



**VOORHEES  
TOWNSHIP**  

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**PUBLIC SCHOOLS**

**VOORHEES, NEW JERSEY 08043**

# **SOCIAL STUDIES CURRICULUM GUIDE**

**Kindergarten through Eighth Grade**

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**VOORHEES TOWNSHIP PUBLIC SCHOOLS  
SOCIAL STUDIES CURRICULUM**

**PHILOSOPHY**

Social Studies is the most all-encompassing subject in elementary schools today. It introduces history, geography, civics, cultures, and economics. At the same time, Social Studies acts as the vehicle through which students develop and formulate values, attitudes, citizenship, environmental awareness, conservation, and critical judgment-making ability.

Social Studies is one of the few content areas, which tie together other subjects and concepts. Many activities utilized to enhance the study of the Social Sciences draw upon the combined skills of Reading, Language Arts, Mathematics, Science, Locating and Evaluating Information, Study Skills, Critical Thinking, Creative Writing, Research, and Proofreading.

The Social Studies experience should provide students with a foundation of facts, concepts, and skills. Establishing this base will enable the development of attitudes, values, and judgments needed to function productively in our society.

Through the Social Studies, children explore and expand upon their native abilities as they prepare to enter society as an active and productive participant who recognizes his or her role in attaining a quality lifestyle for all. This is of particular importance in today's world, as communications technology brings events to our eyes and ears within a matter of minutes. In addition, today's child has an even greater challenge to prepare for, an emerging world of blended cultures and customs.

We are no longer a nation of European and African immigrants; nor will Caucasians remain as the majority race in many of our states. Our children must learn about, appreciate, and support each other for their ethnic uniqueness if they are to be prepared to deal within a newly emerging America. They must be more than citizens -- they must be good citizens; actively participating in the restructuring of our nation to meet the 21<sup>st</sup> century. Today's Social Studies experience will produce future leaders and inhabitants of our country and our world.

"Good" Citizens will require all the experience and information we can give them today to create an effective government and society for tomorrow.

## OVERVIEW

This curriculum has been constructed to provide sequential learning. Skills and concepts overlap between grade levels to create a learning cycle that leads to mastery, understanding, and finally, application. In addition to conceptual knowledge, the purpose of Social Studies is to provide the child with information and experiences that will help shape his or her attitudes, values, and judgmental ability. These abilities, practices, and attitudes are not the sole responsibility of the school, however; parents, siblings, neighbors, community members, television, news broadcasts, and peers do much to shape these areas before the child even enters school. Further, their position of respect or interest-level, in the child's mind, can carry far greater impact than the instruction that occurs in our schools.

The overall purpose of Social Studies is to provide our students with information related to their current future lives. In essence, a good citizen can make the best conclusions and make the best decisions when provided a strong experiential background. Today, the Social Studies encompass far more than history and regions of the nation or world. Appreciation of ethnic and culture diversity, equality of the genders, environmental awareness, conservationism, critical thinking, formulating sound judgments, and developing the ability to be a wise "consumer" of information is at the heart of Social Studies instruction. These issues are of extreme importance as we prepare the future members of our society to move into leadership roles.

## OVERALL SOCIAL STUDIES GOALS

As the learner progresses through this curriculum, they will:

- receive instruction in Social Studies skills and concepts
- receive reinforcement of Social Studies skills and concepts
- involve themselves in developmental and group activities to enhance thinking and judgmental skills
- demonstrate mastery of age and ability-appropriate socialization skills
- apply critical listening/reading skills to obtain information and form sound judgments
- gain awareness of the importance of individual involvement and its effect upon the quality of life
- acquire skills needed to solve problems and communicate effectively
- provide oral communications for personal presentations
- gain familiarity with terms and vocabulary words
- apply skills and concepts from other subject areas to Social Studies
- utilize Social Studies skills to become effective thinkers, evaluators, and communicators
- participate in a variety of modes of creative expression
- develop familiarity with computer programs
- develop study skills and the ability to locate and evaluate information
- develop those life skills required to lead productive lives as citizens of this nation
- build a foundation of skills needed as a productive and active member of the community and society
- gain a sense of self-worth and confidence based upon knowledge, proficiency, and skill application
- develop an appreciation for life-long education; as it related to knowledge, the application of knowledge, and critical thinking skills

## **BENCHMARK ASSESSMENTS/PROGRAM EVALUATION**

Students will be assessed/evaluated on the New Jersey Student Learning Standards in Social Studies by way of the following:

1. Teacher observation
2. Teacher constructed tests, quizzes, projects, activities
3. District constructed mid-term exams, final exams, and grade-level benchmark assessments- (on file in each building)
4. When appropriate, the New Jersey State Assessment (3-8)
5. When appropriate, the district approved standardized test(s)
6. Students are expected to master a minimum of 70% of the objectives presented

## **CURRICULUM MODIFICATIONS AND ADAPTABILITY**

This course of instruction shall be modified for academic enrichment, Special Education, ESL, Bilingual, and Basic Skills students through varying techniques, strategies, materials, etc. to meet the needs of all students. These strategies and techniques will include, but not be limited to the following:

- Instructional modification based on IEP's, ISIP's, 504 Plans, etc.
- Providing extra time for assignments, projects, tests, and quizzes
- Segmenting assignments into smaller sections to work on in short time periods
- Provide breaks between assignments so students can refocus on tasks
- Carry out every day routines consistently
- Develop a reward system for good behavior, completing work on time and class participation
- Use visual and auditory reminders from one activity to the next

- Extend the breadth and depth of the content
- Designing lesson plans that can be modified to fit each student
- Rewriting assignments, tests, and quizzes at different learning levels
- Develop a system for easy and comprehensive data collection to help monitor lessons and inform practice
- Provide opportunities for cooperative learning
- Created differentiated learning centers focused on remediation and enrichment
- Provide small group instruction

Voorhees Township Public Schools  
Core Instructional Materials  
Social Studies Texts/Programs

Grades K-5

Social Studies Series: Macmillan/McGraw-Hill Social Studies ©2003

Kindergarten Text: *Friends and Neighbors*

Grade One Text: *People and Places*

Grade Two Text: *We Live Together*

Grade Three Text: *Our Communities*

Grade Four Text: *Our Country's Regions*

Grade Four: *New Jersey Adventures in Time & Place,*  
MacMillan/McGraw-Hill 2003

Grade Five Text: *Our Nation*

Grades 6 - 8

Social Studies Series: McGraw-Hill Education Group ©2014

Grades 6 & 7: *Discovering our Past-World History*

Grade 8: *Discovering our Past-US History*

Numerous internet sites, references, digital media, Discovery Education *Streaming Plus*, iTunes U, Scholastic News, and Weekly Readers.

## **INTERDISCIPLINARY CONNECTIONS/21<sup>ST</sup> CENTURY LEARNING**

Interdisciplinary connections and 21<sup>st</sup> century learning themes and skills are embedded throughout all content area curriculum guides. Through their daily instruction, teachers relate each content area to other areas so that students experience interdisciplinary relationships and apply them to their learning. Content connections are created among traditionally discrete disciplines such as mathematics, the sciences, social studies/history, English language arts., health and physical education, world language and the related arts. In addition, to encourage 21<sup>st</sup> century learning, the district instructional focus is on four critical areas: creativity/imagination; critical thinking; problem solving; and communication/collaboration, all of which are essential to prepare students for the future. The district ardently promotes the use of technology, by both students and teachers, to effectively put into practice the aforementioned instructional methods.

## **PACING GUIDES**

### **Voorhees Township Schools Pacing Guides/Instructional Sequences Grades Kindergarten - Fifth**

#### **Kindergarten**

##### **Marking Period 1**

- Unit 1 - Friends and Family

##### **Marking Period 2**

- Unit 2 - Where We Live

##### **Marking Period 3**

- Unit 3 - Working Together

##### **Marking Period 4**

- Unit 4 - I am a Citizen

#### **First Grade**

##### **Marking Period 1**

- Unit 1 - All About Families

##### **Marking Period 2**

- Unit 2 - Where We Live
- Unit 3 - Good Citizens

##### **Marking Period 3**

- Unit 4 - All Kinds of Jobs

### **Marking Period 4**

- Unit 5 - Americans Long Ago

## **Second Grade**

### **Marking Period 1**

- Unit 1 - Our Community

### **Marking Period 2**

- Unit 3 - Our Past

### **Marking Period 4**

- Unit 2 - All About Earth

### **Marking Period 4**

- Unit 4 - All About Work
- Unit 5 - Our Government

## **Third Grade**

### **Marking Period 1**

- Unit 1 - Communities and Geography

### **Marking Period 2**

- Unit 2 - Early Communities in America

### **Marking Period 3**

- Unit 2 - People on the Move

### **Marking Period 4**

- Unit 5 - **New Ideas Change Communities**

## **Fourth Grade**

### **Marking Period 1**

- Unit 1 - **The Southwest**

### **Marking Period 2**

- Unit 2 - **The Southeast**

### **Marking Period 3**

- Unit 3 - **The Northeast**
- Unit 4 - **The Middle West**
- Unit 5 - **The Mountain States** (chapters 1 & 2)
- Unit 6 - **The West** (chapter 1)

### **Marking Period 4**

- Topic: **New Jersey, Our Home**, Chapter 1
- Topic: **New Jersey, The American Revolution**, Chapter 5
- Topic: **New Jersey, Regions and Resources**, Chapter 2
- Topic: **New Jersey, New Jersey's Government and You**, Chapter 11

## **Fifth Grade**

### **Marking Period 1**

- Unit 2 - **World's Meet**
- Topic: **The Settlement of North America**, Chapter 5
- Unit 3 - **Establishment of 13 Original Colonies**

### **Marking Period 2**

- Unit 3 - **Colonization and Conflict**
- Topic: **Life in the Colonies**, Chapter 7
- Topic: **European Rivalries in North America**, Chapter 8

### **Marking Period 3**

- Unit 4 - **The Fight for Independence**
- Topic: **Breaking Ties with Great Britain**, Chapter 9
- Topic: **The American Revolution**, Chapter 10

### **Marking Period 4**

- Unit 4 - **The Fight for Independence**
- Topic: **The Constitution of the United States**, Chapter 11
- Unit 5 - **A New Nation**
- Topic: **The Young United States**, Chapter 12

**Voorhees Township Schools  
Sixth-Grade Social Studies  
Instructional Sequence**

*Discovering our Past-World History; McGraw-Hill Education Group; © 2014 (6-7)*

**1<sup>st</sup> MP**

Chapter 1 What does a historian do? (Lesson 1 & 2 only)

Chapter 2 Studying Geography, Economics, and Citizenship (Lesson 1 only)

Chapter 3 Early Humans and the Agricultural Revolution

Chapter 4 Mesopotamia

**2<sup>nd</sup> MP**

Chapter 6 The Israelites

Holocaust

**3<sup>rd</sup> MP**

Chapter 5 Ancient Egypt and Kush

Chapter 9 Ancient India/Chapter 15 African Civilizations

**4<sup>th</sup> MP**

Chapter 10 Early China

Chapter 17 Imperial China

Chapter 18 Civilizations of Korea, Japan and Southeast Asia

**Voorhees Township Schools  
Seventh-Grade Social Studies  
Instructional Sequence**

*Discovering our Past-World History; McGraw-Hill Education Group; © 2014 (6-7)*

**1st MP**

Chapter 7 Ancient Greece

Chapter 8 Greek Civilization

**2nd MP**

Chapter 11 Rome Republic-Empire

Chapter 12 Roman Civilization

Chapter 13 Rise of Christianity

**3rd MP**

Chapter 14 Islamic Civilization

Chapter 16 The Americas

Chapter 19 Medieval Europe

**4th MP**

Chapter 20 Renaissance and Reformation

Chapter 21 Age of Exploration and Trade

**Voorhees Township Schools  
Eighth-Grade Social Studies  
Instructional Sequence**

*Discovering our Past-US History; McGraw-Hill Education Group; © 2014 (8)*

**1<sup>st</sup> MP**

Chapter 4 Life in the Colonies (brief introduction)

Chapter 5 The Spirit of Independence

Chapter 6 American Revolution

**2<sup>nd</sup> MP**

Chapter 7 A More Perfect Union

Chapter 8 The Constitution

Chapter 9 The Federalist Era

Chapter 10 The Jefferson Era

Chapter 11 Growth and Expansion

**3<sup>rd</sup> MP**

Chapter 12 The Jackson Era

Chapter 13 Manifest Destiny

Chapter 14 North and South

Chapter 15 The Spirit of Reform

**4<sup>th</sup> MP**

Chapter 16 Toward Civil War

Chapter 17 The Civil War

Chapter 18 The Reconstruction Era

**Voorhees Township Public Schools**  
**2014 NJ Student Learning Standards for Social Studies**  
**District Objectives Alignment**

Content Area	Social Studies
<b>Standard</b>	<b>6.1 U.S. History: America in the World:</b> 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.
<b>Strand</b>	<b>A. Civics, Government, and Human Rights</b>
<b>Grade Level</b>	By the end of grade 4

**Kindergarten**

- Tell what it means to be a friend
- Demonstrate how to make friends
- Identify classroom rules
- Identify laws in the community
- Explain purposes of having rules and community laws
- Understand how rules and laws help people work together, play together, and stay safe
- Identify rules and laws that provide safety in the home and community
- Explain the importance of safety
- Name and show respect for rules at school
- Demonstrate how to resolve problems
- Understand the consequences of not following the rules
- Identify authority figures in the home, school, and community
- Explain how authority figures make and help people follow rules and laws
- Understand that there are different groups, or classifications, of rules that we follow
- Understand that the Constitution is a set of laws written many years ago for running the United States

- Describe what a police officer does
- Identify voting as a way to express ideas and help make choices
- Understand that citizens of the United States have rights and responsibilities
- Explain reasons why citizens voluntarily contribute their time to the community
- Demonstrate ways to be helpful to the community

### Grade One

- Identify the need for rules in the home
- Identify different types of rules
- Recognize what it means to be a good citizen
- Identify ways to help others
- Identify characteristics of good citizenship, such as responsibility for the common good, through use of biography
- Use a problem-solving process to clean up a common area
- Recognize that good citizens take responsibility for the common good
- Identify different kinds of groups
- Explain the need for groups to have rules
- Explain the need for rules and laws in the home, school, and community
- Give examples of rule or laws that establish order, provide security, or manage conflict
- Identify leadership roles in community, state, and country
- Describe the responsibilities and characteristics of a good leader
- Identify qualities of good citizenship a demonstrated by ordinary people
- Identify and use voting as a way to make decisions
- Recognize characteristics of good citizenship such a belief in justice, truth, equality, and responsibility
- Identify historic figures who were good citizens
- Identify ways that Susan B. Anthony worked to help women
- Describe how women's rights have changed
- Identify how the work of Martin Luther King, Jr. changed America

### Grade Two

- Learn how people in communities can help each other
- Identify ways that citizens can work together for the good of the community
- Learn that people live in communities
- Recognize that community members work together for a common good
- Recognize the way rules and laws help communities
- Identify Jane Adam's contributions
- Identify good characteristics of citizenship
- Recognize ways to show good citizenship
- Identify John Muir
- Recognize John Muir's work for the environment as an example of good citizenship
- Recognize that showing respect is a characteristic of good citizenship
- Compare the roles of public officials, including mayor, president, governor
- Identify ways that public officials are selected including election and appointment to office
- Understand how Thurgood Marshall's commitment to fairness is an example of good citizenship
- Discuss what is fair in different situations
- Discover how communities solve problems and pay for the solutions they reach
- Describe how governments establish order, provide security, and manage conflict

### **Grade Three**

- Identify how citizens can take action to improve their community
- Evaluate the contributions of one community effort
- Explain how pioneers showed good citizenship by helping others and working for the common good
- Summarize ways the Civil Rights movement influenced communities around our country
- Identify examples of civic organizations and explain how they serve the common good
- Explain the basic structure and functions of local government
- Identify the services commonly provided by local government
- Compare local and state governments
- Explain how Washington, D.C., came to be our nation's capital
- Discuss the basic structure and functions of the three branches of government

- Compare and contrast local and national governments of the United States and Mexico.
- Name individuals and groups who work for the common good and describe how they help the community
- Identify examples of nonprofit organizations and describe how they serve the common good
- Identify examples of action groups can take to improve the community
- Define examples of actions individuals and businesses can take to improve communities

#### **Grade Four**

- Identify the Constitution and the government of the United States
- Analyze the effects of segregation
- Describe the civil rights movement
- Explain how Susan B. Anthony, Elizabeth Cady Stanton, and others worked for women's suffrage
- Identify why Wyoming was the first state to give women the right to vote
- Describe the Nineteenth Amendment and the continuing fight for equality for women
- Describe how Paterson's workers fought for rights
- Explain why some New Jerseyans fought for suffrage in the 1800s
- Describe the efforts to provide New Jersey children with free public schools
- Identify Dorothea Dix and describe her work
- Explain how the issue divided the people of New Jersey
- Explore the importance of the Underground Railroad
- Examine the ways that many New Jerseyans opposed slavery
- Identify the ways in which New Jersey supported the Union in the Civil War
- Cite the purpose of the Emancipation Proclamation
- Examine the Paterson silk strike of 1913
- Explain the provisions of the Nineteenth Amendment
- List the major changes to the New Jersey constitution of 1947
- Explain how the civil rights movement affected segregation and discrimination
- Describe changes in the apportionment of State Assembly seats and in education funding in the 1960s and 1970s
- Define local government and list some of the services local governments provide
- Identify the five kinds of municipalities in New Jersey
- Define special districts

- Explain how county government operates
- Explain why state government is important to the people of New Jersey
- Identify the three branches of state government
- Describe the checks and balances system and explain its importance
- Describe how Kids Voting New Jersey encourages voting
- Explain why voting is important
- Define democratic republic
- Describe how the United State government pays for the services it provides
- Identify and describe the three branches of government
- Recognize the role New Jersey's schools play in the growth and success of its citizens

<b>Content Area</b>	<b>Social Studies</b>
<b>Standard</b>	<b>6.1 U.S. History: America in the World:</b> 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.
<b>Strand</b>	<b>B. Geography, People, and the Environment</b>
<b>Grade Level</b>	By the end of grade 4

### Kindergarten

- Use position words such as left, right, above, below, in front of, behind, top, middle, and under to identify locations
- Distinguish between left and right
- Understand that we all live in homes
- Understand that many people lives in neighborhoods
- Recognize a map of the United States
- Understand that there are neighborhoods all across our country
- Identify neighborhoods
- Identify types of homes
- Understand that a neighborhood is a place where groups of families or people live, work, and play together
- Describe how neighbors help each other
- Make and use a map of a familiar area
- Read and construct simple maps
- Understand how the city and country are alike and different
- Identify the globe as a model of Earth
- Distinguish between land and water on a globe
- Identify the North and South poles on a globe
- Describe Earth's physical characteristics
- Recognize a map of the United States
- Understand that the United States is made up of many different states

## Grade One

- Demonstrate the purpose of maps and globes
- Use a simple map to identify the location of places
- Use a globe to identify physical characteristics of such places as landforms and bodies of water
- Explain the meaning of addresses
- Use an address to find a location
- Recognize that people live, work, and play in communities
- Explore different types of communities
- Use pictures and maps to locate places of significance
- Identify the location of places using maps
- Locate on maps some places of significance, such as the United States
- Identify and describe the physical characteristics of continents and oceans
- Identify the physical characteristics of landforms and bodies of water
- Describe local bodies of water and landforms
- Learn how to read and make a map key
- Describe the physical characteristics of weather
- Identify natural resources in the community, state, and nation
- Learn about the geography and people of Switzerland
- Recognize the cardinal directions north, south, east, and west
- Locate places using the four cardinal directions

## Grade Two

- Explain what a map shows
- Explain features of maps, such as symbols and keys
- Explain what a globe shows
- Review the terms continent and ocean
- Recognize the characteristics of cities, suburbs, and rural areas
- Identify the significance of community landmarks
- Learn how to use a compass rose
- Identify the United States and its neighbors on a map and a globe
- Identify the oceans and the seven continents on a map and a globe
- Recognize different kinds of land and water found on Earth

- Identify major landforms and bodies of water
- Identify major landforms on a map
- Create a landform map of their home state
- Recognize the difference between weather and seasons
- Find out how weather patterns affect people's activities
- Learn why people change Earth
- Identify ways in which people change Earth
- Identify ways of protecting Earth
- Describe how the United States grew over time
- Learn how to read and use time lines
- Learn how to follow a route on a map
- Draw routes to show maps
- Locate China on a map
- Learn how to use a grid map
- Locate the European Union countries on a map

### Grade Three

- Explain what a globe shows
- Identify various kinds of specialized maps and the different purposes of each
- Learn how to read the information that specialized maps provide
- Identify how people have fun and earn a living
- Describe how citizens work together to improve communities
- Compare ways in which people in different types of communities meet their needs
- Obtain information from a primary source to learn more about a community
- Describe how people adjust to and modify the physical environment
- Describe several different landforms and how people interact with them
- Identify and use the compass rose, grid, and map symbols to locate places on a map
- Identify different types of natural resources
- Explain how people work to protect natural resources
- Discuss how people adapt to life in a fishing community
- Summarize how people can take responsibility in caring for their natural resources
- Describe how people in different communities adapt to and modify the physical environment
- Use a scale to determine the distance between places on a map

- Use intermediate directions to located places on a map
- Identify and use a compass rose to locate places on a map
- Make and interpret a transportation map
- Interpret a grid map
- Draw and index a grid map
- Locate the four hemispheres on a globe

### **Grade Four**

- Understand what a globe represents
- Recognize oceans and continents
- Identify the four hemispheres
- Recognize cardinal directions and intermediate directions
- Identify a compass rose
- Understand the purpose of map features, such a titles, keys, scales, and compass roses
- Identify several different kinds of specialized maps
- Understand the purpose of specialized maps such as political maps, physical maps, transportation maps, and historical maps
- Read and interpret specialized maps
- Identify the location of the United States in the Western hemisphere
- Describe some of the landforms of the Western Hemisphere and of the United States
- Apply geographic tools to interpret maps
- Describe the elevation of landforms
- Identify climate as a pattern of weather
- Describe climate regions that result from physical characteristics
- Identify geographic regions of the United States
- Describe the physical geography of the Southwest United States
- Identify typical landforms of the region
- Describe the climate of the Southwest region
- Identify adaptations needed to live in a dry climate
- Apply geographic tools to interpret maps
- Analyze maps to locate place by a grid system
- Identify the sources of water in the Southwest

- Explain how the Hopi people adapted to the Southwest climate
- Explain the climate and geography of Mongolia
- Describe the way Mongolians have adapted to their environment
- Analyze how time lines organize events in a sequence
- Identify the source of tributaries, river basin, and mouth of the Mississippi River
- Describe people's efforts to make the Mississippi River safe for travel
- Identify characteristics of wetlands, swamps, and deltas
- Define the purposes of map scales
- Compare small-scale and large scale maps
- Identify the sub-regions of the Northeast and the features of the Atlantic Coastal Plain
- Describe the formation of the Appalachian Mountains
- Summarize the kinds of forests in the Northeast and their importance
- Explain the causes of the changing of the seasons in the Northeast
- Describe the city of Mumbai
- Explain the location and history of Mumbai
- Recognize the purpose of distribution maps
- Use distribution maps to analyze population
- Describe the geography of the Middle West
- Describe the climate of the Middle West
- Explain how the climate affects the activities of people living in the Middle West
- Describe the mountains in the Mountain States region
- Analyze plant and animal life in the Mountain States region
- Describe ancient Pueblo life in Mesa Verde
- Explain how elevation affects the climate of the Mountain States region
- Describe the plant life and the Great Salt Lake of the Mountain States region
- Define vegetation maps
- Use vegetation maps to identify plant life and climate
- Identify the largest cities of the Mountain states
- Define public lands of the Mountain States
- Describe recreational activities of the mountain states
- Describe the landforms of Switzerland
- Explain how Switzerland's landforms have affected the country's economy
- Describe the natural features of the West

- Explain how volcanoes and earthquakes change the land
- Interpret a road map by analyzing a map key, road numbers, and labeled landmarks
- Organize information by making a map of the local area
- Describe contrasting climates of the West
- Explain the effect of mountains on rain distribution
- Identify the resources of the West
- Summarize the agricultural practices and products of the Central Valley
- Explore logging methods and their effect on the environment
- Describe the geography of Japan
- Define geography
- Define landforms
- Identify and describe the major landforms of New Jersey
- Explain how state and natural parks preserve New Jersey's natural beauty, wildlife, and history
- Identify different natural environments protected in New Jersey parks
- Analyze why caring for our state's waterways is important
- Read and interpret an elevation map
- Analyze the effect of elevation on waterways
- Define climate and identify temperature and precipitation as key parts of climate
- Explain how New Jersey's nearness to the Atlantic Ocean and its distance from the equator affect its climate
- Recognize the forms of extreme weather that sometimes occur in New Jersey
- Identify the country's five regions
- Compare major landforms and other features of each region
- Locate the region in which New Jersey lives
- Identify our state's four regions
- Explain how the people who live in a region affect the land
- Distinguish between rural and urban
- Identify major natural resources
- Distinguish between renewable and nonrenewable resources and ways to conserve them
- Summarize the role of the seasons and religion in Lenape life
- Trace some routes of Lenape trails and corresponding highways on a map
- Describe how modern roads evolved over time

- Apply map-reading skills to locate places using the lines of latitude and longitude
- Explain the importance of New Jersey's location to the American Revolution
- Explain what a historic site is
- Describe some specific historic sites in New Jersey and why they are preserved
- Describe how new bridges and turnpikes improved transportation in New Jersey
- Explain the importance of canals
- Identify John Fitch and his role in steamboat travel
- Trace the development of railroads
- Use a scale strip to accurately measure distances on a map
- Identify the symbols used on a road map
- Use a road map to plan a route from one place to another
- Read a road map to obtain information
- Locate the northeastern megalopolis
- Describe the urban setting in which most New Jerseyans live
- Identify some of the sports activities New Jerseyans can enjoy as participants and spectators
- Describe opportunities for outdoor fun involving New Jersey's parks, forests, and beaches
- Describe the features and activities to be enjoyed at the Jersey Shore

<b>Content Area</b>	<b>Social Studies</b>
<b>Standard</b>	<b>6.1 U.S. History: America in the World:</b> 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.
<b>Strand</b>	<b>C. Economics, Innovation, and Technology</b>
<b>Grade Level</b>	By the end of grade 4

### Kindergarten

- Explain the purposes of having rules and laws
- Identify different methods of transportation
- Understand that there are different kinds of jobs
- Understand that a product is something made by humans, machines, or nature
- Observe that everyone has needs and wants
- Understand the difference between needs and wants
- Explain how basic needs for food, clothing, and a place to live can be met
- Recognize that people meet their needs by buying goods and services
- Understand the difference between goods and services
- Identify jobs that provide goods and services
- Understand that people do different kinds of work at their jobs
- Understand that people exchange money for goods
- Recognize that people save money
- Identify how machines and inventions change how people do things
- Describe how life might be different without modern machines and inventions

### Grade One

- Recognize that transportation moves people and things
- Describe how technology has changed transportation
- Recognize how appliances have changed the way families live
- Identify ways technology has changed communication

- Distinguish between needs and wants and recognize examples of each
- Recognize that people may have many wants but limited resources with which to satisfy them
- Identify a variety of jobs that people perform
- Describe the responsibilities and characteristics of good workers in a variety of jobs
- Identify various goods that are made or grown
- Identify and describe a variety of service jobs
- Identify ways people exchange goods and services
- Identify the role of markets and trading in the exchange for goods
- Describe how certain jobs contribute to the production of goods
- Describe how technology affects the ways people work
- Describe how technology has changed the way people live and work
- Identify ordinary people and historical figures who exhibit a love of inventiveness
- Learn about different types of jobs in Brazil
- Learn where different Brazilian goods are produced

### Grade Two

- Explain what natural resources are
- Explain how people depend on natural resources to satisfy basic needs
- Recognize ways people can conserve and replenish natural resources
- Learn about the Amazon Rain Forest in Brazil
- Learn things that people can do to conserve natural resources
- Learn that people work to earn money and help others
- Explain the choices people make about earning money
- Identify needs and wants
- Explain the choices people make about spending and saving
- Distinguish between goods and services
- Recognize the choices people make in the U.S. can make about saving and spending their money
- Learn what producers and consumers are
- Distinguish between producing and consuming
- Describe what a farm worker's job is
- Learn how paper towels are made from trees

- Trace a product from a natural resource to finished goods
- Understand trade
- Explain the choices people make in the free enterprise system
- Identify ways in which science and technology have affected communication, transportation, and recreation
- Identify Robert Fulton as a great U.S. inventor

### **Grade Three**

- Identify inventors and analyze how their technologies affected communities
- Discuss how Alexander Graham Bell invented new technologies that affected communities around the world
- Identify how individual decisions can bring about community changes
- Identify and summarize how scientists have created new technologies to help improve the health and safety of communities
- Identify scientists and inventors who have created or invented new technologies
- Evaluate the impact of new technology on the local community and communities around the world
- Understand how a simple business operates in the U.S. free-enterprise system
- Identify goods and services
- Explain the importance of businesses to communities
- Identify way of earning, spending, and saving money
- Analyze a simple budget that allocates money for spending and saving
- Understand how businesses operate in the U.S. free-enterprise system
- Identify farming as a way of earning money
- Understand how supply and demand and scarcity affect the price of goods and services
- Explain the impact of scarcity on interdependence within communities
- Understand how a manufacturing business works
- Identify how Henry Ford's new business changed people's lives
- Explain how supply and demand affect the price of goods
- Identify the principles of domestic and international trade
- Explain how scarcity affects the interdependence of people and products in the world

## Grade Four

- Identify natural resources and their uses
- Distinguish between renewable and nonrenewable resources
- Explain the importance of conservation of natural resources
- Discuss examples of the American economy
- Explain the importance of oil to the Southwest economy
- Describe the concept of supply and demand
- Explain the importance of oil and the petrochemical industry to the nation's economy
- Describe the role of industry growth of the Southwest
- Analyze how technology and trade are important to the region's economy
- Examine the need for water conservation in the modern Southwest
- Identify different points of view about the use of water resources in the Southwest
- Evaluate various points of view
- Describe the agricultural benefits of a long growing season
- Identify cash crops in the Southeast region
- Explain why the Southeast attracts many tourists
- Explain the importance of coal to the economy of the Southeast
- Identify coal as a mineral that can be used to produce heat, light, and electricity
- Describe how dangerous mining conditions led to the formation of labor unions
- Identify soil, trees, water, and rocks as the major natural resource of the Northeast
- Describe how the St. Lawrence Seaway has made transportation easier in the Northeast
- Summarize how the growth of cities and suburbs has changed the Northeast
- Describe the Industrial Revolution and how it evolved
- Analyze changes in transportation and communication brought about by the Industrial Revolution
- Identify the Northeast as an important gateway for immigration.
- Describe the Northeast megalopolis and its methods of transportation
- Identify major agricultural uses of the Interior Plains
- Describe how iron ore is mined in the Middle West
- Examine the importance and effects of mining iron ore

- Analyze the effects of automobile production on Middle West population and economy
- Describe social and technological changes brought about by industrialization
- Explain mass production and the changes it brought
- Identify technology that has advanced the farming industry
- Explain the impact of the steel and agribusiness industries on the Middle West
- Identify major economic activities of the Western Hemisphere
- Understand the relationship of farming, business, and industry in a country's economy
- Identify the valuable mineral resources found in the Mountain State region
- Analyze how copper from mines in Mountain States is processed
- Summarize how the transcontinental railroad changed the mountain states region
- Describe Hawaii's cultural and economic changes over time
- Analyze change in the population and industries of the West
- Identify ways the computer and movie industries have changed society
- Examine problems and possible solutions caused by change in the West
- Explain how technology has affected Japan's economy
- Explain how New Jersey's shoreline connects our state to the rest of the world
- Describe how people use New Jersey's waterways
- Recognize the importance of natural resources in New Jersey's economy
- Identify early New Jersey industries
- Explain how the mills of Paterson were powered
- Identify the major products of Paterson's factories
- Explain how industry expanded after the Civil War
- Identify Edison's innovations and list some of his inventions
- Describe the early labor movement
- Explain why New Jersey can be considered a center for innovation
- List and describe some inventions introduced by New Jerseyans
- Describe some of the technological and cultural changes during the 1920s
- Describe the stock market crash of 1929 and the Great Depression that followed
- Explain how the *New Deal* helped New Jerseyans find work
- Examine New Jersey's population growth and industrial expansion
- Describe new transportation routes built during the 1950s
- Compare different points of view with regard to New Jersey's traffic problems

- Describe the shift from manufacturing jobs to service jobs in New Jersey
- Explain why New Jersey is part of the global economy
- Describe the state's effort to rebuild cities and preserve the environment
- Describe how free enterprise works
- Explain why consumers have a choice of goods and services in a free enterprise economy
- Explain how young people can take part in the free enterprise system by starting their own business
- Identify leading products manufactured in New Jersey
- Identify the type of industry that employs most of New Jersey's workers
- Examine the role of service industries such as tourism in New Jersey's economy
- Describe ways in which New Jersey leads in research and development in medicine and high technology
- Identify some of the new products created by New Jersey scientists
- Explain the internet's effect on business

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Strand Grade Level	<b>D. History, Culture, and Perspectives</b> By the end of grade 4

### Kindergarten

- Identify family traditions and explain their importance
- Compare family celebrations
- Recognize that families may vary in size and composition
- Describe roles in family life
- Describe ways to be helpful to one's family
- Identify likenesses and differences in objects and in people
- Identify family celebrations and traditions, and explain their importance
- Compare celebrations
- Describe traditions of the local community
- Identify elements of other cultures, such as stories, pictures, and music
- Describe how all families have similarities and differences
- Identify the United States flag
- Understand that every country has its own flag, a symbol of that country
- Identify state symbols such as the flag, tree, and bird
- Identify patriotic symbols, such as the Statue of Liberty, the Liberty Bell, the bald eagle, and the rose
- Explain the reasons for national holidays such as Presidents' Day, Independence Day, and Martin Luther King, Jr. Day
- Identify the contributions of historical figures who helped shape our nation
- Demonstrate an understanding of the concept of history
- Place events in sequence and use time-related vocabulary
- Demonstrate an understanding of time sequence

- Tell how places may change over time
- Identify ways in which historical figures and ordinary citizens have helped to shape our country

### Grade One

- Identify different ways families spend time together
- Describe various customs of families and explain their importance
- Identify and describe similarities and differences in the way that families meet basic human needs
- Identify some of the special days that families celebrate and explain their importance
- Recognize that families celebrate special times in different ways
- Describe similarities and differences in ways families meet the basic human need for shelter
- Identify historic figures such as Thomas Alva Edison who exemplify inventiveness
- Recognize Edison's contributions to society
- Describe the way children celebrate a holiday in another country
- Identify symbols of national identity, such as our flag and the Pledge of Allegiance
- Describe various customs and traditions of first graders in Japan.
- Identify Native Americans as the first people to live in America
- Recognize how some Native Americans celebrate their past
- Describe how Christopher Columbus came to North America
- Identify some of the different people who settled in America
- Identify the historical figures such a George Washington who have influenced the nation and have exemplified good citizenship
- Identify contributions of historical figures who have influenced the nation, such as Sacajawea
- Use biographies to identify contributions of historical figures such as Sam Houston
- Learn why Abraham Lincoln is considered a great President
- Describe the origins of selected holidays such a Veteran's Day
- Identify how the work of Martin Luther King, Jr. changed America
- Identify why Miguel Hidalgo y Costilla is a hero in Mexico
- Explain how people remember Miguel Hidalgo y Costilla with a holiday

## Grade Two

- Identify how present day El Paso compares to the El Paso of the past
- Recognize the significance of a legend about local cultural heritage
- Learn how a patriotic song about the beauties of the American landscape came to be written
- Identify Native Americans as the first people to live in North America
- Explain Native American traditions
- Learn about early explorers to America
- Identify historic figures who love individualism and inventiveness
- Recognize how the Pilgrims overcame hardship, and showed love of individualism
- Explain how the original thirteen colonies became the United States
- Identify the contributions of historical figures who have influenced the nation
- Learn about the painting "Spirit of 76"
- Identify the "Spirit of 76" as an example of our cultural heritage
- Explain why the Civil War was fought
- Identify how Harriet Tubman, Frederick Douglass, and Abraham Lincoln have influenced our country's history
- Identify how Sojourner Truth influenced our country
- Describe some of the history of Dayton, Ohio
- Describe sequence by using ancient times and modern times
- Learn about the Aboriginal people of Australia
- Identify buildings and monuments in Washington, D.C.
- Understand some of our nation's symbols
- Identify selected symbols such as state and national birds and flowers, and patriotic symbols, such as the U.S. and state flags
- Learn all about the Pledge of Allegiance
- Explain how the Pledge of Allegiance reflects Americans' love of their country
- Identify several American heroes
- Identify contributions of historical figures who have influenced the nation
- Identify and explain the significance of various national landmarks

### Grade Three

- Explain the significance of Marjory Stoneman Douglas's actions to improve the community
- Describe how pioneers created new communities
- Describe how past events have changed Native American communities over time
- Explain the cultural heritage of Native American storytelling
- Describe how the formation of colonies changed people's lives long ago
- Identify Native American and English leaders who shaped the community of Jamestown
- Explain why people moved west to build new communities in the 1800s
- Describe how Daniel Boone, Lewis and Clark, and Sacagawea contributed to the expansion of communities in our country
- Identify reasons why immigrants move to new communities, including the need for security and material well being
- Describe how immigrants helped change communities over time
- Describe how the Civil War changed communities
- Identify reasons African Americans moved to new communities in the North
- Explain how the Great Chicago Fire changed a community
- Compare and contrast the histories of Mexico and the United States
- Identify Helen Keller as a historic figure who overcame difficulties to work for the common good
- Compare and contrast the contributions of different cultural groups to our country today
- Identify the beliefs American citizens hold in common
- Identify the heroic deeds of national heroes
- Retell the stories of characters found in folktales and legends
- Identify writers, photographers, and artists who have shared their cultural heritage with communities around the world
- Explain the importance of writers and artists to communities in our country and around the world
- Describe how Maya Lin contributed to the cultural heritage of our country
- Identify individuals and historic events and deeds that are celebrated in communities.
- Compare cultural and ethnic celebrations in communities across the United States.

- Explain the importance of community celebrations
- Identify examples of how the cultural heritage of different peoples around the world can influence the cultural heritage of a community
- Explain the significance of individuals and cultural heritages on the music and food of a community
- Identify holidays celebrated by people in the United States
- Describe traditional American holidays
- Explain some of the traditions related to holidays

### **Grade Four**

- Describe the customs and cultures of people in the United States
- Sing or recite "America, the Beautiful"
- Explain the meaning of several patriotic symbols of the United States
- Summarize problems that arose when the United States claimed Native American land
- Describe Hopi life today
- Identify customs, celebrations, and traditions of Mongolian culture
- Describe Francisco Coronado's expedition into the Southwest
- Analyze the conflicts in the Southwest that led to Texas's statehood
- Describe the role of the cowboy in the Southwest after the region became part of the United States
- Explain the importance and the hardships of the cattle drives
- Analyze ranch life in the Southwest
- Describe how Cherokee passed on their culture
- Discuss why Sequoyah created the Cherokee alphabet
- Identify hardships faced by the Cherokee on the Trail of Tears
- Identify reasons the colonists sought independence from England
- Explain the creation of the Declaration of Independence
- Describe the accomplishments of significant leaders of South Africa
- Analyze twentieth-century issues in South Africa
- Describe life on a plantation
- Describe the Underground Railroad and Harriet Tubman's efforts to free slaves
- Identify new leaders of the Southeast region
- Explain how Deganawida and Hiawatha joined forces to form the Iroquois Confederacy
- Describe the family, clan, village, and governmental organization of the Iroquois
- Identify reasons for the Patriots' protest in Boston

- Describe colonists' preparations to fight the British
- Summarize the American Revolution
- Identify causes and effects of immigration into the United States
- Explain why terrorism is a current challenge for Americans
- Identify the reasons why European American settled in the Middle West
- Describe how pioneers traveled west and lived on the frontier
- Explain why settlers needed to be self-sufficient
- Describe the Lakota way of life
- Analyze the effects of frontier settlement on the Lakota
- Identify the major Native American groups of the Mountain states
- Describe how the Fort Bridger treaty changed life for the Shoshone people
- Summarize the ways of life of the Shoshone today
- Identify the purpose of the Lewis and Clark expedition
- Explain how the discovery of gold brought people to the Mountain states region
- Analyze the cultural roots and history of Hawaiians
- Describe Hawaii's cultural and economic changes over time
- Analyze the impact of the Gold Rush on the growth and culture of the West
- Describe changes gold mining brought to the West
- Identify immigrant groups and their contributions to the West
- Describe the cultural and work experiences of immigrants to the West
- Indicate how and when early hunting groups may have entered the Americas and how archaeologists study them
- Describe the lives of early New Jerseyans
- Tell how New Jerseyans' lives changed after the Ice Age
- Identify the two main Lenape groups
- Discuss the tasks of Lenape girls and boys
- Describe Lenape village life, including meals, homes, tradition, and recreation
- Identify Columbus and his first voyage to the Americas
- Identify Cabot, Verrazano, and Hudson and describe their explorations of New Jersey and their interactions with Native Americans
- Explain the purpose for their first voyages of exploration in the New Jersey area
- Explain why the Dutch first came to New Jersey
- Identify the Dutch West India Company and its role in forming New Netherland
- Examine the life of the colonists and their relationship with the Lenape
- Describe how the English gained control of New Netherland
- Explain how the English attracted settlers to New Jersey
- Compare the development of East Jersey and West Jersey and explain how New Jersey became a united royal colony

- Describe how men, women, and children lived and worked on colonial New Jersey farms
- Explain New Jersey's early society and the differences in the lives of the people who lived there
- Summarize the French and Indian War
- Explain why colonists declared independence from Britain
- Explore the writing of the Declaration of Independence and New Jersey's constitution
- Analyze colonists' different points of view concerning independence from Great Britain
- Analyze the significance of the Battles of Trenton and Princeton
- Identify the contributions of Patriot Molly Pitcher
- Explain why and how the Constitution was written
- Describe the New Jersey Plan and its role at the Constitutional Convention
- Describe the founding of Paterson
- Note the reasons people had for immigration
- Summarize the Ellis Island experience
- Describe immigrant communities and discrimination immigrants faced
- Explain how today's immigrants can help one another adjust to their new life
- Describe the *New Idea* and its supporters
- Explain why the United States entered World War 1 on the side of the Allies
- Analyze the *Great Migration*
- Describe how New Jerseyans contributed to the effort to win World War II.
- Identify some of the ethnic groups that make up New Jersey's population
- Summarize the history of the Jersey Shore
- Identify some well-known writers, visual artists, and performers from New Jersey

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Era	<b>Three Worlds Meet (Beginnings to 1620)</b>
Grade Level	By the end of grade 8

### Grade Five

- Explain the factors that cause the seasons
- Compare and contrast latitude and longitude to identify the global grid
- Distinguish between the cardinal directions and intermediate directions
- Explain the use of the compass rose, scale, symbols, and map key, or legend
- Describe the four kinds of landforms in the United States
- Compare the two basic climates in the United States
- Analyze the five different vegetation regions found in the United States
- Identify and define natural resources and ecosystems
- Analyze the consequences of human modification of the environment in the United States
- Explain how the first Americans may have arrived in the Western Hemisphere
- Identify important features of the Olmec, the Maya, the Mound Builders, and the Anasazi cultures
- Describe how the Anasazi adapted to and modified their environment
- Describe ways in which the Aztec adapted to and modified their environment to meet their needs
- Identify features of the Aztec and Inca empires
- Analyze how the Inca benefited by modifying their environment
- Compare the cultures of the major Southwestern Native American groups
- Evaluate the importance of art and tradition in Hopi life
- Compare Navajo life before and after the Spanish arrived

- Explain the influences of the environment and natural resources on Native Americans who lived in the Eastern Woodlands
- Identify the main features of the Hadenosaunee culture
- Describe the goals and organization of the Iroquois Confederacy
- Analyze the changes that horses brought to the Plains people
- Describe men's and women's roles in the Lakota community
- Explain the function of the Lakota winter count
- Analyze the effects of the Northwest environment on Tlingit culture
- Evaluate the technology, art, and social ceremonies of the Tlingit

### Grade Eight

- Explain how the five themes of geography help define the connections between geography and history
- Describe how maps are made and used
- Explain how rivers and lakes affect American life
- Describe how climates vary across the United States
- Explain how historians evaluate and interpret historical evidence
- Discuss how archaeologists add to our knowledge of history
- Explain what we can learn about history by understanding chronology and eras
- Identify the basic questions economists ask about society
- Discuss the benefits of free enterprise
- Explain how the social sciences support the study of history
- Explain how people first reached the Americas
- Describe the Olmec, Mayan, Aztec and Incan civilizations
- Discuss the development of early cultures in North America
- Describe how people lived in different culture areas of North America
- Explain how climate and resources affected north American cultures
- List the beliefs shared by different Native American groups
- Describe life among the Iroquois
- Explain why trade flourished in the Muslim world
- Identify the trading states that rose in Africa, and describe life in many African cultures
- Describe how China's overseas trade expanded in the early 1400's
- Define Jewish and Christian traditions that influenced European civilization
- Describe how ancient Greek and Roman traditions affected later Europeans
- List the ways in which the Crusades and the growth of trade changed Europe in the Middle Ages

- Describe how the Renaissance was a time of expanding horizons
- Explain why the voyage of Christopher Columbus had a more lasting impact than the earlier voyages
- Describe how Spanish explorers found a route across the Pacific Ocean
- Discuss how exploration set off a global exchange of goods and services
- Discuss how conquistadors defeated two Native American empires
- Name the areas the Spanish explored
- Describe what life was like for the Native Americans under Spanish rule
- Explain why England, France, and the Netherlands sought a northwest passage to Asia
- Discuss how the Protestant Reformation affected rivalries among European nations
- Describe how a rivalry developed between New France and the English Colonies.

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Era	<b>Colonization and Settlement (1585-1763)</b>
Grade Level	By the end of grade 8

### Grade Five

- Explain how most of the people in the United States are related to immigrants
- Explain why Europeans began to explore the eastern coast of North America
- Identify seven important explorers of the eastern part of North America, and describe their discoveries
- Identify the reasons that the French founded *New France*
- Explain why the English wanted to found a colony in North America
- Analyze the success of Jamestown
- Identify important changes that took place in Jamestown from 1607 to 1622
- Explain why the Pilgrims wanted to start a colony in North America
- Identify the important events of the Pilgrims' first year in New England
- Compare the development of Plymouth with the development of Jamestown
- Explain when, where, and why groups of people colonized and settled in different parts of New England
- Describe the accomplishments of colonial leaders such as Anne Hutchinson, John Winthrop, Roger Williams, and Thomas Hooker
- Describe clusters of settlements in New England and explain their distribution and location
- Explain when, where, and why the Dutch and English colonized and settled in the Middle Colonies
- Describe the accomplishments of colonial leaders such as William Penn
- Analyze why cooperation was an advantage in the economic development of the early European colonies

- Explain when, where, and why groups of different people colonized and settled in the Southern Colonies
- Compare and contrast the colonies founded in Maryland, the Carolinas, and Georgia
- Analyze the relationships between the Southern Colonies and their neighbors
- Explain why and how people colonized and settled in the English colonies
- Describe the conditions of travel to the colonies
- Distinguish between indentured servants and enslaved captives
- Analyze the locations of colonial cities
- Explain the geographic factors that influenced where people settled
- Describe the contributions of Benjamin Franklin
- Evaluate the effects of slave codes on the lives of African captives
- Analyze how the plantation system affected the development of slavery
- Explain the economic patterns and major industries of colonial America
- Evaluate the effects of supply and demand on the plantation system
- Describe the development of the free enterprise system in colonial America
- Explain why American colonists began to develop their own governments
- Analyze the structures of colonial government
- Describe the purpose and location of Spanish settlements in New Mexico
- Analyze the conflict between the Pueblo and the Spanish
- Explain the reasons for Spain's decision to expand its settlements to Texas and California
- Analyze the importance of New France's fur trade to traders and trappers
- Describe early French settlements in Louisiana
- Evaluate the conflict over land that led France and England to fight a war
- Analyze events that led to the end of the French and Indian War

### **Grade Eight**

- Identify challenges faced by the first English colonies in North America
- Describe how Virginia began a tradition of representative government
- Name the groups of people who made up the new arrivals in Virginia after 1619
- Describe how European states controlled or regulated religion
- Explain why the colonists at Plymouth wanted the Mayflower Compact
- Discuss how the Pilgrims were able to survive early hardships
- Discuss why the Puritans decided to leave England
- Identify problems in the Massachusetts colony that caused people to leave

- Explain why the Puritans and Native Americans were at war
- Discuss why towns and villages were important in New England
- Explain why the colony of New Netherland became the colony on New York
- Explain why New Jersey separated from New York
- Describe how Pennsylvania was founded
- Discuss life in the Middle Colonies
- Explain Maryland's religious beginnings
- Describe how the Carolinas and Georgia were founded
- Describe the two ways of life that developed in the Southern Colonies
- Describe slave trade growth in the 1700's
- Discuss why England wanted to regulate colonial trade
- Describe colonial governments
- Explain how the liberties of the colonists were limited
- List the class differences that existed in colonial society
- Discuss how the *Great Awakening* affected the colonies
- Describe education for the colonial children
- Explain how the colonies were affected by the spread of new ideas
- Discuss how the rivalry of Britain and France led to war in North America
- Explain how strategic mistakes and a lack of unity led to British defeats early in the war
- Identify what turned the tide of war in Britain's favor
- Discuss how British troops brought about the fall of New France

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<b>Era</b>	<b>Revolution and the New Nation (1754-1820s)</b>
<b>Grade Level</b>	By the end of grade 8

### Grade Five

- Identify the form of government in the United States
- Identify the contributions of notable individuals during the Revolutionary period
- Analyze the causes and effect of unrest prior to the American Revolution
- Analyze how the first Continental Congress responded to the Intolerable Acts
- Analyze the causes and effects of events at the beginning of the American Revolution
- Identify examples of representative government in the American colonies
- Identify and explain the importance of the Declaration of Independence
- Summarize the main points of the Declaration of Independence
- Analyze the strengths and weaknesses of the British and Continental armies
- Explain George Washington's role in the war
- Identify the roles of women and African Americans during the Revolutionary War
- Analyze the battles of Trenton, Princeton, Philadelphia, Saratoga, and Fort Vincennes
- Examine the hardships suffered at Valley Forge
- Identify the effects on the Patriots of victories, defeats, patriotic songs, and traitors
- Analyze the causes and effects of the Battle of Yorktown
- Summarize the results of the Treaty of Paris
- Discuss the effect of the Patriot victory on the Loyalists and Native American groups
- Analyze the effect of the Articles of Confederation on relations between states

- Identify why the Northwest Ordinance encouraged settlement of the Northwest Territory
- Identify the contributions of individuals such as James Madison and Roger Sherman, who helped create the U.S. Constitution
- Describe the basic structure of the U.S. Constitution
- Explain the process of the compromise in the creation of the U.S. Constitution
- Explain the purposes of the U.S. Constitution as identified in the Preamble to the Constitution
- Describe the system of checks and balances outlined in the U.S. Constitution
- Analyze the arguments for and against ratifying the Constitution
- Describe the Bill of Rights
- Explain how the first political parties were formed
- Identify different points of view about the Electoral College
- Examine the arguments made by people who hold these points of view
- Identify reasons people moved west
- Describe the significance of Daniel Boone and the Cumberland Gap in the settlement of the land beyond that Appalachians
- Identify the point of view of Native Americans on the settlement of the land beyond the Appalachians

### **Grades Six - Eight**

- Understand the role of leading individuals in American society
- Recognize important historical documents
- Describe how citizens of a community can work together to solve problems
- Identify the historical documents on which our country was founded
- Recognize that the United States is a democratic republic in which every citizen has rights and responsibilities
- Compare and contrast different types of government
- Appreciate the values of working together and of cooperation
- Analyze ways that we preserve our history
- Recognize belief in justice and fairness
- Identify characteristics of good citizenship
- Recognize the characteristics of democracy
- Recognize that all Americans have rights and responsibilities as citizens

- Appreciate freedoms (of religion, press, and so on)
- Use and make charts and tables
- Use and make lists
- Appreciate that individuals contribute to the well-being of the society in which they live
- Realize that all Americans have rights and responsibilities as citizens
- Recognize the characteristics of democracy
- Appreciate the roles that ideas play in political and social change
- Appreciate the value of individual freedom in the making of political and economic decisions
- Appreciate the value of cooperation and working together
- Appreciate the value of religious freedom
- Recognize the significance of and the achievement represented by important documents in United States history
- Discuss the purpose of governments around the world
- Analyze early ideas about government
- Identify complaints colonists had against England
- Identify the significance of the Declaration of Independence
- Discuss the goals listed in the Preamble
- Explain the meaning and importance of Articles I-VII of the United States Constitution
- Describe the meaning and importance of each of the Discuss the purpose of Amendments to the Constitution
- Relate that the first ten amendments to the Constitution are called the Bill of Rights and have special significance for the development of this country.
- Analyze the history and function of the electoral system in American politics
- Identify the powers, duties, and responsibilities of the President of the United States as defined by the Constitution
- Describe how Britain tried to ease growing tensions on the American frontier
- List the ways the colonists reacted to new taxes imposed by Parliament
- Identify the new colonial leaders who emerged as the conflict with Britain escalated
- Discuss the events that led to the Boston Massacre
- Discuss how a dispute over tea led to tension between the colonists and the British government

- Describe how Parliament struck back at the people of Boston
- Explain why fighting broke out at Lexington and Concord
- Discuss how the Continental Congress struggled between peace and war with Britain
- List the advantages each side had as it entered the war
- Explain how the Continental Army gained control of Boston
- Discuss the impact of *Common Sense*
- List the steps the Continental Congress took to declare independence
- Explain the main ideas of the Declaration of Independence
- List the battles fought in New York and New Jersey
- Explain how the battle of Saratoga marked a turning point in the war
- Describe the hardships the Continental Army suffered at Valley Forge
- Discuss the role of women in the war
- List the choices African Americans had
- Explain how the war was fought on the frontier and at sea
- Explain why Britain decided to start fighting in the South
- Discuss how the Americans and French defeated the British at Yorktown
- List the terms of the Treaty of Paris
- Describe why Americans won the war
- Explain why state governments wrote constitutions
- List weaknesses of the Articles of Confederation
- Describe the process the Articles created for admitting new states
- Identify the leading delegates to the Constitutional Convention
- Explain the main differences between the two rival plans for the new Constitution
- Describe the compromises the delegates had to reach before the Constitution could be signed
- Explain what American leaders learned from studying ancient Rome
- Identify the traditional of freedom that Americans inherited from Great Britain and from their own colonial past
- Explain how Enlightenment ideas shaped the development of the Constitution
- List the key issues in the debate between the Federalists and the Anti federalists
- Explain how the Constitution was finally ratified
- Discuss how the Bill of Rights was added to the Constitution
- Examine the Preamble to the Constitution
- Describe the legislative branch of the government as described in Article I of the Constitution
- Explain how the Preamble defines the basic goals of the Constitution
- Identify the framework of government established by the Constitution
- Name the seven basic principles of American government
- List the powers of the legislative branch

- Identify the roles the President fills as head of the Executive branch
- Describe how the judicial branch is organized
- Explain how each branch of the government can check the powers of the other two
- Describe how to amend the Constitution
- Name the rights that the Bill of Rights protects
- Explain how later amendments expanded democratic rights
- Explain how state constitutions are similar to and different from the national Constitution
- Discuss the services that state governments provide
- Describe how local governments affect our daily lives
- Explain what makes a person a citizen of the United States
- Discuss how Americans can develop democratic values
- Describe responsibilities of citizenship
- Discuss the steps Washington took to make the new government work
- Explain Hamilton's plan to reduce the nation's debt and build the economy
- List the causes and results of the Whiskey Rebellion
- Describe how American opinion was divided over the French Revolution
- Explain why Washington wanted the nation to remain neutral in foreign affairs
- Discuss why it was difficult for the United States to remain neutral
- Explain why many Americans distrusted the idea of political parties
- Contrast the views of Hamilton and Jefferson
- Discuss why political parties developed
- Describe how the election of 1796 increased political tensions
- Discuss how John Adams handled the conflict with France
- Explain why the Federalist party split
- Describe how the Alien and Sedition acts raised the issue of the rights of states
- Discuss the role Congress played in the election of 1800
- Describe how Jefferson's presidency reflected a democratic style
- List the actions Jefferson took to reduce the power of the federal government
- Explain how Chief Justice John Marshall strengthened the Supreme Court
- Explain why control of the Mississippi River was important to the United States
- Describe how the United States purchased Louisiana
- List the results of the exploration of Lewis and Clark and of Zebulon Pike
- List the benefits and risks of overseas trade
- Explain how the British and French violated the neutrality of American ships
- Discuss why Jefferson decided to impose an embargo
- Explain why conflicts between white settlers and Native Americans increased during the early 1800's
- Describe the goal of Tecumseh's Native American confederation

- Discuss why the War Hawks pushed for war against Britain
- Discuss how the United States was unprepared early in the war
- List the successes Americans had in the West
- Describe the progression of the final battles of the war
- Explain why New Englanders protested against the war
- Identify the Industrial Revolution and explain its effects on the United States
- Explain why Lowell, Massachusetts, was called a modern factory town
- Describe the impact the Industrial Revolution had on American cities
- Describe how settlers traveled west
- List the stages Americans took to improve the roads
- Explain how steamboats and canals improved transportation for Americans
- Discuss the role played by sectionalism during the Era of Good Feelings
- Explain how Congress helped American industry after the War of 1812
- Describe Henry Clay's American system
- Explain how the Supreme Court gave more power to the federal government
- Explain how the Latin American nations won independence and became republics
- Describe how the United States gained Florida from Spain
- Discuss the purpose of the Monroe Doctrine
- Discuss how the growing spirit of equality changed voting rights in the 1820's
- Explain why a dispute developed over the election of 1824
- Describe why John Quincy Adams was an unpopular President
- List the new political parties that developed
- List the qualities that helped Andrew Jackson succeed
- Explain the spoils system
- Discuss why President Jackson fought the Bank of the United States
- Explain how the tariff crisis led to the Nullification Act
- Discuss why Native Americans were forced off their land
- List the economic problems Martin Van Buren faced
- Describe how the Whigs and the Democrats campaigned in 1840

Content Area	Social Studies
Standard	<b>6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
Era	<b>Expansion and Reform (1801-1861)</b>
Grade Level	By the end of grade 8

### Grade Five

- Describe our nation's economy
- Identify our nation's geographic and cultural regions
- Analyze ways we preserve our history
- Summarize the relationship of Great Britain, France, and the U.S. at the time of the Louisiana Purchase
- Analyze the significance of the Louisiana Purchase in the territorial expansion of the United States
- Identify the contributions of Sacagawea to the Lewis and Clark expedition
- Define a political map
- Analyze information by comparing and contrasting two different kinds of maps
- Analyze the causes of the War of 1812
- Evaluate the claim that although the War of 1812 produced no clear victor, the United States was still perceived as the winner
- Interpret the reasons for the Monroe Doctrine
- Explain how industry and technology changed the American way of life
- Analyze how people in the United States earned a living in the past
- Identify the contributions of famous inventors
- Analyze how the United States changed during Andrew Jackson's presidency
- Identify cultural changes made by Native Americans living in the U.S. in the early 1800s
- Describe the forced removal of Native Americans
- Identify reasons people moved west

- Analyze the effects of migration on the growth of the United States
- Describe the impact of the Gold Rush on the growth of the United States
- Identify reasons that people moved to Texas
- Explain the conflict between residents of Texas and the Mexican government
- Describe how Texas became an independent republic and then a state in the United States

### **Grade Eight**

- Explain why settlers and trappers were attracted to Oregon and the Far West
- Describe how mountain men helped explore land in the Far West
- Describe the role missionaries played in the settlement of Oregon
- Discuss the hardships settlers faced on wagon trains to the West
- Discuss why American settlers in Texas came into conflict with Mexico
- Describe how the siege of the Alamo became a rallying cry for Texans
- Explain how Texas gained independence
- Identify Lone Star Republic challenges
- Explain why Americans took an interest in the New Mexico Territory
- Describe life for native Americans on California's missions and ranches
- Explain why many Americans supported the idea of westward expansion
- Explain how the United States gained Oregon and Texas
- Discuss the causes and results of the United States war with Mexico
- Name the new lands the United States acquired as a result of the Mexican War
- Describe how a mix of cultures shaped California and the Southwest
- Explain why the Mormons moved to Utah
- Describe how the gold rush affected life in California
- Discuss why California developed such a diverse population
- Discuss how new inventions changed manufacturing and farming in the North
- Identify the difficulties faced by the first railroads.
- Explain how railroads and clipper ships helped the northern economy
- Discuss how factory conditions in the 1840's were worse than those in the 1820's
- Identify what factory workers hoped to accomplish by joining together
- Describe the new immigrants in the mid-1800's
- Explain how free African Americans were treated in the North
- Discuss how the cotton gin improved cotton production in the South
- Discuss how the South became an agricultural economy
- Describe the ways in which the south was dependent on the North
- Identify the groups of white southerners who made up southern society

- List the laws that restricted the freedom of African Americans
- Explain how African Americans resisted slavery
- Explain how political and religious ideals provided inspiration for reform
- Discuss why Dorothea Dix sought to reform the treatment of prisoners and the mentally ill
- Identify the goals of the temperance movement
- Describe how reformers improved American education
- Explain how the antislavery movement began and grew
- Describe how the Underground Railroad helped slaves reach freedom
- Discuss why many white northerners and southerners opposed the campaign to abolish slavery
- Explain why some women called for equal rights in the 1800's
- List the goals that were set at the Seneca Falls Convention
- Describe how women won new educational opportunities
- Explain how American painters developed their own style
- Identify themes that American poets, novelists, and storytellers explored
- Discuss why the "inner light" was important to Emerson and Thoreau

Content Area	Social Studies
Standard	<b>6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
Era	<b>Civil War and Reconstruction (1850-1877)</b>
Grade Level	By the end of grade 8

### Grade Five

- Identify changes in society resulting from industry and how these changes led to conflict in the U.S.
- Analyze how economics affected the practice of slavery
- Evaluate the quality of life of free and enslaved African Americans
- Identify key people who fought for equal rights in the early 1800s
- Explain how abolitionists of all races helped enslaved people escape to freedom
- Analyze how the abolitionist movement influenced the women's movement
- Analyze how the issues of states' rights and slavery led to conflict among sections of the United States
- Identify key laws passed by Congress regarding slavery and states' rights
- Describe the causes of the Civil War
- Describe the Anaconda Plan
- Identify how scientific discoveries and technological innovations changed how the Civil War was fought
- Interpret a distribution map by applying geographic tools, such as symbols and legends
- Analyze information by comparing and contrasting two different distribution maps
- Analyze the impact of the Emancipation Proclamation
- Evaluate the roles of African American soldiers and of women in the Civil War
- Summarize the importance of the battle of Vicksburg and Gettysburg
- Describe the causes and effects of the final events of the Civil War
- Describe Sherman's march to the sea

- Explain Lee's surrender at Appomattox Court House
- Evaluate Andrew Johnson's plan for reconstruction
- Describe how Reconstruction affected blacks and whites in the South
- Explain the reasons for the rights provided by the Thirteenth, Fourteenth, and Fifteenth amendments to the U.S. Constitution
- Identify reasons people moved west
- Understand changes that occurred in the United States during the nineteenth century
- Explain how the transcontinental railroad and the cattle industry changed the American way of life
- Identify and describe types of settlements and patterns of land use in the United States
- Analyze the location of cities in the United States and explain their past and present
- Identify reasons people moved west
- Identify examples of U.S. territorial expansion
- Identify the challenges faced by some Native American groups as the settlement of the West expanded
- Describe contributions of Native American groups
- Analyze some issues and events of the nineteenth century in the United States
- Explain how industry changed the American way of life
- Analyze issues and events of the nineteenth centuries
- Analyze reasons for urbanizations in the late 1800s and early 1900s
- Identify the challenges and opportunities of people from immigrant groups
- Identify the accomplishments of a notable individual- Jane Adams
- Identify examples of the United States territorial expansion
- Identify the accomplishments of notable individuals who have made contributions to society in the areas of military actions and politics
- Understand the important issues, events, and individuals of the early twentieth century in the United States
- Identify the accomplishments of notable individuals, such as Theodore Roosevelt, Upton Sinclair, Ida Tarbell, Jovita Idar, William Gorgas, the Wright Brothers, Henry Ford, and John Muir

- Explain why the U.S. entered World War I and the effects of the war on the country
- Describe the *Great Migration* of African Americans from the South to the North
- Identify the contributions of Booker T. Washington, W.E.B. Du Bois and Ida Wells-Barnett
- Explain how technological innovations in the fields of communication and transportation have benefited our society and culture
- Explain how examples of art, music, and literature reflect the time during which they were created
- Summarize the Nineteenth Amendment of the U.S. Constitution
- Identify the causes of the *Great Depression*
- Identify the accomplishments of notable individuals such as Franklin D. Roosevelt
- Analyze the effects of the new programs on the United States
- Explain the causes of World War II
- Analyze various issues of the war in the United States and around the world
- Explain the causes and effects of the *Cold War*
- Identify the causes and effects of the Korean War and the *Cuban Missile Crisis*
- Describe how life changed in the United States during the 1950s
- Explain the growth and achievements of the civil rights movement
- Identify the accomplishments of Martin Luther King, Jr. as a civil right leader
- Identify the accomplishments of notable individuals, such as Martin Luther King, Jr. and Lyndon Johnson, who made contributions to society in the area of civil rights and politics
- Describe Lyndon Johnson's "*Great Society*"
- Analyze the causes and effects of the Vietnam War
- Analyze why the *Cold War* ended
- Evaluate the gain in equal rights not only for African Americans, but also for women, older Americans, and people with disabilities

### **Grade Eight**

- Explain why conflict arose over the issue of slavery in the western territories
- Describe the purpose of the *Missouri Compromise*
- Explain why the *Free-soil party* was founded
- Explain why the slavery debate erupted again in 1850

- Describe the impact of the Compromise of 1850
- Discuss how *Uncle Tom's Cabin* affected attitudes toward slavery
- Identify the goal of the Kansas-Nebraska Act
- Explain why violence erupted in Kansas and in the Senate
- Discuss the impact of the Dred Scott case on the nation
- Explain why the Republican party came in to being I the mid'1850's
- Identify the events that lay behind the rapid emergences of Abraham Lincoln as a Republican leader
- Describe how Americans reacted to John Brown's raid on Harper's Ferry
- Explain how the 1860 election reflected sectional divisions
- Describe how the South reacted to the election results
- Discuss how the Civil War began in 1861 Explain the issues that divided the nation when the war began
- Describe the primary strengths and weaknesses of the North and the South at the beginning of the war
- Identify the leaders of each side in the war
- Describe the strategies each side adopted to win the war
- Explain how early encounters dispelled hopes for a quick end to the war
- Identify the victories of the Confederates
- List the victories of the Union
- Identify Lincoln's primary goal in the war
- Describe the effects of the Emancipation Proclamation
- Explain African Americans contribution to the war effort both in the Union army and behind Confederate lines
- Describe what life was like for Confederate and Union soldiers
- Explain what problems each side faced at home
- Describe how the war affected the economy of the North and the South
- Explain the role women played in the war
- Explain why the Union victories at Vicksburg and Gettysburg were important
- Describe Grant's plan for ending the war with the South
- Identify Lincoln's hopes for the Union after his reelection
- Explain why the Civil War was a major turning point in American history
- Discuss why postwar problems were more severe in the South than in the North
- Explain how the assassination of Lincoln and the inauguration of a new President led to conflict
- Explain radical republicans gained power in Congress
- Discuss why President Johnson was impeached
- Explain how many southerners became locked into a cycle of poverty

- Explain how the rights of African Americans were restricted in the South after Reconstruction
- Discuss the challenges that Reconstruction governments faced

<b>Content Area</b>	<b>Social Studies</b>
<b>Standard</b>	<b>6.2 World History/Global Studies:</b> 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.
<b>Era</b>	<b>The Beginnings of Human Society</b>
<b>Grade Level</b>	By the end of grade 8

### Grades Six - Eight

- Realize that communities, regions, and countries have histories
- List the achievements and contributions of past civilizations and cultures
- Recognize the role that religion plays in history
- Recognize the effect that geography has upon the development of a culture
- Recognize technological and scientific advances and their effect on history
- Recognize that a community's geographic features and natural resources affect its development
- Identify important geographical features of communities, cities, regions, countries, and continents
- Describe how geography influences settlement and population patterns
- Describe how citizens of a community can work together to solve problems
- Compare and contrast different types of government
- Appreciate that individuals contribute to the well-being of the society in which they live
- Appreciate the values of working together and of cooperation
- Describe how household tools and appliances have changed the ways families live
- Describe how technology has changes medicine, communication, transportation, and recreation
- Describe how technology has changed the way people work
- Explain how science and technology have changed that ways in which people meet basic needs
- Give examples of scientific discoveries and technological innovations

- Locate and identify the continents and/or major countries
- Locate and identify oceans, rivers, and other major bodies of water
- Identify and use a map of a state or region
- Identify and use a map of a country
- Identify and use a map of a subcontinent, continent, or the world
- Use and make charts and tables
- Use and make lists
- Use and make diagrams
- Use and make time lines
- Recognize and use B.C. and A.D. designations
- Appreciate the importance of land to a culture
- Appreciate that individuals contribute to the well-being of the society in which they live
- Appreciate the role that ideas play in political and social change
- Appreciate the value of cooperation and working together

<b>Content Area</b>	<b>Social Studies</b>
<b>Standard</b>	<b>6.2 World History/Global Studies:</b> 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.
<b>Era</b>	<b>Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)</b>
<b>Grade Level</b>	By the end of grade 8

### Grade Six

- Realize that communities, regions, and countries have histories
- List the achievements and contributions of past civilizations and cultures
- Recognize the role that religion plays in history
- Recognize the effect that geography has upon the development of a culture
- Recognize technological and scientific advances and their effect on history
- Recognize that a community's geographic features and natural resources affect its development
- Recognize that a community's geographic features and natural resources affect its development
- Identify important geographical features of communities, cities, regions, countries, and continents
- Describe how geography influences settlement and population patterns
- Describe how citizens of a community can work together to solve problems
- Compare and contrast different types of government
- Appreciate that individuals contribute to the well-being of the society in which they live
- Appreciate the values of working together and of cooperation
- Describe men's and women's roles in a culture
- Appreciate special cultures of each world religion. Locate and identify the continents and/or major countries
- Locate and identify oceans, rivers, and other major bodies of water

- Identify and use a map of a state or region
- Identify and use a map of a country
- Identify and use a map of a subcontinent, continent, or the world
- Use and make charts and tables
- Use and make lists
- Use and make diagrams
- Use and make time lines
- Recognize and use B.C. and A.D. designations
- Appreciate special cultures of each world region
- Recognize the role of religion in society
- Appreciate the importance of land to a culture
- Appreciate that individuals contribute to the well-being of the society in which they live
- Appreciate the role that ideas play in political and social change
- Appreciate the value of cooperation and working together

### **Grade Seven**

- Discuss the way of life in the Minoans and how geography influenced early peoples who lived on Crete and the Balkan Peninsula
- Summarize the Mycenaean way of life

Content Area	Social Studies
Standard	<b>6.2 World History/Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Era	<b>The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)</b>
Grade Level	By the end of grade 8

### Grade Six

- Realize that communities, regions, and countries have histories
- List the achievements and contributions of past civilizations and cultures
- Recognize the role that religion plays in history
- Recognize the effect that geography has upon the development of a culture
- Recognize technological and scientific advances and their effect on history
- Recognize that a community's geographic features and natural resources affect its development
- Recognize that a community's geographic features and natural resources affect its development
- Identify important geographical features of communities, cities, regions, countries, and continents
- Describe how geography influences settlement and population patterns
- Describe how citizens of a community can work together to solve problems
- Compare and contrast different types of government
- Appreciate that individuals contribute to the well-being of the society in which they live
- Appreciate the values of working together and of cooperation
- Appreciate special cultures of each world religion
- Locate and identify the continents and/or major countries
- Locate and identify oceans, rivers, and other major bodies of water
- Identify and use a map of a state or region
- Identify and use a map of a country

- Identify and use a map of a subcontinent, continent, or the world
- Use and make charts and tables
- Use and make lists
- Use and make diagrams
- U Recognize and use B.C. and A.D. designations
- Use and make time lines
- Appreciate special cultures of each world region
- Recognize the role of religion in society
- Appreciate the importance of land to a culture
- Appreciate that individuals contribute to the well-being of the society in which they live
- Appreciate the role that ideas play in political and social change
- Appreciate the value of cooperation and working together

### **Grade Seven**

- Explain why the polis was the geographic and political center of Greek life
- Describe life in Sparta, noting how Sparta was different from other Greek city-states, especially in regard to the role of women
- Discuss life in Athens, summarize how the Persian War affected Greece, and describe how Athens controlled other city-states
- Explain why Athens and other Greek city-states declined
- Describe how the Greeks honored their gods and goddesses, and summarize what contributions were made in athletics and the arts during the Golden Age of Greek culture
- Discuss how Socrates, Plato, Aristotle, and other Greek thinkers influenced the development of western civilization
- Summarize how the spread of Greek culture influenced people from Gibraltar to India, and explain how Philip II of Macedonia gained control of Greece
- Discuss how Alexander the Great attempted to bring unity to his empire, and describe how Alexander's empire changed after his death
- Describe the founding of Rome and the legend of Romulus and Remus
- Discuss the rise of Etruscans, their religious beliefs, and daily life in Etruria
- Summarize the contributions the Etruscans made to Roman civilization
- Summarize the rise of Roman democracy

- Describe the role of the army in the Roman Republic
- Discuss Rome's rise to power in the Mediterranean World
- Analyze the effects of foreign conquests
- Examine the attempts to resolve the Republic's problems
- Summarize the rule of Augustus
- Describe Roman contributions to trade and law during the Pax Romana
- Discuss the daily life of Romans
- Analyze the causes of the fall of the Roman Empire
- Discuss the origins of Christianity
- Describe the difficulties Christianity faced in a hostile Roman society
- Explain the organization of the Roman Catholic Church

Content Area	Social Studies
Standard	<b>6.2 World History/Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Era	<b>Expanding Exchanges and Encounters (500 CE-1450 CE)</b>
Grade Level	By the end of grade 8

### Grade Five

- Identify major economic and cultural changes that occurred in thirteenth-century Europe
- Examine the influence on Europe of Marco Polo's travels to Asia
- Explore how trade spurred the development of cities and towns throughout Europe
- Identify the effects of international trading and banking on Europe, Africa, and Asia
- Consider how the growth of international trade in the 1400s changed cultures throughout the world
- Identify improvements in shipping technology and new trade route in the 1400s
- Analyze how improved shipping made prices on international goods lower
- Describe Taino Culture
- Analyze the reasons Columbus set out on a voyage across the Atlantic Ocean
- Explain the effects that Columbus's travels had on Europe and the Americas
- Explain the reasons for Cortes's interest in the Aztec Empire
- Describe the events that led to the fall of the Aztec Empire
- Summarize the results of Pizarro's conquest of the Inca Empire
- Interpret a historical map by applying geographic tools such as legends and symbols
- Analyze information by comparing and contrasting two historical maps
- Analyze the growth of New Spain
- Describe important economic activities in New Spain
- Identify features of colonial cities

## Grade Six

- Realize that communities, regions, and countries have histories
- List the achievements and contributions of past civilizations and cultures
- Recognize the role that religion plays in history
- Recognize the effect that geography has upon the development of a culture
- Recognize technological and scientific advances and their effect on history
- Recognize that a community's geographic features and natural resources affect its development
- Identify important geographical features of communities, cities, regions, countries, and continents
- Describe how geography influences settlement and population patterns
- Describe how citizens of a community can work together to solve problems
- Compare and contrast different types of government
- Appreciate that individuals contribute to the well-being of the society in which they live
- Appreciate the values of working together and of cooperation
- Appreciate special cultures of each world religion
- Locate and identify the continents and/or major countries
- Locate and identify oceans, rivers, and other major bodies of water
- Identify and use a map of a state or region
- Identify and use a map of a country
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- Use and make lists
- Use and make diagrams
- Use and make time lines
- Recognize and use B.C. and A.D. designations
- Appreciate special cultures of each world region
- Recognize the role of religion in society
- Appreciate the importance of land to a culture
- Appreciate that individuals contribute to the well-being of the society in which they live
- Appreciate the role that ideas play in political and social change

- Appreciate that the individual citizen can make a difference in solving international problems
- Appreciate the value of cooperation and working together

### **Grade Seven**

- Explain why feudalism developed in western Europe
- Describe the roles played by lords and vassals
- Discuss the training and duties of a knight
- Characterize manor life, identifying the relationship between nobles and serfs
- Discuss how the Roman Catholic Church influenced life during the Middle Ages
- Summarize attempts to reform the Church and Church practices during the Middle Ages
- Describe what learning was like during the Middle Ages
- Explain why the Crusades took place, and analyze the effect of the Crusades upon the Middle Ages
- Analyze how the growth of trade led to the rise of towns in the Middle Ages
- Summarize how merchants became the important part of European life
- Describe what living conditions were like in medieval towns
- Explain why guilds were formed and why they were later opposed
- Summarize the cultural changes that took place in Europe during the 1400's
- Discuss the powers of the French monarchy
- Describe the English monarchy, the Magna Carta, and the Parliament
- Analyze the causes and results of the Hundred Years' War
- Trace the start of the Holy Roman Empire, and describe how it was ruled
- Summarize how Catholic monarchs governed Spain

Content Area	Social Studies
Standard	<b>6.3 Active Citizenship in the 21st Century:</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
Grade Level	By the end of grade 4

### Kindergarten

- Understand the three steps to problem solving
- Demonstrate ways to be helpful in a community
- Identify rules and laws that provide safety in the home and community
- Demonstrate how to resolve problems
- Identify authority figures in the home, school, and community
- Explain how authority figures make and help people follow rules and laws

### Grade One

- Recognize what it means to be a good citizen
- Identify ways to help others
- Identify characteristics of good citizenship, such as responsibility for the common good, through use of biography
- Use a problem-solving process to clean up a common area
- Recognize that good citizens take responsibility for the common good
- Give examples of rule or laws that establish order, provide security, or manage conflict
- Identify leadership roles in community, state, and country
- Describe the responsibilities and characteristics of a good leader
- Identify qualities of good citizenship as demonstrated by ordinary people

### Grade Two

- Identify ways that citizens can work together for the good of the community
- Identify the qualities of good citizenship

### **Grade Three**

- Identify ways an individual exemplified good citizenship in improving the community
- Describe characteristics of good citizenship
- Identify ways individual actions can serve the common good of a community
- Analyze information by identifying causes and effects
- Identify examples of action groups can take to improve the community
- Identify ordinary people who exemplify good citizenship

### **Grade Four**

- Compare and contrast different points of view about a problem
- Identify different point of view about traffic problems
- Describe positive consequences that can result from the resolution of conflict
- Describe problem solving skills
- Identify the need to protect natural resources
- Describe how the Lafayette 4-H club improved the environment by removing accumulated trash and "Adopting" the Jersey Cottage Park in Morristown

Content Area	Social Studies
Standard	<b>6.3 Active Citizenship in the 21st Century:</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
Grade Level	By the end of grade 8

### Grade Five

- Understand how bringing back customs of long ago is a way of being a good citizen
- Identify some problems of the Tulalip and how they are working to resolve them
- Understand the importance of leadership at all levels in a democratic society
- Explain the advantages of using mediation to resolve conflicts

### Grades Six- Eight

- Understand the role of leading individuals in American society
- Recognize the role that religion plays in history
- Recognize technological and scientific advances and their effect on history
- Analyze the causes and results of national and international conflicts
- Appreciate the way different perspectives help shape the way we study various historical events
- Recognize the influence of voluntary and involuntary immigration patterns on United States history
- Recognize the causes and results of economic depression
- Recognize economic interdependence
- Recognize economic challenges faced by countries today
- Describe how citizens of a community can work together to solve problems
- Recognize that the United States is a democratic republic in which every citizen has rights and responsibilities
- Compare and contrast different types of government
- Appreciate that individuals contribute to the well-being of the society in which they live
- Summarize ways the Civil Rights movement influenced communities around the country

- Appreciate the values of working together and of cooperation
- Analyze ways that we preserve our history
- Recognize belief in justice and fairness
- Identify characteristics of good citizenship
- Appreciate that racial and ethnic diversity can be a source of strength for our country
- Recognize the characteristics of democracy
- Recognize that all Americans have rights and responsibilities as citizens
- Appreciate freedoms (of religion, press, and so on)
- Appreciate the importance of settling conflict through dialogue
- Appreciate that volunteers are good citizens
- Recognize that each individual is unique
- Realize the importance of school and education
- Recognize the common difficulties and challenges facing current societies worldwide
- Locate the United States on a globe or map
- Use and make charts and tables
- Use and make lists
- Use and make diagrams
- Use and make time lines
- Interpret political cartoons
- Identify and use a biographical dictionary
- Identify and use a dictionary of geographic terms
- Identify and use a table of contents
- Identify and use an index
- Identify and use a picture glossary or glossary
- Identify and use an atlas
- Identify and use a gazetteer
- Identify and use an encyclopedia
- Identify and use atlases
- Use a library
- Use newspapers and magazines
- Recognize the role of religion in society

- Appreciate that individuals contribute to the well-being of the society in which they live
- Recognize that there are often at least two points of view on an idea
- Appreciate that someone who volunteers to help improve a community is a good citizen
- Realize that all Americans have rights and responsibilities as citizens
- Appreciate the importance of settling conflict through dialogue
- Recognize the characteristics of democracy
- Appreciate the importance of free and open debate of public issues
- Appreciate the role that ideas play in political and social change
- Appreciate the importance of informed judgment about public issues
- Appreciate the value of individual freedom in the making of political and economic decisions
- Appreciate the value of cooperation and working together
- Recognize the value and importance of family and school rules
- Appreciate the importance of religious freedom
- Appreciate history as a way of enriching our awareness of the past and our understanding of the future
- Recognize the significance of and the achievement represented by important documents in history
- Appreciate the value of literature, diaries, letters, and journals as historical sources
- Recognize that the ways different groups celebrate their heritage is important in preserving traditions of the past
- Recognize that the special character of the United States results from its ethnic diversity
- Identify the term civics and what it means to be an American citizen
- Identify some of the basic freedoms enjoyed by Americans
- Analyze qualities of good citizenship
- Compare America's early immigration policy to present day
- Identify the two ways a person can become an American citizen by birth
- Summarize the naturalization process
- Describe the uses of a national census and the three ways a nation's population can grow

- Discuss several important trends in American life today
- Identify how state governments serve their citizens
- Analyze how local governments serve their citizens
- Define political parties and pressure groups
- Explain how the Renaissance began and flourished in the Italian city-states
- Identify ways in which France was influenced by the Italian Renaissance
- Describe how the Renaissance spread to Germany and Flanders
- Discuss the influence of the Roman Catholic Church and government on the Renaissance in Spain
- Summarize how the English monarchy promoted the Renaissance in England
- Explain why Martin Luther's beliefs brought him into conflict with the Roman Catholic Church
- Describe how Protestantism developed
- Identify how Catholic reformers worked to improve their Church
- Discuss how the reformation of the Church of England came about
- Explain why Europeans became involved in religious wars
- Discuss how the Thirty Years' War affected Europe
- Summarize how revolution in England began during the 1600's
- Identify British policies that led to the American Revolution in the late 1700's
- Describe the causes and effects of the French Revolution of the late 1700's
- Summarize the inventions and discoveries that marked the Scientific Revolution
- Explain what the Agricultural Revolution was and how it contributed to the Industrial Revolution
- Discuss the development of the Industrial Revolution
- Identify and describe the effects of industrialization
- Analyze how industrialization continued and spread
- Discuss how Napoleon influenced France and formed the Grand Empire
- Describe how the Congress of Vienna tried to bring peace to Europe through a balance of power and how liberals, nationalists, and socialists threatened the Congress system
- Examine the effects of nationalism of Italy, Germany, and Austria
- Cite causes for the rise of imperialism
- Discuss how Great Britain and other European powers established colonies in Africa
- Describe how Asian countries were affected by imperialism

- Explain why the United States became involved in Latin America
- Analyze the effects of imperialism on global politics
- Discuss the causes, events, and results of World War I
- Describe how communism developed in Russia
- Examine why Italy and Germany became dictatorships, and identify the causes and effects of World War II
- Explore regional conflicts and efforts at promoting world peace in the years following the end of the cold war
- Examine terrorism and other global challenges facing nations today

**Link to the 2014 New Jersey Student Learning Standards for Social Studies**

<http://www.state.nj.us/education/aps/cccs/ss/>