



## New Jersey Student Learning Standards – Social Studies

### Introduction

#### **Social Studies**

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promote learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

#### **Mission**

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

#### **Vision**

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

## Intent and Spirit of the Social Studies Standards

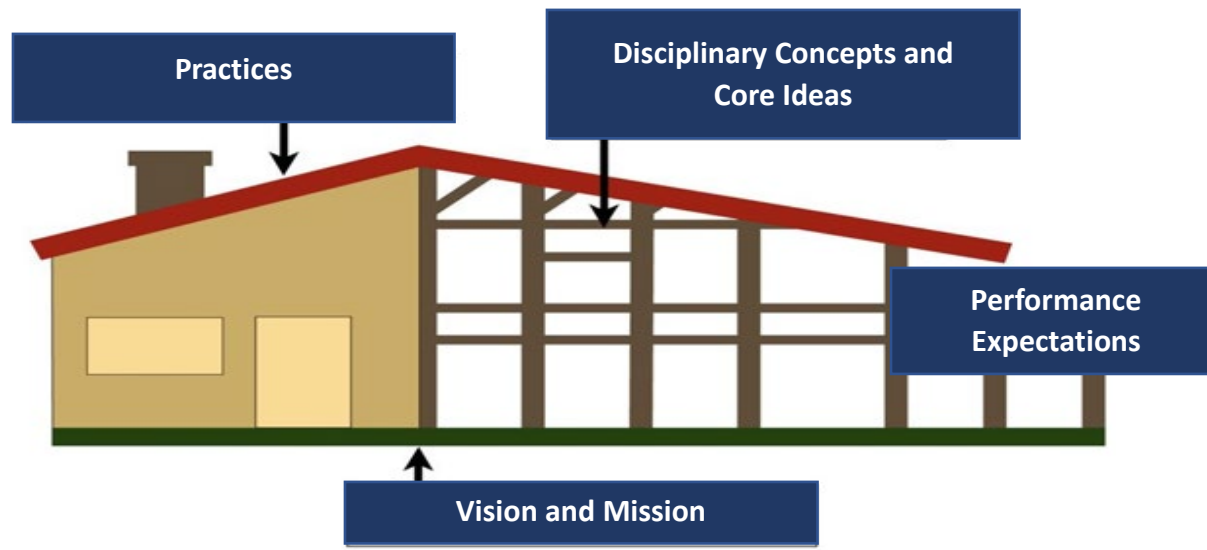
All students receive social studies instruction from Kindergarten through grade 12. Today’s challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

## Revised Standards

### Framework for NJ Designed Standards

The design of this version of the NJSLS-SS is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of social studies as stated in the beginning of this document;
- foster greater coherence and increasingly complex understanding of social studies knowledge, skills, attitudes, and perspectives across grade bands;
- establish meaningful connections among the major areas of study within social studies;
- prioritize the important ideas and core processes that are central to social studies and have lasting value beyond the classroom; and
- reflect the habits of mind central to social studies that lead to post-secondary success.



In this diagram:

- The *Vision and Mission* serve as the foundation for each content area’s standards. They describe the important role of the discipline in the world and reflect the various statutes, regulations, and policy.
- The *Performance Expectations* are the studs and serve as the framework for what students should know and be able to do. They incorporate the knowledge and skills that are most important as students prepare for post-secondary success.
- The *Disciplinary Concepts and Core Ideas* are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grades 2, 5, 8, and 12).
- The *Practices* are the roof and represent two key ideas. Positioned as the top of the house, they represent the apex of learning. The goal is for students to internalize the practices (habits of mind) and be able to apply them to new situations outside the school environment. The practices span across all aspects of the standards and are integral part of K-12 students’ learning of the disciplines.

The following changes can be found in the 2020 NJSL-SS:

- New grade bands: by the end of grade 2, 5, 8, and 12;
- Specific performance expectations that address the time periods in Standard 6.1 US History: America in the World – *known as Three Worlds Meet (Beginnings to 1620) and Colonization and Settlement (1585-1763)* – now appear in the grade band by the end of grade 5 (see About the [NJSL-SS Eras](#) table below); and
- Additional performance expectations in Standard 6.3 Active Citizenship in the 21<sup>st</sup> Century (by the end of grade 8) to support current day civics 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 Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. 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

Practice	Description
	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 NJSLSS provide 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 21<sup>st</sup> Century. Additionally, the Human Environment Interaction disciplinary concept and its associated performance expectations provide opportunities for students to engage with this topic.

## Structure of the NJSLSS

The organization and content of the 2020 NJSLSS 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)

**For Standards 6.1, grades K–2 and 3–5, and 6.3, all grades, the performance expectation code should be interpreted as follows (e.g., 6.1.2.CivicsCP.1):**

6.1	2	CivicsCP	1
Standard number	By the end of grade	Strand / Disciplinary Concept	Performance Expectation

**For standards 6.1 and 6.2, grades 6-12, the inclusion of the era impacts the coding of each performance expectation as follows ((e.g., 6.1.2.CivicsCP.3.1):**

6.1	8	CivicsCP	3	a
Standard number	By the end of grade	Strand / Disciplinary Concept	Era	Performance Expectation

## 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?

## New Jersey Administrative Code Summary and Statutes

### 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](#) Requires the State Department of Education to develop curriculum guidelines for the teaching of civics pursuant to NJSA 18A:35-1 and NJSA 18A:35-2.



### **Amistad Law: [N.J.S.A. 18A 52:16A-88](#)**

Every board of education shall incorporate the information regarding the history and contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. This law was updated via [N.J.S.A. 18A:35-4.43](#) to include: Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

### **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.

### **Laura Wooten Law: [N.J.S.A. 18A:35-41](#)**

Each board of education shall provide a course of study in civics, which shall be taken by all students in an appropriate middle school grade. The course shall address: the values and principles underlying the American system of constitutional democracy; the function and limitations of government; and the role of a citizen in a democratic society. The board shall ensure that the course of study includes a minimum of two quarters of instruction, or the equivalent.

### **Diversity and Inclusion Law: [N.J.S.A. 18A:35-4.36a](#)**

Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

## **References**

APA Educational Psychology Handbook: Vol. 3. Application to Learning and Teaching, K. R. Harris, S. Graham, and T. Urdan (Editors-in-Chief).2012 by the American Psychological Association.

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

Center for Civic Education. (1994). *National standards for civics and government*. Calabasas, CA: Author.

- Checkley, K. (2008). *Priorities in practice: The essentials of social studies, Grades K–8*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Colvin, R. L., & Edwards, V. (2018). Teaching for Global Competence in a Rapidly Changing World. *OECD Publishing*.
- Citizens, B. E. (2008). A vision of powerful teaching and learning in the social studies. *Social Education, 72*(5), 277–280.
- [Economics Framework of the 2012 National Assessment of Educational Progress](https://www.nagb.gov/content/nagb/assets/documents/publications/frameworks/economics/2012-economics-framework.pdf). (2014). Retrieved from <https://www.nagb.gov/content/nagb/assets/documents/publications/frameworks/economics/2012-economics-framework.pdf>.
- Harris, L. M., & Bain, R. B. (2010). Pedagogical content knowledge for world history teachers: What is it? How might prospective teachers develop it?. *The Social Studies, 102*(1), 9–17.
- Guilfoile, L., & Delander, B. (2014). Six Proven Practices for Effective Civic Learning. *Education Commission of the States and National Center for Learning and Civic Engagement*.
- Hicks, D., van Hover, S., Doolittle, P., & VanFossen, P. (2012). Learning social studies: An evidence-based approach. *APA educational psychology handbook, 3*, 283–307.
- [Geography Framework for the 2010 National Assessment of Educational Progress](https://www.nagb.gov/content/nagb/assets/documents/publications/frameworks/geography/2010-geography-framework.pdf). (2014) Retrieved from <https://www.nagb.gov/content/nagb/assets/documents/publications/frameworks/geography/2010-geography-framework.pdf>.
- Lee, J., & Weiss, A. R. (2007). *The Nation's report card: U.S. history 2006* (NCES 2007–474). Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- Levinson, Meira. 2011. Benefits of Civic Education: Increased Equality and Narrowed Civic Empowerment Gap. In *Guardian of Democracy: The Civic Mission of Schools*, ed. Jonathan Gould. Philadelphia, PA: Leonore Annenberg Institute for Civics of the Annenberg Public Policy Center at the University of Pennsylvania and the Campaign for the Civic Mission of Schools.
- Kendall, J. S., & Marzano, R. J. (2004). (1993). *Content knowledge: A compendium of standards and benchmarks for K–12 education: Grades K–4, history* (4th ed.). Denver, CO: Mid-Continent Research for Education and Learning. Kendall, J. S., & Marzano, R. J. (2004). *Content knowledge: A compendium of standards and benchmarks for K–12 education: U.S. history* (4th ed.). Denver, CO: Mid-Continent Research for Education and Learning.
- Kendall, J. S., & Marzano, R. J. (2004). *Content knowledge: A compendium of standards and benchmarks for K–12 education: World history* (4th ed.). Denver, CO: Mid-Continent Research for Education and Learning. Michigan Dept. of Education. (2007). *Grade level expectations: Social Studies, Grades K–8*. Lansing, MI: Author.
- Lai, E. R., DiCerbo, K. E., & Foltz, P. (2017). *Skills for Today: What We Know about Teaching and Assessing Collaboration*. London: Pearson.
- Levinson, M., & Levine, P. (2013). Taking informed action to engage students in civic life. *Social Education, 77*(6), 339–341. National Council for Geographic Education. (1994). *National geography standards*. Washington, DC: Author.

- MacDonald, R. A., & Siegfried, J. J. (2012). Refreshing the Voluntary national content standards in economics. *The Journal of Economic Education*, 43(3), 308–314.
- Mansilla, V. B., & Jackson, A. (2013). Educating for global competence: Learning redefined for an interconnected world. *Mastering Global Literacy* (5–27). New York: Solution Tree.
- Mohan, A., & Mohan, L. (2013). Spatial thinking about maps: Development of concepts and skills across the early years. *Report*. Retrieved from *National Geographic Network of Alliances for Geographic Education website at* <http://files.alliances.nationalgeographic.com/portal/edn8URJ19VBAX855PKMW/pdf/content/edn3B69E31FCAFA08916.pdf>.
- National Center for History in the Schools. (1996). [National history standards](#). Los Angeles: Author. Online: <http://nchs.ucla.edu/standards/>
- National Council for the Social Studies (NCSS). (2013). *The college, career, and civic life (c3) framework for social studies state standards: guidance for enhancing the rigor of K–12 civics, economics, geography, and history*. Silver Spring, MD: National Council for the Social Studies.
- National Council for the Social Studies (NCSS). (2010). *National curriculum standards for social studies: A framework for teaching, learning, and assessment*. Silver Spring, MD: National Council for the Social Studies.
- National Education Association. (2012). Preparing 21st century students for a global society: An educator’s guide to the “Four Cs”. *Alexandria, VA: National Education Association*.
- National Governors Association Center for Best Practices, Council of Chief State School Officers (2010). *Common core state standards for English Language Arts & Literacy in History/Social Studies, Science & Technical Subjects*. Washington, D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers.
- New Jersey State Department of Education. (2014). [New Jersey student learning standards](#). Trenton, NJ: Author. Online: <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>.
- New Jersey State Department of Education. (2009). *New Jersey core curriculum content standards*. Trenton, NJ: Author.
- New Jersey State Department of Education. (2008). [Standards clarification project](#). Trenton, NJ: Author. Online: <http://www.nj.gov/education/aps/njscp>
- New Jersey State Department of Education. (2004). *Core curriculum content standards*. Trenton, NJ: Author.
- New Jersey State Department of Education. (1996). *New Jersey core curriculum content standards*. Trenton, NJ: Author.
- Partnership for 21st Century Skills. (2007). *The intellectual and policy foundations of the 21st Century Skills Framework*. Tucson, AZ: Author.
- San Diego State University & [National Center for History in the Schools](#). *The big eras*. On (website): [World history for us all](#): <http://worldhistoryforusall.sdsu.edu/>
- State of Washington Office of Superintendent of Public Instruction. (2008). *Social studies*. Olympia, WA: Author.

- Task Force on Standards for Teaching and Learning in the Social Studies. (2008). *[A vision of powerful teaching and learning in the social studies: Building social understanding and civic efficacy](#)*. Silver Spring, MD: National Council for the Social Studies. Online: <http://www.socialstudies.org/positions/powerful>
- Tschida, C. M. (2015). Tackling Controversial Topics: Developing Thematic Text Sets for Elementary Social Studies. *Social Studies Research & Practice (Board of Trustees of the University of Alabama)*, 10(3).
- [U.S. History Assessment Framework for the National Assessment of Educational Progress](#). (2014). Retrieved from <https://www.nagb.gov/content/nagb/assets/documents/publications/frameworks/history/2014-history-framework.pdf>.
- Wade, R. (2002). Beyond expanding horizons: New curriculum directions for elementary social studies. *The Elementary School Journal*, 103(2), 115–130.
- Wineburg, S. S., Martin, D., & Monte-Sano, C. (2012). *Reading like a historian: Teaching literacy in middle and high school history classrooms*. Teachers College Press.
- Woyshner, C. A. (2003). *Social studies*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Spotlight Resources. (n.d.). Retrieved from [https://owl.purdue.edu/owl/about\\_the\\_owl/owl\\_information/spotlight\\_resources.html](https://owl.purdue.edu/owl/about_the_owl/owl_information/spotlight_resources.html)

## By End of Grade 5

### Disciplinary Concepts

#### *Civics, Government, and Human Rights*

<b>Disciplinary Concept</b>	<b>Description</b>	<b>Core Ideas</b>
Civic and Political Institutions	The study of civic and political institutions includes concepts of the law, politics, and government that are essential to understanding the important institutions of society and the principles these institutions are intended to reflect.	<ul style="list-style-type: none"> <li>• In a representative democracy, individuals play a role in how government functions.</li> <li>• In a representative democracy, individuals elect representatives to act on the behalf of the people.</li> <li>• Levels of government (i.e., local, state, and federal) have different powers and responsibilities.</li> </ul>
Participation and Deliberation	Participation requires learning about public issues and determining how and when to take action to address them. Deliberation requires civic dispositions, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives that individuals should use when they interact with each other on public matters. Deliberation includes learning processes that enable citizens to engage in constructive, informed, and decisive dialogue about important public issues. Both participation and deliberation require an understanding of the diverse arguments regarding the underlying principles as well as founding documents and their meanings.	<ul style="list-style-type: none"> <li>• Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.</li> <li>• Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.</li> <li>• A major role of citizens in a representative democracy is to make responsible decisions about who should govern.</li> </ul>
Democratic Principles	Understanding democratic principles, such as equality, freedom, liberty and respect for individual rights, and how they apply to both official institutions and informal interactions among citizens is a fundamental concept of being a citizen in a democratic republic.	<ul style="list-style-type: none"> <li>• Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.</li> </ul>
Processes and Rules	Processes and rules are how groups of people make decisions, govern themselves, and address public problems. This includes problems at all scales, from a classroom to local, state, and national public policy to the agreements among nations. Additionally, this includes studying how various rules, processes, laws, and policies work, which requires an understanding of political systems and defining and addressing public problems.	<ul style="list-style-type: none"> <li>• There are different processes for establishing rules and laws.</li> <li>• Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.</li> </ul>

Human and Civil Rights	Human rights are universal, inalienable, and interdependent claims that derive from the inherent worth of every individual. They are the birthright of every human being regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. These universal rights are not granted by states or governments but are inherent to every person.	<ul style="list-style-type: none"> <li>• It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.</li> <li>• Individuals have the right to be safe and not to be bullied or discriminated against.</li> </ul>
Civic Mindedness	Civic mindedness is grounded in democratic principles and promotes civic virtues. Responsible citizens are informed and thoughtful, participate in their communities, act politically, and embrace civic dispositions. Important civic dispositions for a democratic society include civility, open-mindedness, compromise, and toleration of diversity. In a democratic society, individuals show concern for others' rights and welfare, fairness, trust in humanity and political systems, and a sense of public duty. The belief that one's own actions – alone or in combination with others – can make a difference is closely related to democratic principles and participation.	<ul style="list-style-type: none"> <li>• Certain dispositions help individuals contribute to the health of American democracy.</li> </ul>

### *Geography, People and the Environment*

<b>Disciplinary Concept</b>	<b>Description</b>	<b>Core Ideas</b>
Spatial Views of the World	Spatial views of the world focus on the creation of maps and use of geospatial technologies. Creating maps and other geographical representations is an essential and enduring part of seeking new geographic knowledge that is personally and socially useful and that can be applied in making decisions and solving problems. Once maps or other representations are created, it prompts new questions concerning the locations, spaces, and patterns portrayed.	<ul style="list-style-type: none"> <li>• Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.</li> </ul>
Human Population Patterns	Human population, patterns and movement focus on the size, composition, distribution, and movement of human populations and how they are fundamental and active features on Earth's surface. This includes understanding that the expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. Patterns and movements of population also relate to physical phenomena including climate variability, landforms, and locations of various natural hazards and their effects on population size, composition, and distribution.	<ul style="list-style-type: none"> <li>• Regions form and change as a result of unique physical conditions, economies, and cultures.</li> <li>• Patterns of settlement differ markedly from region to region, place to place, and time to time.</li> <li>• The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.</li> </ul>

Human Environment Interaction	Human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. Human-environment interactions happen both in specific places and across broad regions. Culture influences the locations and the types of interactions that occur. Earth's human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. These interactions result in a variety of spatial patterns that require careful observation, investigation, analysis, and explanation.	<ul style="list-style-type: none"> <li>• Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.</li> </ul>
Global Interconnections	Global interconnections occur in both human and physical systems. Earth is a set of interconnected ecosystems of which humans are an influential part. Many natural phenomena have no perceptible boundaries. For example, the oceans are one dynamic system. The atmosphere covers the entire planet. Land and water forms shift over geological eons. Many life forms diffuse from place to place and bring environmental changes with them. Humans have spread across the planet, along with their cultural practices, artifacts, languages, diseases, and other attributes. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time.	<ul style="list-style-type: none"> <li>• Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics.</li> <li>• In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.</li> </ul>

### *Economics, Innovation and Technology*

<b>Disciplinary Concept</b>	<b>Description</b>	<b>Core Ideas</b>
Economic Ways of Thinking	Economic decision-making involves setting goals and identifying the resources available to achieve those goals. Economic decision-making includes weighing the additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision-making.	<ul style="list-style-type: none"> <li>• Economic decision-making involves setting goals and identifying the resources available to achieve those goals.</li> <li>• An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.</li> </ul>
Exchange and Markets	Exchange is when people voluntarily exchange goods and services and expect to gain as a result of the trade. Markets exist to facilitate the exchange of goods and services. Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not.	<ul style="list-style-type: none"> <li>• The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.</li> <li>• The exchange of goods and services can have negative and positive effects.</li> </ul>
National Economy	The national economy includes studying how the changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standards of living. All markets working together influence economic growth and fluctuations in well-being. (Monetary and fiscal policies are often designed and used in	<ul style="list-style-type: none"> <li>• A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.</li> </ul>

	attempts to moderate fluctuations and encourage growth under a wide variety of circumstances.)	
Global Economy	The global economy is the system of trade and industry across the world that has emerged due to globalization. Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. Understanding why people specialize and trade, and how that leads to increased economic interdependence, are fundamental steps in understanding how the world economy functions. While trade provides significant benefits, it is not without costs. Comparing those benefits and costs is essential in evaluating policies to influence trade among individuals and businesses in different countries.	<ul style="list-style-type: none"> <li>• Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.</li> </ul>

### *History, Culture, and Perspectives*

<b>Disciplinary Concept</b>	<b>Description</b>	<b>Core Ideas</b>
Continuity and Change	Change and continuity over time require assessing similarities and differences between historical periods and between the past and present. It also involves understanding how a change in one area of life relates to a change in other areas, bringing together political, economic, intellectual, social, cultural and other factors. Understanding the interrelation of patterns of change requires evaluating the context within which events unfolded in order not to view events in isolation, and to be able to assess the significance of specific individuals, groups, and developments.	<ul style="list-style-type: none"> <li>• Chronological sequencing helps us track events over time.</li> <li>• Interactions of people and events throughout history have shaped the world we experience today.</li> </ul>



<p>Understanding Perspectives</p>	<p>Understanding perspectives requires recognizing the multiplicity of points of view in the past, which makes it important to seek out a range of sources on any historical question. One must recognize that perspectives change over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today. Analyzing perspectives requires understanding how historical contexts shape people’s perspectives.</p>	<ul style="list-style-type: none"> <li>• Events may be viewed differently based on one's perspective.</li> <li>• Historical records are shaped by the society that the creator lived in.</li> </ul>
<p>Historical Sourcing and Evidence</p>	<p>Historical sourcing and evidence are based on a review of materials and sources from the past. Examining sources often leads to further questions as well as answers in a spiraling process of inquiry. Determining the values and limitations of sources is a process that involves taking into account features of the source itself, such as its creator, date, purpose, and content in order to assess the validity and reliability of the source.</p>	<ul style="list-style-type: none"> <li>• There are a variety of sources that help us understand the past.</li> <li>• Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.</li> </ul>
<p>Claims and Argumentation</p>	<p>Claims are statements, potentially arguable, about what is valid/true and about what should be done or believed. Claims can address issues of change over time, the relevance of sources, the perspectives of those involved and many other topics. Claims must be based on evidence. Argumentation is a social process of two or more people(s) making arguments, responding to one another and modifying or defending their positions accordingly. Arguments are claims backed by reasons that are supported by evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p>	<ul style="list-style-type: none"> <li>• Historians use evidence from multiple sources to support their claims and arguments about the past.</li> </ul>

### About the NJSL-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)

**2020 New Jersey Student Learning Standards – Social Studies**

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

**Civics, Government, and Human Rights: Civics and Political Institutions**

Core Idea	Performance Expectations
In a representative democracy, individuals play a role in how government functions.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).</li> </ul>
In a representative democracy, individuals elect representatives to act on the behalf of the people.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Levels of government (i.e., local, state, and federal) have different powers and responsibilities.	<ul style="list-style-type: none"> <li>• 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.</li> <li>• 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.</li> <li>• 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.</li> <li>• 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.</li> <li>• 6.1.5.CivicsPI.8: Describe how the United States Constitution defines-and limits the power of government.</li> <li>• 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.</li> </ul>

**Civics, Government, and Human Rights: Participation and Deliberation**

Core Idea	Performance Expectations
Through participation in the decision-making process (e.g., voting, petitions, contacting	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

Core Idea	Performance Expectations
elected officials, serving in their community) people can initiate change.	<ul style="list-style-type: none"> <li>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).</li> </ul>
Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.	<ul style="list-style-type: none"> <li>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.</li> </ul>
A major role of citizens in a representative democracy is to make responsible decisions about who should govern.	<ul style="list-style-type: none"> <li>6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.</li> </ul>

### Civics, Government, and Human Rights: Democratic Principles

Core Idea	Performance Expectations
Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	<ul style="list-style-type: none"> <li>6.1.5.CivicsDP.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).</li> <li>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).</li> <li>6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.</li> </ul>

### Civics, Government, and Human Rights: Processes and Rules

Core Idea	Performance Expectations
There are different processes for establishing rules and laws.	<ul style="list-style-type: none"> <li>6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</li> <li>6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.</li> </ul>
Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.	<ul style="list-style-type: none"> <li>6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.</li> <li>6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.</li> </ul>

## Civics, Government, and Human Rights: Human and Civil Rights

Core Idea	Performance Expectations
<p>It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.</p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p>Individuals have the right to be safe and not to be bullied or discriminated against.</p>	<ul style="list-style-type: none"> <li>• 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</li> </ul>

## Civics, Government, and Human Rights: Civic Mindedness

Core Idea	Performance Expectations
<p>Certain dispositions help individuals contribute to the health of American democracy.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</li> <li>• 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.</li> <li>• 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.</li> <li>• 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.</li> </ul>

## Geography, People, and the Environment: Human Population Patterns

Core Idea	Performance Expectations
<p>Regions form and change as a result of unique physical conditions, economies, and cultures.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<p>Patterns of settlement differ markedly from region to region, place to place, and time to time.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</li> </ul>
<p>The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

## Geography, People, and the Environment: Spatial Views of the World

Core Idea	Performance Expectations
<p>Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.</p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> <li>• 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.</li> <li>• 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 visualizations, graphs, diagrams, aerial and other photographs, GPS).</li> <li>• 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.</li> </ul>

## Geography, People, and the Environment: Human Environment Interaction

Core Idea	Performance Expectations
<p>Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> <li>• 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</li> </ul>

## Geography, People, and the Environment: Global Interconnections

Core Idea	Performance Expectations
<p>Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.</li> <li>• 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</li> <li>• 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</li> </ul>

## Economics, Innovation, and Technology: Economic Ways of Thinking

Core Idea	Performance Expectations
<p>Economic decision-making involves setting goals and identifying the resources available to achieve those goals.</p>	<ul style="list-style-type: none"> <li>• 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.</li> </ul>
<p>An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.</p>	<ul style="list-style-type: none"> <li>• 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.</li> <li>• 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</li> </ul>

### Economics, Innovation, and Technology: Exchange and Markets

Core Idea	Performance Expectations
<p>The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.</p>	<ul style="list-style-type: none"> <li>• 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.</li> <li>• 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).</li> <li>• 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.</li> <li>• 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.</li> </ul>
<p>The exchange of goods and services can have negative and positive effects.</p>	<ul style="list-style-type: none"> <li>• 6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.</li> <li>• 6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</li> </ul>

### Economics, Innovation, and Technology: National Economy

Core Idea	Performance Expectations
<p>The government uses a variety of tools to pay for the goods and services it provides to individuals and communities.</p>	<ul style="list-style-type: none"> <li>• 6.1.5.EconNE.1: Explain the ways in which the government pays for the goods and services it provides.</li> </ul>
<p>A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.</p>	<ul style="list-style-type: none"> <li>• 6.1.5.EconNE.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.</li> <li>• 6.1.5.EconNE.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</li> <li>• 6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</li> <li>• 6.1.5.EconNE.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.</li> <li>• 6.1.5.EconNE.6: Examine the qualities of entrepreneurs in a capitalistic society.</li> <li>• 6.1.5.EconNE.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</li> </ul>



## Economics, Innovation, and Technology: Global Economy

Core Idea	Performance Expectations
<p>Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.</li> <li>• 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.</li> <li>• 6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.</li> </ul>

## History, Culture, and Perspectives: Continuity and Change

Core Idea	Performance Expectations
<p>Chronological sequencing helps us track events over time.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.</li> </ul>
<p>Interactions of people and events throughout history have shaped the world we experience today.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</li> <li>• 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</li> <li>• 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.</li> <li>• 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</li> </ul>

Core Idea	Performance Expectations
	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.</li> <li>• 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</li> <li>• 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.</li> <li>• 6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.</li> <li>• 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.</li> <li>• 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.</li> <li>• 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).</li> </ul>

### History, Culture, and Perspectives: Understanding Perspectives

Core Idea	Performance Expectations
Events may be viewed differently based on one's perspective.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</li> <li>• 6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.</li> <li>• 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</li> </ul>
Historical records are shaped by the society that the creator lived in.	<ul style="list-style-type: none"> <li>• 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</li> </ul>

Core Idea	Performance Expectations
	<ul style="list-style-type: none"> <li>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</li> <li>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</li> </ul>

History, Culture, and Perspectives: Historical Sourcing and Evidence

Core Idea	Performance Expectations
There are a variety of sources that help us understand the past.	<ul style="list-style-type: none"> <li>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.</li> </ul>
Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.	<ul style="list-style-type: none"> <li>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.</li> </ul>

History, Culture, and Perspectives: Claims and Argumentation

Core Idea	Performance Expectations
Historians use evidence from multiple sources to support their claims and arguments about the past.	<ul style="list-style-type: none"> <li>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.</li> </ul>

**2020 New Jersey Student Learning Standards – Social Studies**

**6.3 Active Citizenship in the 21<sup>st</sup> Century by the end of Grade 5**

**Civics, Government, and Human Rights: Participation and Deliberation**

Core Idea	Performance Expectations
Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.	<ul style="list-style-type: none"> <li>6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.</li> <li>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.</li> </ul>
Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.	<ul style="list-style-type: none"> <li>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.</li> </ul>

**Geography, People, and the Environment: Human Environment Interaction**

Core Idea	Performance Expectations
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	<ul style="list-style-type: none"> <li>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.</li> </ul>

## Geography, People, and the Environment: Global Interconnections

Core Idea	Performance Expectations
In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.	<ul style="list-style-type: none"><li data-bbox="787 245 1919 310">• 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.</li></ul>

## Economics, Innovation, and Technology: Economic Ways of Thinking

Core Idea	Performance Expectations
Economic decision-making involves setting goals and identifying the resources available to achieve those goals.	<ul style="list-style-type: none"><li data-bbox="787 560 1919 592">• 6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.</li></ul>