



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

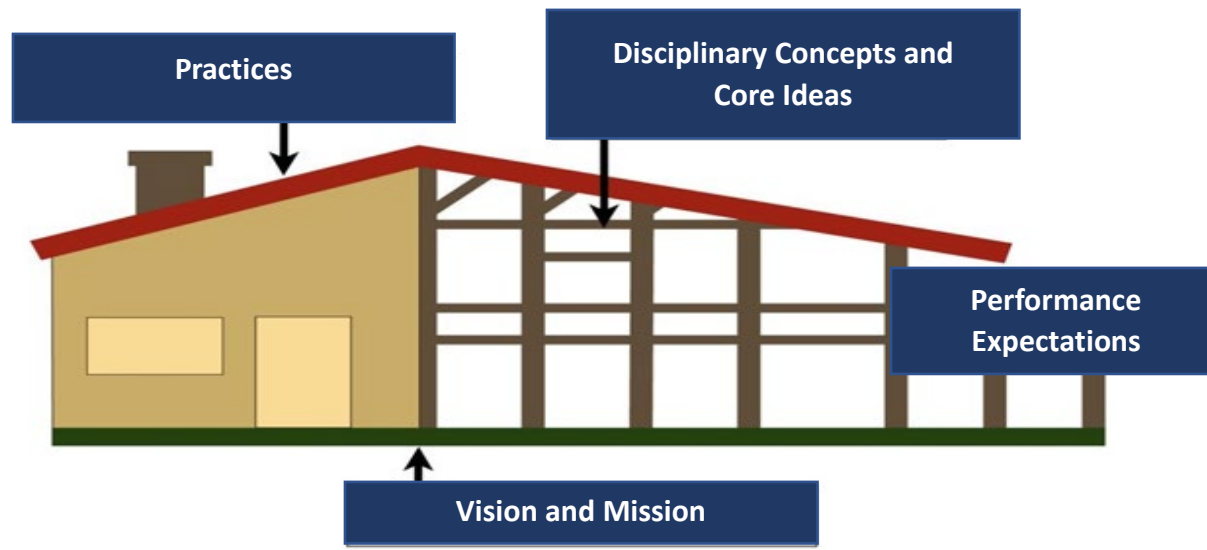
All students receive social studies instruction from Kindergarten through grade 12. Today’s challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think 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 21st Century (by the end of grade 8) to support current day civics instruction.

Disciplinary Concepts

Civics, Government, and Human Rights: 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.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 | By the end of grade 12 |
|--|---|---|---|
| <ul style="list-style-type: none"> • Local community and government leaders have roles and responsibilities to provide services for their community members. • Rules for all to live by are a result of the actions of government, organizations, and individuals. • The actions of individuals and government affect decisions made for the common good. | <ul style="list-style-type: none"> • In a representative democracy, individuals play a role in how government functions. • In a representative democracy, individuals elect representatives to act on the behalf of the people. • Levels of government (i.e., local, state, and federal) have different powers and responsibilities. | <ul style="list-style-type: none"> • Political and civil institutions impact all aspects of people’s lives. • Governments have different structures which impact development (expansion) and civic participation. | <ul style="list-style-type: none"> • Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level. • Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance. • Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time. |

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.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 | By the end of grade 12 |
|---|---|--|--|
| <ul style="list-style-type: none"> • When all members of the group are given the opportunity to participate in the decision-making process, everyone’s voice is heard. | <ul style="list-style-type: none"> • Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change. • Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered. • A major role of citizens in a representative democracy is to make responsible decisions about who should govern. | <ul style="list-style-type: none"> • Civic participation and deliberation are the responsibility of every member of society. • 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. | <ul style="list-style-type: none"> • Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles. • Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives. |

Civics, Government, and Human Rights: 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.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 | By the end of grade 12 |
|--|--|--|--|
| <ul style="list-style-type: none">• 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). | <ul style="list-style-type: none">• Fundamental rights that allow democratic societies to function can be seen at all levels of government in society. | <ul style="list-style-type: none">• The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments. | <ul style="list-style-type: none">• Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.• Social and political systems throughout time have promoted and denied civic virtues and democratic principles.• Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights. |

Civics, Government, and Human Rights: 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.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 | By the end of grade 12 |
|--|---|---|--|
| <ul style="list-style-type: none">• Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly.• Processes and rules should be fair, consistent, and respectful of the human rights of all people. | <ul style="list-style-type: none">• There are different processes for establishing rules and laws.• 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">• In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy. | <ul style="list-style-type: none">• Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights. |

Civics, Government and Human Rights: 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.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 | By the end of grade 12 |
|---|---|---|--|
| <ul style="list-style-type: none"> Individuals may be different, but all have the same basic human rights. | <ul style="list-style-type: none"> It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights. Individuals have the right to be safe and not to be bullied or discriminated against. | <ul style="list-style-type: none"> Human and civil rights include political, social, economic, and cultural rights. Social and political systems have protected and denied human rights (to varying degrees) throughout time. Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights. | <ul style="list-style-type: none"> Human and civil rights support the worth and dignity of the individual. Human rights serve as a foundation for democratic beliefs and practices. Governments around the world support universal human rights to varying degrees. |

Civics, Government and Human Rights: 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.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 | By the end of grade 12 |
|---|---|--|---|
| <ul style="list-style-type: none">• Certain character traits can help individuals become productive members of their community. | <ul style="list-style-type: none">• Certain dispositions help individuals contribute to the health of American democracy. | <ul style="list-style-type: none">• The well-being of a democracy depends upon informed and effective participation of individuals committed to civility, compromise, and toleration of diversity. | <ul style="list-style-type: none">• An understanding of the role of an individual as a member of a state, the rights and responsibilities of citizens, how civic values are determined and practiced, and examples of how civic identity and values in one place are different in other places, is essential. |

Geography, People and the Environment: 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.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 | By the end of grade 12 |
|--|---|--|---|
| <ul style="list-style-type: none">• A map is a symbolic representation of selected characteristics of a place.• Geographic data can be used to identify cultural and environmental characteristics of places. | <ul style="list-style-type: none">• Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information. | <ul style="list-style-type: none">• Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth’s surface. | <ul style="list-style-type: none">• Geographic data can be used to analyze spatial patterns.• Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics. |

Geography, People and the Environment: 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.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 | By the end of grade 12 |
|--|---|---|--|
| <ul style="list-style-type: none"> • Physical and human characteristics affect where people live (settle). • | <ul style="list-style-type: none"> • Regions form and change as a result of unique physical conditions, economies, and cultures. • Patterns of settlement differ markedly from region to region, place to place, and time to time. • The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition. | <ul style="list-style-type: none"> • The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology. • Relationships between humans and environments impact spatial patterns of settlement and movement. • Global changes in population distribution patterns affect changes in land use in particular places. | <ul style="list-style-type: none"> • Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems. • Environmental and cultural characteristics of a place or region influence spatial patterns. |

Geography, People and the Environment: 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.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 | By the end of grade 12 |
|--|--|--|---|
| <ul style="list-style-type: none"> • Environmental characteristics influence how and where people live. | <ul style="list-style-type: none"> • Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts. | <ul style="list-style-type: none"> • Cultural patterns and economic decisions influence environments and the daily lives of people. • The physical and human characteristics of places and regions are connected to human identities and cultures. | <ul style="list-style-type: none"> • Human settlement activities impact the environmental and cultural characteristics of specific places and regions. • Political and economic decisions throughout time have influenced cultural and environmental characteristics. • Long-term climate variability has influenced human migration and settlement patterns, resource use, and land uses at local-to-global scales. |

Geography, People and the Environment: 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.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 | By the end of grade 12 |
|---|--|---|---|
| <ul style="list-style-type: none">• Global interconnections occur between human and physical systems across different regions of the world. | <ul style="list-style-type: none">• Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics.• In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues. | <ul style="list-style-type: none">• The environmental characteristics of places and production of goods influences the spatial patterns of world trade. | <ul style="list-style-type: none">• Global interconnections create complex spatial patterns at multiple scales that continue to change over time. |

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.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 | By the end of grade 12 |
|--|---|---|---|
| <ul style="list-style-type: none"> • Individuals make decisions based on their needs, wants, and the availability of resources. • Limited resources influence choices. • Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing). | <ul style="list-style-type: none"> • Economic decision-making involves setting goals and identifying the resources available to achieve those goals. • An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources. | <ul style="list-style-type: none"> • Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals. | <ul style="list-style-type: none"> • Resources impact what is produced and employment opportunities. • Societies make decisions about how to produce and distribute goods and services and these decisions are influenced by the control of the means of production. • Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman). |

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.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 | By the end of grade 12 |
|---|--|--|--|
| <ul style="list-style-type: none"> • Goods and services are produced and exchanged in multiple ways. | <ul style="list-style-type: none"> • The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production. • The exchange of goods and services can have negative and positive effects. | <ul style="list-style-type: none"> • People voluntarily exchange goods and services when all parties expect to gain as a result of the trade. | <ul style="list-style-type: none"> • Since most choices involve a little more of one thing and a little less of something else, economic decision-making includes weighing the additional benefit of the action against the additional cost. • The specialization of labor leads to greater efficiency in the means of production and the circular flow of goods and services between markets through a medium of exchange. • Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities. |

Economics, Innovation and Technology: 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 attempts to moderate fluctuations and encourage growth under a wide variety of circumstances.)

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 | By the end of grade 12 |
|---|--|--|---|
| <ul style="list-style-type: none">• The availability of resources influences current and future economic conditions.• Governments play an economic role in the lives of individuals and communities. | <ul style="list-style-type: none">• A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress. | <ul style="list-style-type: none">• A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.• The production and consumption of goods and services influence economic growth, well-being and quality of life. | <ul style="list-style-type: none">• Multiple economic indicators are used to measure the health of an economy.• Governments and financial institutions influence monetary and fiscal policies.• Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. |

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.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 | By the end of grade 12 |
|--|--|---|--|
| <ul style="list-style-type: none"> • There are benefits to trading goods and services with other countries. | <ul style="list-style-type: none"> • Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation. | <ul style="list-style-type: none"> • The global economy is the system of trade and industry across the world that has emerged due to globalization. • Economic interdependence is impacted by increased specialization and trade. | <ul style="list-style-type: none"> • Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely. • Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture. |

History, Culture, and Perspectives: 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.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 | By the end of grade 12 |
|--|--|--|---|
| <ul style="list-style-type: none"> • Historical timelines put events in chronological order to help people understand the past. • Understanding the past helps to make sense of the present. | <ul style="list-style-type: none"> • Chronological sequencing helps us track events over time. • Interactions of people and events throughout history have shaped the world we experience today. | <ul style="list-style-type: none"> • Chronological sequencing helps us understand the interrelationship of historical events. • Political, economic, social, and cultural factors both change and stay the same over time. • Historical events may have single, multiple, and direct and indirect causes and effects. • Historical events and developments are shaped by social, political, cultural, technological, and economic factors. | <ul style="list-style-type: none"> • Chronological sequencing serves as a tool for analyzing past and present events. • Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. • There are multiple and complex causes and effects of historical events. • Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. |

History, Culture, and Perspectives: Understanding Perspectives

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.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 | By the end of grade 12 |
|---|---|--|---|
| <ul style="list-style-type: none"> • Two or more individuals can have a different understanding of the same event. • Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures. | <ul style="list-style-type: none"> • Events may be viewed differently based on one's perspective. • Historical records are shaped by the society that the creator lived in. | <ul style="list-style-type: none"> • An individual’s perspective is impacted by one’s background and experiences. • Perspectives change over time. • Historical contexts and events shaped and continue to shape people’s perspectives. | <ul style="list-style-type: none"> • To better understand the historical perspective, one must consider historical context. • Complex interacting factors influence people’s perspective. |

History, Culture, and Perspectives: Historical Sourcing and Evidence

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.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 | By the end of grade 12 |
|---|--|--|---|
| <ul style="list-style-type: none"> • The nature of history involves stories of the past preserved in a variety of sources. • Historians analyze accounts of history through a variety of sources, including differing accounts of the same event. | <ul style="list-style-type: none"> • There are a variety of sources that help us understand the past. • Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources. | <ul style="list-style-type: none"> • Historical sourcing and evidence are based on a review of materials and sources from the past. • Examining historical sources may answer questions but may also lead to more questions. • Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments. | <ul style="list-style-type: none"> • Historical sources and evidence provide an understanding of different points of view about historical events. |

History, Culture, and Perspectives: Claims and Argumentation

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.

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 | By the end of grade 12 |
|--|---|---|---|
| <ul style="list-style-type: none">• Historians create arguments outlining ideas or explanations based on evidence. | <ul style="list-style-type: none">• Historians use evidence from multiple sources to support their claims and arguments about the past. | <ul style="list-style-type: none">• Historians analyze claims within sources for perspective and validity.• Historians develop arguments using evidence from multiple relevant historical sources. | <ul style="list-style-type: none">• Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. |

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 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. |

| Practice | Description |
|------------------------|---|
| 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 NJSL-SS 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 21st 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 NJSL-SS

The organization and content of the 2020 NJSL-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 NJSLSS, 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 |

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)

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 6.1 U.S. History: America in the World by the End of Grade 12

- Era 1 Colonization and Settlement (1585–1763)
- Era 2 Revolution and the New Nation (1754–1820s)
- Era 3 Expansion and Reform (1801–1861)
- Era 4 Civil War and Reconstruction (1850–1877)
- Era 5 The Development of the Industrial United States (1870–1900)
- Era 6 The Emergence of Modern America: Progressive Reforms (1890–1930)
- Era 7 The Emergence of Modern America: World War I (1890–1930)
- Era 8 The Emergence of Modern America: Roaring Twenties (1890–1930)
- Era 9 The Great Depression and World War II: The Great Depression (1929–1945)
- Era 10 The Great Depression and World War II: New Deal (1929–1945)
- Era 11 The Great Depression and World War II: World War II (1929–1945)
- Era 12 Postwar United States: Cold War (1945 to early 1970s)
- Era 13 Postwar United States: Civil Rights and Social Change (1945 to early 1970s)
- Era 14 Contemporary United States: Domestic Policies (1970–Today)
- Era 15 Contemporary United States: International Policies (1970–Today)
- Era 16 Contemporary United States: Interconnected Global Society (1970–Today)

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)

- Era 1 Emergence of the First Global Age (1350–1770)
- Era 2 Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)
- Era 3 Age of Revolutions (1750–1914)
- Era 4 A Half-Century of Crisis and Achievement (1900-1945)
- Era 5 The 20th Century Since 1945 (1945-Today)
- Era 6 Contemporary Issues

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.

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2020 New Jersey Student Learning Standards – Social Studies

6.1 U.S. History: America in the World by the End of Grade 2

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

| Core Idea | Performance Expectations |
|---|--|
| Local community and government leaders have roles and responsibilities to provide services for their community members. | <ul style="list-style-type: none"> • 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council). • 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. |
| Rules for all to live by are a result of the actions of government, organizations, and individuals. | <ul style="list-style-type: none"> • 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules. |
| The actions of individuals and government affect decisions made for the common good. | <ul style="list-style-type: none"> • 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. • 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. |

Civics, Government, and Human Rights: Participation and Deliberation

| Core Idea | Performance Expectations |
|---|---|
| When all members of the group are given the opportunity to participate in the decision-making process, everyone’s voice is heard. | <ul style="list-style-type: none"> • 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. • 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. |

Civics, Government, and Human Rights: Democratic Principles

| Core Idea | Performance Expectations |
|---|---|
| <p>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).</p> | <ul style="list-style-type: none"> • 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. • 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. |

Civics, Government, and Human Rights: Processes and Rules

| Core Idea | Performance Expectations |
|---|--|
| <p>Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly.</p> | <ul style="list-style-type: none"> • 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. |
| <p>Processes and rules should be fair, consistent, and respectful of the human rights of all people.</p> | <ul style="list-style-type: none"> • 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights. |

Civics, Government, and Human Rights: Civic Mindedness

| Core Idea | Performance Expectations |
|--|---|
| <p>Certain character traits can help individuals become productive members of their community.</p> | <ul style="list-style-type: none"> • 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. |

Geography, People, and the Environment: Human Population Patterns

| Core Idea | Performance Expectations |
|---|--|
| Physical and human characteristics affect where people live (settle). | <ul style="list-style-type: none"> 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). |

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

| Core Idea | Performance Expectations |
|---|--|
| A map is a symbolic representation of selected characteristics of a place. | <ul style="list-style-type: none"> 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). 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). |
| Geographic data can be used to identify cultural and environmental characteristics of places. | <ul style="list-style-type: none"> 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). |

Geography, People, and the Environment: Human Environment Interaction

| Core Idea | Performance Expectations |
|--|---|
| Environmental characteristics influence how and where people live. | <ul style="list-style-type: none"> 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. 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). 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States. 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there. |

Geography, People, and the Environment: Global Interconnections

| Core Idea | Performance Expectations |
|---|---|
| Global interconnections occur between human and physical systems across different regions of the world. | <ul style="list-style-type: none"> 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place. 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions. |

Economics, Innovation, and Technology: Economic Ways of Thinking

| Core Idea | Performance Expectations |
|--|---|
| Individuals make decisions based on their needs, wants, and the availability of resources. | <ul style="list-style-type: none"> 6.1.2.EconET.1: Explain the difference between needs and wants. 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce. |
| Limited resources influence choices. | <ul style="list-style-type: none"> 6.1.2.EconET.3: Describe how supply and demand influence price and output of products. |
| Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing). | <ul style="list-style-type: none"> 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. |

Economics, Innovation, and Technology: Exchange and Markets

| Core Idea | Performance Expectations |
|---|---|
| Goods and services are produced and exchanged in multiple ways. | <ul style="list-style-type: none"> 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). |

Economics, Innovation, and Technology: National Economy

| Core Idea | Performance Expectations |
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| The availability of resources influences current and future economic conditions. | <ul style="list-style-type: none"> 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions. |
| Governments play an economic role in the lives of individuals and communities. | <ul style="list-style-type: none"> 6.1.2.EconNE.2: Describe examples of goods and services that governments provide. |

Economics, Innovation, and Technology: Global Economy

| Core Idea | Performance Expectations |
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| There are benefits to trading goods and services with other countries. | <ul style="list-style-type: none"> 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically. 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries. |

History, Culture, and Perspectives: Continuity and Change

| Core Idea | Performance Expectations |
|--|---|
| Historical timelines put events in chronological order to help people understand the past. | <ul style="list-style-type: none"> 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. 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history. |
| Understanding the past helps to make sense of the present. | <ul style="list-style-type: none"> 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. |

History, Culture, and Perspectives: Understanding Perspectives

| Core Idea | Performance Expectations |
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| Two or more individuals can have a different understanding of the same event. | <ul style="list-style-type: none"> 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. |
| Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures. | <ul style="list-style-type: none"> 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. |

History, Culture, and Perspectives: Historical Sourcing and Evidence

| Core Idea | Performance Expectations |
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| The nature of history involves stories of the past preserved in a variety of sources. | <ul style="list-style-type: none"> 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 inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays). |
| Historians analyze accounts of history through a variety of sources, including differing accounts of the same event. | <ul style="list-style-type: none"> 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). |

History, Culture, and Perspectives: Claims and Argumentation

| Core Idea | Performance Expectations |
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| Historians create arguments outlining ideas or explanations based on evidence. | <ul style="list-style-type: none"> 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally). |

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 |
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| In a representative democracy, individuals play a role in how government functions. | <ul style="list-style-type: none"> • 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). |
| In a representative democracy, individuals elect representatives to act on the behalf of the people. | <ul style="list-style-type: none"> • 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. |
| Levels of government (i.e., local, state, and federal) have different powers and responsibilities. | <ul style="list-style-type: none"> • 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. |

Civics, Government, and Human Rights: Participation and Deliberation

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

Civics, Government, and Human Rights: Democratic Principles

| Core Idea | Performance Expectations |
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| Fundamental rights that allow democratic societies to function can be seen at all levels of government in society. | <ul style="list-style-type: none"> • 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). • 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. |

Civics, Government, and Human Rights: Processes and Rules

| Core Idea | Performance Expectations |
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| There are different processes for establishing rules and laws. | <ul style="list-style-type: none"> • 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. |
| 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"> • 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. |

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

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

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"> • 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. • 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. • 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives. • 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. • 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. |

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"> • 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. |
| <p>Patterns of settlement differ markedly from region to region, place to place, and time to time.</p> | <ul style="list-style-type: none"> • 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 groups impacted different regions of the Western Hemisphere. |
| <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"> • 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. |

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

| Core Idea | Performance Expectations |
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| <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"> • 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). • 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. • 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. • 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). • 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. |

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"> • 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. |

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"> • 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. • 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes. • 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies. • 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. |

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"> • 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make. |
| <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"> • 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community. • 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations. |

Economics, Innovation, and Technology: Exchange and Markets

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

Economics, Innovation, and Technology: National Economy

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

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"> • 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. • 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. • 6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations. • 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. |

History, Culture, and Perspectives: Continuity and Change

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

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

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

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

History, Culture, and Perspectives: Historical Sourcing and Evidence

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

History, Culture, and Perspectives: Claims and Argumentation

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

2020 New Jersey Student Learning Standards – Social Studies

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

Era 3. Revolution and the New Nation (1754–1820s)

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.

| Core Idea | Performance Expectations |
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| Political and civil institutions impact all aspects of people’s lives. | <ul style="list-style-type: none"> 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 (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. 6.1.8.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. |
| Governments have different structures which impact development (expansion) and civic participation. | <ul style="list-style-type: none"> 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. |
| 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. | <ul style="list-style-type: none"> 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. |
| 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. | <ul style="list-style-type: none"> 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. |

| Core Idea | Performance Expectations |
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| Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights. | <ul style="list-style-type: none"> 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). |
| Social and political systems have protected and denied human rights (to varying degrees) throughout time. | <ul style="list-style-type: none"> 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals. |
| Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth’s surface. | <ul style="list-style-type: none"> 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. |
| Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals. | <ul style="list-style-type: none"> 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. |
| Chronological sequencing helps us understand the interrelationship of historical events. | <ul style="list-style-type: none"> 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. 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. |
| Historical events and developments are shaped by social, political, cultural, technological, and economic factors. | <ul style="list-style-type: none"> 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. |
| Political, economic, social, and cultural factors both change and stay the same over time. | <ul style="list-style-type: none"> 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. |
| Historical contexts and events shaped and continue to shape people’s perspectives. | <ul style="list-style-type: none"> 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. 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. 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. |

| Core Idea | Performance Expectations |
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| Examining historical sources may answer questions but may also lead to more questions. | <ul style="list-style-type: none"> 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. |
| Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments. | <ul style="list-style-type: none"> 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. |

Era 4. Expansion and Reform (1801–1861)

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.

| Core Idea | Performance Expectations |
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| 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. | <ul style="list-style-type: none"> 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. |
| Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights. | <ul style="list-style-type: none"> 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. |
| Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth’s surface. | <ul style="list-style-type: none"> 6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans. |
| Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals | <ul style="list-style-type: none"> 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.b: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States. |
| A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources. | <ul style="list-style-type: none"> 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. |

| Core Idea | Performance Expectations |
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| | <ul style="list-style-type: none"> 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>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p> | <ul style="list-style-type: none"> 6.1.8.HistoryCC.4.a: Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements. 6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad. 6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war. 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. |

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

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.

| Core Idea | Performance Expectations |
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| <p>Historical events may have single, multiple, and direct and indirect causes and effects.</p> | <ul style="list-style-type: none"> 6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives. 6.1.8.HistoryCC.5.b: Analyze critical events and battles of the Civil War from different perspectives. 6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South. |
| <p>Historical contexts and events shaped and continue to shape people’s perspectives.</p> | <ul style="list-style-type: none"> 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives. 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War. 6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life. |
| <p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p> | <ul style="list-style-type: none"> 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). 6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South. |

| Core Idea | Performance Expectations |
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| | <ul style="list-style-type: none">• 6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives.• 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. |

2020 New Jersey Student Learning Standards – Social Studies

6.1 U.S. History: America in the World by the End of Grade 12

Era 1. Colonization and Settlement (1585–1763)

North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.

| Core Idea | Performance Expectations |
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| Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level. | <ul style="list-style-type: none"> 6.1.12.CivicsPI.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government. |
| Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles. | <ul style="list-style-type: none"> 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government. |
| Global interconnections create complex spatial patterns at multiple scales that continue to change over time. | <ul style="list-style-type: none"> 6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources). |
| Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture. | <ul style="list-style-type: none"> 6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period. |
| Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. | <ul style="list-style-type: none"> 6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers. |

Era 2. Revolution and the New Nation (1754–1820s)

The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain’s centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states’ rights, and federal power shaped the development of the political institutions and practices of the new Republic.

| Core Idea | Performance Expectations |
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| Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance. | <ul style="list-style-type: none"> 6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey’s 1776 constitution and the United States Constitution. 6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today’s political parties. |
| Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives. | <ul style="list-style-type: none"> 6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance. |
| Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights. | <ul style="list-style-type: none"> 6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today. |
| Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems. | <ul style="list-style-type: none"> 6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity. 6.1.12.GeoPP.2.b: Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery. |
| Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities. | <ul style="list-style-type: none"> 6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism. 6.1.12.EconEM.2.b: Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues. |
| Resources impact what is produced and employment opportunities. | <ul style="list-style-type: none"> 6.1.12.EconET.2.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation. |
| Chronological sequencing serves as a tool for analyzing past and present events. | <ul style="list-style-type: none"> 6.1.12.HistoryCC.2.a: Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies. 6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights). |

| Core Idea | Performance Expectations |
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| To better understand the historical perspective, one must consider historical context. | <ul style="list-style-type: none"> • 6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war. • 6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War. • 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights). |
| Historical sources and evidence provide an understanding of different points of view about historical events. | <ul style="list-style-type: none"> • 6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them. |
| Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. | <ul style="list-style-type: none"> • 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity. |

Era 3. Expansion and Reform (1801–1861)

Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.

| Core Idea | Performance Expectations |
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| Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level. | <ul style="list-style-type: none"> 6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices. 6.1.12.CivicsPI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era. |
| Social and political systems throughout time have promoted and denied civic virtues and democratic principles. | <ul style="list-style-type: none"> 6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women’s rights, and temperance). 6.1.12.CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal. 6.1.12.CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement. |
| Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics. | <ul style="list-style-type: none"> 6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries. |
| Resources impact what is produced and employment opportunities. | <ul style="list-style-type: none"> 6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals. |
| Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture. | <ul style="list-style-type: none"> 6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation. |
| Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. | <ul style="list-style-type: none"> 6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens. |
| To better understand the historical perspective, one must consider historical context. | <ul style="list-style-type: none"> 6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian). |
| Complex interacting factors influence people’s perspective. | <ul style="list-style-type: none"> 6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments. |

| Core Idea | Performance Expectations |
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| Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. | <ul style="list-style-type: none"> 6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850). 6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration. |
| Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. | <ul style="list-style-type: none"> 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods. |

Era 4. Civil War and Reconstruction (1850–1877)

The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

| Core Idea | Performance Expectations |
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| Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices. | <ul style="list-style-type: none"> 6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies. 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address). |
| Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights. | <ul style="list-style-type: none"> 6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War. |
| Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics. | <ul style="list-style-type: none"> 6.1.12.GeoSV.4.a: Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war. |
| Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems. | <ul style="list-style-type: none"> 6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period. |

| Core Idea | Performance Expectations |
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| Resources impact what is produced and employment opportunities. | <ul style="list-style-type: none"> 6.1.12.EconET.4.a: Assess the role that economics played in enabling the North and South to wage war. |
| Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. | <ul style="list-style-type: none"> 6.1.12.EconNE.4.a: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South. |
| There are multiple and complex causes and effects of historical events. | <ul style="list-style-type: none"> 6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century. |
| To better understand the historical perspective, one must consider historical context. | <ul style="list-style-type: none"> 6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states. |
| Complex interacting factors influence people’s perspective. | <ul style="list-style-type: none"> 6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War. |
| Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. | <ul style="list-style-type: none"> 6.1.12.HistoryCC.4.b: Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work. |
| Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. | <ul style="list-style-type: none"> 6.1.12.HistoryCA.4.a: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals. |

Era 5. The Development of the Industrial United States (1870–1900)

Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic and social groups.

| Core Idea | Performance Expectations |
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| Social and political systems throughout time have promoted and denied civic virtues and democratic principles. | <ul style="list-style-type: none"> 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. |
| Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, | <ul style="list-style-type: none"> 6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability. |

| Core Idea | Performance Expectations |
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| and policies that increase or reduce production possibilities. | |
| Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems. | <ul style="list-style-type: none"> 6.1.12.GeoPP.5.a: Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations. |
| Human settlement activities impact the environmental and cultural characteristics of specific places and regions. | <ul style="list-style-type: none"> 6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities. |
| The specialization of labor leads to greater efficiency in the means of production and the circular flow of goods and services between markets through a medium of exchange. | <ul style="list-style-type: none"> 6.1.12.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations. |
| Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. | <ul style="list-style-type: none"> 6.1.12.EconNE.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South. |
| Multiple economic indicators are used to measure the health of an economy. | <ul style="list-style-type: none"> 6.1.12.EconNE.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals. |
| Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. | <ul style="list-style-type: none"> 6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods. |
| Complex interacting factors influence people's perspective. | <ul style="list-style-type: none"> 6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation. |
| Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. | <ul style="list-style-type: none"> 6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations. |

Era 6. The Emergence of Modern America: Progressive Reforms (1890–1930)

Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power.

| Core Idea | Performance Expectations |
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| Social and political systems throughout time have promoted and denied civic virtues and democratic principles. | <ul style="list-style-type: none"> 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women’s suffrage, and the temperance movement). 6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies. |
| Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights. | <ul style="list-style-type: none"> 6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice. |
| Political and economic decisions throughout time have influenced cultural and environmental characteristics. | <ul style="list-style-type: none"> 6.1.12.GeoHE.6.a: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion. |
| Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture. | <ul style="list-style-type: none"> 6.1.12.EconGE.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade. |
| Since most choices involve a little more of one thing and a little less of something else, economic decision-making includes weighing the additional benefit of the action against the additional cost. | <ul style="list-style-type: none"> 6.1.12.EconEM.6.a: Determine how supply and demand influenced price and output during the Industrial Revolution. |
| Governments and financial institutions influence monetary and fiscal policies. | <ul style="list-style-type: none"> 6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals. |
| There are multiple and complex causes and effects of historical events. | <ul style="list-style-type: none"> 6.1.12.HistoryCC.6.a: Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period. |
| Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. | <ul style="list-style-type: none"> 6.1.12.HistoryCC.6.b: Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power. 6.1.12.HistoryCC.6.c: Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone). |

| Core Idea | Performance Expectations |
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| Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. | <ul style="list-style-type: none"><li data-bbox="800 175 1906 240">• 6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups. |

Era 7. The Emergence of Modern America: World War I (1890–1930)

United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.

| Core Idea | Performance Expectations |
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| Social and political systems throughout time have promoted and denied civic virtues and democratic principles. | <ul style="list-style-type: none"> 6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment). |
| Advancements in technology, investments in capital goods, and human capital increase productivity, economic growth, and standards of living. | <ul style="list-style-type: none"> 6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I. |
| Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. | <ul style="list-style-type: none"> 6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership. |
| Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. | <ul style="list-style-type: none"> 6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country. 6.1.12.HistoryCA.7.b: Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war. 6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran). |
| To better understand the historical perspective, one must consider historical context. | <ul style="list-style-type: none"> 6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries. |

Era 8. The Emergence of Modern America: Roaring Twenties (1890–1930)

The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.

| Core Idea | Performance Expectation |
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| Human rights serve as a foundation for democratic beliefs and practices. | <ul style="list-style-type: none"> 6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups. |
| Human settlement activities impact the environmental and cultural characteristics of specific places and regions. | <ul style="list-style-type: none"> 6.1.12.GeoHE.8.a: Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment. |
| Societies make decisions about how to produce and distribute goods and services and these decisions are influenced by the control of the means of production. | <ul style="list-style-type: none"> 6.1.12.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women. |
| Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. | <ul style="list-style-type: none"> 6.1.12.EconNE.8.a: Analyze the push-pull factors that led to the Great Migration. |
| There are multiple and complex causes and effects of historical events. | <ul style="list-style-type: none"> 6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence. 6.1.12.HistoryCC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer. |
| Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. | <ul style="list-style-type: none"> 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture. |

Era 9. The Great Depression and World War II: The Great Depression (1929–1945)

The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.

| Core Idea | Performance Expectations |
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| Political and economic decisions throughout time have influenced cultural and environmental characteristics. | <ul style="list-style-type: none"> 6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression. |
| Multiple economic indicators are used to measure the health of an economy. | <ul style="list-style-type: none"> 6.1.12.EconNE.9.a: Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit). 6.1.12.EconNE.9.b: Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability. |
| Governments and financial institutions influence monetary and fiscal policies. | <ul style="list-style-type: none"> 6.1.12.EconNE.9.c: Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country’s economic health. 6.1.12.EconNE.9.d: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System). |
| There are multiple and complex causes and effects of historical events. | <ul style="list-style-type: none"> 6.1.12.HistoryCC.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression. |
| Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. | <ul style="list-style-type: none"> 6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse. |
| Complex interacting factors influence people’s perspective. | <ul style="list-style-type: none"> 6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities. |

Era 10. The Great Depression and World War II: New Deal (1929–1945)

Aimed at recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy.

| Core Idea | Performance Expectations |
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| Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights. | <ul style="list-style-type: none"> 6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. 6.1.12.CivicsPR.10.b: Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security). |
| Political and economic decisions throughout time have influenced cultural and environmental characteristics. | <ul style="list-style-type: none"> 6.1.12.GeoHE.10.a: Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment. |
| Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities. | <ul style="list-style-type: none"> 6.1.12.EconEM.10.a: Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society. |
| Governments and financial institutions influence monetary and fiscal policies. | <ul style="list-style-type: none"> 6.1.12.EconNE.10.a: Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression. 6.1.12.EconNE.10.b: Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today. |
| Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. | <ul style="list-style-type: none"> 6.1.12.HistoryCA.10.a: Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt). 6.1.12.HistoryCA.10.b: Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment. 6.1.12.HistoryCA.10.c: Analyze how other nations responded to the Great Depression. |

Era 11. The Great Depression and World War II: World War II (1929–1945)

The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.

| Core Idea | Performance Expectations |
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| Social and political systems throughout time have promoted and denied civic virtues and democratic principles. | <ul style="list-style-type: none"> 6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights. |
| Governments around the world support universal human rights to varying degrees. | <ul style="list-style-type: none"> 6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. 6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them. |
| Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman). | <ul style="list-style-type: none"> 6.1.12.EconET.11.a: Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production. |
| Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. | <ul style="list-style-type: none"> 6.1.12.EconNE.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life. |
| There are multiple and complex causes and effects of historical events. | <ul style="list-style-type: none"> 6.1.12.HistoryCC.11.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy. |
| Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. | <ul style="list-style-type: none"> 6.1.12.HistoryCA.11.a: Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II. 6.1.12.HistoryCA.11.b: Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact). |
| Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. | <ul style="list-style-type: none"> 6.1.12.HistoryCC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II. |
| To better understand the historical perspective, one must consider historical context. | <ul style="list-style-type: none"> 6.1.12.HistoryUP.11.a: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce. 6.1.12.HistoryUP.11.b: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. |

Era 12. Postwar United States: Cold War (1945 to early 1970s)

Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.

| Core Idea | Performance Expectations |
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| Advancements in technology, investments in capital goods, and human capital increase productivity, economic growth, and standards of living. | <ul style="list-style-type: none"> 6.1.12.EconNE.12.a: Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people. |
| Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely. | <ul style="list-style-type: none"> 6.1.12.EconGE.12.a: Assess the impact of agricultural innovation on the world economy. |
| Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities. | <ul style="list-style-type: none"> 6.1.12.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability. |
| Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. | <ul style="list-style-type: none"> 6.1.12.HistoryCC.12.a: Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts. 6.1.12.HistoryCC.12.b: Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East. 6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties. 6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations. 6.1.12.HistoryCC.12.e: Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War. |
| Historical sources and evidence provide an understanding of different points of view about historical events. | <ul style="list-style-type: none"> 6.1.12.HistorySE.12.a: Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them. 6.1.12.HistorySE.12.b: Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy. |

Era 13. Postwar United States: Civil Rights and Social Change (1945 to early 1970s)

The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.

| Core Idea | Performance Expectations |
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| Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level. | <ul style="list-style-type: none"> 6.1.12.CivicsPI.13.a: Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey’s laws in eliminating segregation and discrimination. |
| Social and political systems throughout time have promoted and denied civic virtues and democratic principles. | <ul style="list-style-type: none"> 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade). |
| Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems. | <ul style="list-style-type: none"> 6.1.12.GeoPP.13.a: Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities. 6.1.12.GeoPP.13.b: Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965. |
| Political and economic decisions throughout time have influenced cultural and environmental characteristics. | <ul style="list-style-type: none"> 6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government’s environmental protection agencies and laws. |
| Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. | <ul style="list-style-type: none"> 6.1.12.EconNE.13.a: Relate American economic expansion after World War II to increased consumer demand. |
| Since most choices involve a little more of one thing and a little less of something else, economic decision-making includes weighing the additional benefit of the action against the additional cost. | <ul style="list-style-type: none"> 6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs). |
| Governments and financial institutions influence monetary and fiscal policies. | <ul style="list-style-type: none"> 6.1.12.EconNE.13.b: Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation. 6.1.12.EconNE.13.c: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education). |
| Understanding the interrelated patterns of change by examining multiple events allows | <ul style="list-style-type: none"> 6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies. |

| Core Idea | Performance Expectations |
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| for a clearer understanding of the significance of individuals and groups. | <ul style="list-style-type: none"> 6.1.12.HistoryCC.13.b: Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy. |
| Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. | <ul style="list-style-type: none"> 6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans. 6.1.12.HistoryCC.13.d: Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities. |
| Complex interacting factors influence people’s perspective. | <ul style="list-style-type: none"> 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement. |
| Historical sources and evidence provide an understanding of different points of view about historical events. | <ul style="list-style-type: none"> 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure. |

Era 14. Contemporary United States: Domestic Policies (1970–Today)

Differing views on government’s role in social and economic issues led to greater partisanship in government decision-making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

| Core Idea | Performance Expectations |
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| Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level. | <ul style="list-style-type: none"> 6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected. |
| Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time. | <ul style="list-style-type: none"> 6.1.12.CivicsPI.14.b: Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times. 6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration. |

| Core Idea | Performance Expectations |
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| An understanding of the role of an individual as a member of a state, the rights and responsibilities of citizens, how civic values are determined and practiced, and examples of how civic identity and values in one place are different in other places, is essential. | <ul style="list-style-type: none"> 6.1.12.CivicsCM.14.a: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote. |
| Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives. | <ul style="list-style-type: none"> 6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms. |
| Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights. | <ul style="list-style-type: none"> 6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy. |
| Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems. | <ul style="list-style-type: none"> 6.1.12.GeoPP.14.a: Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues. 6.1.12.GeoPP.14.b: Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States. |
| Political and economic decisions throughout time have influenced cultural and environmental characteristics. | <ul style="list-style-type: none"> 6.1.12.GeoHE.14.a: Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions. |
| Governments and financial institutions influence monetary and fiscal policies. | <ul style="list-style-type: none"> 6.1.12.EconNE.14.a: Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies. 6.1.12.EconNE.14.b: Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government’s attempts to alleviate the hardships brought on by the Great Recession. |
| Societies make decisions about how to produce and distribute goods and services and these decisions are influenced by the control of the means of production. | <ul style="list-style-type: none"> 6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy. 6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society. |
| The specialization of labor leads to greater efficiency in the means of production and the circular flow of goods and services between markets through a medium of exchange. | <ul style="list-style-type: none"> 6.1.12.EconEM.14.a: Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey. |

| Core Idea | Performance Expectations |
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| Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. | <ul style="list-style-type: none"> • 6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased. • 6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence. • 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. |
| Chronological sequencing serves as a tool for analyzing past and present events. | <ul style="list-style-type: none"> • 6.1.12.HistoryCC.14.a: Develop an argument based on a variety of sources that compares George HW Bush's Iraqi policy with George W. Bush's. |
| Historical sources and evidence provide an understanding of different points of view about historical events. | <ul style="list-style-type: none"> • 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. • 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals. • 6.1.12.HistorySE.14.c: Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy. |
| Complex interacting factors influence people's perspective. | <ul style="list-style-type: none"> • 6.1.12.HistoryUP.14.a: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties. |
| Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. | <ul style="list-style-type: none"> • 6.1.12.HistoryCC.14.b: Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials. • 6.1.12.HistoryCC.14.c: Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks. • 6.1.12.HistoryCC.14.d: Evaluate the role of religion on cultural and social norms, public opinion, and political decisions. |

Era 15. Contemporary United States: International Policies (1970–Today)

The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.

| Core Idea | Performance Expectations |
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| Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights. | <ul style="list-style-type: none"> 6.1.12.CivicsPR.15.a: Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure. |
| Governments around the world support universal human rights to varying degrees. | <ul style="list-style-type: none"> 6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers. |
| Multiple economic indicators are used to measure the health of an economy. | <ul style="list-style-type: none"> 6.1.12.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget. |
| Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. | <ul style="list-style-type: none"> 6.1.12.HistoryCC.15.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy. 6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations. 6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations. |
| Historical sources and evidence provide an understanding of different points of view about historical events. | <ul style="list-style-type: none"> 6.1.12.HistorySE.15.a: Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region. 6.1.12.HistorySE.15.b: Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism. 6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations. |

Era 16. Contemporary United States: Interconnected Global Society (1970–Today)

Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions.

| Core Idea | Performance Expectations |
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| Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles. | <ul style="list-style-type: none"> 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation. |
| Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights. | <ul style="list-style-type: none"> 6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies. |
| Long-term climate variability has influenced human migration and settlement patterns, resource use, and land uses at local-to-global scales. | <ul style="list-style-type: none"> 6.1.12.GeoHE.16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change. |
| Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely. | <ul style="list-style-type: none"> 6.1.12.EconGE.16.a: Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce. |
| Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. | <ul style="list-style-type: none"> 6.1.12.EconNE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship. 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations. |
| To better understand the historical perspective, one must consider historical context. | <ul style="list-style-type: none"> 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture. |
| Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. | <ul style="list-style-type: none"> 6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries. 6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society. |

2020 New Jersey Student Learning Standards– Social Studies

6.2 World History / Global Studies by the end of Grade 8

Era 1. The Beginnings of Human Society

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.

| Core Idea | Performance Expectations |
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| Relationships between humans and environments impact spatial patterns of settlement and movement. | <ul style="list-style-type: none"> 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. |
| Historical events and developments are shaped by social, political, cultural, technological, and economic factors. | <ul style="list-style-type: none"> 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. |
| Chronological sequencing helps us understand the interrelationship of historical events. | <ul style="list-style-type: none"> 6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time. |
| Examining historical sources may answer questions but may also lead to more questions. | <ul style="list-style-type: none"> 6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. |

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

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.

| Core Idea | Performance Expectations |
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| Political and civil institutions impact all aspects of people’s lives. | <ul style="list-style-type: none"> 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures. |
| Social and political systems have protected and denied human rights (to varying degrees) throughout time. | <ul style="list-style-type: none"> 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations. |
| Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth’s surface. | <ul style="list-style-type: none"> 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; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China). |
| The physical and human characteristics of places and regions are connected to human identities and cultures. | <ul style="list-style-type: none"> 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. |
| Economic interdependence is impacted by increased specialization and trade. | <ul style="list-style-type: none"> 6.2.8.EconGE.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. |
| Chronological sequencing helps us understand the interrelationship of historical events. | <ul style="list-style-type: none"> 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time. |
| Historical events and developments are shaped by social, political, cultural, technological, and economic factors. | <ul style="list-style-type: none"> 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. |
| Historians develop arguments using evidence from multiple relevant historical sources. | <ul style="list-style-type: none"> 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. |

Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)

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.

| Core Idea | Performance Expectations |
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| Governments have different structures which impact development (expansion) and civic participation. | <ul style="list-style-type: none"> 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. |
| The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments. | <ul style="list-style-type: none"> 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). 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. |
| Social and political systems have protected and denied human rights (to varying degrees) throughout time. | <ul style="list-style-type: none"> 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. |
| Relationships between humans and environments impact spatial patterns of settlement and movement. | <ul style="list-style-type: none"> 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 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. |
| People voluntarily exchange goods and services when all parties expect to gain as a result of the trade. | <ul style="list-style-type: none"> 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. |
| Economic interdependence is impacted by increased specialization and trade. | <ul style="list-style-type: none"> 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. |
| Historical events and developments are shaped by social, political, cultural, technological, and economic factors. | <ul style="list-style-type: none"> 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. |
| An individual’s perspective is impacted by one’s background and experiences. | <ul style="list-style-type: none"> 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. |

| Core Idea | Performance Expectations |
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| Perspectives change over time. | <ul style="list-style-type: none"> 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). |
| Historical contexts and events shaped and continue to shape people’s perspectives. | <ul style="list-style-type: none"> 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. |
| Historians analyze claims within sources for perspective and validity. | <ul style="list-style-type: none"> 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. |

Era 4. Expanding Exchanges and Encounters (500 CE–1450 CE)

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.

| Core Idea | Performance Expectations |
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| Political and civil institutions impact all aspects of people’s lives. | <ul style="list-style-type: none"> 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. |
| The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments. | <ul style="list-style-type: none"> 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). |
| Cultural patterns and economic decisions influence environments and the daily lives of people. | <ul style="list-style-type: none"> 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. |
| The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology. | <ul style="list-style-type: none"> 6.2.8.GeoPP.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.GeoPP.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.GeoPP.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. |
| The physical and human characteristics of places and regions are connected to human identities and cultures. | <ul style="list-style-type: none"> 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. |
| The environmental characteristics of places and production of goods influences the spatial patterns of world trade. | <ul style="list-style-type: none"> 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. |
| Economic interdependence is impacted by increased specialization and trade. | <ul style="list-style-type: none"> 6.2.8.EconGE.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty. |
| The production and consumption of goods and services influence economic growth, well-being and quality of life. | <ul style="list-style-type: none"> 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. |

| Core Idea | Performance Expectations |
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| <p>Historical events may have single, multiple, and direct and indirect causes and effects.</p> | <ul style="list-style-type: none"> • 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). |
| <p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p> | <ul style="list-style-type: none"> • 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. • 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. |

2020 New Jersey Student Learning Standards – Social Studies

6.2 World History: Global Studies by the End of Grade 12

Era 1. The Emergence of the First Global Age: Global Interactions and Colonialism

The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.

| Core Idea | Performance Expectations |
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| Geographic data can be used to analyze spatial patterns. | <ul style="list-style-type: none"> 6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century. |
| Human settlement activities impact the environmental and cultural characteristics of specific places and regions. | <ul style="list-style-type: none"> 6.2.12.GeoHE.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns. |
| Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely. | <ul style="list-style-type: none"> 6.2.12.EconGE.1.a: Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy. |
| Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture. | <ul style="list-style-type: none"> 6.2.12.EconGE.1.a: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World’s economy and society. 6.2.12.EconGE.1.b: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization. 6.2.12.EconGE.1.c: Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa. |

| Core Idea | Performance Expectations |
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| <p>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</p> | <ul style="list-style-type: none"> 6.2.12.HistoryCC.1.a: Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia provided the necessary tools for European exploration and conquest. 6.2.12.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans. 6.2.12.HistoryCC.1.c: Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict. 6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas. |
| <p>There are multiple and complex causes and effects of historical events.</p> | <ul style="list-style-type: none"> 6.2.12.HistoryCC.1.e: Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires. |
| <p>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</p> | <ul style="list-style-type: none"> 6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures). 6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies. |

Era 2. Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)

Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.

| Core Idea | Performance Expectations |
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| <p>Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.</p> | <ul style="list-style-type: none"> 6.2.12.CivicsPR.2.a: Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa. 6.2.12.CivicsPR.2.b: Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy). |

| Core Idea | Performance Expectations |
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| Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems. | <ul style="list-style-type: none"> 6.2.12.GeoPP.2.a: Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World. |
| Economic globalization affects economic growth, labor markets, rights guarantees, the environment, resource allocation, income distribution, and culture. | <ul style="list-style-type: none"> 6.2.12.EconGE.2.a: Relate the development of more modern banking and financial systems to European economic influence in the world. |
| Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. | <ul style="list-style-type: none"> 6.2.12.HistoryCC.2.a: Determine the factors that led to the Reformation and the impact on European politics. 6.2.12.HistoryCC.2.b: Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations). |
| Chronological sequencing serves as a tool for analyzing past and present events. | <ul style="list-style-type: none"> 6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas. |
| Complex interacting factors influence people's perspective. | <ul style="list-style-type: none"> 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. |

Era 3. Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914)

The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.

| Core Idea | Performance Expectations |
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| Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level. | <ul style="list-style-type: none"> 6.2.12.CivicsPI.3.a: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government. |
| Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles. | <ul style="list-style-type: none"> 6.2.12.CivicsPD.3.a: Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism). |
| Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices. | <ul style="list-style-type: none"> 6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution. |
| Social and political systems throughout time have promoted and denied civic virtues and democratic principles. | <ul style="list-style-type: none"> 6.2.12.CivicsDP.3.b: Use data and evidence to compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America and evaluate the degree to which each movement achieved its goals. |
| Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. | <ul style="list-style-type: none"> 6.2.12.HistoryCC.3.a: Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America. |
| Global interconnections create complex spatial patterns at multiple scales that continue to change over time. | <ul style="list-style-type: none"> 6.2.12.GeoGI.3.a: Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism. |
| Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture. | <ul style="list-style-type: none"> 6.2.12.EconGE.3.a: Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain. 6.2.12.EconGE.3.b: Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world. |

| Core Idea | Performance Expectations |
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| | <ul style="list-style-type: none"> 6.2.12.EconGE.3.c: Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence. |
| Resources impact what is produced and employment opportunities. | <ul style="list-style-type: none"> 6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world. |
| Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman). | <ul style="list-style-type: none"> 6.2.12.EconET.3.b: Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability. |
| Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. | <ul style="list-style-type: none"> 6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment. |
| To better understand the historical perspective, one must consider historical context. | <ul style="list-style-type: none"> 6.2.12.HistoryUP.3.a: Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives. |
| Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. | <ul style="list-style-type: none"> 6.2.12.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule. |

Era 4. Half-Century of Crisis and Achievement: The Era of the Great Wars

Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.

| Core Idea | Performance Expectations |
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| Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level. | <ul style="list-style-type: none"> 6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world. 6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide. |
| Governments around the world support universal human rights to varying degrees. | <ul style="list-style-type: none"> 6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China. |
| Geographic data can be used to analyze spatial patterns. | <ul style="list-style-type: none"> 6.2.12.GeoSV.4.a: Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI. 6.2.12.GeoSV.4.b: Determine how geography impacted military strategies and major turning points during World War II. |
| Global interconnections create complex spatial patterns at multiple scales that continue to change over time. | <ul style="list-style-type: none"> 6.2.12.GeoGI.4.a: Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East. |
| Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities. | <ul style="list-style-type: none"> 6.2.12.EconEM.4.a: Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice. |
| There are multiple and complex causes and effects of historical events. | <ul style="list-style-type: none"> 6.2.12.HistoryCC.4.a: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I. 6.2.12.HistoryCC.4.b: Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars. |

| Core Idea | Performance Expectations |
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| | <ul style="list-style-type: none"> 6.2.12.HistoryCC.4.c: Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II. |
| <p>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</p> | <ul style="list-style-type: none"> 6.2.12.HistoryCC.4.d: Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia. 6.2.12.HistoryCC.4.e: Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars. |
| <p>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</p> | <ul style="list-style-type: none"> 6.2.12.HistoryCC.4.f: Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world. 6.2.12.HistoryCC.4.g: Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.” 6.2.12.HistoryCC.4.h: Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property). |
| <p>To better understand the historical perspective, one must consider historical context.</p> | <ul style="list-style-type: none"> 6.2.12.HistoryUP.4.a: Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations. |
| <p>Complex interacting factors influence people’s perspective.</p> | <ul style="list-style-type: none"> 6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas. 6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved. |
| <p>Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</p> | <ul style="list-style-type: none"> 6.2.12.HistoryCA.4.a: Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India. 6.2.12.HistoryCA.4.b: Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics. 6.2.12.HistoryCA.4.c: Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan. |

Era 5. The 20th Century Since 1945: Challenges for the Modern World

Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.

| Core Idea | Performance Expectations |
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| Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level. | <ul style="list-style-type: none"> 6.2.12.CivicsPI.5.a: Analyze the structure and goals of the United Nations and evaluate the organization’s ability to protect human rights, to mediate conflicts, and ensure peace. |
| Governments around the world support universal human rights to varying degrees. | <ul style="list-style-type: none"> 6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights. |
| Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. | <ul style="list-style-type: none"> 6.2.12.HistoryCC.5.a: Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence. |
| Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems. | <ul style="list-style-type: none"> 6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures). |
| Geographic data can be used to analyze spatial patterns. | <ul style="list-style-type: none"> 6.2.12.GeoSV.5.a: Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir). |
| Global interconnections create complex spatial patterns at multiple scales that continue to change over time. | <ul style="list-style-type: none"> 6.2.12.GeoGI.5.a: Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence. |
| Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman). | <ul style="list-style-type: none"> 6.2.12.EconET.5.a: Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism. 6.2.12.EconET.5.b: Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China. |
| Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture. | <ul style="list-style-type: none"> 6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment. |
| Chronological sequencing serves as a tool for analyzing past and present events. | <ul style="list-style-type: none"> 6.2.12.HistoryCC.5.b: Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia. |

| Core Idea | Performance Expectations |
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| Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. | <ul style="list-style-type: none"> 6.2.12.HistoryCC.5.c: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict. 6.2.12.HistoryCC.5.d: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities. 6.2.12.HistoryCC.5.e: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide. |
| There are multiple and complex causes and effects of historical events. | <ul style="list-style-type: none"> 6.2.12.HistoryCC.5.f: Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East). |
| Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. | <ul style="list-style-type: none"> 6.2.12.HistoryCC.5.g: Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries. 6.2.12.HistoryCC.5.h: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries. |
| Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. | <ul style="list-style-type: none"> 6.2.12.HistoryCA.5.a: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives. |

Era 6. Contemporary Issues

Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.

| Core Idea | Performance Expectations |
|---|--|
| Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance. | <ul style="list-style-type: none"> 6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues. |
| Governments around the world support universal human rights to varying degrees. | <ul style="list-style-type: none"> 6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences. |

| Core Idea | Performance Expectations |
|---|---|
| Human and civil rights support the worth and dignity of the individual. | <ul style="list-style-type: none"> 6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights. |
| Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems. | <ul style="list-style-type: none"> 6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use. |
| Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely. | <ul style="list-style-type: none"> 6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy. 6.2.12.EconGE.6.b: Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies. |
| Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture. | <ul style="list-style-type: none"> 6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy. |
| Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. | <ul style="list-style-type: none"> 6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies. |

2020 New Jersey Student Learning Standards – Social Studies
6.3 Active Citizenship in the 21st Century by the End of Grade 2

Civics, Government and Human Rights: Participation and Deliberation

| Core Idea | Performance Expectations |
|---|---|
| When all members of the group are given the opportunity to participate in the decision-making process, everyone’s voice is heard. | <ul style="list-style-type: none"> 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. |

Geography, People and the Environment: Global Interconnections

| Core Idea | Performance Expectations |
|---|--|
| Global interconnections occur between human and physical systems across different regions of the world. | <ul style="list-style-type: none"> 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. 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions. |

2020 New Jersey Student Learning Standards – Social Studies

6.3 Active Citizenship in the 21st 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"> 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members. 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. |
| Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered. | <ul style="list-style-type: none"> 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. |

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"> 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. |

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. |

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. |

2020 New Jersey Student Learning Standards – Social Studies

6.3 Active Citizenship in the 21st Century by the End of Grade 8

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

| Core Idea | Performance Expectations |
|---|---|
| Political and civil institutions impact all aspects of people’s lives. | <ul style="list-style-type: none"> 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve. |
| Governments have different structures which impact development (expansion) and civic participation. | <ul style="list-style-type: none"> 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). 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. 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. |

Civics, Government, and Human Rights: Participation and Deliberation

| Core Idea | Performance Expectations |
|---|---|
| Civic participation and deliberation are the responsibility of every member of society. | <ul style="list-style-type: none"> 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level. |
| 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. | <ul style="list-style-type: none"> 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. |

Civics, Government, and Human Rights: Democratic Principles

| Core Idea | Performance Expectations |
|---|---|
| <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> | <ul style="list-style-type: none"> • 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body. • 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). • 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. |

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

| Core Idea | Performance Expectations |
|--|---|
| <p>In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</p> | <ul style="list-style-type: none"> • 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. • 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. • 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality). • 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. |

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

| Core Idea | Performance Expectations |
|--|---|
| Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights. | <ul style="list-style-type: none">• 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected. |

Economics, Innovation, and Technology: Economic Ways of Thinking

| Core Idea | Performance Expectations |
|---|---|
| Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals. | <ul style="list-style-type: none">• 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).• 6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes). |

2020 New Jersey Student Learning Standards – Social Studies
6.3 Active Citizenship in the 21st Century by the End of Grade 12

Civics, Government, and Human Rights: Participation and Deliberation

| Core Idea | Performance Expectations |
|---|---|
| Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles. | <ul style="list-style-type: none"> 6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. |

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

| Core Idea | Performance Expectations |
|---|--|
| Governments around the world support universal human rights to varying degrees. | <ul style="list-style-type: none"> 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. |

Geography, People, and the Environment: Global Interconnections

| Core Idea | Performance Expectations |
|---|---|
| Global interconnections create complex spatial patterns at multiple scales that continue to change over time. | <ul style="list-style-type: none"> 6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations. |

Economics, Innovation, Technology: Global Economy

| Core Idea | Performance Expectations |
|---|--|
| Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely. | <ul style="list-style-type: none">6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action. |

History, Culture, and Perspective: Historical Sourcing and Evidence

| Core Idea | Performance Expectations |
|---|---|
| Historical sources and evidence provide an understanding of different points of view about historical events. | <ul style="list-style-type: none">6.3.12.HistorySE.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools). |

History, Culture, and Perspective: Claims and Argumentation

| Core Idea | Performance Expectations |
|---|--|
| Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. | <ul style="list-style-type: none">6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. |