

A Correlation of

myWorld Social Studies

Grades K-5

©2013



To the

2009 New Jersey Core Curriculum Content Standards - Social Studies

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Introduction

myWorld Social Studies is an exciting program that supports both social studies and literacy with instruction that is streamlined, flexible, and attuned to today's classroom. Innovative digital instruction is seamlessly integrated, providing a blended program that is engaging, effective, and easy to use. This document demonstrates how **myWorld Social Studies** ©2013 meets the New Jersey Social Studies Standards for grades K - 5. Correlation page references are to the Kindergarten Flip Chart, Student Worktext, and Teacher's Editions. Alignments are cited at the page level.

Everyone has a story. What's yours?

myWorld Social Studies[™] utilizes storytelling to bring social studies content to life. Exclusive interactive digital solution makes social studies personal for every student in a way that's easier for the instructor. With *myWorld Social Studies*, you can get to the heart of social studies in the time you have.

Reinforce literacy instruction Every minute spent teaching social studies also reinforces reading and writing instruction.

Reduce prep time Ready-made digital presentations, quick-start *Teacher Guide*, and easy-to-use online resources reduce time.

Keep it current Teach to the moment using *Pearson's* exclusive *myStory Book Current Events* prompts.

Prepare students for the next level Embedded interactive skills instruction prepares students for lifelong learning.

Interactive Student Text

Interactive *Student Worktexts* promote active learning and support students who are learning to read in the content areas. Standards-based content is presented in an interactive format that promotes active reading strategies.

Student Materials

- Kindergarten Flip Book
- Student Worktext
- Student Atlas
- Leveled Readers
- Student Edition DVD-ROM

Teacher Materials

- Teacher Guide
- Kindergarten Teacher Lesson Plan Blackline Masters
- Accelerating Progress for English Language Learner's Teacher Guide Activity Kit
- Activity Kit, Hands-on activities for each chapter designed by Colonial Williamsburg
- myStory Video DVD-ROM, engaging videos that explore the Big Question
- ExamView® DVD-ROM, ready-made chapter tests and quizzes
- Teacher Resource Library DVD-ROM, One stop resources for lesson plans, high-stakes assessment support, and more

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| Content Area Social Studies | |
| Standard | |
| 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. | |
| Strand A. Civics, Government, and Human Rights | |
| By the end of grade 4 | |
| Content Statement Rules and laws are developed to protect people's rights and the security and welfare of society. | |
| 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: What Rules Do We Follow? 16–17 TG: Active Reading & Lesson Summary, 13</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: I Follow Rules, 24–27; My Government, 32–35 TG: Active Reading & Lesson Summary, 13–15, 19–21</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: We Follow Rules and Laws, 24–27; Try It! 29; Review and Assessment, 43 TG: Active Reading & Lesson Summary pages, 13, 14, 15, 28</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Why We Need Government, 130–131; Our Rules and Laws, 164–165 TG: Active Reading & Lesson Summary, 91, 116</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Democracy and Citizenship, 192–197; Government in New Jersey and the Nation, 200–205 TG: Active Reading & Lesson Summary, 145–147; 150–153</p> |

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|---|--|
| Content Statement | |
| The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. | |
| <p>6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: What are Rights? What are Responsibilities? 10–11 TG: Active Reading & Lesson Summary, 7, 8</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: My Rights and Responsibilities, 18–21 TG: Active Reading & Lesson Summary, 8–10</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Our Rights as Citizens, 20–23; United States Government, 32, 33; Review and Assessment, 44 TG: Active Reading & Lesson Summary, 10, 11, 12, 20</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Freedom and Government, 119; Our Democracy 130–135; Constitution of the United States, 162, 189; Our Rights, 162; Our Responsibilities, 163 TG: Active Reading & Lesson Summary, 81, 90–93</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: The Foundations of American Government, 194; Declaration and Constitution, 194–195; Shared Values and Beliefs, 196–197 TG: Active Reading & Lesson Summary, 146, 147</p> |

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| Content Statement | |
| American constitutional government is based on principles of limited government, shared authority, fairness, and equality. | |
| <p>6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: What Rules Do We Follow? 16–17; Problem Solving, 22–23 TG: Active Reading & Lesson Summary, 13–14, 19–20</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: For related material see: My Rights and Responsibilities, 18–21 TG: Active Reading & Lesson Summary, 8–10</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: For related material see: Remembering Community Leaders, 142–143; Review and Assessment, 155; Heroes Make a Difference, 191; also see: Government, 20, 30–33; Community Leaders, 34 TG: Active Reading & Lesson Summary pages, 18, 19, 20, 108, 118, 146, 147, 148</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: For related material see: Our Democracy 130–135 TG: Active Reading & Lesson Summary, 90–93</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: For related material see: Harriet Tubman: Guide to Freedom, 97–99; The Fight Against Slavery, 100–105; A Victory Over Slavery, 109; Progress and Equality, 116; Change and Reform, 142–147; The Struggle for Civil Rights, 176–177; myStory Book, 215 TG: Active Reading & Lesson Summary, 74–75, 77–79, 108–110, 132</p> |

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| 2009 New Jersey Core Curriculum Content Standards - Social Studies | myWorld Social Studies Grades K-4 |
|---|---|
| Content Statement | |
| There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns. | |
| 6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and limits the power of government. | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: Who Are Our Leaders? 18–19 TG: Active Reading & Lesson Summary, 15, 16</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: My Government, 32–35 TG: Active Reading & Lesson Summary, 19–21</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Constitution, 20, 30; United States Government, 32, 33; Review and Assessment, 44 TG: Active Reading & Lesson Summary, 11, 12, 19, 20</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Branches of Government, 138–143 TG: Active Reading & Lesson Summary, 96–99</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Civics Handbook, NJ26–NJ31; Government in New Jersey and the Nation, 200–205 TG: Active Reading & Lesson Summary, NJ74, NJ75, NJ76, 150–153</p> |
| 6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government. | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: Who Are Our Leaders? 18–19 TG: Active Reading & Lesson Summary, 15, 16</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: My Government, 32–35 TG: Active Reading & Lesson Summary, 19–21</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: United States Government, 32, 33 TG: Active Reading & Lesson Summary, 20</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Branches of Government, 138–143 TG: Active Reading & Lesson Summary, 96–99</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Three Branches, NJ28; The U.S. Constitution, 82; New Jersey’s Government, 202–203; New Jersey’s Local Government, 204–205 TG: Active Reading & Lesson Summary, NJ75, 63, 152, 153</p> |

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|---|--|
| <p>6.1.4.A.6 Explain how national and state governments share power in the federal system of government.</p> | <p><u>Grade One – MyWorld: Making Our Way</u> FC: My Government, 32–35 TG: Active Reading & Lesson Summary, 19–21</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: For related material see: State Government, 31; United States Government, 32, 33; State Leaders, 35; The United States President, 36–37 TG: Active Reading & Lesson Summary, 19, 20, 22, 23</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Levels of Government, 144–149 TG: Active Reading & Lesson Summary, 100–103</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: The Federal System, NJ29; Sharing Power, 200–201, 205 TG: Active Reading & Lesson Summary, NJ75, 151</p> |
| <p>Content Statement In a representative democracy, individuals elect representatives to act on the behalf of the people.</p> | |
| <p>6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: How Do We Make Decisions? 20–21, Problem Solving, 22–23</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: Voting, 25; My Government, 32–35 TG: Active Reading & Lesson Summary, 19–21</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Vote, 21, 30, 34; State Government, 31; United States Government, 32, 33; State Leaders, 35; The United States President, 36–37; Remembering Government Leaders, 142 TG: Active Reading & Lesson Summary, 11, 19, 20, 22, 23, 108</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Our Democracy 130–135; Branches of Government, 138–143 TG: Active Reading & Lesson Summary, 90–93, 96–99</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: What Is Government, NJ26; also see: A New Nation, A New State, 80–85; Our Government, 192–193 TG: Active Reading & Lesson Summary, NJ74, 62–64, 145</p> |

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| <p>6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: What Are Goods and Services? 47–48 TG: Active Reading & Lesson Summary, 45, 46</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: My Government, 32–35 TG: Active Reading & Lesson Summary, 19–21</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Community Government, 30; State Government, 31; United States Government, 32, 33; Community Leaders, 34; State Leaders, 35; The United States President, 36–37 TG: Active Reading & Lesson Summary, 18, 19, 20, 21, 22, 23</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Branches of Government, 138–143; Levels of Government, 144–149 TG: Active Reading & Lesson Summary, 96–99, 100–103</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: The Federal System, NJ29; Sharing Power, 200–201; New Jersey’s Government, 202–203; New Jersey’s Local Government, 204–205 TG: Active Reading & Lesson Summary, NJ75, 151, 152, 153</p> |

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| <p>Content Statement The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</p> | |
| <p>6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: What are Rights? What are Responsibilities? 10–11; Problem Solving, 22, 23 TG: Active Reading & Lesson Summary, 7, 8, 19, 20</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: For related material see: Our Nation's Heroes, 136–137; Heroes Take Charge, 176–177 TG: Active Reading & Lesson Summary, 104, 136</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Remembering Community Leaders, 142–143; Wilma Mankiller, 175; Not All Free, 182; Heroes Make a Difference, 191 TG: Active Reading & Lesson Summary pages, 108, 134, 140, 147</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Good Citizens, Good Deeds, 160–165; Taking Action for Our Rights, 168–173; Taking Action for a Cause 176–181 TG: Active Reading & Lesson Summary, 113–116, 119–122, 125–128</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: For related material see: Harriet Tubman: Guide to Freedom, 97–99; The Fight Against Slavery, 100–105; Progress and Equality, 116; Change and Reform, 142–147; The Struggle for Civil Rights, 176–177; also see: myStory Book, 121 TG: Active Reading & Lesson Summary, 74–75, 77–79, 108–110, 132</p> |

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| <p>6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: Who Are American Folk Heroes? 118–119 TG: Active Reading & Lesson Summary, 119–120</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: For related material see: Our Nation’s Heroes, 136–137; Heroes Take Charge, 176–177 TG: Active Reading & Lesson Summary, 104, 136</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Remembering Community Leaders, 142–143; Heroes Make a Difference, 191 TG: Active Reading & Lesson Summary pages, 108, 147</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Taking Action for Our Rights, 168–173; Taking Action for a Cause 176–181 TG: Active Reading & Lesson Summary, 119–122, 125–128</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Harriet Tubman: Guide to Freedom, 97–99; The Fight Against Slavery, 100–105; Progress and Equality, 116; Change and Reform, 142–147; The Struggle for Civil Rights, 176–177; also see: myStory Book, 121 TG: Active Reading & Lesson Summary, 74–75, 77–79, 108–110, 132</p> |

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|--|--|
| Content Statement | |
| The United States democratic system requires active participation of its citizens. | |
| <p>6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: What are Rights? What are Responsibilities? 10–11 TG: Active Reading & Lesson Summary, 7, 8</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: I Am a Good Citizen, 14; Citizens at School, 15; Citizens in the Community, 16; Got It?, 17; My Rights, 19; Cooperate, 21; Collaboration and Creativity: Conflict and Cooperation, 22–23; Rules at Home and School, 25; myStory Book: How people best cooperate?, 45 TG: Active Reading & Lesson Summary, 5, 6, 7, 8, 9, 10, 11, 12, 14, 29</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: We Are Good Citizens, 14–17; Collaboration and Creativity: Taking Action, 18–19; Our Rights as Citizens, 20–23; We Follow Rules and Laws, 24–27; Vote, 30; Community Leaders, 34; Remembering Community Leaders, 142–143; Cherokee History, 174–175; Thirteen Colonies, One Country, 178–179; Not All Free, 182; Heroes Make a Difference, 191 TG: Active Reading & Lesson Summary pages, 5, 6, 7, 8, 9, 10, 11, 12, 22, 23, 108, 134, 137, 140, 147</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Good Citizens, Good Deeds, 160–165; Taking Action for Our Rights, 168–173; Taking Action for a Cause 176–181 TG: Active Reading & Lesson Summary, 113–116, 119–122, 125–128</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Three Important Ideas, NJ26; The Bill of Rights, NJ27; Government in Action, NJ30; Being a Good Citizen, NJ31; A Bill of Rights: Protecting Freedom, 84–85; Declaration and Constitution, 194–195; Shared Values and Beliefs, 196–197 TG: Active Reading & Lesson Summary, NJ74, NJ76, 64, 146, 147</p> |

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| <p>6.1.4.A.12 Explain the process of creating change at the local, state, or national level.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: Problem Solving, 22–23 TG: Active Reading & Lesson Summary, 19, 20</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: For related material see: I am a Good Citizen, 14–17; My Rights and Responsibilities, 18–; Collaboration and Creativity: Conflict and Cooperation, 22–23; Our Nation’s Heroes, 136–137; Heroes Take Charge, 176–177 TG: Active Reading & Lesson Summary, 5–12; 104, 136</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Citizens in the Community, 16–17; Collaboration and Creativity: Taking Action, 18–19; Remembering Community Leaders, 142–143; Wilma Mankiller, 175; Not All Free, 182; Heroes Make a Difference, 191 TG: Active Reading & Lesson Summary pages, 7, 8, 9, 108, 134, 140, 147</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Good Citizens, Good Deeds, 160–165; Taking Action for Our Rights, 168–173; Taking Action for a Cause 176–181 TG: Active Reading & Lesson Summary, 113–116, 119–122, 125–128</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Being a Good Citizen, NJ31; The U.S. Constitution, 82–83; Shared Values and Beliefs, 196–197; also see: myStory Book, 121 TG: Active Reading & Lesson Summary, NJ76, 63, 147</p> |

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| Content Statement | |
| Immigrants can become and obtain the rights of American citizens. | |
| <p>6.1.4.A.13 Describe the process by which immigrants become United States citizens.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: What Makes a Good Citizen, 8–9 TG: Active Reading & Lesson Summary, 5–6</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: I Am a Good Citizen, 14; Citizens at School, 15; Citizens in the Community, 16 TG: Active Reading & Lesson Summary, 6–7</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Becoming a Citizen, 20 TG: Active Reading & Lesson Summary, 11</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: For related material see: Good Citizens, Good Deeds, 160–165; A New Home in America, 198–203</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Becoming a Citizen, 137 TG: Active Reading & Lesson Summary, 103</p> |

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| Content Statement | |
| The world is comprised of nations that are similar to and different from the United States. | |
| <p>6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: What Do Globes Show? 68–69 TG: Active Reading & Lesson Summary, 67–68</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: For related material see: Continents and Oceans, 100–103 TG: Active Reading & Lesson Summary, 74–76</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Culture is Our Way of Life, 130–131; Two Cultures, 148–151; Immigrants, 180, 182–183 TG: Active Reading & Lesson Summary, 99, 112, 113, 114, 138, 139, 140</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: For related material see: Why We Need Government, 130–131; Moving Goods Around the World, 243</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: For related material see: Immigrants in New Jersey, 134–139; World War I and the 1920s, 156–161; The Great Depression and World War II, 162–169; The Cold War, 172–173; New Jersey’s Economy, 188–189; Government and the Economy, 190–191; A Varied People, 207 TG: Active Reading & Lesson Summary, 102–104, 119–121, 123–126, 130, 142, 143, 155</p> |

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| <p>Content Statement</p> | |
| <p>In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.</p> | |
| <p>6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: What Is Culture? 87–88; What Are Other Cultures Like? 95–96 TG: Active Reading & Lesson Summary, 87, 88, 95, 96</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: Traditions We Share, 118; What Is Culture? 122–125; Families Are Alike and Different, 126–129; What Are Our Celebrations? 130–133; Compare and Contrast, 134–135; Sharing Our Cultures, 144–147; myStory Book: How is Culture Shared?, 153 TG: Active Reading & Lesson Summary, 90, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 109, 110, 111</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: For related material see: Our Environment, 110–111; Culture is Our Way of Life, 130–131; Two Cultures, 148–151; Immigrants, 180, 182–183 TG: Active Reading & Lesson Summary, 82, 99, 112, 113, 114, 138, 139, 140</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: For related material see: Protecting Resources, 64-65; People and the Land, 72–73; myStory Book, 77; Taking Action for Our Rights, 168–173; Taking Action for a Cause 176–181 TG: Active Reading & Lesson Summary, 41, 47, 50, 119–122, 125–128</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: The Fight Against Slavery, 100–105; Immigrants in New Jersey, 134–139; Change and Reform, 142–147; The War at Home, 168; The Struggle for Civil Rights, 176–177; A Varied People, 207 TG: Active Reading & Lesson Summary, 77–79, 102–104, 108–110, 132, 155</p> |

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|---|---|
| Content Statement | |
| In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems. | |
| <p>6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: What are Rights? What are Responsibilities? 10–11</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: My Rights and Responsibilities, 18–21 TG: Active Reading & Lesson Summary, 8–10</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: For related material see: Our Rights as Citizens, 20–23; Remembering Our Heroes, 141; Remembering Community Leaders, 142–143; Cherokee History, 174–175; Not All Free, 182; Heroes Make a Difference, 191 TG: Active Reading & Lesson Summary pages, 10, 11, 12, 107, 108, 134, 137, 140, 147</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Good Citizens, Good Deeds, 160–165; Taking Action for Our Rights, 168–173; Taking Action for a Cause 176–181 TG: Active Reading & Lesson Summary, 113–116, 119–122, 125–128</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: For related material see: Progress and Equality, 116; Immigrants in New Jersey, 134–139; World War I and the 1920s, 156–161; The Great Depression and World War II, 162–169; The Struggle for Civil Rights, 176–177; New Jersey’s Economy, 188–189; Government and the Economy, 190–191; A Varied People, 207</p> |

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| Strand | |
| B. Geography, People, and the Environment | |
| By the end of grade 4 | |
| Content Statement | |
| Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. | |
| <p>6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: What Do Maps Show? 58–59, Map Skills: Cardinal Directions, 60–61, What Do Globes Show? 68–69 TG: Active Reading & Lesson Summary, 57, 58, 59, 60, 67, 68</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: Directions on a Map, 88; Maps and Globes, 90–93; Parts of a Map, 94–95; Review and Assessment, 114; Maps, 171 TG: Active Reading & Lesson Summary, 65, 66, 67, 68, 69, 70, 86</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: United States Capitals, 36; Maps Show Locations, 88; All About Maps, 90–93; Using a Map Scale, 94–95; The United States (Physical), 102; Political Maps, 103; United States Climate Regions, 106; Three Texas Resources, 116; Tennessee Road Map, 119; Going West, 181 TG: Active Reading & Lesson Summary pages, 23, 65, 66, 67, 68, 69, 70, 76, 79, 87, 89, 139; Analyze Maps, 52, 65, 73, 113, 133; Map work, 73</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Where Communities Are Located, 24–29; Map Skills: Latitude and Longitude, 30–31, Interpret Maps, 58–59, Maps, 39, 46–47, 49, 53, 61, 74, 82, 90, 93, 99, 104, 108, 112, 191, 193, 200, 202, 205, 268 TG: Active Reading & Lesson Summary, 11–14, 16, 22, 29, 30, 33, 37, 39, 49, 56, 62, 63, 68, 72, 74, 77, 137, 138, 144, 145, 147, 195</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Maps Show Distance, NJ36; Political Maps, NJ37; Physical Maps, NJ38; Special-Purpose Maps, NJ39. For related material see: Maps of New Jersey, 8, 11, 13, 18, 88, 141, 165 TG: Active Reading & Lesson Summary, NJ80, NJ81, 8, 10, 11, 15, 67, 106, 124</p> |

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| <p>6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: What Do Maps Show? 58–59, Map Skills: Cardinal Directions, 60–61, What Do Globes Show? 68–69 TG: Active Reading & Lesson Summary, 57, 58, 59, 60, 67, 68</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: Directions on a Map, 88; Maps and Globes, 90–93; Parts of a Map, 94–95; Review and Assessment, 114; Maps, 171 TG: Active Reading & Lesson Summary, 65, 66, 67, 68, 69, 70, 86</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: For related material see: Three Texas Resources, 116; Tennessee Road Map, 119; Going West, 181; also see: United States Capitals, 36; Maps Show Locations, 88; All About Maps, 90–93; Using a Map Scale, 94–95; The United States (Physical), 102; Political Maps, 103; United States Climate Regions, 106; TG: Active Reading & Lesson Summary pages, 23, 65, 66, 67, 68, 69, 70, 76, 79, 87, 89, 139; Analyze Maps, 52, 65, 73, 113, 133; Map work, 73</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Where Communities Are Located, 24–29; Map Skills: Latitude and Longitude, 30–31, Interpret Maps, 58–59, Maps, 39, 46–47, 49, 53, 61, 74, 82, 90, 93, 99, 104, 108, 112, 191, 193, 200, 202, 205, 268 TG: Active Reading & Lesson Summary, 11–14, 16, 22, 29, 30, 33, 37, 39, 49, 56, 62, 63, 68, 72, 74, 77, 137, 138, 144, 145, 147, 195</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Geography Handbook, NJ32, NJ34–NJ39; Maps, 6, 7, 8, 11, 13, 18, 25, 26, 40, 48, 62, 75, 76, 88, 103, 140, 141, 157, 165, 173, 188, 208 TG: Active Reading & Lesson Summary, NJ78–NJ81, 7, 8, 10, 11, 15, 20, 21, 32, 38, 49, 58, 59, 67, 78, 106, 119, 124, 130, 142, 156</p> |

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| <p>6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: What Do Maps Show? 58–59, Map Skills: Cardinal Directions, 60–61, What Do Globes Show? 68–69 TG: Active Reading & Lesson Summary, 57, 58, 59, 60, 67, 68</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: Directions on a Map, 88; Maps and Globes, 90–93; Parts of a Map, 94–95; Review and Assessment, 114; Maps, 171 TG: Active Reading & Lesson Summary, 65, 66, 67, 68, 69, 70, 86; Analyze Maps, 76</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Maps Show Locations, 88; All About Maps, 90–93; Using a Map Scale, 94–95; Showing Earth on a Globe, 97; Latitude and Longitude, 99; also see: Political Maps, 103; United States Capitals, 36; The United States (Physical), 102; United States Climate Regions, 106; Three Texas Resources, 116; Tennessee Road Map, 119; Going West, 181 TG: Active Reading & Lesson Summary pages, 23, 65, 66, 67, 68, 69, 70, 76, 79, 87, 89, 139; Analyze Maps, 52, 65, 73, 113, 133; Map work, 73</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Where Communities Are Located, 24–29; Map Skills: Latitude and Longitude, 30–31, Interpret Maps, 58–59, Maps, 39, 46–47, 49, 53, 61, 74, 82, 90, 93, 99, 104, 108, 112, 191, 193, 200, 202, 205, 268 TG: Active Reading & Lesson Summary, 11–14, 16, 22, 29, 30, 33, 37, 39, 49, 56, 62, 63, 68, 72, 74, 77, 137, 138, 144, 145, 147, 195</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Geography Handbook, NJ32–NJ39 TG: Active Reading & Lesson Summary, NJ77–NJ81</p> |

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| Content Statement | |
| Places are jointly characterized by their physical and human properties. | |
| <p>6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: What Are Landforms? 62–63; What Are Bodies of Water? 64–65; What Is Weather Like? 70–71, What Are the Seasons? 72–73 TG: Active Reading & Lesson Summary, 61–62, 63–64, 69–70, 71–72</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: Land and Water, 96–99; Our Environment, 104–107 TG: Active Reading & Lesson Summary, 71–73, 77–79</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Deciding What to Produce, 59; Resources, 60–61; Our Environment, 108–111; Earth’s Resources, 114–117; Moving People, 119; Moving Things, 120; Review and Assessment, 124; myStory Book: What is the world like?, 125; Home Life Then and Now, 184; Transportation Then and Now, 185 TG: Active Reading & Lesson Summary pages, 41, 42, 80, 81, 82, 85, 86, 87, 89, 90, 93, 142</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Where Communities Are Located, 24–29; Three Types of Communities, 32–37; Interacting With the Environment, 68–73 TG: Active Reading & Lesson Summary, 11–14, 17–20, 44–47</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Discover New Jersey, 4–9; New Jersey’s Four Regions, 10–15; New Jersey’s Environment, 16–21 TG: Active Reading & Lesson Summary, 5–16</p> |

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| Content Statement | |
| The physical environment can both accommodate and be endangered by human activities. | |
| <p>6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: How Do We Use Earth's Resources? 74–75 TG: Active Reading & Lesson Summary, 73, 74</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: Our Environment, 104–107 TG: Active Reading & Lesson Summary, 77–79</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Deciding What to Produce, 59; Resources, 60–61; Our Environment, 108–111; Earth's Resources, 114–117 TG: Active Reading & Lesson Summary pages, 40, 41, 42, 80, 81, 82, 85, 86, 87</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Three Types of Communities, 32–37; Using Earth's Resources, 60–65; Interacting with the Environment, 68–73 TG: Active Reading & Lesson Summary, 17–20, 38–41, 44–47</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: New Jersey's Development and the Environment, 16–17; Environmental Problems, 18–19; Keeping New Jersey Beautiful, 20–21 TG: Active Reading & Lesson Summary, 13–16</p> |

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| <p>Content Statement Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</p> | |
| <p>6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.</p> | <p><u>Grade Two – MyWorld: We Do Our Part</u> FC: Climate Regions, 106; Urban and suburban environments, 108–109; States and Resources, 116; Passing Down Traditions, 132–133; Cultures in Our Country, 134–137; The First Americans, 172–175; America’s Early Settlers, 176–179; Moving West, 180–181 TG: Active Reading & Lesson Summary pages, 79, 81, 87, 100, 101, 102, 103, 132, 133, 134, 135, 136, 137, 139</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Five Regions of the United States, 50–51; Climate Regions, 52–53; Cultural Regions, 268–269; Cultures in Warm and Cold Climates, 270–271; Climates and World Cultures, 272–273 TG: Active Reading & Lesson Summary, 31, 33, 194–197</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: New Jersey’s Four Regions, 10–15; A Modern Economy, 186–191 TG: Active Reading & Lesson Summary, 10–12, 141–143</p> |

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| Content Statement | |
| Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time. | |
| <p>6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: Where Do We Live? 54–55 TG: Active Reading & Lesson Summary, 53, 54</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: For related material see: Land and Water, 96–99; Our Environment, 104–107 TG: Active Reading & Lesson Summary, 71–73, 77–79</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Cultures in Our Country, 134–137; Reading a Timeline: Austin's Community Timeline, 166–167; The First Americans, 172–175; America's Early Settlers, 176–179; Review and Assessment, 194 TG: Active Reading & Lesson Summary pages, 101, 102, 103, 127, 128, 132, 133, 134, 135, 136, 137, 150</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Five Regions of the United States, 50–51; Interacting With the Environment, 68–73 TG: Active Reading & Lesson Summary, 31, 44–47</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: New Jersey's Human Geography, 6–7; New Jersey's Population, 8–9 TG: Active Reading & Lesson Summary, 7–8</p> |

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| <p>6.1.4.B.8 Compare ways people choose to use and divide natural resources.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: How Do We Use Earth’s Resources? 74–75 TG: Active Reading & Lesson Summary, 73, 74</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: Natural Resources, 104; We Make Choices, 106; Caring for Earth, 106; Got it? 107 TG: Active Reading & Lesson Summary, 77–79</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Deciding What to Produce, 59; Resources, 60–61; Our Environment, 108–111; Earth’s Resources, 114–117; Life Then and Now, 184; Transportation Then and Now, 185 TG: Active Reading & Lesson Summary pages, 41, 42, 80, 81, 82, 85, 86, 87, 89, 90, 93, 142</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Using Earth’s Resources, 60–65; People Modify Environments, 70, People and the Land, 72–73 TG: Active Reading & Lesson Summary, 38–41, 46, 47</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: New Jersey’s Physical Geography, 4–5; New Jersey’s Four Regions, 10–15; New Jersey’s Environment, 16–21; Hunters, Fishers, and Farmers, 34; New Ideas, 86; Transportation, 88–89 TG: Active Reading & Lesson Summary, 6, 10–12, 14–16, 66, 67</p> |

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| Content Statement | |
| Advancements in science and technology can have unintended consequences that impact individuals and/or societies. | |
| <p>6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: How Do We Use Earth's Resources? 74–75 TG: Active Reading & Lesson Summary, 73, 74</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: We Make Choices, 106; Caring for Earth, 106; Got it? 107; Communities Then and Now, 166; Life Then and Now, 178–181; Technology Then and Now, 182–185 TG: Active Reading & Lesson Summary, 77–79, 137–139, 140–142</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: We Conserve Resources, 117; also see: Our Environment, 108–111 TG: Active Reading & Lesson Summary pages, 80, 81, 82, 87</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Using Earth's Resources, 60–65; People Modify Environments, 70, People and the Land, 72–73 TG: Active Reading & Lesson Summary, 38–41, 46, 47</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: New Jersey's Development and the Environment, 16–17; Environmental Problems, 18–19; Keeping New Jersey Beautiful, 20–21 TG: Active Reading & Lesson Summary, 13–16</p> |

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| Content Statement | |
| Urban areas, worldwide, share common physical characteristics, but may also have cultural differences. | |
| <p>6.1.4.B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: Where Do We Live? 54–55; Where Are Places Located? 56–57 TG: Active Reading & Lesson Summary, 73, 74</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: For related material see: Directions on a Map, 88; Maps and Globes, 90–93; Parts of a Map, 94–95; Review and Assessment, 114; Maps, 171 TG: Active Reading & Lesson Summary, 65, 66, 67, 68, 69, 70, 86; Analyze Maps, 76</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: SE: United States Capitals, 36; Maps Show Locations, 88; All About Maps, 90–93; Using a Map Scale, 94–95; Showing Earth on a Globe, 97; Latitude and Longitude, 99; The United States (Physical), 102; Political Maps, 103; United States Climate Regions, 106; Three Texas Resources, 116; Tennessee Road Map, 119; Going West, 181; also see: Culture is Our Way of Life, 130–131; Two Cultures, 148–151; Immigrants, 180, 182–183 TG: Active Reading & Lesson Summary pages, 23, 65, 66, 67, 68, 69, 70, 72, 73, 76, 79, 87, 89, 139; Analyze Maps, 52, 65, 73, 113, 133; Map work, 73; also see: Active Reading & Lesson Summary, 99, 112, 113, 114, 138, 139, 140</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Where Communities Are Located, 24–29; Maps, 39, 46–47, 49, 53, 61, 74, 82, 90, 93, 99, 104, 108, 112, 191, 193, 200, 202, 205, 268; Five Regions of the United States, 50–51; Climate Regions, 52–53; Cultural Regions, 268–269; Cultures in Warm and Cold Climates, 270–271; Climates and World Cultures, 272–273 TG: Active Reading & Lesson Summary, 11–14, 16, 22, 29, 30, 33, 37, 39, 49, 56, 62, 63, 68, 72, 74, 77, 137, 138, 144, 145, 147, 195</p> |

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| <p>(Continued) 6.1.4.B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.</p> | <p>(Continued) <u>Grade Four – MyWorld: New Jersey</u> SE: Geography Handbook, NJ32–NJ39; Discover New Jersey, 4–9; New Jersey’s Four Regions, 10–15; New Jersey’s Environment, 16–21; Two Language Groups, Many Tribes, 33; East Jersey and West Jersey, 40–41 TG: Active Reading & Lesson Summary, NJ78–NJ81, 6–16</p> |
| <p>Strand C. Economics, Innovation, and Technology</p> | |
| <p>By the end of grade 4</p> | |
| <p>Content Statement People make decisions based on their needs, wants, and the availability of resources.</p> | |
| <p>6.1.4.C.1 Apply opportunity cost to evaluate individuals’ decisions, including ones made in their communities.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: Why Do We Make Choices? 45–46 TG: Active Reading & Lesson Summary, 43–44</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: Why We Make Choices, 54–57 TG: Active Reading & Lesson Summary, 37–39</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Opportunity cost, 57 TG: Active Reading & Lesson Summary, 39</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Scarcity and Choice, 228; Value and Choice, 229; Choices in Communities, 230; Got it? 231 TG: Active Reading & Lesson Summary, 165, 166</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Scarcity and Opportunity, NJ44–NJ45; Opportunity Cost, 186; Review and Assessment, 213 TG: Active Reading & Lesson Summary, NJ85, 141, 159</p> |

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| <p>6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: What Do We Need? What Do We Want? 33–34; How Do We Get What We Need or Want? 35–36 TG: Active Reading & Lesson Summary, 31–32, 33–34</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: What We Need, What We Want, 50–53; Why We Make Choices, 54–57 TG: Active Reading & Lesson Summary, 34–36, 37–39</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Scarce Resources, 52; also see: Making Good Choices, 54–57; Making Choices About Money, 74–77; Review and Assessment, 78, 80 TG: Active Reading & Lesson Summary pages, 36, 37, 38, 39, 53, 54, 55, 57, 58</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Enough or Too Much? 227; Scarcity and Choice, 228; Value and Choice, 229; Choices in Communities, 230 TG: Active Reading & Lesson Summary, 164, 165, 166</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Scarcity and Opportunity Cost, NJ44; How Do Economies Work? 186–187 TG: Active Reading & Lesson Summary, NJ85, 141</p> |

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| Content Statement | |
| Economics is a driving force for the occurrence of various events and phenomena in societies. | |
| 6.1.4.C.3 Explain why incentives vary between and among producers and consumers. | <p><u>Grade One – MyWorld: Making Our Way</u> FC: For related material see: Why We Make Choices, 54–57 TG: Active Reading & Lesson Summary, 37–39</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: For related material see: Getting What We Need and Want, 50; Communities Make Choices, 53; Producing and Consuming Goods, 58–61; Reading a Flow Chart, 62; Service Workers and Their Jobs, 64–67; Trade in the United States, 72 TG: Active Reading & Lesson Summary pages, 35, 36, 40, 41, 42, 43, 44, 45, 46, 47, 52</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Producers and Consumers, 236; Changing Roles, 238; Got it? 239 TG: Active Reading & Lesson Summary, 171, 172</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: For related material see: What Is an Economy? NJ40; Supply and Demand, NJ42–NJ43; Transportation, 88–89; Technology and Industry, 126–133; A Modern Economy, 186–191 TG: Active Reading & Lesson Summary, NJ83, 67, 97–100, 140–143</p> |
| 6.1.4.C.4 Describe how supply and demand influence price and output of products. | <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Supply and Demand, 71 TG: Active Reading & Lesson Summary, 51</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Supply and Demand, 242 TG: Active Reading & Lesson Summary, 175</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Supply and Demand, NJ42–NJ43; How Do Economies Work? 186–187; New Jersey’s Economy, 188–189 TG: Active Reading & Lesson Summary, NJ84, 141, 142</p> |

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| <p>6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: What Are Jobs that People Do? 41–42 TG: Active Reading & Lesson Summary, 39–40</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: Jobs People Do, 74–77 TG: Active Reading & Lesson Summary, 53–55</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: For related material see: Trading for Goods and Services, 70–73; Review and Assessment, 80; Moving Things, 120 TG: Active Reading & Lesson Summary, 50, 51, 52, 58, 90</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Many Different Jobs, 254–259 TG: Active Reading & Lesson Summary, 183–186</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: What Is an Economy? NJ40; A Free Market Economy, NJ41; A Modern Economy, 186–191 TG: Active Reading & Lesson Summary, NJ83</p> |

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| Content Statement | |
| Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes. | |
| 6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system. | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: How Do We Use Money? 37–38; What Are Jobs that People Do? 41–42; Why Do We Make Choices? 45–46; What Are Goods and Services? 47–48 TG: Active Reading & Lesson Summary, 35–36, 39–40, 43–44, 45–46</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: What We Need, What We Want, 50–53; Why We Make Choices, 54–57; Goods and Services, 58–61; Buying and Selling, 64–67; Spending and Saving, 68–71; Graph Skills: Charts and Graphs (money earned), 72–73; Jobs People Do, 74–77; Review and Assessment, 78–81 TG: Active Reading & Lesson Summary, 34–58</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Needs and Wants, 50–53; Benefits and Costs, 56; Opportunity Cost, 57; Producing and Consuming Goods, 58–61; Reading a Flow Chart, 62; Service Workers and Their Jobs, 64–67; Trade in the United States, 72 TG: Active Reading & Lesson Summary pages, 34, 35, 36, 39, 40, 41, 42, 43, 44, 45, 46, 47, 52</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: For related material see: Meeting Our Needs and Wants, 226–231; Producers and Consumers, 234–239; Exchanging Goods and Services, 240–245; Spending and Saving, 246–251; Many Different Jobs, 254–259 TG: Active Reading & Lesson Summary, 163–166, 169–172, 173–176, 177–180, 183–186</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Economics Handbook, NJ40–NJ45; Technology and Industry, 126–133; A Modern Economy, 186–191; A Modern Economy, 186–191 TG: Active Reading & Lesson Summary, NJ3, NJ84, NJ85, 97–100, 141–143</p> |

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| <p>6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: What Are Goods and Services? 47–48 TG: Active Reading & Lesson Summary, 45–46</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: Goods and Services, 58–61 TG: Active Reading & Lesson Summary, 40–42</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: For related material see: Trading for Goods and Services, 70–73; Review and Assessment, 80; Moving Things, 120 TG: Active Reading & Lesson Summary, 50, 51, 52, 58, 90</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Goods and Services, 234–235; Exchanging Goods and Services, 240–245; Paying for Goods and Services, 246 TG: Active Reading & Lesson Summary, 170, 173–176, 178</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: What Is an Economy? NJ40; How Do Economies Work? 186–187; Government and the Economy, 190–191 TG: Active Reading & Lesson Summary, NJ83, 141, 143</p> |
| <p>6.1.4.C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</p> | <p><u>Grade One – MyWorld: Making Our Way</u> SE: For related material see: Buying and Selling, 64–67 TG: Active Reading & Lesson Summary, 45–47</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Trading With Other Countries, 73; Review and Assessment, 80 TG: Active Reading & Lesson Summary, 52, 58</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Exchanging Goods and Services, 240–245 TG: Active Reading & Lesson Summary, 173–176</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Economics Handbook, NJ40–NJ45; Economic Boom and the 1920s, 160; Technology and Industry, 126–133; The Great Depression, 162–165; A Modern Economy, 186–191 TG: Active Reading & Lesson Summary, NJ83, NJ84, NJ85, 97–100, 123–124, 141–143</p> |

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| <p>Content Statement</p> | |
| <p>Availability of resources affects economic outcomes.</p> | |
| <p>6.1.4.C.9 Compare and contrast how access to and use of resources affects people across the world differently.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: How Do We Use Earth's Resources? 74–75 TG: Active Reading & Lesson Summary, 73–74</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: Buying and Selling, 64–67; Natural Resources, 104 TG: Active Reading & Lesson Summary, 45–47</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Trading With Other Countries, 73; Review and Assessment, 80; also see: Deciding What to Produce, 59; Resources, 60–61; Earth's Resources, 114–117; Using Graphic Sources, 152–153 TG: Active Reading & Lesson Summary pages, 41, 42, 52, 58, 85, 86, 87, 115, 116</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Exchanging Goods and Services, 240–245; also see: Using Earth's Resources, 60–65; Interacting With the Environment, 68–73 TG: Active Reading & Lesson Summary, 38–41, 44–47, 173–176</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: New Jersey's Economy, 188–189 TG: Active Reading & Lesson Summary, 142</p> |

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| <p>Content Statement</p> | |
| <p>Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.</p> | |
| <p>6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: How Do We Use Money? 37–38 TG: Active Reading & Lesson Summary, 35–36</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: Money, 52, 53, 55; Spending and Saving, 68–71 TG: Active Reading & Lesson Summary, 36, 38, 48–50</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Making Choices About Money, 74–77; Review and Assessment, 80 TG: Active Reading & Lesson Summary pages, 53, 54, 55, 58</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Money, 241; Spending and Saving, 246–251 TG: Active Reading & Lesson Summary, 174, 177–180</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Banks, NJ45 TG: Active Reading & Lesson Summary, NJ85</p> |
| <p>6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: Why Do We Make Choices? 45–46 TG: Active Reading & Lesson Summary, 43–44</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: Spending and Saving, 68–71; Graph Skills, 72–73 TG: Active Reading & Lesson Summary, 48–52</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Making Choices About Money, 74–77; Review and Assessment, 80; also see: Community & State Government (taxes and services), 30–31 TG: Active Reading & Lesson Summary pages, 19, 53, 54, 55, 58</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Spending and Saving, 246–251 TG: Active Reading & Lesson Summary 177–180</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: For related material see: Banks, NJ45; Government and the Economy, 190–191 TG: Active Reading & Lesson Summary, NJ85</p> |

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| Content Statement Creativity and innovation affect lifestyle, access to information, and the creation of new products and services. | |
| 6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. | <p><u>Grade Three – MyWorld: We Are Connected</u> SE: New Ways to Travel, 190–195; New Ways to Communicate, 204–209; New Ideas, 212–217 TG: Active Reading & Lesson Summary, 136–139, 146–149, 152–155</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Technology and Industry, 126–133; Change and Reform, 142–147; myStory Book, 151; A Modern Economy, 186–191 TG: Active Reading & Lesson Summary, 97–100, 108–110, 141–143</p> |
| 6.1.4.C.13 Determine the qualities of entrepreneurs in a capitalistic society. | <p><u>Grade Three – MyWorld: We Are Connected</u> SE: For related material see: Meeting Our Needs and Wants, 226–231; Producers and Consumers, 234–239; Exchanging Goods and Services, 240–245; Spending and Saving, 246–251; Many Different Jobs, 254–259 TG: Active Reading & Lesson Summary, 163–166, 169–172, 173–176, 177–180, 183–186</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: New Methods of Production, 127; Thomas Edison’s Invention Factory, 128; Sound and Vision, 129; New Jersey Entrepreneurs, 190 TG: Active Reading & Lesson Summary, 97, 98, 143</p> |
| Content Statement Economic opportunities in New Jersey and other states are related to the availability of resources and technology. | |
| 6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities. | <p><u>Grade Four – MyWorld: New Jersey</u> SE: New Jersey’s Four Regions, 10–15, 25; New Jersey’s Economy, 188–189 TG: Active Reading & Lesson Summary, 10–12</p> |

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| <p>6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: How Have Communities Changed? 124–125 TG: Active Reading & Lesson Summary, 125–126</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: Getting From Here to There, 110–113; Transportation Then, Transportation Now, 184–185 TG: Active Reading & Lesson Summary, 82–84, 142</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Transportation, 119, 120; Transportation Then and Now, 185 TG: Active Reading & Lesson Summary, 89, 142</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Transportation, 35–36, 214; New Ways to Travel, 190–195 TG: Active Reading & Lesson Summary, 19, 20, 136–139</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Transportation, 17, 18, 88–89 TG: Active Reading & Lesson Summary, 14, 15, 67</p> |

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| <p>Content Statement Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.</p> | |
| <p>6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: How Has Technology Changed? 126–127 TG: Active Reading & Lesson Summary, 127–128</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: Getting From Here to There, 110–113; Technology Then and Now, 182–185 TG: Active Reading & Lesson Summary, 82–84, 140–142</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Technology Then and Now, 184–187 TG: Active Reading & Lesson Summary, 141, 142, 143</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: New Ways to Travel, 190–195; New Ways to Communicate, 204–209; New Ideas, 212–217 TG: Active Reading & Lesson Summary, 136–139, 146–149, 152–155</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: New Jersey’s Development and the Environment, 16–18; New Jersey Develops, 86–91; Technology and Industry, 126–133; Changes at Home, 174 TG: Active Reading & Lesson Summary, 66–68, 97–100</p> |

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| <p>6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: How Has School Changed? 122–123; How Have Communities Changed? 124–125; How Has Technology Changed? 126–127 TG: Active Reading & Lesson Summary, 123–124, 125–126, 127–128</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: For related material see: Getting From Here to There, 110–113; Technology Then and Now, 182–185 TG: Active Reading & Lesson Summary, 82–84, 140–142</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: For related material see: Technology Then and Now, 184–187 TG: Active Reading & Lesson Summary, 141, 142, 143</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: For related material see: New Ways to Travel, 190–195; New Ways to Communicate, 204–209; New Ideas, 212–217 TG: Active Reading & Lesson Summary, 136–139, 146–149, 152–155</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: New Jersey’s Development and the Environment, 16–18; New Jersey Develops, 86–91; Technology and Industry, 126–133; New Jersey’s Economy, 188–189 TG: Active Reading & Lesson Summary, 66–68, 97–100, 142</p> |

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| <p>6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: How Has School Changed? 122–123; How Has Technology Changed? 126–127 TG: Active Reading & Lesson Summary, 123–124, 127–128</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: Communication, 112–113; Communication Now and Then, 182–183 TG: Active Reading & Lesson Summary, 84, 140–141</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Communication Then and Now & More Technology, 186–187 TG: Active Reading & Lesson Summary, 143</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: New Ways to Communicate, 204–209; Communication and Trade, 243 TG: Active Reading & Lesson Summary, 146–149</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Communication, 87 TG: Active Reading & Lesson Summary, 66, 142</p> |

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| Strand | |
| D. History, Culture, and Perspectives | |
| By the end of grade 4 | |
| Content Statement | |
| Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. | |
| <p>6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: Pocahontas, 118–119</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: For related material see: Sacagawea, 175</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Cherokee History, 174–175 TG: Active Reading & Lesson Summary, 134</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: America’s First Peoples, 82–87; French Explorers, 93; Spain Loses Power, 102; Jamestown, 111; England’s Colonies, 112; New England Colonies, 114 TG: Active Reading & Lesson Summary, 55–58, 63, 70, 77, 78</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Three Worlds Meet, 46–51 TG: Active Reading & Lesson Summary, 36–39</p> |
| <p>6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</p> | <p><u>Grade Two – MyWorld: We Do Our Part</u> FC: Immigrants, 180, 182–183 TG: Active Reading & Lesson Summary, 138, 139, 140</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Early Spanish Communities, 98–103; Early French Communities, 104–109; Early English Communities, 110–115; A New Home in America, 198–203 TG: Active Reading & Lesson Summary, 67–78, 142–145</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Native Americans in New Jersey, 32–37; Europeans Arrive, 38–43; Immigrants in New Jersey, 134–139 TG: Active Reading & Lesson Summary, 27–29, 30–33, 101–104</p> |

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| <p>6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.</p> | <p><u>Grade Two – MyWorld: We Do Our Part</u> FC: Immigrants, 180, 182–183 TG: Active Reading & Lesson Summary, 138, 139, 140</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: A New Home in America, 198–203 TG: Active Reading & Lesson Summary, 142–145</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Europeans Arrive, 38–43; The Fight Against Slavery, 100–105; Immigrants in New Jersey, 134–139 TG: Active Reading & Lesson Summary, 30–33, 77–79, 101–104</p> |
| <p>Content Statement Key historical events, documents, and individuals led to the development of our nation.</p> | |
| <p>6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: Betsy Ross, 93; George Washington, 118, 119</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: For related material see: We Celebrate Our Nation, 136–139; Heroes Take Charge, 176 TG: Active Reading & Lesson Summary, 104, 105, 136</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: America's Early Settlers, 176–179; A Growing Nation, 180–183; American Heroes, 190 TG: Active Reading & Lesson Summary pages, 135, 136, 137, 138, 139, 140, 147</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Creating a New Nation, 116–121 TG: Active Reading & Lesson Summary, 79–82</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Britain's 13 Colonies, 60–67; The Path to Independence, 68–71; Critical Thinking Skills, 72–73; The War in New Jersey, 74–79; A New Nation, a New State, 80–85; Review and Assessment, 93–95 TG: Active Reading & Lesson Summary, 48–71</p> |

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| <p>6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.</p> | <p><u>Grade One – MyWorld: Making Our Way</u> FC: Declaration of Independence, 40, 138, 176 TG: Active Reading & Lesson Summary, 105, 136</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Constitution, 20, 30; Bill of Rights, 22–23 TG: Active Reading & Lesson Summary, 11, 12, 19</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Constitution of the United States, 134–135, 162, 189; Declaration of Independence, 119, 132–133, 189; Bill of Rights, 162, 168 TG: Active Reading & Lesson Summary, 81, 92, 93, 115, 120</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: The Declaration of Independence, 68–69; The U.S. Constitution, 82–83; A Bill of Rights: Protecting Freedoms, 84–85; The Foundations of American Government, 194; Declaration and Constitution, 194–195 TG: Active Reading & Lesson Summary, 53, 63, 64, 146</p> |

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| <p>6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: George Washington, 118, 119</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: George Washington, 137; Thomas Jefferson, 176 TG: Active Reading & Lesson Summary, 104, 136</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Jefferson, Thomas, 142, 178; Washington, George, 145, 179; Franklin, Benjamin, 190 TG: Active Reading & Lesson Summary, 108, 110, 137, 147</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: George Washington, 119, 120, 127–129; Thomas Jefferson, 118, 119, 132–133, 190–191; Benjamin Franklin, 113, 118, 119, 187–189 TG: Active Reading & Lesson Summary, 81, 82, 88, 89, 92, 134, 135</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Britain’s 13 Colonies, 60–67; The Path to Independence, 68–71; Critical Thinking Skills, 72–73; The War in New Jersey, 74–79; George Washington, 65, 74–78 TG: Active Reading & Lesson Summary, 48–60</p> |
| <p>6.1.4.D.7 Explain the role Governor William Livingston played in the development of New Jersey government.</p> | <p><u>Grade Four – MyWorld: New Jersey</u> SE: William Livingston: Fighter for Freedom, 57–59 TG: Active Reading & Lesson Summary, 45–46</p> |
| <p>6.1.4.D.8 Determine the significance of New Jersey’s role in the American Revolution.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: George Washington, 118, 119</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: For related material see: George Washington, 137</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: For related material see: Creating a New Nation, 116–121 TG: Active Reading & Lesson Summary, 79–82</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Britain’s 13 Colonies, 60–67; The Path to Independence, 68–71; Critical Thinking Skills, 72–73; The War in New Jersey, 74–79 TG: Active Reading & Lesson Summary, 48–60</p> |

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| <p>6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.</p> | <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Slavery, 182 TG: Active Reading & Lesson Summary, 140</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: For related material see: New Ideas in Human Rights, 216–217 TG: Active Reading & Lesson Summary, 155</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: The Slave Trade, 50; Early Anti-Slavery Efforts, 51; Harriet Tubman: Guide to Freedom, 97–99; The Fight Against Slavery, 100–105; A Victory Over Slavery, 109; Rebuilding the Nation, 114–117 TG: Active Reading & Lesson Summary, 39, 74–75, 77–79, 87–88</p> |
| <p>Content Statement Personal, family, and community history is a source of information for individuals about the people and places around them.</p> | |
| <p>6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</p> | <p><u>Grade Three – MyWorld: We Are Connected</u> SE: For related material see: America’s First Peoples, 82–87 TG: Active Reading & Lesson Summary, 55–58</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: New Jersey’s Early Peoples, 29–31; Native Americans of New Jersey, 32–37; Three Worlds Meet, 46–51; Lenape People, 206 TG: Active Reading & Lesson Summary, 24–25, 27–29, 36–39</p> |
| <p>6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: How Have Communities Changed? 124–125 TG: Active Reading & Lesson Summary, 125, 126</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: Schools Then and Now, 165; Communities Then and Now, 166; Life Then and Now, 178–181; Technology Then and Now, 182–185; Review and Assessment, 188; My Story Book, 189 TG: Active Reading & Lesson Summary, 127, 128, 137, 138, 139, 140, 141, 142, 145</p> |

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| <p>(Continued) 6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.</p> | <p>(Continued) <u>Grade Two – MyWorld: We Do Our Part</u> SE: Life Then and Now, 162–165; Reading a Timeline, 166–167; Cherokee History, 174–175; America's Early Settlers, 176–179; Technology Then and Now, 184–187; Review and Assessment, 193, 194; myStory Book: How does life change throughout history?, 197 TG: Active Reading & Lesson Summary pages, 124, 125, 126, 127, 134, 135, 136, 137, 141, 142, 143, 148, 150, 151; Make a Timeline, 128</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Early Spanish Communities, 98–103; Early French Communities, 104–109; Early English Communities, 110–115; New Ways to Travel, 190–195; A New Home in America, 198–203; New Ways to Communicate, 204–209; New Ideas, 212–217 TG: Active Reading & Lesson Summary, 67–78, 142–145, 136–139, 142–145, 146–149, 152–155</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: New Jersey Develops, 86–91; Thomas Edison's Invention Factory, 128; Immigrants in New Jersey, 134–139; The New Deal in New Jersey, 165; Changes at Home, 174; A Growing Population, 175; A Modern Economy, 186–191; New Jerseyans Today, 206–211 TG: Active Reading & Lesson Summary, 66–68, 98, 102–104, 131, 141–143, 155–157</p> |
| <p>Content Statement The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.</p> | |
| <p>6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: Who Are American Folk Heroes, 93–94 TG: Active Reading & Lesson Summary, 93–94</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: We Celebrate Our Nation, 136–139; Stories From the Past, 106–108; American Heroes, 174–177 TG: Active Reading & Lesson Summary, 103–108, 134–136</p> |

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| <p>(Continued) 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.</p> | <p>(Continued) <u>Grade Two – MyWorld: We Do Our Part</u> SE: Remembering Community Leaders, 142–143; American Stories, 144–147; Cherokee History, 174–175; Thirteen Colonies, One Country, 178–179; Not All Free, 182; American Heroes, 190–193 TG: Active Reading & Lesson Summary pages, 108, 109, 110, 111, 134, 140, 146, 147, 148</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Early Explorers, 90–95; Early Spanish Communities, 98–103; Early French Communities, 104–109; Early English Communities, 110–115; Creating a New Nation, 116–121; George Washington, 127–129; John Hancock, 137; Taking Action for Our Rights, 168–173; Taking Action for a Cause, 176–181; Benjamin Franklin, 187–189; Daniel Boone, 200; Zebulon Pike, 200; Alexander Graham Bell, 206; New Ideas in Human Rights, 216–217; Francis Scott Key, 276 TG: Active Reading & Lesson Summary, 61–64, 67–70, 71–74, 75–78, 79–82, 88–89, 119–122, 125–128</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Native Americans in New Jersey, 32–37; John Berkeley & George Carteret, 40; Lewis Morris, 41; William Penn & Chief Tamanend, 49; William Livingston, 57–59; George Washington, 65; Molly Pitcher, 77; James Madison, 82–84; George Mason, 84; Lucy Stone, 91; Clara Barton, 91; Harriet Tubman, 97–99; William Still, 101; Sarah and Angelina Grimke, 102; Frederick Douglass, 102; George McClellan, 108; Joseph Rainey, 117; Thomas Edison, 123–126, 128; Grover Cleveland, 131; Elizabeth Coleman White, 132; Alice Paul, 145; Jacob Lawrence, 146; Paul Roberson, 153–155; Dorothea Lange, 165; Martin Luther King, Jr., 176; Maria DeCastro Blake, 177; Famous New Jerseyans, 210–211</p> |

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| <p>Content Statement Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.</p> | |
| <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: What Is Culture? 87–88; How Do We Celebrate? 89–90; What Are National Holidays? 91–92; What Are Other Cultures Like? 95–96 TG: Active Reading & Lesson Summary, 87–88, 89–90, 91–92, 95–96</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: Traditions We Share, 118; What Is Culture? 122–125; Families Are Alike and Different, 126–129; What Are Our Celebrations? 130–133; Compare and Contrast, 134–135; Sharing Our Cultures, 144–147; myStory Book: How is Culture Shared?, 153 TG: Active Reading & Lesson Summary, 90, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 109, 110, 111</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Culture Is Our Way of Life, 130–133, Cultures in Our Country, 134–137; What We Celebrate, 140–143; American Stories, 144–147; Two Cultures, 148–151 TG: Active Reading & Lesson Summary, 98–100, 101–103, 106–108, 109–111, 112–114</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: People and Cultures, 268–273; Culture Through the Arts, 276–281; Cultural Celebrations, 282–287; Our Nation’s Diversity, 288–293 TG: Active Reading & Lesson Summary, 194–197, 200–203, 204–207, 208–211</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Culture, 35, 36; Living Traditions, 36–37; Immigrants in New Jersey, 134–139; Lenape People, 206; A Varied People, 207 TG: Active Reading & Lesson Summary, 28, 29, 101–104, 155</p> |

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| Content Statement | |
| American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States. | |
| 6.1.4.D.14 Trace how the American identity evolved over time. | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: What Are Our Country's Symbols? 24–25; What Are Our Country's Monuments? 26–27; What Are National Holidays? 91–92; Who Are American Heroes from the Past? 118–119 TG: Active Reading & Lesson Summary, 21–22, 23–24, 91–92, 119–120</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: Symbols of My Country, 38–41; We Celebrate Our Nation, 136–139; Stories From the Past, 106–108; American Heroes, 174–177 TG: Active Reading & Lesson Summary, 24–26, 103–108, 134–136</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Our Country's Symbols, 38–41; Review and Assessment, 44; Culture is Our Way of Life, 130–133; Cultures in Our Country, 134–137; What We Celebrate, 140–143; American Stories, 144–147; The First Americans, 172–175; America's Early Settlers, 176–179; A Growing Nation, 180–183; American Heroes, 190–193 TG: Active Reading & Lesson Summary pages, 24, 25, 26, 98, 99, 100, 101, 102, 103, 106, 107, 108, 109, 110, 111, 132, 133, 134, 135, 136, 137, 141, 146, 147, 148</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Early Explorers, 90–95; Early Spanish Communities, 98–103; Early French Communities, 104–109; Early English Communities, 110–115; Creating a New Nation, 116–121; George Washington, 127–129; John Hancock, 137; Taking Action for Our Rights, 168–173; Taking Action for a Cause, 176–181; Benjamin Franklin, 187–189; Daniel Boone, 200; Zebulon Pike, 200; Alexander Graham Bell, 206; New Ideas in Human Rights, 216–217; Francis Scott Key, 276 TG: Active Reading & Lesson Summary, 61–64, 67–70, 71–74, 75–78, 79–82, 88–89, 119–122, 125–128</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: An Independent Country, 56–95; The Civil War, 96–121; A Time of Change in New Jersey, 122–151; Challenges and Opportunities, 152–181; New Jersey Today, 182–215 TG: Active Reading & Lesson Summary, 45–160</p> |

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| Content Statement | |
| Cultures struggle to maintain traditions in a changing society. | |
| <p>6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: How Do We Celebrate? 89–90; What Are Other Cultures Like? 95–96 TG: Active Reading & Lesson Summary, 89–90, 95–96</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: For related material see: Family Customs, 126–127; Families Share Culture, 128; What Are Our Celebrations? 130–133; Sharing Our Cultures, 144–147 TG: Active Reading & Lesson Summary, 96, 97, 98–100, 109–111</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Passing Down Traditions, 132–133; Cherokee History, 174–175; also see: Cultures in Our Country, 134–137; A Nation of Immigrants, 182–183; Home Life Then and Now, 184 TG: Active Reading & Lesson Summary, 100, 101, 102, 103, 134, 140, 142</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Native Americans Today, 86; Our Nation's Diversity, 288–293 TG: Active Reading & Lesson Summary, 58, 208–211</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: For related material see: Culture, 33, 35, 36; Living Traditions, 36–37; Immigrants in New Jersey, 134–139; A Varied People, 207 TG: Active Reading & Lesson Summary, 28, 29, 101–104, 155</p> |

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| Content Statement | |
| Prejudice and discrimination can be obstacles to understanding other cultures. | |
| <p>6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: How Do We Get Along with Others? 12–13 TG: Active Reading & Lesson Summary, 9–10</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: For related material see: Conflict and Cooperation, 22–23 TG: Active Reading & Lesson Summary, 11–12</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Remembering Community Leaders, 142–143; Cherokee History, 174–175; Not All Free & A Nation of Immigrants, 182–183; Heroes Make a Difference, 191 TG: Active Reading & Lesson Summary, 108, 134, 140, 147</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Conflict and Cooperation, 166–167; Taking Action for Our Rights, 168–173; Taking Action for a Cause, 176–181 TG: Active Reading & Lesson Summary, 118, 119–122, 125–128</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Prejudice, 116, 156, 176–177; The Union Divided, 106–111 TG: Active Reading & Lesson Summary, 81–83, 88, 119, 132</p> |

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| Content Statement | |
| Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history. | |
| 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: What Are Our Country's Symbols? 24–25; What Are Our Country's Monuments? 26–27; What Are National Holidays? 91–92 TG: Active Reading & Lesson Summary, 21–22, 23–24, 91–92</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: You're a Grand Old Flag, 11; Capitol Building, 34; White House, 36; Symbols of My Country, 38–41; Review and Assessment, 44; Statue of Liberty, 151; Coins, 174; What Are Our Celebrations? 130–133, We Celebrate Our Nation, 136–139 TG: Active Reading & Lesson Summary, 3, 21, 23, 24, 25, 26, 29, 98–100, 103–105, 115, 135</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Our Country's Symbols, 38–41; Review and Assessment, 44; What We Celebrate, 140–143; American Stories, 144–147; Declaration of Independence (image), 178; Statue of Liberty, 182, 183 TG: Active Reading & Lesson Summary, 24, 25, 26, 29, 106, 107, 108, 109, 110, 111, 137, 140</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: American Flag, 116, 276, 277, 279; Liberty Bell, 284; Statue of Liberty, 27, 199, 279, 284; "The Star-Spangled Banner," 276–277; Supreme Court Building, 142; White House, 138, 141; Mt. Rushmore, 140; Fourth of July, 32, 126, 133, 282, 284; Thanksgiving, 114, 282, 286; Martin Luther King, Jr. Day, 283;</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Statue of Liberty, 134; The Seals of New Jersey and the United States, 195; Monuments, 202, 209; Independence Day, 69 TG: Active Reading & Lesson Summary, 146, 152, 156</p> |

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| <p>Content Statement The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.</p> | |
| <p>6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: What Is Culture? 87–88; How Do We Celebrate? 89–90; What Are National Holidays? 91–92; What Are Other Cultures Like? 95–96 TG: Active Reading & Lesson Summary, 87–88, 89–90, 91–92, 95–96</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: Traditions We Share, 118; What Is Culture? 122–125; Families Are Alike and Different, 126–129; What Are Our Celebrations? 130–133; Compare and Contrast, 134–135; Sharing Our Cultures, 144–147; myStory Book: How is Culture Shared?, 153 TG: Active Reading & Lesson Summary, 90, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 109, 110, 111</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Cultures in Our Country, 134–137; A Nation of Immigrants, 182–183 TG: Active Reading & Lesson Summary, 101, 102, 103, 140</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Native Americans Today, 86; Our Nation's Diversity, 288–293; also see: Taking Action for Our Rights, 168–173; Taking Action for a Cause, 176–181 TG: Active Reading & Lesson Summary, 58, 208–211</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: For related material see: Living Traditions, 36–37; William Livingston, 57–59; William Still, 101; Frederick Douglass, 102; Immigrants in New Jersey, 134–139; The Struggle for Civil Rights, 176–177; A Varied People, 207 TG: Active Reading & Lesson Summary, 29, 45, 46, 77, 78, 102–104, 132, 155</p> |

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| Content Statement | |
| People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view. | |
| <p>6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: How Are People Alike and Different? 81–82, How Are Families Alike and Different? 85–86</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: What Is Culture? 122–125; Families Are Alike and Different, 126–129; What Are Our Celebrations? 130–133; Compare and Contrast, 134–135; Sharing Our Cultures, 144–147 TG: Active Reading & Lesson Summary, 92–94, 95–97, 98–100, 101–102, 109–111</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Passing Down Traditions, 132–133; Cultures in Our Country, 134–137; Learning About the Past (using sources), 168–171; Cherokee History, 174–175; A Nation of Immigrants, 182–183; Review and Assessment, 194 TG: Active Reading & Lesson Summary, 100, 101, 102, 103, 134, 140; Interview Family Members, 128, 140; Analyze Primary and Secondary Sources, 131</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Critical Thinking: Compare Viewpoints, 150–151; Reading Skills: Fact and Opinion, 174–175 TG: Active Reading & Lesson Summary, 105, 124</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: For related material see: Three Worlds Meet, 46–51; The Fight Against Slavery, 100–105; The Union Divided, 106–111, Immigrants in New Jersey, 134–139; Economic Boom in the 1920s, 160; The War at Home, 168; The Cold War, 172–173; The Struggle for Civil Rights, 176–177; A Varied People, 207 TG: Active Reading & Lesson Summary, 37–39, 77–79, 81–83, 102–104, 130–132, 155</p> |

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| <p>6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: What Is Culture? 87–88; How Do We Celebrate? 89–90; What Are National Holidays? 91–92; What Are Other Cultures Like? 95–96 TG: Active Reading & Lesson Summary, 87–88, 89–90, 91–92, 95–96</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: What Is Culture? 122–125; Sharing Our Cultures, 144–147 TG: Active Reading & Lesson Summary, 92–94, 109–111</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Culture is Our Way of Life, 130–131; Two Cultures, 148–151; Immigrants, 180, 182–183 TG: Active Reading & Lesson Summary, 99, 112, 113, 114, 138, 139, 140</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: People and Cultures, 268–273; Our Nation’s Diversity, 288–293 TG: Active Reading & Lesson Summary, 194–197, 208–211</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: For related material see: Native Americans in New Jersey, 32–37; Three Worlds Meet, 46–51; Immigrants in New Jersey, 134–139; Economic Boom in the 1920s, 160; The War at Home, 168; The Cold War, 172–173; The Struggle for Civil Rights, 176–177; A Varied People, 207</p> |

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| Standard | |
| 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. | |
| Grade Level By the end of grade 4 | |
| Content Statement Active citizens in the 21st century: | |
| <ul style="list-style-type: none"> • Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. • Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. • Are aware of their relationships to people, places, and resources in the local community and beyond. • Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. • Develop strategies to reach consensus and resolve conflict. • Demonstrate understanding of the need for fairness and take appropriate action against unfairness. | |
| Strand | |
| A. Civics, Government, and Human Rights | |
| 6.3.4.A.1 Evaluate what makes a good rule or law. | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: What Rules Do We Follow? 16–17 TG: Active Reading & Lesson Summary, 13</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: I Follow Rules, 24–27 TG: Active Reading & Lesson Summary, 13–15,</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Collaboration and Creativity: Taking Action, 18–19; We Follow Rules and Laws, 24–27; Try It! 29; Review and Assessment, 43; myStory Book: How people best cooperate?, 45 TG: Active Reading & Lesson Summary pages, 9, 13, 14, 15, 17, 28, 29</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Why We Need Government, 130–131, Our Rules and Laws, 164–165 TG: Active Reading & Lesson Summary, 91, 116</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: For related material see: Government in Action, NJ30; Rule of Law, 193 TG: Active Reading & Lesson Summary, NJ76, 145</p> |

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| <p>6.3.4.A.2 Contact local officials and community members to acquire information and/or discuss local issues.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: Problem Solving, 22–23 TG: Active Reading & Lesson Summary, 19–20</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: For related material see: My Rights and Responsibilities, 18–21; Conflict and Cooperation, 22–23; My Leaders, 28–31, My Government, 32–35 TG: Active Reading & Lesson Summary, 6–12, 16–21</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: For related material see: Citizens in the Community, 16–17; Collaboration and Creativity: Taking Action, 18–19; myStory Book: How people best cooperate? (fixing a community problem), 45 TG: Active Reading & Lesson Summary pages, 7, 8, 9, 29</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: For related material see: myStory Spark, 156; Being a Good Citizen, 160–161; Conflict and Collaboration, 166–167; Taking Action for Our Rights, 168–173; Taking Action for a Cause, 176–181 TG: Active Reading & Lesson Summary, 111, 114, 118, 119–122, 125–128</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Government in New Jersey and the Nation, 200–205; also see: Solve Problems, 22–23; Generate New Ideas, 198–199 TG: Active Reading & Lesson Summary, 18, 148–153</p> |

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| <p>6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: Problem Solving, 22–23 TG: Active Reading & Lesson Summary, 19–20</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: For related material see: My Rights and Responsibilities, 18–21; Conflict and Cooperation, 22–23; My Leaders, 28–31, My Government, 32–35 TG: Active Reading & Lesson Summary, 6–12, 16–21</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: For related material see: Citizens in the Community, 16–17; Collaboration and Creativity: Taking Action, 18–19; myStory Book: How people best cooperate? (fixing a community problem), 45 TG: Active Reading & Lesson Summary pages, 7, 8, 9, 29</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: For related material see: myStory Spark, 156; Being a Good Citizen, 160–161; Conflict and Collaboration, 166–167; Taking Action for Our Rights, 168–173; Taking Action for a Cause, 176–181 TG: Active Reading & Lesson Summary, 111, 114, 118, 119–122, 125–128</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Solve Problems, 22–23; Generate New Ideas, 198–199; also see: Government in New Jersey and the Nation, 200–205 TG: Active Reading & Lesson Summary, 18, 148–153</p> |

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| <p>6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: How Do We Get Along with Others? 12–13, Problem Solving, 22–23 TG: Active Reading & Lesson Summary, 9–10, 19–20</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: For related material see: Our Environment, 104–107 TG: Active Reading & Lesson Summary, 77–79</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: For related material see: We Conserve Resources, 117; also see: Our Environment, 108–111 TG: Active Reading & Lesson Summary pages, 80, 81, 82, 87</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: For related material see: Protecting Resources, 64-65; myStory Spark, 156; Being a Good Citizen, 160–161; Conflict and Collaboration, 166–167; Taking Action for Our Rights, 168–173; Taking Action for a Cause, 176–181 TG: Active Reading & Lesson Summary, 111, 114, 118, 119–122, 125–128</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: For related material see: Solve Problems, 22–23; Generate New Ideas, 198–199</p> |

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| Strand | |
| B. Geography, People and the Environment | |
| <p>6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: Problem Solving, 22–23; How Do We Use Earth's Resources? 74–75 TG: Active Reading & Lesson Summary, 19–20, 73, 74</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: For related material see: Collaboration and Creativity: Conflict and Cooperation, 22–23; Our Environment, 104–107 TG: Active Reading & Lesson Summary, 11–12, 77–79</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: For related material see: We Conserve Resources, 117; also see: Our Environment, 108–111 TG: Active Reading & Lesson Summary pages, 80, 81, 82, 87</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Protecting Resources, 64-65; People and the Land, 72–73; myStory Book, 77 TG: Active Reading & Lesson Summary, 41, 47, 50</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: New Jersey's Environment, 16–21; also see: Solve Problems, 22–23; Generate New Ideas, 198–199 TG: Active Reading & Lesson Summary, 13–16</p> |

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| Strand | |
| C. Economics, Innovation, and Technology | |
| 6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children. | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: Problem Solving, 22–23; How Do We Use Money? 37–38; Why Do We Make Choices, 45–46 TG: Active Reading & Lesson Summary, 19–20, 35, 36, 43, 44</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: For related material see: Spending and Saving, 68–71 TG: Active Reading & Lesson Summary, 48–50</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: For related material see: Collaboration and Creativity: Taking Action, 18–19 TG: Active Reading & Lesson Summary pages, 9</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: For related material see: Spending and Saving, 246–251 TG: Active Reading & Lesson Summary, 177–181</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: For related material see: A Modern Economy, 186–191; Solve Problems, 22–23; Generate New Ideas, 198–199 TG: Active Reading & Lesson Summary, 141–143</p> |

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| Strand | |
| D. History, Culture, and Perspectives | |
| 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: How Do We Get Along with Others? 12–13, Problem Solving, 22–23 TG: Active Reading & Lesson Summary, 9–10, 19–20</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: I am a Good Citizen, 14–17; Conflict and Cooperation, 22–23; My Leaders, 28–31; TG: Active Reading & Lesson Summary, 5–7, 8–10, 11–12</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: For related material see: Good Citizens at School, 15; also see: Collaboration and Creativity: Taking Action, 18–19 TG: Active Reading & Lesson Summary pages, 6, 9</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: myStory Spark, 156; Being a Good Citizen, 160–161; Conflict and Collaboration, 166–167; Taking Action for Our Rights, 168–173; Taking Action for a Cause, 176–181 TG: Active Reading & Lesson Summary, 111, 114, 118, 119–122, 125–128</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Solve Problems, 22–23; Shared Values and Beliefs, 196; Generate New Ideas, 198–199 TG: Active Reading & Lesson Summary, 147</p> |

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|--|---|
| Social Studies Skills Table | |
| Essential Question: What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question? | |
| Social Studies Skill | |
| K-4 | |
| Chronological Thinking | |
| <ul style="list-style-type: none"> •Place key historical events and people in historical eras using timelines. | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: What Is a Timeline? 112–113 TG: Active Reading & Lesson Summary, 113, 114</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: Graph Skills: Timelines, 168–169 TG: Active Reading & Lesson Summary, 130</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Reading a Timeline, 166–167 TG: Active Reading & Lesson Summary pages, 128; Chronological Order, 134</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Graph Skills: Timelines, 96-97 TG: Active Reading & Lesson Summary, 66</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Chart and Graph Skills: Interpret Timelines, 44–45; Timeline, 109 TG: Active Reading & Lesson Summary, 35</p> |

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| <p>•Explain how the present is connected to the past.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: How Have Families Changed? 120–121, How Has School Changed? 122–123; How Have Communities Changed? 124–125 TG: Active Reading & Lesson Summary, 121–124</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: Our Past, Our Present, 154; Measuring Time, 158–161; Talking About Time, 164–167 TG: Active Reading & Lesson Summary, 119, 121–123, 126–128</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Got It? 165; Reading a Timeline, 166–167; Cherokee History, 174–175; Got It?, 179; Got It?, 183; Technology Then and Now, 184–187; myStory Book: How does life change throughout history?, 197 TG: Active Reading & Lesson Summary pages, 126, 127, 128, 137, 140, 141, 142, 143, 151; Chronological Order, 134</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Past and Present 78; New Ways to Travel, 190–195; A New Home in America, 198–203; New Ways to Communicate, 204–209, New Ideas, 212–217; People and Cultures, 268–273; Cultural Celebrations, 282–287 TG: Active Reading & Lesson Summary, 136–139, 142–145, 146–149, 152–155, 194–197, 204–207</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: New Jersey’s Batsto Village, 1–3; Interpret Timelines, 44–45; Thomas Edison National Historical Park, 123–125; Envision It! 126; A Modern Economy, 186–191; Democracy and Citizenship, 192–197</p> |

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| Spatial Thinking | |
| <p>•Determine locations of places and interpret information available on maps and globes.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: What Do Maps Show? 58–59, Map Skills: Cardinal Directions, 60–61, What Do Globes Show? 68–69 TG: Active Reading & Lesson Summary, 57, 58, 59, 60, 67, 68</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: Directions on a Map, 88; Maps and Globes, 90–93; Parts of a Map, 94–95; Review and Assessment, 114; Maps, 171 TG: Active Reading & Lesson Summary, 65, 66, 67, 68, 69, 70, 86</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Maps Show Locations, 88; All About Maps, 90–93; Using a Map Scale, 94–95; Showing Earth on a Globe, 97; Latitude and Longitude, 99; also see: Political Maps, 103; United States Capitals, 36; The United States (Physical), 102; United States Climate Regions, 106; Three Texas Resources, 116; Tennessee Road Map, 119; Going West, 181 TG: Active Reading & Lesson Summary pages, 23, 65, 66, 67, 68, 69, 70, 76, 79, 87, 89, 139; Analyze Maps, 52, 65, 73, 113, 133; Map work, 73</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Where Communities Are Located, 24–29; Map Skills: Latitude and Longitude, 30–31, Interpret Maps, 58–59, Maps, 39, 46–47, 49, 53, 61, 74, 82, 90, 93, 99, 104, 108, 112, 191, 193, 200, 202, 205, 268 TG: Active Reading & Lesson Summary, 11–14, 16, 22, 29, 30, 33, 37, 39, 49, 56, 62, 63, 68, 72, 74, 77, 137, 138, 144, 145, 147, 195</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Geography Handbook, NJ32, NJ34–NJ39; Maps, 6, 7, 8, 11, 13, 18, 25, 26, 40, 48, 62, 75, 76, 88, 103, 140, 141, 157, 165, 173, 188, 208 TG: Active Reading & Lesson Summary, NJ78–NJ81, 7, 8, 10, 11, 15, 20, 21, 32, 38, 49, 58, 59, 67, 78, 106, 119, 124, 130, 142, 156</p> |

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|---|--|
| <p>•Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: What Do Maps Show? 58–59, Map Skills: Cardinal Directions, 60–61, What Do Globes Show? 68–69 TG: Active Reading & Lesson Summary, 57, 58, 59, 60, 67, 68</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: Directions on a Map, 88; Maps and Globes, 90–93; Parts of a Map, 94–95; Review and Assessment, 114; Maps, 171 TG: Active Reading & Lesson Summary, 65, 66, 67, 68, 69, 70, 86</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Maps Show Locations, 88; All About Maps, 90–93; Using a Map Scale, 94–95; Showing Earth on a Globe, 97; Latitude and Longitude, 99; also see: Political Maps, 103; United States Capitals, 36; The United States (Physical), 102; United States Climate Regions, 106; Three Texas Resources, 116; Tennessee Road Map, 119; Going West, 181 TG: Active Reading & Lesson Summary pages, 23, 65, 66, 67, 68, 69, 70, 76, 79, 87, 89, 139; Analyze Maps, 52, 65, 73, 113, 133; Map work, 73</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Where Communities Are Located, 24–29; Map Skills: Latitude and Longitude, 30–31, Interpret Maps, 58–59, Maps, 39, 46–47, 49, 53, 61, 74, 82, 90, 93, 99, 104, 108, 112, 191, 193, 200, 202, 205, 268 TG: Active Reading & Lesson Summary, 11–14, 16, 22, 29, 30, 33, 37, 39, 49, 56, 62, 63, 68, 72, 74, 77, 137, 138, 144, 145, 147, 195</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Geography Handbook, NJ32, NJ34–NJ39; Maps, 6, 7, 8, 11, 13, 18, 25, 26, 40, 48, 62, 75, 76, 88, 103, 140, 141, 157, 165, 173, 188, 208 TG: Active Reading & Lesson Summary, NJ78–NJ81, 7, 8, 10, 11, 15, 20, 21, 32, 38, 49, 58, 59, 67, 78, 106, 119, 124, 130, 142, 156</p> |

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|---|--|
| Critical Thinking | |
| <ul style="list-style-type: none"> •Distinguish fact from fiction. | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: Distinguish Fact From Fiction, 97–98 TG: Active Reading & Lesson Summary, 97–98</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: For related material see: Our Nation’s Heroes, 136–139; Stories From the Past, 140–143; Review and Assessment, 152; American Heroes, 174–177 TG: Active Reading & Lesson Summary, 103, 104, 105, 106, 107, 108, 116, 134, 135, 136</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: For related material see: Learning About the Past (using sources), 168–171; Review and Assessment, 194 TG: Active Reading & Lesson Summary pages, 129, 130, 150; Oral Report, 26, 52, 108, 123; Interview Family Members, 128, 140; Analyze Primary and Secondary Sources, 131</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: For related material see: myStory Spark, 13–15, 43–45, 79–81, 127–129, 157–159, 187–189, 223–225, 265–267; Folktales, 278</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: For related material see: myStory Spark, 1–3, 29–31, 57–59, 97–99, 123–125, 153–155, 183–185</p> |

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| <p>•Identify and use a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.).</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: How Can We Learn About History? 114–115, Use Illustrations, 116–117 TG: Active Reading & Lesson Summary, 115, 116, 117, 118</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: Primary Sources, 171; Using Sources, 172; Compare and Contrast, 173; Review and Assessment, 187-188; also see: Media and Technology: Using Graphic Sources, 148-149 TG: Active Reading & Lesson Summary, 131–133, 145</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Learning About the Past (using sources), 168–171; Review and Assessment, 194 TG: Active Reading & Lesson Summary pages, 129, 130, 150; Oral Report, 26, 52, 108, 123; Interview Family Members, 128, 140; Analyze Primary and Secondary Sources, 131</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Primary and Secondary Sources, 196-197; Primary Sources, 132; myStory Spark, 13–15, 43–45, 79–81, 127–129, 157–159, 187–189, 223–225, 265–267 TG: Active Reading & Lesson Summary, 3–4, 26–27, 53–54, 88–89, 111–112, 134–135, 262–162, 192–193</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Critical Thinking Skills: Use Primary and Secondary Sources, 72–73; myStory Spark, 1–3, 29–31, 57–59, 97–99, 123–125, 153–155, 183–185; Primary Sources, 82, 110, 143, 146, 176, 194 TG: Active Reading & Lesson Summary, 3–4, 24–25, 45–46, 56, 63, 74–75, 83, 94–95, 108, 110, 116–117, 132, 138–139, 146, 155</p> |

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|--|---|
| Presentational Skills | |
| <p>•Use evidence to support an idea in a written and/or oral format.</p> | <p><u>Kindergarten – MyWorld: Here We Are</u> FC: For related material see: myStory Book, 28, 49, 76, 99, 128</p> <p><u>Grade One – MyWorld: Making Our Way</u> SE: myStory Book, 45, 81, 117, 153, 189; Got it? 17, 21, 27, 31, 35, 41, 53, 57, 61, 67, 71, 77, 89, 93, 99, 103, 107, 114, 125, 129, 133, 139, 143, 147, 161, 167, 173, 177, 181, 185 TG: Chapter Review and Assessment: Writing Activity, 27, 56, 85, 114, 143</p> <p><u>Grade Two – MyWorld: We Do Our Part</u> SE: Writing process, 8; myStory Book, 45, 81, 125, 157, 197; myStory Ideas (informative/explanatory), 17, 27, 33, 37, 41, 57, 61, 67, 73, 89, 93, 99, 103, 107, 111, 117, 121, 133, 137, 151, 165, 171, 175, 179, 183, 187, 193; Drawing Conclusions (write), 29 TG: Chapter Review and Assessment: Writing Activity, 27, 56, 91, 117, 149</p> <p><u>Grade Three – MyWorld: We Are Connected</u> SE: Keys to Good Writing, 9; The Writing Traits, 10; myStory Book, 41, 77, 125, 155, 185, 221, 263, 299; Got it? 21, 29, 37, 51, 57, 59, 65, 73, 87, 95, 103, 109, 115, 121, 135, 143, 149, 165, 173, 181, 195, 203, 209, 217, 231, 239, 245, 251, 259, 273, 281, 287, 293; TG: Chapter Review and Assessment: Writing Activity, 21, 48, 83, 106, 129, 156, 187, 214</p> <p><u>Grade Four – MyWorld: New Jersey</u> SE: Review and Assessment, 25–26, 53–54, 93–94, 119–120, 149–150, 179–180, 213–214; myStory Book, 27, 55, 95, 121, 151, 181, 215; Got It? 9, 15, 21, 37, 43, 51, 67, 71, 79, 85, 91, 105, 111, 117, 133, 139, 147, 161, 169, 177, 191, 197, 205, 211</p> |

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|--|--|
| Content Area | |
| Social Studies | |
| Standard | |
| 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. | |
| Era | |
| Three Worlds Meet (Beginnings to 1620) | |
| By the end of grade 8 | |
| Content Statement | |
| 1. Three Worlds Meet | |
| Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. | |
| European exploration expanded global economic and cultural exchange into the Western Hemisphere. | |
| Strand | |
| A. Civics, Government, and Human Rights | |
| 6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups. | <u>Building Our Country</u> SE: Culture Areas and Their Economies, 16; Compare and Contrast, 9, 17, 25, 79; Changing Ways of Life, 52; Cultures Collide, 56; also see: Viking Explorers, 34-35; Portuguese Explorers, 38-39; Settling in the Americas, 50; The Columbian Exchange, 52-57; Jamestown Settlement: Three Cultures Meet, 62-65; The Spanish Colony in the Americas, 66-71; The English Colonies in Virginia, 72-79 TG: Active Reading & Lesson Summary, 8, 14, 19, 27, 28, 29, 30, 31, 38, 39, 40, 41, 42, 40, 42, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58 |
| Strand | |
| B. Geography, People, and the Environment | |
| 6.1.8.B.1.a Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere. | <u>Building Our Country</u> SE: Ancient American Civilizations, 4-9; Adapting to Different Places, 12-17 TG: Active Reading & Lesson Summary, 4-5, 6-7, 8-9, 12-13, 14-15, 16-17 |
| 6.1.8.B.1.b Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes. | <u>Building Our Country</u> SE: Maps: Viking Exploration, 34, Early 1400s, 37, Portuguese Explorers, 40, Spanish Exploration, 48 TG: Active Reading & Lesson Summary, 28, 29, 31, 37 |

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|---|--|
| Strand | |
| C. Economics, Innovation, and Technology | |
| 6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration. | <u>Building Our Country</u> SE: Technology Shapes Exploration, 34-41; Settling in the Americas, 50; Changing Ways of Life, 52; Cultures Collide, 56; Missionaries, 69, 71; Cooperation and Conflict, 70 TG: Active Reading & Lesson Summary, 27, 28, 29, 30, 31, 38, 40, 42, 52, 53 |
| 6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period. | <u>Building Our Country</u> SE: Mound builders (trade), 8; Native American, 15; Columbian Exchange and trade, 52, 54-55; Fur trade, 90, 286; Slave trade, 39, 53, 120-121; Triangular trade, 115 TG: Active Reading & Lesson Summary, 30, 39, 40, 41, 42, 88 |
| Strand | |
| D. History, Culture, and Perspectives | |
| 6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups. | <u>Building Our Country</u> SE: Adapting to Different Places, 12-17; Native American Cultures, 18-25; also see: Ancient Farmers: Builders in Stone, 1-3 TG: Active Reading & Lesson Summary, 11, 12, 13, 14, 15, 16, 17, 18, 19 |
| 6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation. | <u>Building Our Country</u> SE: Cortés and the Aztecs, 46; Coronado's Expedition, 49; Settling in the Americas, 50; The Columbian Exchange, 52-57; Missionaries, 69, 71; Cooperation and Conflict, 70 TG: Active Reading & Lesson Summary, 36, 37, 38, 39, 40, 41, 42, 52, 53 |
| 6.1.8.D.1.c Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives. | <u>Building Our Country</u> SE: Columbian Exchange, 52-57 TG: Active Reading & Lesson Summary, 39, 40, 41, 42 |

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|--|---|
| Era | |
| Colonization and Settlement (1585-1763) | |
| By the end of grade 8 | |
| Content Statement | |
| 2. Colonization and Settlement | |
| <p>The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.</p> <p>The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.</p> | |
| Strand | |
| A. Civics, Government, and Human Rights | |
| 6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies. | <p><u>Building Our Country</u> SE: House of Burgesses, 78; Pilgrims and Puritans in New England, 80-87; New England Colonies (early government), 106–107 TG: Active Reading & Lesson Summary, 58, 59, 60, 61, 62, 63, 79</p> |
| 6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions. | <p><u>Building Our Country</u> SE: House of Burgesses, 78; Mayflower Compact, 81; New England Colonies (early government), 106–107; Stamp Act Congress, 146; First Continental Congress, 156; Second Continental Congress, 160–161; A Government of Our Own, 162; Declaration of Independence, 163–165 TG: Active Reading & Lesson Summary, 58, 60, 79, 107, 114, 117, 118, 119</p> |
| 6.1.8.A.2.c Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times. | <p><u>Building Our Country</u> SE: Class structure, 67; House of Burgesses, 78; Mayflower Compact (equal status), 81; Indentured servants, 85; Benjamin Franklin: Young Apprentice, 101-103; The New England Colonies, 106-107; The Middle Colonies, 108-109; The Southern Colonies, 110-111; Colonial Society, 117; Daily Life in the Colonies, 118–119; Slavery in the Colonies, 120-127 TG: Active Reading & Lesson Summary, 51, 58, 60, 62, 73, 74, 75, 76, 77, 78, 79, 80, 81, 85, 86, 87, 88, 89, 90, 91</p> |

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| Strand | |
| B. Geography, People, and the Environment | |
| 6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies. | <u>Building Our Country</u> SE: Settling in the Americas, 50; Effects of Spanish Colonization, 51; Jamestown Settlement, 63-65; The Spanish Colony in the Americas, 66-71; The English Colonies in Virginia, 72-79; Pilgrims and Puritans in New England, 80-87; The French and Dutch in North America, 90-95; New England, Middle, and Southern Colonies, 104-111 TG: Active Reading & Lesson Summary, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 77, 78, 79, 80, 81 |
| 6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World. | <u>Building Our Country</u> SE: Searching for Riches, 35; Cortés and the Aztecs, 46; Exploring the North, 48; Coronado's Expedition, 49; Settling in the Americas, 50; Effects of Spanish Colonization, 51; The Columbian Exchange, 52-57; Jamestown Settlement, 63-65; The Spanish Colony in the Americas, 66-71; The English Colonies in Virginia and the Powhatans, 73, 75, 76, 77, 78; Pilgrims and Native Americans, 82, 83; Pilgrims and the Wampanoag, 87; The French and Dutch in North America, 90-95; The French and Indian War, 130-135 TG: Active Reading & Lesson Summary, 28, 36, 37, 38, 39, 40, 41, 42, 46, 47, 48, 49, 50, 51, 52, 53, 55, 56, 57, 58, 61, 63, 66, 67, 68, 69, 94, 95, 96, 97 |
| Strand | |
| C. Economics, Innovation, and Technology | |
| 6.1.8.C.2.a Relate slavery and indentured servitude to Colonial labor systems. | <u>Building Our Country</u> SE: Forced labor, 52; Enslaved Native Americans, 66-67; Indentured servants, 85; Slavery in the Colonies, 120-127 TG: Active Reading & Lesson Summary, 40, 51, 62, 87, 88, 89, 90, 91 |
| 6.1.8.C.2.b Explain the system of mercantilism and its impact on the economies of the colonies and European countries. | <u>Building Our Country</u> SE: Mercantilism, 115; also see: Virginia Company (investors and shares), 74-75; Cash crop, 78; Commerce, 94; Imports and Exports, 114 TG: Active Reading & Lesson Summary, 56, 58, 69, 84 |

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| 6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups. | <u>Building Our Country</u> SE: Triangular trade, 115; also see: Imports and Exports, 114; Slave trade, 120–121 TG: Active Reading & Lesson Summary, 84, 88 |
| Strand | |
| D. History, Culture, and Perspectives | |
| 6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas. | <u>Building Our Country</u> SE: Conquistadors, 46, 50; Harmful Effects, 53; The French and Dutch in North America, 90-95; The French and Indian War, 130-135 TG: Active Reading & Lesson Summary, 36, 38, 40, 66, 67, 68, 69, 94, 95, 96, 97 |
| 6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed. | <u>Building Our Country</u> SE: Settling in the Americas, 50; Effects of Spanish Colonization, 51; Forced labor, 52; Jamestown Settlement, 63-65; The Spanish Colony in the Americas, 66-71; Indentured servants, 85; The French and Dutch in North America, 90-95; Slavery in the Colonies, 120-127 TG: Active Reading & Lesson Summary, 38, 40, 46, 47, 48, 49, 50, 51, 52, 53, 62, 66, 67, 68, 69, 87, 88, 89, 90, 91 |
| Era | |
| Revolution and the New Nation (1754-1820s) | |
| By the end of grade 8 | |
| Standard | |
| Content Statement | |
| 3. Revolution and the New Nation | |
| Disputes over political authority and economic issues contributed to a movement for independence in the colonies. | |
| The fundamental principles of the United States Constitution serve as the foundation of the United States government today | |
| Strand | |
| A. Civics, Government, and Human Rights | |
| 6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period. | <u>Building Our Country</u> SE: Declaring Independence, 160-165; Women of the Revolution, 172; Native Americans in the Revolution, 173; African Americans Fight of Freedom, 177; Three-Fifths Compromise, 199; The Bill of Rights, 204-209; Conflict Over Florida, 247; Native Americans Fight for Their Homes, 249; The Trail of Tears, 250–251; Declaration of Independence, 302, R1-R3 TG: Active Reading & Lesson Summary, 116, 117, 118, 119, 124, 127, 144, 147, 148, 149, 150, 178, 179, 180, 218 |

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| <p>6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> | <p><u>Building Our Country</u> SE: The U.S. Constitution, SSH 28; The Bill of Rights, SSH 30; Creating the Constitution, 196-203; The Bill of Rights, 204-209; Key Concepts of the Constitution, 210-217; Constitution, R4-R26 TG: Active Reading & Lesson Summary, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155</p> |
| <p>6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p> | <p><u>Building Our Country</u> SE: Ideas for Debate, 198; The Great Compromise, 199; The Bill of Rights, 204-209 TG: Active Reading & Lesson Summary, 144, 147, 148, 149, 150</p> |
| <p>6.1.8.A.3.d Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.</p> | <p><u>Building Our Country</u> SE: Compare and Contrast, 203; also see: Articles of Confederation, 188-193; Opinions About the Articles of Confederation, 197; Ideas for Debate, 198; A New Plan for Government, 200; Powers of Government, 202 TG: Active Reading & Lesson Summary, 136, 137, 138, 139, 143, 144, 145, 146</p> |
| <p>6.1.8.A.3.e Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.</p> | <p><u>Building Our Country</u> SE: Alien and Sedition Acts, 235–236 TG: Active Reading & Lesson Summary, 170, 171</p> |
| <p>6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.</p> | <p><u>Building Our Country</u> SE: Political Parties, SSH33; The First Political Parties, 228, 229; Democratic-Republicans, 235, 236 TG: Active Reading & Lesson Summary, SSH15, 165, 170, 171</p> <p><u>The Growth of Our Country</u> SE: Political Parties, SSH33 TG: Active Reading & Lesson Summary, SSH15</p> |

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| 6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues. | <p><u>Building Our Country</u> SE: The U.S. Constitution, SSH28; The Bill of Rights, SSH29–SSH30; Popular Sovereignty, SSH31; Government in Action, SSH32; Key Concepts of the Constitution, 210-217; Constitution, R4-R26 TG: Active Reading & Lesson Summary, SSH13, SSH14, SSH15, 151, 152, 153, 154, 155</p> <p><u>The Growth of Our Country</u> SE: The U.S. Constitution, SSH28; The Bill of Rights, SSH29–SSH30; Popular Sovereignty, SSH31; Government in Action, SSH32; Impeachment of Nixon, 597; Impeachment of Clinton, 611; Challenges at Home, 612; Americans Respond, 617 TG: Active Reading & Lesson Summary, SSH13, SSH14, SSH15, 425, 436, 437, 441</p> |
| Strand | |
| B. Geography, People, and the Environment | |
| 6.1.8.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies. | <p><u>Building Our Country</u> SE: The French and Dutch in North America, 90-95; The French and Indian War, 130-135 TG: Active Reading & Lesson Summary, 66, 67, 68, 69, 94, 95, 96, 97</p> |
| 6.1.8.B.3.b Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans. | <p><u>Building Our Country</u> SE: Virginia and New Jersey Plans, 198 TG: Active Reading & Lesson Summary, 144</p> |
| 6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War. | <p><u>Building Our Country</u> SE: Thirteen Colonies, 160, 169, 170, 175 TG: Active Reading & Lesson Summary, 117, 122, 123, 126</p> |
| 6.1.8.B.3.d Explain why New Jersey's location played an integral role in the American Revolution. | <p><u>Building Our Country</u> SE: Battle of Trenton, 168–169 TG: Active Reading & Lesson Summary, 122</p> |
| Strand | |
| C. Economics, Innovation, and Technology | |
| 6.1.8.C.3.a Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies. | <p><u>Building Our Country</u> SE: Tensions With Britain, 144-149; The Colonists Rebel, 152-159; Declaring Independence, 160-165 TG: Active Reading & Lesson Summary, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119</p> |

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| 6.1.8.C.3.b Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time. | <u>Building Our Country</u> SE: A Weak National Government (inflation), 190–191; Building a Strong Economy, 229 TG: Active Reading & Lesson Summary, 138, 165 |
| 6.1.8.C.3.c Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country. | <u>Building Our Country</u> SE: Factories, 253; Cotton gin, 254, 266; Textile Mills, 255; A New Way to Work, 268; Factories and Factory Towns, 269; Better Transportation, 270–271; The First Railroads, 272–273 TG: Active Reading & Lesson Summary, 181, 182, 183, 184, 192, 193, 194, 195, 196 |
| Strand | |
| D. History, Culture, and Perspectives | |
| 6.1.8.D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution. | <u>Building Our Country</u> SE: The French and Indian War (Seven Years War), 130–135; Tensions With Britain, 144–149; The Colonists Rebel, 152–159; Declaring Independence, 160–165 TG: Active Reading & Lesson Summary, 94, 95, 96, 97, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119 |
| 6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy. | <u>Building Our Country</u> SE: Declaring Independence, 160–165; Declaration of Independence, 302, R1–R3 TG: Active Reading & Lesson Summary, 116, 117, 118, 119, 218 |
| 6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States. | <u>Building Our Country</u> SE: Washington, George: in French and Indian War, 132, 133, as leader of Continental Army, 161, 166–169, at Valley Forge, 171, as president of Continental Convention, 196, as first president, 226–231 TG: Active Reading & Lesson Summary, 96, 117, 121, 122, 123, 143, 163, 164, 165, 166 |
| 6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution. | <u>Building Our Country</u> SE: Samuel Adams: Champion of Liberty, 141–143; Patrick Henry, 146; Mercy Otis Warren & Daughters of Liberty, 148; Crispus Attucks, 152; Paul Revere, 157; Thomas Paine, 161; Thomas Jefferson, 162–163; Alliance with the French, 171; Advantages and Allies, 174–175 TG: Active Reading & Lesson Summary, 102, 103, 104, 107, 108, 112, 114, 117, 118, 123, 126 |

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| 6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war. | <u>Building Our Country</u> SE: Mercy Otis Warren & Daughters of Liberty, 148; Crispus Attucks, 152; Green Mountain Boys, 166; Women of the Revolution, 172; Native Americans in the Revolution, 173; African Americans Fight for Freedom, 177 TG: Active Reading & Lesson Summary, 108, 112, 121, 124, 127 |
| 6.1.8.D.3.f Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America. | <u>Building Our Country</u> SE: Treaty of Paris, 179; New Lands for New States, 192–193 TG: Active Reading & Lesson Summary, 128, 139 |
| 6.1.8.D.3.g Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution. | <u>Building Our Country</u> SE: A Weak National Government, 190; A Tax Revolt, 191; New Lands for New States, 192; Ideas for Debate, 198; The Great Compromise, 199; The Nation Debates, 204-205; Washington Takes Office, 226-231; Jefferson and the Louisiana Purchase, 234-239; Native Americans and the Trail of Tears, 246-251; Women and African Americans Fight for Freedom, 252–257 TG: Active Reading & Lesson Summary, 138, 139, 144, 148, 163, 164, 165, 166, 169, 170, 171, 172, 177, 178, 179, 180, 181, 182, 183, 184 |
| Era | |
| Expansion and Reform (1801-1861) | |
| By the end of grade 8 | |
| Content Statement | |
| 4. Expansion and Reform | |
| Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions. | |
| Strand | |
| A. Civics, Government, and Human Rights | |
| 6.1.8.A.4.a Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements. | <u>Building Our Country</u> SE: Treaty of Paris, 179; New Lands for New States, 192–193; Tariffs, 229; The Louisiana Purchase, 236–237; The War of 1812, 240-245; The Lone Star State, 276-283 TG: Active Reading & Lesson Summary, 128, 139, 165, 171, 173, 174, 175, 176, 199, 200, 201, 202, 203 |
| 6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war. | <u>Building Our Country</u> SE: Manifest destiny, 280; War With Mexico, 281; Winning the Peace, 282–283 TG: Active Reading & Lesson Summary, 202, 203 |

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| 6.1.8.A.4.c Assess the extent to which voting rights were expanded during the Jacksonian period. | <u>Building Our Country</u> SE: President Jackson and suffrage, 248 TG: Active Reading & Lesson Summary, 179 |
| Strand | |
| B. Geography, People, and the Environment | |
| 6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States. | <u>Building Our Country</u> SE: Jefferson and the Louisiana Purchase, 234-239 TG: Active Reading & Lesson Summary, 169, 170, 171, 172 |
| 6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans. | <u>Building Our Country</u> SE: Maps of territorial expansion and conflicts with Native Americans, 238, 247, 249, 270, 277, 282, 290 TG: Active Reading & Lesson Summary, 172, 178, 179, 195, 200, 203, 208 |
| Strand | |
| C. Economics, Innovation, and Technology | |
| 6.1.8.C.4.a Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation. | <u>Building Our Country</u> SE: Building a Strong Economy, 229 TG: Active Reading & Lesson Summary, 165 |
| 6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation. | <u>Building Our Country</u> SE: Factories, 253; Cotton gin, 254; Inventions, Roads, and Railroads, 266–273 TG: Active Reading & Lesson Summary, 182, 183, 192, 193, 194, 195, 196 |
| 6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted. | <u>Building Our Country</u> SE: New Groups Arrive (immigrants and factories), 252–253; Cotton gin and slave labor, 254; Inventions, Roads, and Railroads, 266–273 TG: Active Reading & Lesson Summary, 182, 183, 192, 193, 194, 195, 196 |
| Strand | |
| D. History, Culture, and Perspectives | |
| 6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted. | <u>Building Our Country</u> SE: Immigration, 252–253; Immigrant miners, 296 TG: Active Reading & Lesson Summary, 182, 212 |

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| 6.1.8.D.4.b Explore efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period. | <p><u>Building Our Country</u> SE: Abolition, 254–255; Women Work for Reform, 255–256; The Seneca Falls Convention, 257 TG: Active Reading & Lesson Summary, 181, 182, 183, 184</p> <p><u>The Growth of Our Country</u> SE: Tough Compromises, 308; Bleeding Kansas, 309; Escape to Freedom, 310 TG: Active Reading & Lesson Summary, 222, 223</p> |
| 6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad. | <p><u>Building Our Country</u> SE: Abolition, 254–255 TG: Active Reading & Lesson Summary, 183</p> <p><u>The Growth of Our Country</u> SE: Escape to Freedom, 310 TG: Active Reading & Lesson Summary, 223</p> |
| <p>Era Civil War and Reconstruction (1850-1877)</p> | |
| <p>By the end of grade 8</p> | |
| <p>Content Statement 5. Civil War and Reconstruction</p> <p>The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.</p> <p>The Civil War and Reconstruction had a lasting impact on the development of the United States.</p> | |
| <p>Strand</p> | |
| <p>A. Civics, Government, and Human Rights</p> | |
| 6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life. | <p><u>The Growth of Our Country</u> SE: Emancipation Proclamation, 322; Gettysburg Address, 336 TG: Active Reading & Lesson Summary, 232, 240</p> |
| 6.1.8.A.5.b Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South. | <p><u>The Growth of Our Country</u> SE: Reconstruction, 338–343 TG: Active Reading & Lesson Summary, 241, 242, 243, 244</p> |

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| Strand | |
| B. Geography, People, and the Environment | |
| 6.1.8.B.5.a Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War. | <p><u>The Growth of Our Country</u> SE: First Battle of Bull Run, 317; Compare and Contrast: Union and Confederacy, 318; New Tools of War, 319; Brilliant Confederate Generals, 320; The Battle of Antietam, 321; A Diverse Army, 323; Caring for the Soldiers, 325; On the Home Front, 326; Women in Wartime, 327; Bringing the War Home, 328–329; The War Ends, 330–337 TG: Active Reading & Lesson Summary, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240</p> |
| Strand | |
| C. Economics, Innovation, and Technology | |
| 6.1.8.C.5.a Assess the human and material costs of the Civil War in the North and South. | <p><u>The Growth of Our Country</u> SE: Costs of the Civil War, 335 TG: Active Reading & Lesson Summary, 239</p> |
| 6.1.8.C.5.b Analyze the economic impact of Reconstruction on the South from different perspectives. | <p><u>The Growth of Our Country</u> SE: Reconstruction, 338–343 TG: Active Reading & Lesson Summary, 241, 242, 243, 244</p> |
| Strand | |
| D. History, Culture, and Perspectives | |
| 6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives. | <p><u>Building Our Country</u> SE: Abolition, 254–255 TG: Active Reading & Lesson Summary, 181, 182, 183, 184</p> <p><u>The Growth of Our Country</u> SE: The North and South Grow Apart, 306–307; Tough Compromises, 308; Bleeding Kansas, 309; Escape to Freedom, 310; Starting Down the Road to War & Anger Rises, 311; The Election of 1860, 312; The South Breaks Away, 313 TG: Active Reading & Lesson Summary, 220, 221, 222, 223, 224</p> |
| 6.1.8.D.5.b Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war. | <p><u>The Growth of Our Country</u> SE: First Battle of Bull Run, 317; Compare and Contrast: Union and Confederacy, 318; New Tools of War, 319; Brilliant Confederate Generals, 320; The Battle of Antietam, 321; Bringing the War Home, 328–329; The War Ends, 330–337 TG: Active Reading & Lesson Summary, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240</p> |

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| 6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War. | <u>The Growth of Our Country</u> SE: The Emancipation Proclamation, 322; A Diverse Army, 323; Caring for the Soldiers, 325; On the Home Front, 326; Women in Wartime, 327; The War Ends, 330–337 TG: Active Reading & Lesson Summary, 232, 233, 234, 235, 236, 237, 238, 239, 240 |
| 6.1.8.D.5.d Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives. | <u>The Growth of Our Country</u> SE: New Amendments, 341, 343 TG: Active Reading & Lesson Summary, 243, 244 |
| Standard | |
| 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. | |
| Era | |
| The Beginnings of Human Society | |
| By the end of grade 8 | |
| Content Statement | |
| 1. The Beginnings of Human Society: Paleolithic and Neolithic Ages | |
| Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. | |
| The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. | |
| Archaeology provides historical and scientific explanations for how ancient people lived. | |
| Strand | |
| A. Civics, Government, and Human Rights | |
| 6.2.8.A.1.a Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies. | <u>Building Our Country</u> SE: Hunters and settlement, 5; Learning to Use the Land, 6–7; Other North American Cultures, 8–9; Adapting to Different Places, 12–17 TG: Active Reading & Lesson Summary, 5, 6, 7, 8, 11, 12, 13, 14 |
| Strand | |
| B. Geography, People, and the Environment | |
| 6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies. | <u>Building Our Country</u> SE: People Arrive in the Americas, 4–5; Learning to Use the Land, 6–7; Other North American Cultures, 8–9 TG: Active Reading & Lesson Summary, 5, 6, 7, 8 |

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| 6.2.8.B.1.b Compare and contrast how nomadic and agrarian societies used land and natural resources. | <u>Building Our Country</u> SE: Hunters and settlement, 5; Learning to Use the Land, 6–7; Other North American Cultures, 8–9; Adapting to Different Places, 12–17 TG: Active Reading & Lesson Summary, 5, 6, 7, 8, 11, 12, 13, 14 |
| Strand | |
| C. Economics, Innovation, and Technology | |
| 6.2.8.C.1.a Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations. | <u>Building Our Country</u> SE: Learning to Use the Land, 6–7; Other North American Cultures, 8–9; Changing Ways of Life, 16 TG: Active Reading & Lesson Summary, 5, 6, 7, 8, 14 |
| 6.2.8.C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies. | <u>Building Our Country</u> SE: Ancient Farmers: Builders in Stone, 1–3; Agriculture, 6; Pueblo/Anasazi culture and irrigation, 8 TG: Active Reading & Lesson Summary, 3, 4, 7, 8 |
| Strand | |
| D. History, Culture, and Perspectives | |
| 6.2.8.D.1.a Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time. | <u>Building Our Country</u> SE: People Arrive in the Americas, 4–5; Learning to Use the Land, 6–7; Other North American Cultures, 8–9 TG: Active Reading & Lesson Summary, 5, 6, 7, 8 |
| 6.2.8.D.1.b Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures. | <u>Building Our Country</u> SE: Petroglyphs, 3; The Mayan and Aztec Worlds, 6–7 TG: Active Reading & Lesson Summary, 4, 7 |
| 6.2.8.D.1.c Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. | <u>Building Our Country</u> SE: Archaeologists, 2 TG: Active Reading & Lesson Summary, 4 |

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| Era | |
| Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE) | |
| By the end of grade 8 | |
| Content Statement | |
| 2. Early Civilizations and the Emergence of Pastoral Peoples: Ancient River Valley Civilizations | |
| Ancient river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies. | |
| Strand | |
| A. Civics, Government, and Human Rights | |
| 6.2.8.A.2.a Explain why different ancient river valley civilizations developed similar forms of government. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.A.2.b Explain how codifying laws met the needs of ancient river valley societies. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.A.2.c Determine the role of slavery in the economic and social structures of ancient river valley civilizations. | Please see <i>myWorld History</i> for coverage of this standard. |
| Strand | |
| B. Geography, People, and the Environment | |
| 6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.B.2.b Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now. | Please see <i>myWorld History</i> for coverage of this standard. |
| Strand | |
| C. Economics, Innovation, and Technology | |
| 6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations. | Please see <i>myWorld History</i> for coverage of this standard. |
| Strand | |
| D. History, Culture, and Perspectives | |
| 6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations. | Please see <i>myWorld History</i> for coverage of this standard. |

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| 6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in ancient river valley civilizations. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.D.2.c Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.D.2.d Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies. | Please see <i>myWorld History</i> for coverage of this standard. |
| Era The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) | |
| By the end of grade 8 | |
| Content Statement 3. The Classical Civilizations of the Mediterranean World, India, and China | |
| Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. | |
| Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. | |
| Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations. | |
| Strand | |
| A. Civics, Government, and Human Rights | |
| 6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution. | Please see <i>myWorld History</i> for coverage of this standard. |

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| 6.2.8.A.3.d Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.A.3.e Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system. | Please see <i>myWorld History</i> for coverage of this standard. |
| Strand | |
| B. Geography, People, and the Environment | |
| 6.2.8.B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.B.3.b Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise. | Please see <i>myWorld History</i> for coverage of this standard. |
| Strand | |
| C. Economics, Innovation, and Technology | |
| 6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.C.3.b Explain how the development of a uniform system of exchange facilitated trade in classical civilizations. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.C.3.c Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor. | Please see <i>myWorld History</i> for coverage of this standard. |
| Strand | |
| D. History, Culture, and Perspectives | |
| 6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.D.3.b Relate the Chinese dynastic system to the longevity of authoritarian rule in China. | Please see <i>myWorld History</i> for coverage of this standard. |

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| 6.2.8.D.3.c Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.D.3.d Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.D.3.e Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies. | Please see <i>myWorld History</i> for coverage of this standard. |
| Era Expanding Exchanges and Encounters (500 CE-1450 CE) | |
| By the end of grade 8 | |
| Content Statement | |
| 4. Expanding Exchanges and Encounters | |
| <p>The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.</p> | |
| <p>The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.</p> | |
| <p>While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.</p> | |
| Strand | |
| A. Civics, Government, and Human Rights | |
| 6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.A.4.b Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order. | Please see <i>myWorld History</i> for coverage of this standard. |

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| 6.2.8.A.4.c Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions. | Please see <i>myWorld History</i> for coverage of this standard. |
| Strand | |
| B. Geography, People, and the Environment | |
| 6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.B.4.c Determine how Africa's physical geography and natural resources posed challenges and opportunities for trade and development. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.B.4.d Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.B.4.e Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.B.4.f Explain how the geographies of China and Japan influenced their development and their relationship with one another. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.B.4.g Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.B.4.h Explain how the locations, land forms, and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec, and Incan societies, cultures, and economies. | Please see <i>myWorld History</i> for coverage of this standard. |

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| Strand | |
| C. Economics, Innovation, and Technology | |
| 6.2.8.C.4.a Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.C.4.b Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.C.4.c Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.C.4.d Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.C.4.e Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts. | Please see <i>myWorld History</i> for coverage of this standard. |
| Strand | |
| D. History, Culture, and Perspectives | |
| 6.2.8.D.4.a Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.D.4.b Analyze how religion both unified and divided people. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.D.4.c Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.D.4.d Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.D.4.e Assess the demographic, economic, and religious impact of the plague on Europe. | Please see <i>myWorld History</i> for coverage of this standard. |

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| 6.2.8.D.4.f Determine which events led to the rise and eventual decline of European feudalism. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.D.4.g Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.D.4.h Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.D.4.i Explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society. | Please see <i>myWorld History</i> for coverage of this standard. |
| 6.2.8.D.4.j Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies. | Please see <i>myWorld History</i> for coverage of this standard. |
| Standard | |
| 6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. | |
| By the end of grade 8 | |
| Content Statement | |
| <p>Active citizens in the 21st century:</p> <ul style="list-style-type: none"> • Recognize the causes and effects of prejudice on individuals, groups, and society. • Recognize the value of cultural diversity, as well as the potential for misunderstanding. • Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes. • Listens open-mindedly to views contrary to their own. • Collaboratively develop and practice strategies for managing and resolving conflict. • Demonstrate understanding of democratic values and processes. • Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences. • Challenge unfair viewpoints and behavior by taking action. • Make informed and reasoned decisions. • Accept decisions that are made for the common good. | |
| Strand | |
| A. Civics, Government, and Human Rights | |
| 6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. | <p><u>The Growth of Our Country</u> SE: For related material see: myStory Spark: What goals should we set for our nation?, 604, 633; myStory Ideas: advise the president, 613, 621, 629 TG: Active Reading & Lesson Summary, 432, 437, 448</p> |

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| 6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature). | <u>The Growth of Our Country</u> SE: For related material see: myStory Spark: What goals should we set for our nation?, 604, 633 TG: Active Reading & Lesson Summary, 432, 451 |
| 6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education. | <u>The Growth of Our Country</u> SE: For related material see: The United States Works for Peace, 608–609; myStory Idea: Getting involved in other countries, 613; Analyze Media Content (helping other countries after natural disaster), 614–615; Taliban and human rights, 620 TG: Active Reading & Lesson Summary, 435, 437, 438, 439, 443 |
| Strand | |
| B. Geography, People, and the Environment | |
| 6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action. | <u>The Growth of Our Country</u> SE: For related material see: myStory Spark: What goals should we set for our nation?, 604, 633; myStory Ideas: advise the president, 613, 621, 629 TG: Active Reading & Lesson Summary, 432, 437, 448 |
| Strand | |
| C. Economics, Innovation, and Technology | |
| 6.3.8.C.1 Contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities. | <u>The Growth of Our Country</u> SE: For related material see: Challenges at Home, 622–629 TG: Active Reading & Lesson Summary, 444, 445, 446, 447, 448 |
| Strand | |
| D. History, Culture, and Perspectives | |
| 6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society. | <u>The Growth of Our Country</u> SE: For related material see: myStory Spark: What goals should we set for our nation?, 604, 633; myStory Ideas: advise the president, 613, 621, 629 TG: Active Reading & Lesson Summary, 432, 437, 448 |

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| Social Studies Skills Table | |
| Essential Question: What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question? | |
| Social Studies Skill | |
| 5-8 | |
| Chronological Thinking | |
| <ul style="list-style-type: none"> •Construct timelines of the events occurring during major eras. | <p><u>Building Our Country</u> SE: TK Graph Skills: Use Timelines, 42-43 TG: Differentiated Instruction: Timeline, 33</p> <p><u>The Growth of Our Country</u> SE: TK Sequence Chart, 311, 317, 343 TG: Differentiated Instruction: Sequence activity, 223, Write and illustrate storyboard (historical), 335, Create sequence chart, 392</p> |
| <ul style="list-style-type: none"> •Explain how major events are related to one another in time. | <p><u>Building Our Country</u> SE: TK Graph Skills: Use Timelines, 42-43; Graph Skills: Use Timelines, 42-43; Complete the timeline, 73, 109, 206, 296; also see: Cause and Effect, SSH4, 51, 53, 79, 95, 145, 148, 149, 157, 173, 176, 181, 273, 276; Sequence, SSH7, 239 TG: Differentiated Instruction: Timeline, 33, Sequence chart, 96; Differentiated Instruction: Cause-and-effect chart, 122, 128; also see: Recognize/Identify Cause and Effect, SSH8, SSH9, SSH10, 3, 53, 18, 25, 28, 30, 36, 37, 41, 51, 52, 55, 56, 57, 58, 62, 63, 69, 78, 79, 83, 85, 86, 90, 91, 106, 107, 108, 112, 114, 115, 117, 121, 123, 128, 138, 154, 161, 165, 170, 176, 178, 179, 190, 194, 196, 201, 202, 203, 206, 207, 211, 212, R4, R11</p> <p><u>The Growth of Our Country</u> SE: TK Sequence Chart, 311, 317, 343; Cause and Effect, 313, 357, 373, 379, 427, 435, 451, 457, 465, 467, 470, 481, 505, 527; Sequence, 317, 311, 329, 343, 497, 505, 513, 523, 537, 543, 591 TG: Differentiated Instruction: Sequence activity, 223, Write and illustrate storyboard (historical), 335, Create sequence chart, 392; Recognize/Identify Cause and Effect, SSH7, SSH8, SSH9, 243, 244, 254, 260, 265, 266, 269, 282, 286, 287, 292, 302, 304, 311, 315, 321, 325, 326, 327, 332, 335, 336, 337, 342, 352, 353, 354, 355, 364, 366, 372, 373, 375, 411, 412, 414, 423, 424, 425, 432, 437, 441, 445, 446, 448</p> |

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| Spatial Thinking | |
| <p>•Select and use various geographic representations to compare information about people, places, regions, and environments.</p> | <p><u>Building Our Country</u> SE: Reading Maps, SSH12; Political Maps, SSH13; Physical Maps, SSH14; Topographic Maps, SSH15; Regions, SSH16; Historical Maps, SSH17; Special Purpose Maps, SSH18; Current Event Maps, SSH19; Maps, 5, 34, 40, 48, 66, 70, 130, 160, 169, 170, 175, 192, 238, 247, 249, 270, 277, 282, 290 TG: Maps, SSH2, SSH3, SSH4, SSH5, 6, 12, 28, 37, 41, 51, 83, 84, 95, 115, 123, 172, 178, 203, 208</p> <p><u>The Growth of Our Country</u> SE: Reading Maps, SSH12; Political Maps, SSH13; Physical Maps, SSH14; Topographic Maps, SSH15; Regions, SSH16; Historical Maps, SSH17; Special Purpose Maps, SSH18; Current Event Maps, SSH19; Maps, 306, 309, 333, 352, 354, 357, 364, 369, 405, 478, 492–493, 526, 541, 542, 553, 561, 564, 608, 610, 618 TG: Maps, SSH2, SSH3, SSH4, SSH5, 221, 222, 238, 253, 254, 255, 261, 264, 290, 342, 353, 375, 386, 387, 395, 400, 402, 435, 436, 442</p> |
| <p>•Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</p> | <p><u>Building Our Country</u> SE: Critical Thinking: Compare Viewpoints, 128–129, Use Primary Sources, 150–151; Media and Technology: Search for Information on the Internet, 194–195, Evaluate Web Sites, 232–233; also see: Reading Maps, SSH12; Political Maps, SSH13; Physical Maps, SSH14; Topographic Maps, SSH15; Regions, SSH16; Historical Maps, SSH17; Special Purpose Maps, SSH18; Current Event Maps, SSH19; Maps, 5, 34, 40, 48, 66, 70, 130, 160, 169, 170, 175, 192, 238, 247, 249, 270, 277, 282, 290 TG: Analyze Primary Sources, 35, R2, R3, R5, R9, R11; Maps, SSH2, SSH3, SSH4, SSH5, 6, 12, 28, 37, 41, 51, 83, 84, 95, 115, 123, 172, 178, 203, 208</p> <p><u>The Growth of Our Country</u> SE: Media and Technology: Analyze Historical Photos, 498–499, Analyze Media Content, 614–615; also see: Reading Maps, SSH12; Political Maps, SSH13; Physical Maps, SSH14; Topographic Maps, SSH15; Regions, SSH16; Historical Maps, SSH17; Special Purpose Maps, SSH18; Current Event Maps, SSH19; Maps, 306, 309, 333, 352, 354, 357, 364, 369, 405, 478, 492–493, 526, 541, 542, 553, 561, 564, 608, 610, 618</p> |

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| <p>(Continued)</p> <ul style="list-style-type: none"> •Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems. | <p>(Continued)</p> <p>TG: Use images, pictures and photographs, 270, 277, 280, 310, 342, 357, 369, 424, 439, 447; Analyze a cartoon, 389; also see: Maps, SSH2, SSH3, SSH4, SSH5, 221, 222, 238, 253, 254, 255, 261, 264, 290, 342, 353, 375, 386, 387, 395, 400, 402, 435, 436, 442</p> |
| <p>Critical Thinking</p> <ul style="list-style-type: none"> •Compare and contrast differing interpretations of current and historical events. | <p><u>Building Our Country</u> SE: Critical Thinking: Compare Viewpoints, 128–129; also see: Use Primary Sources, 150–151</p> <p><u>The Growth of Our Country</u> SE: Critical Thinking: Recognize Bias, 544–545; also see: Media and Technology: Analyze Historical Photos, 498–499</p> |
| <ul style="list-style-type: none"> •Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information. | <p><u>Building Our Country</u> SE: TK Media and Technology: Evaluate Web Sites, 232–233; also see: Critical Thinking: Compare Viewpoints, 128–129, Use Primary Sources, 150–151; Media and Technology: Search for Information on the Internet, 194–195 TG: Reliability of Internet sites, 141, 168</p> <p><u>The Growth of Our Country</u> SE: TK Critical Thinking: Recognize Bias, 544–545; also see: Media and Technology: Analyze Historical Photos, 498–499, Analyze Media Content, 614–615 TG: Differentiated Instruction: Research Activities, 229, 239, 254, 264, 277, 280, 287, 310, 330, 342, 353, 385, 400, 424</p> |

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| <p>Presentational Skills</p> <ul style="list-style-type: none"> •Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. | <p><u>Building Our Country</u> SE: TK Writing process, SSH8; myStory Spark, 62, 100, 103, myStory Ideas, 17, 71, 87, 135, 159, 165, 173, 179, 245, 262, myStory Book, 61, 99, 221, 261, 301, Letter to editor, 261; also see: Critical Thinking: Compare Viewpoints, 128–129, Use Primary Sources, 150–151; Media and Technology: Search for Information on the Internet, 194–195, Evaluate Web Sites, 232–233 TG: Differentiated Instruction: Persuasive speech, 26, 38, 144; Persuasive pamphlet, 56; Persuasive letter, 93, 135; Persuasive idea, 155; Plea to Congress, 179; also see: Differentiated Instruction: Research Activities, 29, 38, 42, 79, 141, 168, 183, 194, 201, 211; Reliability of Internet sites, 141, 168</p> <p><u>The Growth of Our Country</u> SE: TK myStory Ideas: Opinion, 403, 411, 427, 613, 621, 629, Reasons, 519, 527, Political Cartoon, 565; myStory Book: Opinion Piece, 445, 531; also see: Media and Technology: Analyze Historical Photos, 498–499, Analyze Media Content, 614–615 TG: Differentiated Instruction: Write and deliver speech, 239, Write persuasive letter, 264, Write a slogan, 350, Prepare persuasive speech, 389, Create an advertisement, 447; also see: Differentiated Instruction: Research Activities, 229, 239, 254, 264, 277, 280, 287, 310, 330, 342, 353, 385, 400, 424</p> |