

Disciplinary Concepts and Core Ideas**Structure of the NJSLSS-SS**

The organization and content of the 2020 NJSLSS-SS 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 (N.J.A.C 6A:8-5.1 (a) 1). In addition, there are performance expectations which reflect the Amistad and Holocaust mandates in all grade bands. There are three social studies standards:

- **6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Standard 6.1 U.S. History: America in the World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.
- **6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code.
- **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. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

The core ideas are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.

The performance expectations describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

Coding of Performance Expectations

To promote a unified vision of the NJSLS-SS, an abbreviated form of the disciplinary concepts is included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

Civics, Government and Human Rights (Civics)

- Civic and Political Institutions (PI)
- Participation and Deliberation (PD)
- Democratic Principles (DP)
- Processes, Rules and Laws (PR)
- Human and Civil Rights (HR)
- Civic Mindedness (CM)

Geography, People and the Environment (Geo)

- Spatial Views of the World (SV)
- Human Population Patterns (PP)
- Human Environment Interaction (HE)
- Global Interconnections (GI)

Economics, Innovation, and Technology (Econ)

- Economic Ways of Thinking (ET)
- Exchanges and Markets (EM)
- National Economy (NE)
- Global Economy (GE)

History, Culture, and Perspectives (History)

- Continuity and Change (CC)
- Understanding Perspectives (UP)
- Historical Sourcing and Evidence (SE)
- Claims and Argumentation (CA)

Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

N.J.A.C.6A:8-5.1 (a) 1. iv. 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 content in all course offerings;

N.J.A.C.6 A:8-5.1 (a) 1. v. At least 2.5 credits in financial, economic, business, and entrepreneurial literacy, effective with 2010-2011 grade nine class

NJSA 18A:6-3 Requires secondary course of study in the United States Constitution

NJSA 18A:35-1,NJSA 18A:35-2 Requires 2 years of US History in high schools including history of New Jersey and of African-Americans

NJSA 18A:35-3 Requires course of study in civics, geography and history of New Jersey

NJSA 18A:35-4.1 Requires course of study in principles of humanity NJSA 18A:35-2.1 Req

Amistad Law: N.J.S.A. 18A 52:16A-88

Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards ([N.J.S.A.18A:35-4.36](#)) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

6.1 U.S. History: America in the World

Performance Expectations	New Vocabulary	Resources	Benchmarks/ Assessments	Core Ideas
Focus Topic: Civics, Government, and Human Rights: Civics and Political Institutions		Grade Levels: By the end of grade 2		
6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).	Role Responsibility Government Mayor Council Service Safety	https://sn2.scholastic.com/issues/2019-20/090419.html?magazineName=sn2&eml=CM/smd/20190802//txtl/8655/edSn2 https://virtualfieldtrips.org/grade-2-our-government-at-work/	Create Model/Diagram Informal Assessment Teacher Observation Class Discussion	Local community and government leaders have roles and responsibilities to provide services for their community members.
6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.				
6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.	Work	https://www.weareteachers.com/teach-kids-branches-of-government/	Class Discussion Informal Assessment In Class Activity	Rules for all to live by are a result of the actions of government, organizations, and individuals.
6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.	Officials Community Authority	https://www.youtube.com/watch?v=IGC0zxgRNJQ https://www.youtube.com/watch?v=04lO0ISBT40 https://www.youtube.com/watch?v=S2bxt3Nbpk	Formal Assessment Informal Assessment Project Class Discussion Venn Diagram Graphic Organizer In Class Activity	The actions of individuals and government affect decisions made for the common good.
6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.				
6.1.2.CivicsPI.6: Explain what government is and its function.				

Focus Topic: Civics, Government, and Human Rights: Participation and Deliberation		Grade Levels: By the end of grade 2		
6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.	Work Together	https://www.thepathway2success.com/teaching-kids-to-work-together/	Class Discussion Teacher Observation Performance Task In Class Activity	When all members of the group are given the opportunity to participate in the decision making process everyone's voice is heard.
6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.				
Focus Topic: Civics, Government, and Human Rights: Democratic Principles		Grade Levels: By the end of grade 2		
6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.	Symbols Values Democracy Respect Monuments Holiday	https://www.jumpstart.com/parents/activities/national-symbols-activities https://deannajump.com/american-symbols-presidents-free/	Formal Assessment Informal Assessment Class Discussion Performance Task In Class Activity	The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).
6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.				
6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.				
Focus Topic: Civics, Government, and Human Rights: Processes and Rules		Grade Levels: By the end of grade 2		

6.1.2.CivicsPR.1: Determine what makes a good rule or law. 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.	Rule Law Civics Common good Routines	https://www.youtube.com/watch?v=_K6HKnY5MrY	Class Discussion Teacher Observation Venn Diagram Graphic Organizer Performance Task In Class Activity	Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.
6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.	Fair Individual Rights		Informal Assessment Project Class Discussion	Processes and rules should be fair, consistent, and respectful of the human rights of all people.

Focus Topic: Civics, Government, and Human Rights: Civic Mindedness**Grade Levels: By the end of grade 2**

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.	Personal Responsibility Civic Responsibility Collaborate Open-minded Compassion Civility Persistence Diversity Tolerance Accepted	https://schools.cms.k12.nc.us/beverlywoodsES/Documents/ResponsibilityOctober2015.pdf https://oneworlddoneheartheating.com/for_teachers/teaching-tolerance/ https://blog.planbook.com/teaching-tolerance/	Formal Assessment Informal Assessment Class Discussion Performance Task In Class Activity	Certain character traits can help individuals become productive members of their community.
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Focus Topic: Geography, People, and the Environment: Human Population Patterns**Grade Levels: By the end of grade 2**

6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).	Landforms Climate Weather Resources	https://sarahgates.weebly.com/uploads/1/3/6/6/13666841/03-sgates-finalunit.pdf	Class Discussion Teacher Observation Graphic Organizer Performance Task In Class Activity	Physical and human characteristics affect where people live (settle).
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Focus Topic: Geography, People, and the Environment: Spatial Views of the World		Grade Levels: By the end of grade 2		
6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).	Continent Ocean River Lake Mountain Map - types Globe Title Legend Cardinal Directions Scale Map Symbols	https://www.nationalgeographic.org/education/map-skills-elementary-students/ https://mrnussbaum.com/games/social-studies-games	Formal Assessment Informal Assessment Venn Diagram Graphic Organizer Performance Task In Class Activity	A map is a symbolic representation of selected characteristics of a place.
6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).				
6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).				
6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).	Landmark		Teacher Observation Graphic Organizer Performance Task In Class Activity	Geographic data can be used to identify cultural and environmental characteristics of places.

Focus Topic: Geography, People, and the Environment: Human Environment Interaction	Grade Levels: By the end of grade 2
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<p>6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</p> <p>6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</p> <p>6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p> <p>6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.</p>	<p>Seasonal Weather</p> <p>Climate</p> <p>Culture</p> <p>Environment</p> <p>Regions</p> <p>NJ Regions</p> <p>Physical Environment</p> <p>Economic</p>	<p>https://study.com/academy/lesson/how-weather-affects-us-lesson-for-kids.html</p> <p>https://civiced.rutgers.edu/nj-lessons</p>	<p>Formal Assessment</p> <p>Informal Assessment</p> <p>Project</p> <p>Class Discussion</p> <p>Performance Task</p> <p>In Class Activity</p>	<p>Environmental characteristics influence the how and where people live.</p>
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Focus Topic: Geography, People, and the Environment: Global Interconnections
Grade Levels: By the end of grade 2

<p>6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.</p> <p>6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.</p>	<p>Goods</p>	<p>https://www.youtube.com/watch?v=Jd4kD9TicbA</p>	<p>Class Discussion</p> <p>In Class Activity</p>	<p>Global interconnections occur between human and physical systems across different regions of the world.</p>
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Focus Topic: Economics, Innovation, and Technology: Economic Ways of Thinking
Grade Levels: By the end of grade 2

<p>6.1.2.EconET.1: Explain the difference between needs and wants.</p>	<p>Needs and Wants</p> <p>Choice</p> <p>Resources</p>	<p>https://www.youtube.com/watch?v=NTB2LRqn9I</p>	<p>Project</p> <p>Class Discussion</p> <p>Teacher Observation</p> <p>Venn Diagram</p>	<p>Individuals make decisions based on their needs, wants, and the availability of resources.</p>
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6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.		https://www.youtube.com/watch?v=9E2Myy58O04	Graphic Organizer Performance Task In Class Activity	
6.1.2.EconET.3: Describe how supply and demand influence price and output of products	Supply and Demand Product	https://www.youtube.com/watch?v=b9bWNBOItNc	Project Class Discussion Teacher Observation Venn Diagram Graphic Organizer Performance Task In Class Activity	Limited resources influence choices.
6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives. 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.	Savings Debt Investment	https://www.incharge.org/financial-literacy/resources-for-teachers/financial-literacy-for-kids/	Class Discussion Teacher Observation Venn Diagram Graphic Organizer Performance Task In Class Activity	Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).

Focus Topic: Economics, Innovation, and Technology: Exchange and Markets
Grade Levels: By the end of grade 2

6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services. 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities. 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).	Goods and Services Exchange goods		Project Class Discussion Teacher Observation Venn Diagram Graphic Organizer Performance Task In Class Activity	Goods and services are produced and exchanged in multiple ways.
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Focus Topic: Economics, Innovation, and Technology: National Economy		Grade Levels: By the end of grade 2		
6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.	Human capital Physical capital Natural resources	https://www.youtube.com/watch?v=b8uJQP08yq0	Project Class Discussion Venn Diagram Graphic Organizer In Class Activity	The availability of resources influences current and future economic conditions.
6.1.2.EconNE.2: Describe examples of goods and services that governments provide.		https://www.youtube.com/watch?v=Jd4kD9TicbA&t=26s	Project Class Discussion Venn Diagram Graphic Organizer In Class Activity	Governments play an economic role in the lives of individuals and communities.

Focus Topic: Economics, Innovation, and Technology: Global Economy		Grade Levels: By the end of grade 2		
6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.	Products Domestic Trade goods	https://www.youtube.com/watch?v=7nl7j0_S8dY	Formal Assessment Project Class Discussion Performance Task In Class Activity Teacher Observation Performance Task	There are benefits to trading goods and services with other countries.
6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.				

Focus Topic: History, Culture, and Perspectives: Continuity and Change		Grade Levels: By the end of grade 2		
6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.	Chronological Timeline	https://www.nj.com/data/2018/04/7_ways_new_jersey_has_changed_over_the_last_centur.html	Informal Assessment Project/Research Class Discussion Performance Task In Class Activity Performance Task	Historical timelines put events in chronological order to help people understand the past.

6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.				
6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.	Infer Innovations/invention	https://livelovehistory.weebly.com/changes-in-community-life.html	Class Discussion Performance Task In Class Activity	Understanding the past helps to make sense of the present.

Focus Topic: History, Culture, and Perspectives: Understanding Perspectives		Grade Levels: By the end of grade 2		
6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.	Primary source	https://teaching.betterlesson.com/lesson/595410/examining-point-of-view	Formal Assessment Research Project Class Discussion Performance Task In Class Activity	Two or more individuals can have a different understanding of the same event.
6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture. 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.	Evidence Values Traditions Culture Stereotype Prejudice	https://www.ixl.com/standards/new-jersey/social-studies/grade-2	Formal Assessment Class Discussion Performance Task In Class Activity	Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.

Focus Topic: History, Culture, and Perspectives: Historical Sourcing and Evidence		Grade Levels: By the end of grade 2		
6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make	Folk heroes	https://www.ixl.com/standards/new-jersey/social-studies/grade-2	Project Class Discussion Performance Task In Class Activity	The nature of history involves stories of the past preserved in a variety of sources.

inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).				
6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).			Research Project Class Discussion Performance Task In Class Activity	Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.

**Focus Topic: History, Culture, and Perspectives:
Claims and Argumentation**
Grade Levels: By the end of grade 2

6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).	Evidence		Class Discussion Performance Task In Class Activity Teacher Observation Performance Task	Historians create arguments outlining ideas or explanations based on evidence.
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6.3 Active Citizenship in the 21st Century

Performance Expectations	New Vocabulary	Resources	Benchmarks/ Assessments	Core Ideas
Focus Topic: Civics, Government and Human Rights: Participation and Deliberation		Grade Levels: By the end of grade 2		
6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.			Project Class Discussion Performance Task In Class Activity	When all members of the group are given the opportunity to participate in the decision making process, everyone's voice is heard.

Focus Topic: Geography, People and the Environment: Global Interconnections		Grade Levels: By the end of grade 2			
6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.			https://www.youtube.com/watch?v=WkvPdUtYhX8	Project Class Discussion Performance Task In Class Activity	Global interconnections occur between human and physical systems across different regions of the world.
6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.					

6.1 U.S. History: America in the World				
Performance Expectations	New Vocabulary	Resources	Benchmarks/ Assessments	Core Ideas
Focus Topic: Civics, Government, and Human Rights: Civics and Political Institutions		Grade Levels: By the end of grade 5		
6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).	Work Government Workplace Voluntary organization	https://www.weareteachers.com/team-building-games-and-activities/ https://www.youtube.com/watch?v=bpcusZxgTw4	Informal Assessment Project Class Discussion Performance Task In Class Activity	In a representative democracy, individuals play a role in how the government functions.

6.1.5.CivicsPI.3: 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.	Representative government	https://www.youtube.com/watch?v=iXWBLh5yTZs	Formal Assessment Informal Assessment Class Discussion Teacher Observation	In a representative democracy, individuals elect representatives to act on the behalf of the people.
6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States. 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level. 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government. 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government. 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government. 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.	Services Community Responsibility Three branches of government National government State government Constitution	https://www.youtube.com/watch?v=OvwIRTYvU8o https://www.youtube.com/watch?v=E2NdpRHlJDw https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-foundations/us-gov-principles-of-american-government/a/principles-of-american-government-article	Formal Assessment Informal Assessment Project Class Discussion Performance Task In Class Activity Create Models Teacher Observation	Levels of government (i.e., local, state, and federal) have different powers and responsibilities.

Focus Topic: Civics, Government, and Human Rights: Participation and Deliberation

Grade Levels: By the end of grade 5

6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them. 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).	Elected representative Policymaking Petition Laws	https://www.courts.ca.gov/17332.htm	Formal Assessment Informal Assessment Project Class Discussion Performance Task In Class Activity Teacher Observation	Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials).
6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.	Diverse	https://www.scholastic.com/teachers/articles/teaching-content/teaching-diversity-place-begin-0	Class Discussion Performance Task In Class Activity	Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.
6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.	Candidate qualifications	https://www.icivics.org/teachers/lesson-plans/candidate-evaluation	Graphic Organizer Performance Task In Class Activity Create Models Teacher Observation	A major role of citizens in a representative democracy is to make responsible decisions about who should govern.

Focus Topic: Civics, Government, and Human Rights: Democratic Principles
Grade Levels: By the end of grade 5

6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good). 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights) 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.	Civic virtues Civil rights Human rights Religious freedom	https://www.ixl.com/social-studies/grade-5/the-american-revolution-the-boston-tea-party	Formal Assessment Informal Assessment Class Discussion Performance Task In Class Activity Graphic Organizer	Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.
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Focus Topic: Civics, Government, and Human Rights: Processes and Rules		Grade Levels: By the end of grade 5		
6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society. 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.	Procedures	https://www.ixl.com/social-studies/grade-5/presidential-elections	Class Discussion Performance Task In Class Activity Create Models Teacher Observation Graphic Organizer	There are different processes for establishing rules and laws.
6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose. 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.	Rules Policies Public	https://www.ixl.com/standards/new-jersey/social-studies/grade-5	Formal Assessment Informal Assessment Class Discussion Performance Task In Class Activity	Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.

Focus Topic: Civics, Government, and Human Rights: Human and Civil Rights		Grade Levels: By the end of grade 5		
6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process). 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.	Bill of Rights Freedom of expression Freedom of religion Freedom of the press Freedom of assembly Freedom of petition Right to vote Right to due process Martin Luther King, Jr. Social change Social activism Leaders Discriminate	https://www.ixl.com/social-studies/grade-5/the-constitution https://www.ixl.com/social-studies/grade-5/the-bill-of-rights	Formal Assessment Informal Assessment Research Project Class Discussion Performance Task In Class Activity Create Models Teacher Observation Graphic Organizer	It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.

6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.				
6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.		https://charactercounts.org/c5/ https://betterkids.education/blog/thats-not-fair-teaching-the-meaning-of-fairness	Formal Assessment Informal Assessment Performance Task In Class Activity	Individuals have the right to be safe and not to be bullied or discriminated against.

Focus Topic: Civics, Government, and Human Rights: Civic Mindedness		Grade Levels: By the end of grade 5		
<p>6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.</p> <p>6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.</p> <p>6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</p> <p>6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.</p>	<p>Self discipline Civility Common good Collaborate Perspective Authority Civics</p>	<p>https://www.ixl.com/social-studies/grade-5/the-bill-of-rights</p> <p>https://www.scholastic.com/teachers/articles/teaching-content/grades-4-5-learning-lead/</p> <p>https://www.civiced.org/lessons/how-can-citizens-participate</p>	<p>Formal Assessment Informal Assessment Research Project Class Discussion Performance Task In Class Activity Graphic Organizer</p>	<p>Certain dispositions help individuals contribute to the health of American democracy.</p>

6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.				
6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.				

Focus Topic: Geography, People, and the Environment: Human Population Patterns		Grade Levels: By the end of grade 5		
6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism. 6.1.5.GeoPP.2: 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.	Regionalism NJ regions	https://civiced.rutgers.edu/nj-lessons	Formal Assessment Informal Assessment Research Project Performance Task In Class Activity	Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.
6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict. 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space. 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American	Natural resources Suburban Rural Urban Migration	https://www.ixl.com/standards/new-jersey/social-studies/grade-5	Formal Assessment Informal Assessment Research Project Class Discussion Performance Task In Class Activity Create Models Graphic Organizer	Patterns of settlement differ markedly from region to region, place to place, and time to time.

groups impacted different regions of the Western Hemisphere.				
6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.	Migratory	https://www.loc.gov/collections/todd-and-sonkin-migrant-workers-from-1940-to-1941/articles-and-essays/the-migrant-experience/	Performance Task In Class Activity Graphic Organizer	The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition

Focus Topic: Geography, People, and the Environment: Spatial Views of the World		Grade Levels: By the end of grade 5		
<p>6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).</p> <p>6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p>6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</p> <p>6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data</p>	<p>Types of maps</p> <p>Digital maps</p> <p>Globe</p> <p>Time zones</p> <p>Latitude</p> <p>Longitude</p> <p>Aerial maps</p>	<p>http://thriveingradefive.com/how-to-teach-types-of-maps-upper-elementary/</p> <p>https://mrnussbaum.com/geography/interactive-world-map/</p> <p>https://earth.google.com/web/</p>	<p>Performance Task</p> <p>In Class Activity</p> <p>Create Models</p> <p>Teacher Observation</p> <p>Graphic Organizer</p>	<p>Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.</p>

visualizations, graphs, diagrams, aerial and other photographs, GPS). 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.				
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Focus Topic: Geography, People, and the Environment: Human Environment Interaction		Grade Levels: By the end of grade 5		
6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States. 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications). 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.	Satellite images Technological advances Catastrophic environmental events Migration	https://earth.google.com/web/ https://www.cfr.org/timeline/ecological-disasters	Research Project Class Discussion Performance Task In Class Activity	Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.

Focus Topic: Geography, People, and the Environment: Global Interconnections	Grade Levels: By the end of grade 5
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<p>6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p>6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.</p> <p>6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</p> <p>6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p>	<p>Migration Historical maps Exploration Water routes Land routes Emigration Settlement</p>	<p>https://www.scholastic.com/teachers/lesson-plans/teaching-content/immigration-lesson-plan-grades-3-5/</p> <p>https://www.vox.com/2015/1/12/7474897/immigration-america-maps</p>	<p>Formal Assessment Research Project Class Discussion Performance Task In Class Activity</p>	<p>Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.</p>
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Focus Topic: Economics, Innovation, and Technology: Economic Ways of Thinking		Grade Levels: By the end of grade 5		
<p>6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.</p>	<p>Incentives</p>	<p>http://resourcesforhistoryteachers.pbworks.com/w/page/126082265/Positive%20and%20Negative%20Economic%20Incentives</p>	<p>Formal Assessment Informal Assessment Performance Task In Class Activity Graphic Organizer</p>	<p>Economic decision making involves setting goals and identifying the resources available to achieve those goals.</p>
<p>6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.</p> <p>6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations</p>	<p>Quantitative data Scarcity</p>	<p>https://flintsocialstudiescurriculum.weebly.com/uploads/4/4/3/1/44310935/ss2fullunit4.pdf</p>	<p>Class Discussion Performance Task In Class Activity Graphic Organizer</p>	<p>An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.</p>

Focus Topic: Economics, Innovation, and Technology: Exchange and Markets		Grade Levels: By the end of grade 5		
6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.	Specialize	https://www.youtube.com/watch?v=NI9TLDIPVcs	Informal Assessment	The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.
6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).	Trade	https://www.utt Tyler.edu/ceefl/files/focus-econ-3-5.pdf	Research Project	
6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.	Resources	https://kids.nationalgeographic.com/geography/states/article/new-jersey	Class Discussion	
6.1.5.EconEM.4: 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.	Goods and services		Performance Task	
6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.	Human capital	https://www.youtube.com/watch?v=HfN8BnRjryQ	In Class Activity	The exchange of goods and services can have negative and positive effects.
6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.	Physical capital		Graphic Organizer	
	Supply and demand			
	Product output			
	Labor force			
	Economy			
	Society			
	Trade			
	Mercantilism			

Focus Topic: Economics, Innovation, and Technology: National Economy		Grade Levels: By the end of grade 5		
6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.	Goods and services	https://www.youtube.com/watch?v=ekLH2OaSeffl		The government uses a variety of tools to pay for goods and services it provides to individuals and communities.
6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.	Resources	https://www.nationalgeographic.org/article/effects-transportation-economy/5th-grade/	Formal Assessment	A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.
	NJ regions		Informal Assessment	
	Transportation systems		Class Discussion	
	Innovation			

<p>6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p> <p>6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p>6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.</p> <p>6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.</p> <p>6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p>	<p>Inventions Culture Private goods Public goods Global economy Entrepreneur Capitalistic society Laborer</p>	<p>https://stacker.com/stories/4274/100-inventions-changed-america</p> <p>https://www.econedlink.org/resources/what-makes-an-entrepreneur/</p>		
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Focus Topic: Economics, Innovation, and Technology: Global Economy

Grade Levels: By the end of grade 5

<p>6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</p> <p>6.1.5.EconGE.2: 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.</p>	<p>Communication system Collaborate Global market Economic interdependence</p>	<p>http://www.teachushistory.org/isaiah-thomas-patriot-printer/lesson-plans/time-travel-transportation-communication-then-now</p>	<p>Formal Assessment Informal Assessment Class Discussion Performance Task In Class Activity Graphic Organizer</p>	<p>Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.</p>
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6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.		https://www.youtube.com/watch?v=zDEmHQhGkBg		
6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.				
6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.				

Focus Topic: History, Culture, and Perspectives: Continuity and Change		Grade Levels: By the end of grade 5		
6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.		https://www.nj.gov/nj/about/history/short_history.html	Class Discussion Performance Task In Class Activity	Chronological sequencing helps us track events over time
6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved				
6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.	George Washington Thomas Jefferson Benjamin Franklin William Livingston Lenni Lenape Slavery	https://constitutioncenter.org/learn/educational-resources/lesson-plans/getting-to-know-the-founding-fathers	Formal Assessment Informal Assessment Research Project Class Discussion Performance Task In Class Activity Graphic Organizer	Interactions of people and events throughout history have shaped the world we experience today.
6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.	Colonization Native Americans Religious freedom Mayflower compact Declaration of Independence	https://collaborativehistory.gse.upenn.edu/stories/original-people-and-their-land-lenape-pre-history-18th-century		
6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its	US Constitution			

<p>impact on people living in Europe and the Americas.</p> <p>6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p>6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</p> <p>6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</p> <p>6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.</p> <p>6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.</p> <p>6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.</p>	Bill of Rights	<p>https://njchamber.com/press-releases/137-who-are-the-25-greatest-innovators-in-n-j-history-start-with-einstein-edison-and-waksman</p> <p>https://ny.pbslearningmedia.org/resource/islam08.socst.world.glob.lpfirstame/religion-and-the-first-amendment/</p> <p>https://chnm.gmu.edu/tah-loudoun/blog/lessons/slaves-and-indentured-servants/</p> <p>https://www.archives.gov/historical-docs</p>		
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<p>6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.</p> <p>6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <p>6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).</p>				
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**Focus Topic: History, Culture, and Perspectives:
Understanding Perspectives**
Grade Levels: By the end of grade 5

<p>6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.</p> <p>6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.</p> <p>6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p>	<p>Immigration Belief system Perspective Columbian exchange</p>	<p>https://www.americanimmigrationcouncil.org/sites/default/files/research/immigrants_in_new_jersey.pdf</p> <p>https://www.khanacademy.org/humanities/us-history/precontact-and-early-colonial-era/old-and-new-worlds-collide/a/the-columbian-exchange-ka</p>	<p>Class Discussion Performance Task In Class Activity Graphic Organizer</p>	<p>Events may be viewed differently based on one's perspective.</p>
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<p>6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</p> <p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>		https://ny.pbslearningmedia.org/resource/e0ddd-f26-fc83-4178-9db3-5f3a3eccc2f5/culture-what-you-see-and-what-you-dont/	Class Discussion Performance Task In Class Activity Graphic Organizer	Historical records are shaped by the society that the creator lived in.
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Focus Topic: History, Culture, and Perspectives: Historical Sourcing and Evidence		Grade Levels: By the end of grade 5		
6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.	Explore Land route Water route	https://www.thecleverteacher.com/teaching-the-age-of-exploration/	Research Project Class Discussion Performance Task In Class Activity	There are a variety of sources that help us understand the past.
6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.	Historical symbols Historical monuments Holiday	https://www.scholastic.com/teachers/lesson-plans/teaching-content/salute-american-symbols/	Formal Assessment Informal Assessment Research Project Class Discussion	Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.

Focus Topic: History, Culture, and Perspectives: Claims and Argumentation		Grade Levels: By the end of grade 5		
Historians use evidence from multiple sources to support their claims and arguments about the past.			Research Project Class Discussion Performance Task	6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

6.3 Active Citizenship in the 21st Century

Performance Expectations	New Vocabulary	Resources	Benchmarks/ Assessments	Core Ideas
Focus Topic: Civics, Government, and Human Rights: Participation and Deliberation		Grade Levels: By the end of grade 5		
6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.	Climate change	https://www.oercommons.org/authoring/9575-climate-change-grade-5-blended-lesson-plan/view	Research Project Class Discussion Performance Task In Class Activity	Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.
6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.				
6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.			Research Project Class Discussion In Class Activity	Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.

Focus Topic: Geography, People, and the Environment: Human Environment Interaction		Grade Levels: By the end of grade 5		
6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.	Advocacy	https://www.arcnj.org/programs/njsap/self_advocacy.html	Project Class Discussion Performance Task Teacher Observation	Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.

Focus Topic: Geography, People, and the Environment: Global Interconnections		Grade Levels: By the end of grade 5		
6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.	Global issue	https://www.wgu.edu/hyeteach/article/3-global-collaboration-projects-your-classroom1807.html	Research Project Class Discussion Performance Task	In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.

Focus Topic: Economics, Innovation, and Technology: Economic Ways of Thinking		Grade Levels: By the end of grade 5		
Economic decision making involves setting goals and identifying the resources available to achieve those goals.			Research Project Class Discussion Performance Task In Class Activity	6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.

6.1 U.S. History: America in the World				
Performance Expectations	New Vocabulary	Resources	Benchmarks/ Assessments	Core Ideas
Focus Topic: Era 3. Revolution and the New Nation (1754–1820s)		Grade Levels: By the end of grade 8		
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.				
6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution. 6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution	Leadership National government Constitution Consent of the governed Rule of law Federalism	https://www.loc.gov/classroom-materials/us-constitution-continuity-and-change-in-the-governing-of-the-united-states/	Research Project Class Discussion Performance Task Create Models Teacher Observation	Political and civil institutions impact all aspects of people’s lives.

<p>(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.</p> <p>6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.</p>	<p>Separation of power Checks and balances Federal government Citizen Political parties Media</p>	<p>https://www.loc.gov/classroom-materials/constitution/</p>		
<p>6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.</p>	<p>Demographics Congress Federalism</p>	<p>https://www.bartleby.com/questions-and-answers/the-new-jersey-and-virginia-plans-of-the-1780s-were-each-meant-to-draft-a-plan-for-independence-from/c0e69495-a711-4e01-a637-a73dd49c8132</p>	<p>Class Discussion Performance Task In Class Activity</p>	<p>Governments have different structures which impact development (expansion) and civic participation.</p>
<p>6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p>	<p>Compromise Constitution Bill of Rights</p>	<p>https://billofrightsinstitute.org/lessons/argumentation-the-process-of-compromise</p>	<p>Formal Assessment Informal Assessment Research Project</p>	<p>Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.</p>
<p>6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.</p>	<p>Declaration of Independence</p>	<p>https://umb.libguides.com/PrimarySources/secondary</p> <p>https://www.loc.gov/rr/program/bib/ourdocs/</p>	<p>Formal Assessment Informal Assessment Research Project</p>	<p>The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.</p>
<p>6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).</p>	<p>Civil liberties Alien and Sedition Acts</p>	<p>https://edsitement.neh.gov/lesson-plans/lesson-1-presidents-lips-concerns-led-sedition-and-alien-act</p>	<p>Formal Assessment Informal Assessment Class Discussion Performance Task</p>	<p>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.</p>

<p>6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.</p> <p>6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.</p>	<p>Slavery Political expansion Economic expansion</p>	<p>https://www.khanacademy.org/humanities/us-history/civil-war-era/sectional-tension-1850s/a/the-slave-economy</p>	<p>Formal Assessment Informal Assessment Class Discussion Performance Task In Class Activity</p>	<p>Social and political systems have protected and denied human rights (to varying degrees) throughout time.</p>
<p>6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.</p>	<p>American revolution</p>	<p>https://mapmaker.rutgers.edu/MAPS.html</p>	<p>Performance Task In Class Activity Create Models Graphic Organizer</p>	<p>Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.</p>
<p>6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.</p>	<p>Inflation Debt</p>	<p>https://www.fte.org/teachers/teacher-resources/lesson-plans/eflessons/lesson-9-money-and-inflation/</p>	<p>Formal Assessment Informal Assessment</p>	<p>Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.</p>
<p>6.1.8.HistoryCC.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.</p> <p>6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government</p>	<p>Seven Years War American colonies American revolution Political parties</p>	<p>https://www.fte.org/teachers/teacher-resources/lesson-plans/eflessons/lesson-9-money-and-inflation/</p>	<p>Formal Assessment Informal Assessment Class Discussion</p>	<p>Chronological sequencing helps us understand the interrelationship of historical events.</p>
<p>6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.</p>	<p>Alliance Articles of Confederation</p>	<p>https://guides.loc.gov/native-american-spaces/cartographic-resources/indian-territory</p>	<p>Research Project Class Discussion Performance Task In Class Activity</p>	<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>

6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.		https://www.icivics.org/teachers/lesson-plans/wanted-just-right-government	Class Discussion Performance Task In Class Activity Graphic Organizer	Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
<p>6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p> <p>6.1.8.HistoryUP.3.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.</p> <p>6.1.8.HistoryUP.3.c: Analyze 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 from multiple perspectives.</p>	Declaration of Independence Rural urban Merchant Treaty of Paris	https://www.archives.gov/founding-docs/declaration-transcript http://www.smplanet.com/teaching/civilwar https://www.nps.gov/teachers/classrooms/the-french-and-indian-war-1754-1763-how-did-the-war-end-unit-5.htm	Research Project Class Discussion Performance Task In Class Activity Graphic Organizer	Historical contexts and events shaped and continue to shape people's perspectives.
6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.	George Washington American Revolution	https://www.icivics.org/teachers/lesson-plans/george-washington-mini-lesson	Class Discussion Performance Task In Class Activity Graphic Organizer	Examining historical sources may answer questions but may also lead to more questions.
6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.		https://www.facinghistory.org/reconstruction-era/lessons/world-war-made	Class Discussion Performance Task In Class Activity Graphic Organizer	Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.

Focus Topic: Era 4. Expansion and Reform (1801–1861)		Grade Levels: By the end of grade 8		
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. Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.				
6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.	Voting rights Jacksonian period	https://www.khanacademy.org/humanities/us-history/the-early-republic/age-of-jackson/a/expanding-democracy	Research Project Class Discussion Performance Task Graphic Organizer	The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.
6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.	Antebellum Period	https://www.loc.gov/static/programs/teachers/about-this-program/teaching-with-primary-sources-partner-program/documents/differentiated-instruction-secondary-activity.pdf	Research Project Class Discussion Performance Task In Class Activity	Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.
6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.	Resettlement	https://www.docsteach.org/activities/teacher/the-impact-of-westward-expansion-on-native-american-communities	Performance Task In Class Activity Graphic Organizer	Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth’s surface.
6.1.8.EconET.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.EconET.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.	National Bank Louisiana Purchase	https://study.com/academy/lesson/louisiana-purchase-lesson-for-kids-summary-facts.html#:~:text=The%20Louisiana%20Territory%20was%20about, and%20out%20of%20the%20land.	Formal Assessment Informal Assessment Research Project Class Discussion Performance Task	Economic decision making involves setting goals and identifying the resources available to achieve those goals.

<p>6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.</p> <p>6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.</p>	<p>Land and water transportation Technological innovation Social class</p>	<p>https://www.teachengineering.org/lessons/view/cub_navigation_lesson_07</p>	<p>Formal Assessment Informal Assessment Class Discussion</p>	<p>A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.</p>
<p>6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p> <p>6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.</p> <p>6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.</p> <p>6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.</p>	<p>Underground railroad Manifest Destiny Annexation Diplomacy Immigration</p>	<p>https://education.blogs.archives.gov/2014/11/18/treaties-for-teaching-american-indian-history/</p> <p>https://education.blogs.archives.gov/2014/11/18/treaties-for-teaching-american-indian-history/</p> <p>https://education.blogs.archives.gov/2014/11/18/treaties-for-teaching-american-indian-history/</p>	<p>Formal Assessment Informal Assessment Class Discussion Performance Task</p>	<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>

Focus Topic: Era 5. Civil War and Reconstruction (1850–1877)

Grade Levels: By the end of grade 8

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.

<p>6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.</p>	<p>Cause - effect Civil War 13, 14, 15 Amendments</p>	<p>https://www.battlefields.org/learn/educators/curriculum/civil-war-</p>	<p>Class Discussion In Class Activity Graphic Organizer</p>	<p>Historical events may have single, multiple, direct and indirect causes and effects.</p>
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<p>6.1.8.HistoryCC.5.b: Analyze critical events and battles of the Civil War from different perspectives.</p> <p>6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South.</p>	<p>Emancipation Proclamation Gettysburg Address</p>	<p>curriculum-lesson-plans-middle-school</p>		
<p>6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</p> <p>6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.</p> <p>6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p>		<p>https://constitutioncenter.org/interactive-constitution</p> <p>https://edsitement.neh.gov/lesson-plans/emancipation-proclamation-freedoms-first-steps</p>	<p>Class Discussion Performance Task In Class Activity Graphic Organizer</p>	<p>Historical contexts and events shaped and continue to shape people's perspectives.</p>
<p>6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).</p> <p>6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.</p> <p>6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives.</p> <p>6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.</p>	<p>President Lincoln President Johnson Reconstruction</p>	<p>https://www.commonse.org/education/lesson-plans/effects-of-the-civil-war</p> <p>https://www.greenup.ky schools.us/Downloads/reconstruction_plans_chart.pdf</p> <p>https://www.knoxschools.org/cms/lib/TN01917079/Centricity/domain/12078/summer/KCSathomeEighth_SS_Act5.pdf</p>	<p>Class Discussion Performance Task In Class Activity Graphic Organizer</p>	<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>

6.2 U.S. History/Global Studies

Performance Expectations	New Vocabulary	Resources	Benchmarks/ Assessments	Core Ideas
Focus Topic: Era 1. The Beginnings of Human Society		Grade Levels: By the end of grade 8		
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.				
6.2.8.GeoPP.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. 6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.	hunter/gatherer Natural resources Agrarian society Migratory patterns	https://www.khanacademy.org/humanities/world-history/world-history-beginnings/birth-agriculture-neolithic-revolution/a/why-did-human-societies-get-more-complex	Class Discussion Performance Task In Class Activity Create Models Graphic Organizer	Relationships between humans and environments impact spatial patterns of settlement and movement.
6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming). 6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies. 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.	Agricultural revolution Civilization Food surplus Farming Written language Unwritten language	https://study.com/academy/lesson/the-agricultural-revolution-timeline-causes-inventions-effects.html https://www.khanacademy.org/humanities/world-history/world-history-beginnings/origin-humans-early-societies/a/learning-about-prehistory-article	Formal Assessment Informal Assessment Class Discussion Performance Task	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.	Pre agricultural period Post agricultural period	https://www.khanacademy.org/humanities/world-history/world-history-beginnings/birth-agriculture-neolithic-revolution/a/where-did-agriculture-come-from	Formal Assessment Informal Assessment Performance Task In Class Activity Create Models Graphic Organizer	Chronological sequencing helps us track events over time as well as events that took place at the same time.
6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.	Archeology	https://www.texasbeyondhistory.net/teach/lessons.html	Formal Assessment Informal Assessment	Examining historical sources may answer questions, but it may also lead to questions in a spiraling process of inquiry.

Focus Topic: Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE)

Grade Levels: By the end of grade 8

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.

6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.	River valley civilization Legal structure	https://sharemylesson.com/teaching-resource/river-valley-civilizations-comparison-275058	Formal Assessment Informal Assessment	Political and civil institutions impact all aspects of people's lives.
6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.	Slavery Social structure	https://www.achssas.org/userfiles/files/WorldCiv_Chapter_2.pdf	Formal Assessment Informal Assessment Class Discussion Performance Task	Human rights can be protected or abused in various societies.
6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt;	Physical map Political map Geopolitical map Mesopotamia	https://www.achssas.org/userfiles/files/WorldCiv_Chapter_2.pdf	In Class Activity Graphic Organizer	Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.

Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).				
6.2.8.GeoHE.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.	Trade networks	https://www.achssas.org/userfiles/files/WorldCiv_Chapter_2.pdf	Formal Assessment Informal Assessment In Class Activity Create Models Graphic Organizer	The physical and human characteristics of places and regions are connected to human identities and cultures.
6.2.8.GeoGE.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.	Weaponry Trade Class system	https://www.achssas.org/userfiles/files/WorldCiv_Chapter_2.pdf	Formal Assessment Informal Assessment Class Discussion	Economic interdependence is impacted by increased specialization and trade.
6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.	Legacy of achievements	https://www.achssas.org/userfiles/files/WorldCiv_Chapter_2.pdf	Class Discussion Performance Task	Chronological sequencing helps us track events over time as well as events that took place at the same time.
6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.		https://www.achssas.org/userfiles/files/WorldCiv_Chapter_2.pdf	Formal Assessment Informal Assessment Class Discussion	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
6.2.8.HistoryCA.2.a: 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.		https://www.achssas.org/userfiles/files/WorldCiv_Chapter_2.pdf	Research Project Class Discussion Performance Task In Class Activity	Historians develop arguments using evidence from multiple relevant historical sources.

Focus Topic: Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)		Grade Levels: By the end of grade 8		
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. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.				
6.2.8.CivicsPI.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	Autocratic rule Bureaucratic structure	https://www.khanacademy.org/humanities/world-history/ancient-medieval/classical-states-and-empires/a/rise-and-fall-of-empires	Class Discussion In Class Activity Graphic Organizer	Governments have different structures which impact development (expansion) and civic participation.
6.2.8.CivicsDP.3.a: 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 (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law, Athenian democracy, Roman Republic). 6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution	American legal system Babylonian COde of Hammurabi Roman Justinian Code Israelite Jewish Law Athenian democracy Roman Republic	https://www.khanacademy.org/humanities/world-history/ancient-medieval/classical-states-and-empires/a/rise-and-fall-of-empires	Research Project Class Discussion Performance Task In Class Activity Graphic Organizer	The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.
6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.		https://www.thirteen.org/wnet/slavery/experience/gender/history.html	Formal Assessment Informal Assessment Class Discussion Performance Task In Class Activity Graphic Organizer	Governments have protected and abused human rights (to varying degrees) at different times throughout history.
6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the	Expansion	https://www.nationalgeographic.org/topics/resource-library-distribution-natural-	Performance Task In Class Activity Create Models	Relationships between humans and environments impact spatial patterns of settlement and movement.

classical civilizations and provided motivation for expansion. 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.		resources/?q=&page=1&per_page=25		
6.2.8.EconEM.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.	Land and sea routes Mediterranean World	https://www.khanacademy.org/humanities/world-history/medieval-times/development-of-new-trading-cities/a/development-of-new-trading-cities	Formal Assessment Informal Assessment Class Discussion	People voluntarily exchange goods and services when all parties expect to gain as a result of the trade
6.2.8.EconGE.3.a: 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.			Formal Assessment Informal Assessment Class Discussion	Economic interdependence is impacted by increased specialization and trade.
6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.		https://study.com/academy/lesson/how-religion-contributes-to-cultural-change.html	tClass Discussion Performance Task In Class Activity Graphic Organizer	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.	Social hierarchies	https://www.historyhaven.com/COMPARISON%20OF%20CLASSICAL%20CIVILIZATIONS.htm	Class Discussion Performance Task Graphic Organizer	An individual's perspective is impacted by their background and experiences.
6.2.8.HistoryUP.3.b: Compare the status 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 (i.e., political, economic, and social).	Ancient World Liberty Equality	https://www.ushistory.org/gov/2.asp	Formal Assessment Informal Assessment Class Discussion In Class Activity Graphic Organizer	Perspectives change over time.

6.2.8.HistoryUP.3.c: 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.	Buddhism Christianity Confucianism Hinduism Islam Judaism Sikhism Taoism	https://ny.pbslearningmedia.org/resource/sj14-soc-religmap/world-religions-map/	Formal Assessment Informal Assessment Research Project Class Discussion Performance Task Graphic Organizer	Historical contexts and events shaped and continue to shape people's perspectives.
6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.	Roman Empire Gupta India Han China	https://www.britannica.com/technology/history-of-technology/Technological-achievements-of-Greece-and-Rome-500-bce-500-ce	Formal Assessment Informal Assessment Class Discussion Performance Task	Historians analyze claims within sources for perspective and validity

Focus Topic: Era 4. Expanding Exchanges and Encounters (500 CE–1450 CE)**Grade Levels: By the end of grade 8**

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 empires, most people's daily lives remained unchanged.

6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.		https://www.khanacademy.org/humanities/whp-1750/xcabef9ed3fc7da7b:unit-1-the-world-in-1750/xcabef9ed3fc7da7b:1-2-scaling-to-two-places-in-the-world/a/read-qing-dynasty-beta	Formal Assessment Informal Assessment Class Discussion	Political and civil institutions impact all aspects of people's lives.
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6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).	Medieval English legal practices Magna Carta Parliament Habeas corpus independent judiciary	https://www.historyextra.com/period/medieval/medieval-english-law-in-the-time-of-magna-carta/	Research Project Class Discussion Performance Task In Class Activity	The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.
6.2.8.GeoHE.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.			Formal Assessment Informal Assessment Class Discussion	Cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
6.2.8.GeoHP.4.a: 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.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road). 6.2.8.GeoHP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.	Arabian Peninsula Maritime trade Overland trade International trade centers Silk Road African caravan	https://study.com/academy/lesson/the-arabian-peninsula-geography-climate-ways-of-life.html https://www.researchgate.net/figure/The-Silk-Road-overland-and-maritime-routes-The-overland-and-maritime-commercial-routes_fig1_236881270	Formal Assessment Informal Assessment Research Project Class Discussion Performance Task In Class Activity Create Models	The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.
6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges. 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.			Formal Assessment Informal Assessment Class Discussion Performance Task In Class Activity Create Models Graphic Organizer	The physical and human characteristics of places and regions are connected to human identities and cultures.

6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.		https://www.ducksters.com/history/africa/trade_routes_of_ancient_africa.php	Class Discussion Performance Task In Class Activity	The environmental characteristics of places and production of goods influences the spatial patterns of world trade.
6.2.8.GeoSV.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.	Yuan (Mongol) Dynasty	https://flexbooks.ck12.org/user:zxbpc2rzcziwmt/haz21hawwuy29t/cbook/world-history-studies_episd/section/4.3/primary/lesson/mongol-empire-yuan-to-ming/	Formal Assessment Informal Assessment Class Discussion Performance Task In Class Activity	Economic interdependence is impacted by increased specialization and trade.
6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.	Feudalism	https://lawlessons.ca/curriculum/grade-8/feudalism-europe-and-japan	Formal Assessment Informal Assessment Class Discussion Graphic Organizer	The production and consumption of goods and services influence economic growth, well-being and quality of life.
6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism. 6.2.8.HistoryCC.4.b: 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).	Urbanization Commercialization	https://www.lhschools.org/Downloads/TCI%20Chapter%205%20The%20Decline%20of%20Feudalism.pdf	Formal Assessment Informal Assessment Class Discussion	Historical events may have single, multiple, direct and indirect causes and effects.
6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe. 6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.	European plague Crusades Byzantine Empire Social hierarchy	https://www.worldhistory.org/article/1543/effects-of-the-black-death-on-europe/ https://www.wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/Domain/6742/Crusades%20powerpoint.pdf	Formal Assessment Informal Assessment Research Project Class Discussion Performance Task In Class Activity Create Models Teacher Observation Graphic Organizer	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.				
6.2.8.HistoryCC.4.f: 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.HistoryCC.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.				

6.3 Active Citizenship in the 21st Century

Performance Expectations	New Vocabulary	Resources	Benchmarks/ Assessments	Core Ideas
Focus Topic: Civics, Government, and Human Rights: Civic and Political Institutions		Grade Levels: By the end of grade 8		
6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.		https://study.com/academy/lesson/is-government-necessary-the-ongoing-debate.html	Formal Assessment Informal Assessment Class Discussion Performance Task In Class Activity	Political and civil institutions impact all aspects of people's lives.

<p>6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).</p> <p>6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.</p> <p>6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.</p>	<p>Monarchy Democracy Republic Dictatorship</p>	<p>https://study.com/academy/lesson/forms-of-government-monarchy-democracy-oligarchy-more.html</p> <p>https://www.pbs.org/newshour/extra/lessons-plans/lesson-plan-civic-engagement-and-ways-for-students-to-get-involved/</p>	<p>Formal Assessment Informal Assessment Research Project Class Discussion Performance Task In Class Activity</p>	<p>Governments have different structures which impact development (expansion) and civic participation.</p>
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Focus Topic: Civics, Government, and Human Rights: Participation and Deliberation

Grade Levels: By the end of grade 8

<p>6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.</p>			<p>Class Discussion Performance Task In Class Activity Teacher Observation</p>	<p>Civic participation and deliberation are the responsibility of every member of society.</p>
<p>6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.</p>		<p>https://www.uscis.gov/sites/default/files/document/lesson-plans/Intermediate_RightsandResponsibilities_handouts.pdf</p>	<p>Class Discussion Performance Task In Class Activity Teacher Observation</p>	<p>Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions</p>

Focus Topic: Civics, Government, and Human Rights: Democratic Principles		Grade Levels: By the end of grade 8		
<p>6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.</p> <p>6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).</p> <p>6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.</p>	<p>Inequality First Amendment Supreme Court</p>	<p>https://constitutioncenter.org/interactive-constitution/interpretation/amendment-xiv/clauses/701</p>	<p>Formal Assessment Informal Assessment Research Project Class Discussion Performance Task In Class Activity</p>	<p>The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.</p>

Focus Topic: Civics, Government, and Human Rights: Processes, Rules and Laws		Grade Levels: By the end of grade 8		
<p>6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.</p> <p>6.3.8.CivicsPR.2: 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.</p> <p>6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</p>	<p>Consent of the governed Rule of law Federalism Limited government Individual rights</p>	<p>https://www.loc.gov/rr/program/bib/ourdocs/</p> <p>https://www.youtube.com/watch?v=Otbml6WIQPo</p> <p>https://www.youtube.com/watch?v=QH0Hl31vdF4</p> <p>https://www.youtube.com/watch?v=B45S0K_tQKA</p>	<p>Formal Assessment Informal Assessment Research Project Class Discussion Performance Task In Class Activity Create Models Teacher Observation Graphic Organizer</p>	<p>In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</p>

6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.				
6.3.8.CivicsPR.5: 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.				
6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.				
6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.				

Focus Topic: Civics, Government, and Human Rights: Human and Civil Rights		Grade Levels: By the end of grade 8		
6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.	Human rights	https://humanrights.gov.au/introhumanrights/sources/lesson_2.pdf	Formal Assessment Informal Assessment Research Project Class Discussion Performance Task In Class Activity	Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.

Focus Topic: Economics, Innovation, and Technology: Economic Ways of Thinking		Grade Levels: By the end of grade 8		
6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).	Incentive Disincentives	https://www.masterclasses.com/articles/understanding-incentives-in-economics#5-common-types-of-economic-incentives	Research Project Class Discussion Performance Task In Class Activity	Economic decision -involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals
6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).				

Assessments	Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, benchmark; skill based assessments
21st Century Skills and Career Integration	Informational sources
Technology Integration	Digital tools
Interdisciplinary Connections	ELA Informational text; Science- Informational Text (health)
Core Instructional and Supplemental Materials	Core Instruction: Internet resources Supplemental: videos, online modules
Modifications/Accommodations	Small group instruction; peer system of support; modified project rubrics Special Education: small group instruction; modified project rubrics; adapted PE G&T: enrichment activities; small group instruction

Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

PRACTICE	DESCRIPTION
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry.

Sources	Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

Standards in Action: Climate Change

At the core of social studies education, is the goal to prepare students with the essential knowledge and skills to make their local and global communities a better place to live. The intent is for students to begin developing the requisite skills – information gathering and analysis, inquiry and critical thinking, communication, data analysis, and the appropriate use of technology and media – at the youngest grades for the purpose of actively engaging with complex problems and learning how to take action in appropriate ways to confront persistent dilemmas and address global issues. As

an example, leveraging climate change as an area of focus, provides an opportunity to design authentic learning experiences that are integrative of the disciplines within social studies, addresses an issue that has persisted across time and space, connects the past to the present and future, and leverages the use of disciplinary literacy skills to communicate their ideas and solutions for change. A well-designed social studies program addresses the totality of the human experience over time and space, and provides opportunities for students to engage in inquiry, develop and display data, synthesize findings, and make judgments. The NJSLS-SS provides a foundation for this type of learning. For example, the impact of human interactions on the environment is central to any course involving geographic concepts. However, new to this set of standards is a more intentional focus on addressing issues related to climate change. The intent is to foster learning experiences which involve students asking their own questions, seeking the perspectives of multiple stakeholders with diverse points of view, using geospatial technologies to gather data; all for the purpose of planning/proposing advocacy projects or analyzing current public policy regarding climate change and determining its effectiveness. Many of the standards that relate to climate change can be found in Standard 6.3, Active Citizenship in the 21st Century. Additionally, the Human Environment Interaction disciplinary concept and its associated performance expectations provide opportunities for students to engage with this topic.

About the NJSLS-SS Eras

The specific time periods (years) and names of the eras were informed by National Standards for History.

Standard 6.1 U.S. History: America in the World by the End of Grade 5

- Era 1 Three Worlds Meet (Beginnings to 1620)
- Era 2 Colonization and Settlement (1585–1763)

Standard 6.1 U.S. History: America in the World by the End of Grade 8

- Era 3 Revolution and the New Nation (1754–1820s)
- Era 4 Expansion and Reform (1801–1861)
- Era 5 Civil War and Reconstruction (1850–1877)

Standard 6.2 World History / Global Studies by the End of Grade 8

- Era 1 The Beginnings of Human Society
- Era 2 Early Civilizations and the Emergence of Pastoral People (4000–1000 BCE)
- Era 3 The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)
- Era 4 Expanding Exchanges and Encounters (500–1450 CE)

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. Curriculum writers and educators are encouraged to use essential questions (or develop their own) to inform the creation of their social studies curriculum and learning experiences.

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?