

Washington Township School District Curriculum for SOCIAL STUDIES

Adoption of the New Jersey Student Learning Standards

INTRODUCTION

Social Studies

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.²

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 2014 Social Studies Standards provide the foundation for creating local curricula and developing meaningful assessments. Minor revisions were made to the 2009 Social Studies Standards for one of the following four reasons - to provide clarity, increase accuracy, adjust pedagogical expectations or to address grammatical issues. The revisions that were made are intended to clarify the document and do not reflect major changes to the standards. In addition, several new skills were added to the Skills Table to reflect the expectations of the New Jersey Student Learning Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.

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 2014 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 Indicators

For standards 6.1, grades P-4, and for standard 6.3, all grades, each 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 indicator as follows:

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

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Based on 2014 NJSL - Social Studies

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	Indicator #	Indicator
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 new laws and policies over time 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 checks 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 responses to the violation of fundamental rights.	6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
	6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
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.

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		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	Indicator #	Indicator
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 how 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, 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 distribute 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 major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
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Strand		C. Economics, Innovation, and Technology	
By the end of grade	Content Statement	Indicator #	Indicator
4	People make decisions based on their needs, wants, and the availability of resources.	6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) 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 the availability 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	Examine 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 play 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 improvements in lifestyle, access to information, and the creation of new products.	6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
		6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
		6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

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Strand		D. History, Culture, and Perspectives	
By the end of grade	Content Statement	Indicator #	Indicator
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 historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.	6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
	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	6.1.4.D.14	Trace how the American identity evolved over time.

by the behaviors of different cultural groups living in the United States.		
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.

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Era	Three Worlds Meet (Beginnings to 1620)		
Grade Level	By the end of grade 8		
Content Statement	Strand	Indicator #	Indicator
1. Three Worlds Meet Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to	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.

<p>their interactions with Europeans.</p> <p>European exploration expanded global economic and cultural exchange into the Western Hemisphere.</p>		6.1.8.B.1.b	Analyze the world in spatial terms (e.g., longitude, latitude) 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.

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Era	Colonization and Settlement (1585-1763)		
Grade Level	By the end of grade 8		
Content Statement	Strand	Indicator #	Indicator
<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</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 demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
	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.
		6.1.8.C.2.a	Compare the practice of slavery and indentured servitude in Colonial labor systems.

on the development of the United States and American culture.	C. Economics, Innovation, and Technology	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	Indicator #	Indicator
3. Revolution and the New Nation Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today	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	Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
		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 Perspectives	6.1.8.D.3.a	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.
		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	Indicator #	Indicator
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 resettlement 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 the 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	Describe 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
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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	Indicator #	Indicator
5. Civil War and Reconstruction The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.	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	Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.
		6.1.8.C.5.a	Assess the human and material costs of the Civil War in the North and South.
	C. Economics, Innovation, and Technology	6.1.8.C.5.b	Analyze the economic impact of Reconstruction on the South from different 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.
	D. History, Culture, and Perspectives	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
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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	Indicator #	Indicator
1. The Beginnings of Human Society: Paleolithic and Neolithic Ages Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. Archaeology provides historical and scientific explanations for how ancient people lived.	A. Civics, Government, and Human Rights	6.2.8.A.1.a	Compare and contrast the social organization, natural resources, and land use 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 that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
	C. Economics, Innovation, and Technology	6.2.8.C.1.a	Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on 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	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
		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	Indicator #	Indicator
2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.	A. Civics, Government, and Human Rights	6.2.8.A.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
		6.2.8.A.2.b	Determine the role of slavery in the economic and social structures of early 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 early river valley civilizations.
		6.2.8.B.2.b	Compare and contrast physical and political maps of early 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 early 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 early river valley civilizations.
		6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
		6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
		6.2.8.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

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	Indicator #	Indicator

<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 left lasting legacies for future civilizations.</p>	<p>A. Civics, Government, and Human Rights</p>	6.2.8.A.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) 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 the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
		6.2.8.A.3.e	Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.
	<p>B. Geography, People, and the Environment</p>	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 decline.
	<p>C. Economics, Innovation, and Technology</p>	6.2.8.C.3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
		6.2.8.C.3.b	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.
	<p>D. History, Culture, and Perspectives</p>	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	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
		6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
		6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism,

			Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
		6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

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	Indicator #	Indicator
4. Expanding Exchanges and Encounters 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. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the	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, 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 as 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 presented challenges and opportunities for trade, development, and the spread of religion.
		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.

empires, most people's daily lives remained unchanged.		6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
	C. Economics, Innovation, and Technology	6.2.8.C.4.a	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
		6.2.8.C.4.b	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	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.b	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.c	Assess the demographic, economic, and religious impact of the plague on Europe.
		6.2.8.D.4.d	Determine which events led to the rise and eventual decline of European feudalism.
		6.2.8.D.4.e	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.f	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
		6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

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	Indicator #	Indicator
<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	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
		6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
		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	Indicator #	Indicator
<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. • Listen 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. • Challenge unfair viewpoints and behaviors by taking action. • Make informed and reasoned decisions. 	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	Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing 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"> Accept decisions that are made for the common good. 			
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SOCIAL STUDIES SKILLS TABLE



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	Place key historical events and people in historical eras using timelines.	Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
	Explain how the present is connected to the past.	Explain how major events are related to one another in time.	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	Determine locations of places and interpret information available on maps and globes.	Select and use various geographic representations to compare information about people, places, regions, and environments.	Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.
	Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information	Use maps and other documents to explain the historical migration of people, expansion and disintegration	Relate current events to the physical and human characteristics of places and regions.

	about people, places, regions, and environments.	of empires, and growth of economic and political systems.	
Critical Thinking	Distinguish fact from fiction.	Compare and contrast differing interpretations of current and historical events.	Distinguish valid arguments from false arguments when interpreting current and historical events.
	Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.)	Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
		Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
Presentational Skills	Use evidence to support an idea in a digital, oral and/ written format.	Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.	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.

	Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.	Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.
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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 indicator 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)</p> <p>1. Three Worlds Meet</p> <p>Colonization and Settlement (1585-1763)</p> <p>2. Colonization and Settlement</p> <p>Revolution and the New Nation (1754-1820s)</p> <p>3. Revolution and the New Nation</p> <p>Expansion and Reform (1801-1861)</p> <p>4. Expansion and Reform</p> <p>Civil War and Reconstruction (1850-1877)</p> <p>5. Civil War and Reconstruction</p>	<p>Colonization and Settlement (1585-1763)*</p> <p>1. Colonization and Settlement</p> <p>Revolution and the New Nation (1754-1820s)</p> <p>2. Revolution and the New Nation</p> <p>Expansion and Reform (1801-1861)</p> <p>3. Expansion and Reform</p> <p>Civil War and Reconstruction (1850-1877)</p> <p>4. Civil War and Reconstruction</p> <p>The Development of the Industrial United States (1870-1900)</p> <p>5. The Development of the Industrial United States</p> <p>The Emergence of Modern America (1890-1930)</p> <p>6. Progressive Reforms 7. World War I 8. Roaring Twenties</p> <p>The Great Depression and World War II (1929-1945)</p> <p>9. The Great Depression 10. New Deal 11. World War II</p>

		<p>Postwar United States (1945 to early 1970s)</p> <p>12. Cold War 13. Civil Rights and Social Change</p> <p>Contemporary United States (1970-Today)</p> <p>14. Domestic Policies 15. International Policies 16. Interconnected Global Society</p>
Standard 6.2 World History/ Global Studies	<p>The Beginnings of Human Society</p> <p>1. Paleolithic and Neolithic Ages</p> <p>Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)</p> <p>2. Ancient River Valley Civilizations</p> <p>The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)</p> <p>3. The Classical Civilizations of the Mediterranean World, India, and China</p> <p>Expanding Exchanges and Encounters (500 CE-1450 CE)</p> <p>4. Expanding Exchanges and Encounters</p>	<p>The Emergence of the First Global Age (1350-1770)</p> <p>1. Global Interactions and Colonialism</p> <p>Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)</p> <p>2. Renaissance, Reformation, Scientific Revolution, and Enlightenment</p> <p>Age of Revolutions (1750-1914)</p> <p>3. Political and Industrial Revolutions, Imperialism, Reform, and Global Impact</p> <p>A Half-Century of Crisis and Achievement (1900-1945)</p> <p>4. The Era of the Great Wars</p> <p>The 20th Century Since 1945 (1945-Today)</p> <p>5. Challenges for the Modern World</p> <p>Contemporary Issues</p> <p>6. Contemporary Issues</p>