D	D	<b>M</b>	M	M	M	M
Compare ways people choose to use and divide natural resources.		B	D	D	<b>M</b>	M	M	M	M
Relate advances in science and technology to environmental concerns, and to actions taken to address them.			B	D	<b>M</b>	M	M	M	M
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.			B	D	<b>M</b>	M	M	M	M

<b>Mastery Indicators (continued)</b> <b>Geography, People and the Environment (6.1.B)</b>	<b>Pre-K / K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.						B	D	D	M
Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.						B	D	D	M
Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.						B	D	D	M
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.						B	D	D	M
Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.						B	D	D	M
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.						B	D	D	M
Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.						B	D	D	M
Explain why New Jersey's location played an integral role in the American Revolution.						B	D	D	M
Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.						B	D	D	M
Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.						B	D	D	M
Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.						B	D	D	M

<b>6.1.C. Economics, Innovation, and Technology</b>	<b>Pre-K / K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.			B	D	<b>M</b>	M	M	M	M
Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.			B	D	<b>M</b>	M	M	M	M
Explain why incentives vary between and among producers and consumers.			B	D	<b>M</b>	M	M	M	M
Describe how supply and demand influence price and output of products.			B	D	<b>M</b>	M	M	M	M
Explain the role of specialization in the production and exchange of goods and services.			B	D	<b>M</b>	M	M	M	M
Describe the role and relationship among households, businesses, laborers, and governments within the economic system.			B	D	<b>M</b>	M	M	M	M
Explain how the availability of private and public goods and services is influenced by the global market and government.			B	D	<b>M</b>	M	M	M	M
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.			B	D	<b>M</b>	M	M	M	M
Compare and contrast how access to and use of resources affects people across the world differently.			B	D	<b>M</b>	M	M	M	M
Explain the role of money, savings, debt, and investment in individuals' lives.			B	D	<b>M</b>	M	M	M	M
Recognize the importance of setting long-term goals when making financial decisions within the community.			B	D	<b>M</b>	M	M	M	M
Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.			B	D	<b>M</b>	M	M	M	M
Determine the qualities of entrepreneurs in a capitalistic society.			B	D	<b>M</b>	M	M	M	M
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.			B	D	<b>M</b>	M	M	M	M

<b>Mastery Indicators (continued) Economics, Innovation and Technology (6.1.C)</b>	<b>Pre-K / K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.			B	D	<b>M</b>	M	M	M	M
Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.			B	D	<b>M</b>	M	M	M	M
Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.			B	D	<b>M</b>	M	M	M	M
Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.			B	D	<b>M</b>	M	M	M	M
Evaluate the impact of science, religion, and technology innovations on European exploration.						B	D	D	<b>M</b>
Explain why individuals and societies trade, how trade functions, and the role of trade during this period.						B	D	D	<b>M</b>
Relate slavery and indentured servitude to Colonial labor systems.						B	D	D	<b>M</b>
Explain the system of mercantilism and its impact on the economies of the colonies and European countries.						B	D	D	<b>M</b>
Analyze the impact of triangular trade on multiple nations and groups.						B	D	D	<b>M</b>
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.						B	D	D	<b>M</b>
Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.						B	D	D	<b>M</b>
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.						B	D	D	<b>M</b>
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.						B	D	D	<b>M</b>

<b>Mastery Indicators (continued)</b>	<b>Pre-K / K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Economics, Innovation and Technology (6.1.C)</b>									
Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.						B	D	D	M
Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.						B	D	D	M
Assess the human and material costs of the Civil War in the North and South.						B	D	D	M
Analyze the economic impact of Reconstruction on the South from different perspectives.						B	D	D	M
<b>6.1.D. History, Culture, and Perspectives</b>	<b>Pre-K / K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Describe characteristics of oneself, one's family, and others.	M	M	M	M	M	M	M	M	M
Demonstrate an understanding of family roles and traditions.	M	M	M	M	M	M	M	M	M
Express individuality and cultural diversity (e.g., through dramatic play).	M	M	M	M	M	M	M	M	M
Learn about and respect other cultures within the classroom and community.	M	M	M	M	M	M	M	M	M
Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.			B	D	M	M	M	M	M
Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.			B	D	M	M	M	M	M
Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.			B	D	M	M	M	M	M
Explain how key events led to the creation of the United States and the state of New Jersey.			B	D	M	M	M	M	M



<b>Mastery Indicators (continued)</b> <b>History, Culture, and Perspectives (6.1.D)</b>	<b>Pre-K / K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
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.			B	D	<b>M</b>	M	M	M	M
Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.			B	D	<b>M</b>	M	M	M	M
Explain the role Governor William Livingston played in the development of New Jersey government.			B	D	<b>M</b>	M	M	M	M
Determine the significance of New Jersey's role in the American Revolution.			B	D	<b>M</b>	M	M	M	M
Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.			B	D	<b>M</b>	M	M	M	M
Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.			B	D	<b>M</b>	M	M	M	M
Determine how local and state communities have changed over time, and explain the reasons for changes.			B	D	<b>M</b>	M	M	M	M
Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.			B	D	<b>M</b>	M	M	M	M
Describe how culture is expressed through and influenced by the behavior of people.			B	D	<b>M</b>	M	M	M	M
Trace how the American identity evolved over time.			B	D	<b>M</b>	M	M	M	M
Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.			B	D	<b>M</b>	M	M	M	M
Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.			B	D	<b>M</b>	M	M	M	M

<b>Mastery Indicators (continued) History, Culture, and Perspectives (6.1.D)</b>	<b>Pre-K / K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.			B	D	<b>M</b>	M	M	M	M
Explain how an individual's beliefs, values, and traditions may reflect more than one culture.			B	D	<b>M</b>	M	M	M	M
Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.			B	D	<b>M</b>	M	M	M	M
Describe why it is important to understand the perspectives of other cultures in an interconnected world.			B	D	<b>M</b>	M	M	M	M
Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.						B	D	D	<b>M</b>
Explain how interactions among African, European, and Native American groups began a cultural transformation.						B	D	D	<b>M</b>
Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.							B	D	<b>M</b>
Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.						B	D	D	<b>M</b>
Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.						B	D	D	<b>M</b>
Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.						B	D	D	<b>M</b>
Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.						B	D	D	<b>M</b>
Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.						B	D	D	<b>M</b>
Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.						B	D	D	<b>M</b>

<b>Mastery Indicators (continued) History, Culture, and Perspectives (6.1.D)</b>	<b>Pre-K / K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
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.						B	D	D	M
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.						B	D	D	M
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.						B	D	D	M
Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.						B	D	D	M
Explore efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.							B	D	M
Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.						B	D	D	M
Prioritize the causes and events that led to the Civil War from different perspectives.						B	D	D	M
Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.						B	D	D	M
Examine the roles of women, African Americans, and Native Americans in the Civil War.						B	D	D	M
Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.						B	D	D	M

## 6.2 World History/Global Studies

<b>6.2.A. Civics, Government, and Human Rights</b>	<b>Pre-K / K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.						B	D	D	M
Explain why different ancient river valley civilizations developed similar forms of government.							B	D	M
Explain how codifying laws met the needs of ancient river valley societies.							B	D	M
Determine the role of slavery in the economic and social structures of ancient river valley civilizations.							B	D	M
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.							B	D	M
Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.							B	D	M
Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.							B	D	M
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.							B	D	M
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	D	D	M

<b>Mastery Indicators (continued)</b>	<b>Pre-K / K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Civics, Government, and Human Rights (6.2.A)</b>									
Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.							B	D	M
Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.							B	D	M
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	D	M
<b>B. Geography, People, and the Environment</b>	<b>Pre-K / K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
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.							B	D	M
Compare and contrast how nomadic and agrarian societies used land and natural resources.							B	D	M
Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.							B	D	M
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.							B	D	M
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.							B	D	M
Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.							B	D	M

<b>Mastery Indicators (continued)</b>	<b>Pre-K / K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Geography, People, and the Environment (6.2.B)</b>									
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.							B	D	M
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.							B	D	M
Determine how Africa's physical geography and natural resources posed challenges and opportunities for trade and development.							B	D	M
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.							B	D	M
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.							B	D	M
Explain how the geographies of China and Japan influenced their development and their relationship with one another.							B	D	M
Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations.							B	D	M
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.							B	D	M
<b>C.</b>	<b>Pre-K / K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Economics, Innovation, and Technology</b>									
Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.							B	D	M
Determine the impact of technological advancements on hunter/gatherer and agrarian societies.							B	D	M

<b>Mastery Indicators (continued)</b>	<b>Pre-K / K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Economics, Innovation, and Technology (6.2.C)</b>									
Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.							B	D	M
Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.							B	D	M
Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.							B	D	M
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.							B	D	M
Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.							B	D	M
Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.							B	D	M
Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.							B	D	M
Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa.							B	D	M
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.							B	D	M
<b>D.</b>	<b>Pre-K / K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>History, Culture, and Perspectives</b>									
Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.							B	D	M

<b>Mastery Indicators (continued) History, Culture, and Perspectives (6.2.D)</b>	<b>Pre-K / K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</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.							B	D	M
Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.							B	D	M
Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.							B	D	M
Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.							B	D	M
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.							B	D	M
Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.							B	D	M
Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.							B	D	M
Relate the Chinese dynastic system to the longevity of authoritarian rule in China.							B	D	M
Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.							B	D	M
Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.							B	D	M
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.							B	D	M



<b>Mastery Indicators (continued) History, Culture, and Perspectives (6.2.D)</b>	<b>Pre-K / K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.							B	D	M
Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.							B	D	M
Analyze how religion both unified and divided people.							B	D	M
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.							B	D	M
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.							B	D	M
Assess the demographic, economic, and religious impact of the plague on Europe.							B	D	M
Determine which events led to the rise and eventual decline of European feudalism.							B	D	M
Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.							B	D	M
Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.							B	D	M
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.							B	D	M
Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.							B	D	M

### 6.3 Active Citizenship in the 21<sup>st</sup> Century

<b>A. Civics, Government, and Human Rights</b>	<b>Pre-K / K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Evaluate what makes a good rule or law.			B	D	M	M	M	M	M
Contact local officials and community members to acquire information and/or discuss local issues.			B	D	M	M	M	M	M
Select a local issue and develop a group action plan to inform school and/or community members about the issue.			B	D	M	M	M	M	M
Communicate with students from various countries about common issues of public concern and possible solutions.			B	D	M	M	M	M	M
Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.						B	D	D	M
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).						B	D	D	M
Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.						B	D	D	M
<b>B. Geography, People and the Environment</b>	<b>Pre-K / K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.			B	D	M	M	M	M	M
Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.						B	D	D	M

<b>C. Economics, Innovation, and Technology</b>	<b>Pre-K / K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Develop and implement a group initiative that addresses an economic issue impacting children.			B	D	M	M	M	M	M
Contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities.						B	D	D	M
<b>D. History, Culture, and Perspectives</b>	<b>Pre-K / K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.			B	D	M	M	M	M	M
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.						B	D	D	M