

A Correlation of

★ ★ ★ **SCOTT FORESMAN** ★ ★ ★
SOCIAL STUDIES

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to the

New Jersey
Core Curriculum
Content Standards
Grades K - 6

PEARSON

O/SS-14

Introduction

This document demonstrates the high degree of success students will achieve when using **Scott Foresman Social Studies** in meeting the *New Jersey Core Curriculum Content Standards*. Correlation page references are to the Teacher's Edition, which contains facsimile Student Edition and ancillary pages.

Scott Foresman is pleased to introduce our new **Scott Foresman Social Studies**, Kindergarten through Grade 6 - the social studies program that helps every child become an active, involved, and informed citizen.

Content

Scott Foresman Social Studies content covers the key social studies strands: Citizenship, Culture, Economics, Geography, Government, History and Science/Technology. **Scott Foresman Social Studies** content is organized for a flexible teaching plan. If time is short, teachers may use the Quick Teaching Plan to cover the core content and skills or to add depth, teachers may use the wealth of information in each unit.

Accessibility

Scott Foresman Social Studies provides systematic instruction to improve comprehension and to reach out to all learners. In every unit, reading skills are developed through built-in lessons. Target comprehension skills are pre-taught and then applied throughout the unit for sustained practice. Graphic organizers provide support for every skill.

Motivation

Scott Foresman Social Studies is filled with compelling visuals, intriguing facts, and exciting real-world learning. Colonial Williamsburg Lessons provide exciting, special features from the nation's largest living museum. Dorling Kindersley Visual Lessons provide bold, large-as life photographs with interesting, easy-to-read expository captions. Music lessons introduce or reinforce important concepts and vocabulary. Discovery Channel School projects provide exclusive, hands-on unit projects that synthesize and enhance learning. A special feature entitled You Are There provides captivating suspense-packed reading that builds excitement and lets students experience the event from a personal perspective. A Web-Based Information Center continually updates information, maps, and biographies.

Accountability

Scott Foresman Social Studies provides built-in skill lessons in every unit and multiple assessment tools to develop thinking citizens. Informal assessment opportunities monitor children's learning and provide If/then guidelines with specific reteaching strategies and effective practice. Formal assessment opportunities assess children's learning and provide practice for key test-taking skills. Test-taking strategy lessons provide test preparation for national and state tests.

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**Scott Foresman Social Studies
to the
New Jersey Core Curriculum Content Standards**

Grades K - 6

STANDARD 6.1: ALL STUDENTS WILL UTILIZE HISTORICAL THINKING, PROBLEM SOLVING, AND RESEARCH SKILLS TO MAXIMIZE THEIR UNDERSTANDING OF CIVICS, HISTORY, GEOGRAPHY, AND ECONOMICS.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Social Studies Skills

1. Explain the concepts of long ago and far away.

K: 313, 314, 315, 316

1: 12-12, 34-35, 190-191, 196-197, 198-199

2: 66-67, 272-273, 274-275

2. Apply terms related to time including past, present, and future.

K: 127, 128, 129, 255, 256, 257, 314-315

1: 58-59, 102-103

2: 22-23

3. Identify sources of information on local, national, and international events (e.g., books, newspaper, TV, radio, Internet).

K: 14-15, 163-166, 230-232, 329-332

1: 190-191, 192-193, 194-195, 200-201, 208-209, 254-255

2: 140-141, 244-245, 246-247, 260-261

4. Retell events or stories with accuracy and appropriate sequencing.

K: 48, 246, 272-273

1: 14-17, 26-27, 92-93, 116-117, 131, 164-167, 210-211, 252-253

2: 120-121, 122-123, 172-173, 200-201, 226-227, 239, 248-249, 256-257, 270,271

5. Develop simple timelines.

K: Can be developed from 127, 128, 129

1: 146-147

2: 226-227

Building upon the knowledge and skills gained in the previous grades, by the end of Grade 4 students will:

A. Social Studies Skills

1. Explain how present events are connected to the past.

3: 200, 202, 204

4 Regions: 37, 65, 103, 125, 165, 187, 255, 299, 323, 367, 393

4 New Jersey: 22, 29, 63, 83, 115, 135, 167, 187, 219, 239, 271, 291

2. Apply terms related to time including years, decades, centuries, and generations.

3: 200, 248-249

4 Regions: 42, 134-135

4 New Jersey: 4-5, 56-59, 108-111, 160-163, 212-215, 266-267

3. Locate sources for the same information (e.g., weather forecast on TV, the Internet or in a newspaper).

3: H6, H7-H8

4 Regions: H6-H7

4 New Jersey: H16, H17, H18, 305

4. Organize events in a time line.

3: 248-249

4 Regions: 134-135

4 New Jersey: 4-5, 58-59, 108-109, 110-111, 162-163, 212-213, 214-215, 234-235, 266-267, R26-R28

5. Distinguish between an eyewitness account and a secondary account of an event.

3: 24-25, 46-47, 96-67, 118-119, 156-157, 176-177, 236-237, 272-273, 312-313, 326-327, 364-365, 402-403

4 Regions: H6, H8, 330-331

4 New Jersey: 130-131

6. Distinguish fact from fiction.

3: 406-407

4 Regions: 208-209

4 New Jersey: 88

Building upon the knowledge and skills gained in the previous grades, by the end of Grade 8 students will:

A. Social Studies Skills

1. Analyze how events are related over time.

5: 46-47, 126-129, 194-197, 260-263, 330-333, 394-397, 456-459

6: 2-5, 7, 11, 23, 24-25, 283, 289, 299

2. Use critical thinking skills to interpret events, recognize bias, point of view, and context.

5: H4-H5

6: H9

3. Assess the credibility of primary and secondary sources.

5: H4-H5, H6

6: H4

4. Analyze data in order to see persons and events in context.

5: H9

6: H9

5. Examine current issues, events, or themes and relate them to past events.

5: H9, H10-H11

6: H9, H10-H11, 7, 23, 24-25, 255, 283

6. Formulate questions based on information needs.

5: H7, H8, H9

6: H9

7. Use effective strategies for locating information.

5: H6-H8

6: H4-H7, H8

8. Compare and contrast competing interpretations of current and historical events.

5: H2, 174-175, 198-199, 220, 398-399, 445

9. Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.

5: H4-H5

10. Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.

5: H6, 74-75

11. Summarize information in written, graphic, and oral formats.

5: 50-51, 598-599

STANDARD 6.2 (CIVICS) ALL STUDENTS WILL KNOW, UNDERSTAND AND APPRECIATE THE VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY AND THE RIGHTS, RESPONSIBILITIES, AND ROLES OF A CITIZEN IN THE NATION AND THE WORLD.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Civic Life, Politics, and Government

1. Explain the need for rules, laws, and government.

K: 35-38, 82-83,

1: 22-23, 24-25, 70-71

2: 8-9, 10-11

2. Give examples of authority and recognize problems that might arise from lack of effective authority.

K: 35-38, 39-42

1: 22-25, 70-71

2: 8-9, 10-11, 160-161, 162-163

3. Describe how American citizens can participate in community and political life.

K: 85-88

1: 218-219, 220-221

2: 8-9, 10-11, 12-13, 14-15, 162-163, 176-177, 194

4. Explain that justice means fairness to all.

K: 35-38, 255-258

1: 222-223

2: 74-75

5. Explain that a responsibility means something you must or should do.

K: 28-29

1: 22-25, 70-71

2: 74-75

6. Explore basic concepts of diversity, tolerance, fairness, and respect for others.

K: 302-303, 326-327

1: 18-19, 32-33, 68-69

2: 74-75, 86-87, 178-179

B. American Values and Principles

- 1. Identify symbols of American values and beliefs such as the American Flag and the Statue of Liberty.**

K: 251, 252-253, 254-255, 282

1: 16, 208-209, 224-225

2: E16, 180-181, 182-183, 186-187, 188-189, 191

C. The Constitution and American Democracy

- 1. Identify community and government leaders (e.g., mayor, town council, President of the United States).**

K: 268-269

1: 70-71, 202-205, 216-217, 218-219, 220-221

2: 150-151, 166-167, 168-169, 172-173, 174-175, 176-177, 190

D. Citizenship

- 1. Identify examples of responsible citizenship in the school setting.**

K: 35, 36-37

1: 18-19, 22-25, 32-33

2: H2-H9, 8-9, 10-11

- 2. Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples.**

K: 19-22, 43-46, 60-61, 85-88

1: 10-11, 18-19, 32-33, 68-69, 72-73, 78-79, 112-113, 114-115, 122-123, 160-163, 206-207, 216-217, 222-223, 244-245, 256-257, 262-263

2: 28-29, 74-75, 86-87, 116-117, 132-133, 170-171, 178-179, 220-221, 234-235

E. International Education: Global Challenges, Cultures, and Connections

- 1. Explain that the United States is a diverse nation and one of many nations in the world.**

K: 213-216, 217-220, 221-224

1: 258-261, 262-263, 264-265

2: 36-37, 38-39

- 2. Identify traditions and celebrations of various cultures (e.g., Chinese New Year, Cinco de Mayo).**

K: 93-96

1: 62-63, 64-65, 66-67, 184-185, 196-197, 198-199, 202-203, 204-205, 212-213, 214-215

2: 246-247, 256-257, 258-259, 260-261, 289

3. Participate in activities such as dance, song, and games that represent various cultures.

K: 93-96, 267-270, 321-324

1: 50-53, 62-65, 188-189, 202-205, 212-215

2: E10-E11, 90-91, 236-237, 256-257, 258-259, 260-261

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Civic Life, Politics, and Government

1. Describe the characteristics of an effective rule or law (e.g., achieves purpose, clear, fair, protects rights and the common good).

3: 358, 360-361

4 Regions: H3, 57, 137

4 New Jersey: 147, 299

2. Differentiate between power and authority.

3: 392

4 Regions: 48-49, 50-51

4 New Jersey: 145, 299

3. Recognize that government exists at the community, county, state, and federal levels.

3: 398-399

4 Regions: 47-49, 50-52

4 New Jersey: 276-277, 302-303

4. Recognize national, state, and local legislators and government officials and explain how to contact them for help or to express an opinion.

3: 398-399, 400-401

4 Regions: 47, 50, 51

4 New Jersey: 302-303

5. Describe the contributions of voluntary associations and organizations in helping government provide for its citizens.

3: Can be developed from Humanitarian topics 166-167, 402-403

4 Regions: 137-139

4 New Jersey: 181, 188, 191, 244

B. American Values and Principles

- 1. Identify the fundamental values and principles of American democracy expressed in the Pledge of Allegiance, the Declaration of Independence, the United States Constitution and the Bill of Rights, and the first New Jersey Constitution.**

3: 350-351, 360-361, 366-367, 368

4 Regions: 52, 57, 131, R24-R27, R28-R31

4 New Jersey: 128-129, 145-147, 200, 300, 301

- 2. Explain the significance of symbols of American values and beliefs, including the Statue of Liberty, the Statue of Justice, the American Flag, and the national anthem.**

3: 60-61, 84-85, 120-121, 350-351

4 Regions: 44, 47, 90-91, 99, 144

4 New Jersey: 240-241, 300, 301, 306-307, R18-R19

- 3. Describe how American values and beliefs, such as equality of opportunity, fairness to all, equal justice, separation of church and state, and the rights guaranteed by the United States Constitution and the Bill of Rights, contribute to the continuation and improvement of American democracy.**

3: 82-83, 370-371, 374-375

4 Regions: 52, 56, 57, 137, 138-139, 140-141, 200-201, 205-207

4 New Jersey: 146-147, 200, 300, 301

- 4. Evaluate the importance of traditions, values, and beliefs which form a common American heritage in an increasingly diverse American society.**

3: 376-377, 378-379

4 Regions: 44, 136-137

4 New Jersey: 181, 188, 191, 244, 295

C. The Constitution and American Democracy

- 1. Discuss how the Constitution describes how the United States government is organized and how it defines and limits the power of government.**

3: 366-367, 368

4 Regions: 48, 49, 50-51, 57

4 New Jersey: 145-147, 302

2. Discuss how governmental bodies make decisions and explain the impact of those decisions on school and community life.

3: 386, 390-391

4 Regions: 14, 49

4 New Jersey: 276

3. Identify major services provided by state and local government.

3: 354-355, 385-386, 390-391, 392-393

4 Regions: 14

4 New Jersey: 269, 276-277

4. Delineate the respective roles of the three branches of the federal and state governments.

3: 387, 398-399, 400-401

4 Regions: 50-51

4 New Jersey: 146, 302-303

D. Citizenship

1. Explain that a citizen is a legally recognized member of the United States with rights and responsibilities, such as voting in elections and serving on juries.

3: 376-377, 378-379, 394-395

4 Regions: 47, 58, 59

4 New Jersey: 299, 302-303

2. Describe the significant characteristics of an effective citizen and discuss ways to influence public policy (e.g., serving in elected office, working on a campaign).

3: 367-377, 390-391, 394-395

4 Regions: 47, 50, 132, 137-139, 140-141, 200-201, 206-207

4 New Jersey: 188-192, 244, 295, 297

3. Describe the process by which immigrants can become United States citizens.

3: 90-91

4 New Jersey: 243

E. International Education: Global Challenges, Cultures, and Connections

1. Explain that the world is divided into many nations consisting of territory and people, with their own government, languages, customs, and laws.

3: 8-9, 26-27, 28-29, 30-31

6 The World: 606-618, 620-623

2. Discuss how the United States interacts with other nations of the world through trade, treaties and agreements, diplomacy, cultural contacts, and sometimes through the use of military force.

3: 334-335, 336-337, 338-339, 340-341

4 Regions: 82, 83

4 New Jersey: 248-249, 252-253

3. Explain why it is important for nations to communicate and resolve disagreements through peaceful means.

3: 184-185, 270-271

4 Regions: 84-85

4 New Jersey: 249, 252

4. Outline the purposes of the United Nations.

3: Can be developed from Governments 366-368

6 The World: 560

5. Identify current issues that may have a global impact (e.g., pollution, diseases) and discuss ways to address them.

3: Can be developed from 164-167, 168-169

4 Regions: 29, 82-83, 118, 148-149, 238-239

4 New Jersey: 249, 252-253

6. Explain why it is important to understand diverse peoples, ideas, and cultures.

3: 73, 90-91, 92-93

4 Regions: 250-251, 336-337

4 New Jersey: 124-125, 174-175

7. Explain that even within a culture, diversity may be affected by race, religion, or class.

3: 73, 76-77, 78-79

4 New Jersey: 95, 96, 285, 295

6 The World: 608-609, 615-617, 637-639

8. Identify aspects of culture and heritage presented in literature, art, music, sport, or the media.

3: 88-89, 93, 96-97

4 Regions: 2-3, 68-69, 70-71, 73, 74, 90-91, 96-97, 148-149, 152-153, 158-159, 214-215, 218-219, 224-225, 271, 286-287, 292-293, 354-355, 360-361, 420-421

4 New Jersey: 23, 56-57, 89, 92, 102-103, 108-109, 124-125, 154-155, 160-161, 206-207, 212-213, 241, 258-259, 300-301, 310-311

9. Examine common and diverse traits of other cultures and compare to their own culture.

3: 78-79, 81, 92-93

4 New Jersey: 95

6 The World: 636-639

10. Use technology to learn about students and their families in other countries through classroom links, email, and Internet research.

3: 212-213

4 Regions: H7, 84-85, 262-263

4 New Jersey: H17, 305

11. Define stereotyping and discuss how it impacts self-image and interpersonal relationships.

3: 90-91, 92-93, 94-95, 96-97

4 New Jersey: 139

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Civic Life, Politics, and Government

1. Discuss the sources, purposes, and functions of law and the importance of the rule of law for the preservation of individual rights and the common good.

5: 642-649

6: 255, 283, 473

2. Describe the underlying values and principles of democracy and distinguish these from authoritarian forms of government.

5: 15, 625

6: 255, 283, 473

3. Discuss the major characteristics of democratic governments.

5: 15

6: 255, 473

4. Describe the processes of local government.

5: 14-16

6: 255, 283

5. Discuss examples of domestic policies and agencies that impact American lives, including the Environmental Protection Agency (e.g., clean air and water), the Department of Labor (e.g., minimum wage) and the Internal Revenue Service (e.g., Social Security, income tax).

4 New Jersey: 22

6. Explain how non-governmental organizations influence legislation and policies at the federal, state, and local levels.

5: 416-418, 422-425, 643, 647

B. American Values and Principles**1. Analyze how certain values including individual rights, the common good, self-government, justice, equality and free inquiry are fundamental to American public life.**

5: 416-425, R26-R52

2. Describe representative government and explain how it works to protect the majority and the minority.

5: 15-17, 348-349

3. Describe the continuing struggle to bring all groups of Americans into the mainstream of society with the liberties and equality to which all are entitled, as exemplified by individuals such as Susan B. Anthony, Frederick Douglass, Nat Turner, Paul Robeson, and Cesar Chavez.

5: 416-425, 472, 596, 612, 642-648

C. The Constitution and American Democracy**1. Discuss the major principles of the Constitution, including shared powers, checks and balances, separation of church and state, and federalism.**

5: 15-17, 344-351

6: 473

- 2. Compare and contrast the purposes, organization, functions, and interactions of the legislative, executive, and judicial branches of national, state, and local governments and independent regulatory agencies.**
5: 339, 346-349
6: 473
- 3. Discuss the role of political parties in the American democratic system including candidates, campaigns, financing, primary elections, and voting systems.**
5: 364, 368-369
- 4. Discuss major historical and contemporary conflicts over United States constitutional principles, including judicial review in *Marbury v. Madison*, slavery in the *Dred Scott* Decision, separate but equal in *Plessy v. Ferguson*, and the rights of minorities in the Indian Removal Act.**
5: 405, 480
- 5. Discuss major historical and contemporary conflicts over New Jersey constitutional principles (e.g., the impact of the New Jersey School Law of 1881 which required integration in the state's public schools, *Hedgepeth and Williams v. Trenton Board of Education*, the *Mount Laurel* Decision, *Jackman v. Bodine*, *Abbott v. Burke*).**
5: Can be developed from: 643
- 6. Research contemporary issues involving the constitutional rights of American citizens and other individuals residing in the United States, including voting rights, habeas corpus, rights of the accused, and the Patriot Act.**
5: 17, 404, 466, 517-520, 612, R44, R48, R52

D. Citizenship

- 1. Discuss the rights and responsibilities of American citizens, including obeying laws, paying taxes, serving on juries, and voting in local, state, and national elections.**
5: H2-H3, 15-16, 40-41, 354
- 2. Discuss how the rights of American citizens may be in conflict with each other (e.g., right to privacy vs. free press).**
5: Can be developed from: 7

3. Describe major conflicts that have arisen from diversity (e.g., land and suffrage for Native Americans, civil rights, women's rights) and discuss how the conflicts have been addressed.

5: 372, 404, 405, 416-425, 519, 612, 642-647

4. Explain the benefits, costs, and conflicts of a diverse nation.

5: 666-667

5. Discuss basic contemporary issues involving the personal, political, and economic rights of American citizens (e.g., dress codes, sexual harassment, fair trial, free press, minimum wage).

5: 16, R42-R43, R45-R46

6: 456-458, 480

E. International Education: Global Challenges, Cultures, and Connections

1. Analyze ways in which nation-states interact with one another through trade, diplomacy, cultural exchanges, treaties or agreements, humanitarian aid, economic incentives and sanctions, and the use or threat of military force.

5: 609-610, 625, 652-654

6: 521-523, 609, 630-632

2. Discuss factors that lead to a breakdown of order among nation-states (e.g., conflicts about national interests, ethnicity, and religion; competition for territory or resources; absence of effective means to enforce international law) and describe the consequences of the breakdown of order.

5: 608-610

6: 606-612, 636-641, 654-647

3. Compare and contrast the powers the Constitution gives to Congress, the President, the Senate Foreign Relations Committee, and the federal judiciary regarding foreign affairs.

5: 339, 346, 348, R30-R37

4. Evaluate current United States foreign policy issues and strategies and their impact on the nation and the rest of the world.

5: 658-659, 664

5. Discuss the purposes and functions of major international organizations (e.g., United Nations, World Health Organization, International Red Cross, Amnesty International) and the role of the United States within each.

5: 637, 648

6: 560, 632-633

- 6. Describe how one’s heritage includes personal history and experiences, culture, customs, and family background.**
5: 643, 647
- 7. Analyze how the life, culture, economics, politics, and the media of the United States impact the rest of the world.**
5: 599, 604-605, 641, 650, 654-655, 658-659, 664
- 8. Discuss how global challenges are interrelated, complex, and changing and that even local issues may have a global dimension (e.g., environmental issues, transportation).**
5: 599, 604-605, 625, 630, 650
6: 630-633, 654-655, 660-663
- 9. Discuss how cultures may change and that individuals may identify with more than one culture.**
6: 27-28, 621-623
- 10. Engage in activities that foster understanding of various cultures (e.g., clubs, dance groups, sports, travel, community celebrations).**
6: Can be developed from 27-28, 621-623
- 11. Discuss the impact of the Internet and technology on global communication.**
5: H7, 86-87, 661
6: H8-H9, 386-387
- 12. Discuss the impact of stereotyping on relationships, achievement, and life goals.**
6: Can be developed from 27-28, 621-623
- 13. Analyze how prejudice and discrimination may lead to genocide as well as other acts of hatred and violence for the purposes of subjugation and exploitation.**
6: 636-641

STANDARD 6.3 (WORLD HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND THE FUTURE.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

Learn content and skills found in Standards 6.1 (Social Studies Skills) and 6.2 (Civics).

Building upon the knowledge and skills gained in the preceding grades, by the end of Grade 4, students will:

Learn content and skills found in Standards 6.1 (Social Studies Skills) and 6.2 (Civics).

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students will:

A. The Birth of Civilization to 1000 BCE

1. Describe the physical and cultural changes that shaped the earliest human communities as revealed through scientific methods, including:

- Early hominid development, including the development of language and writing
- Migration and adaptation to new environments
- Differences between wild and domestic plants and animals
- Locations of agricultural settlements
- Differences between hunter/gatherer, fishing, and agrarian communities

6: 7, 11-17, 18-23, 24-25, 26-29, 294-296

2. Describe how environmental conditions impacted the development of different human communities (e.g., population centers, impact of the last Ice Age).

6: 12, 22-23, 34-39

3. Compare and contrast the economic, political, and environmental factors (e.g., climate, trade, geography) that led to the development of major ancient civilizations including Mesopotamia (e.g., Hammurabi's Code), Egypt, the Indus Valley, the Yellow River, and Kush (Nubia).

6: 34-39, 40-53, 54-59, 75, 78-95, 100-102, 106-108, 128-131

B. Early Human Societies to 500CE

1. Explain the historical context, origins, beliefs, and moral teachings of the major world religions and philosophies, including:

- **The origins of Judaism and Christianity and the emergence of the Judeo-Christian tradition**
- **The influence of Confucianism, Daoism, and Buddhism on the formation of Chinese civilization**
- **Hinduism, the Aryan migrations, and the caste system in India**
- **The influence of Buddhism in India**

6: 54-57, 109, 115-117, 130-131, 136-139, 140-143

2. Describe the political framework of Athenian society and its influence on modern society, including:

- **The influence of Athenian political ideals on public life**
- **The importance of participatory government**
- **The role of women in Athenian society, their rights under law, and possible reasons why democracy was limited to males**
- **Athenian ideas and practices related to political freedom, national security, and justice**

6: 243, 252, 255, 257, 260-262

3. Describe the social and political characteristics of the Greek city-states, including:

- **Similarities and differences between Athenian democracy and Spartan military aristocracy**
- **Location and political structure of the city-states**
- **Hierarchical relationships in Greek societies**
- **Civic, economic, and social tasks performed by men and women of different classes**

6: 247, 252, 255-256, 261, 263-264

4. Describe the significant contributions of ancient Greece to Western Civilization, including:

- **Characteristics of Classic Greek art and architecture and how they are reflected in modern art and architecture**
- **Socrates' values and ideas**
- **Philosophy, including Plato and Aristotle**
- **Greek Drama, including Sophocles and Euripides**
- **History, including Herodotus, Xenophon, and Thucydides**
- **Greek mythology**

6: 248, 262, 265, 270-271

- 5. Discuss the cultural influences of Greece, Egypt, Persia, and India on Mediterranean cultures through assimilation, conquest, migration, and trade.**
6: 78-80, 89, 94, 129-131, 132, 134, 248-251, 255-257, 260-264, 267-269
- 6. Discuss the origins and social framework of Roman society, including:**
- **The geographic location of various ethnic groups on the Italian peninsula and their influence on early Roman society**
 - **The legends of the founding of Rome and how they reflect the beliefs and values of its citizens**
 - **Daily life in Rome and Pompeii**
- 6: 276-279, 280-281, 283-284
- 7. Describe the political and social framework of Roman society, including:**
- **Political and social institutions of the Roman Republic and reasons for its transformation from Republic to Empire**
 - **The influence of key Roman leaders**
- 6: 282-286, 288-290, 292
- 8. Analyze how shifts in the political framework of Roman society impacted the expansion of the empire and how this expansion transformed Roman society, economy, and culture.**
6: 288-290, 319
- 9. Discuss the political events that may have contributed to the decline of the Roman Empire, including internal divisions, significant battles, invasions, and political changes.**
6: 298-300, 301-304
- 10. Describe the development of the Mayan civilization from agricultural community to an urban civilization, including the influence of the environment on agricultural methods, water utilization, and herding methods.**
5: 66-67
6: 164-165, 168-173
- 11. Describe the significant features of Mayan civilization, including the locations of Mayan city-states, road systems, and sea routes, the role and status of elite men and women in Mayan society and their portrayal in Mayan architecture, the role of religion and ceremonial games in Mayan culture, and the structure and purpose of the Mayan pyramids.**
5: 66-67
6: 168-173

C. Expanding Zones of Exchange and Interaction to 1400 CE

- 1. Discuss how Western civilization arose from a synthesis of Christianity and classical Greco-Roman civilization with the cultures of northern European peoples.**

6: 254, 262, 283, 287, 290, 292, 296-297, 302, 324, 326-327, 436-437

- 2. Discuss the spread of Islam in Southwest Asia, the Mediterranean region, and Northern Africa and the influence of Islamic ideas and practices on other cultures and social behavior, including:**

- **The origin and development of Islamic law**
- **The significance of the Quran and the Five Pillars of Islam**
- **The diverse religious, cultural, and geographic factors that influenced the ability of the Muslim government to rule**
- **The split into Sunni and Shi'ite factions**
- **The importance of Muslim civilization in mediating long-distance commercial, cultural, intellectual, and food crop exchange across Eurasia and parts of Africa**

6: 330-338

- 3. Discuss the significance of the developing cultures of Asia, including the Golden Age in China and spread of Chinese civilization to Japan, Korea, and Southeast Asia and the rise of the Mongol Empire and its impact on the Kievan Rus.**

5: 102-105

6: 348-355, 356-359, 360-362

- 4. Analyze the rise of the West African Empires of Ghana, Mali, and Songhay and compare with changes in Asia, Europe, and the Americas.**

5: 106-108

6: 374-379

- 5. Analyze the relationships between Mesoamerican and Andean societies, including:**

- **The growth of urban societies and urban planning**
- **Religions and rituals**
- **Governing structure and economy**
- **The construction of the Mesoamerican calendar**
- **Similarities in agriculture, societal structures, and artisan crafts**

6: 162-165, 168-181, 190-193, 196-201, 203

- 6. Explain the medieval origins of constitutional government in England (e.g., Edward I, Magna Carta, Model Parliament of 1295, Common Law).**

6: 398

- 7. Discuss the evolution of significant political, economic, social and cultural institutions and events that shaped European medieval society, including Catholic and Byzantine churches, feudalism and manorialism, the Crusades, the rise of cities, and changing technology.**

6: 319, 324-325, 396-411

D. The Age of Global Encounters (1400-1750)

- 1. Discuss factors that contributed to oceanic travel and exploration in the 15th and 16th centuries, including technological innovations in ship building navigation, naval warfare, navigational inventions such as the compass, and the impact of wind currents on the major trade routes.**

5: 102-105, 109, 112-113, 114-115, 135, 136, 138, 139, 140-141

6: 337-338, 407-409, 438-442, 446

- 2. Describe the significant contributions of the Renaissance and Reformation to European society, including major achievements in literature, music, painting, sculpture, and architecture.**

5: 112

6: 430-437

- 3. Compare the social and political elements of Incan and Aztec societies, including the major aspects of government, the role of religion, daily life, economy, and social organization.**

5: 142-145

6: 174-181, 196-201, 203

STANDARD 6.4 (UNITED STATES AND NEW JERSEY HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF UNITED STATES AND NEW JERSEY HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND FUTURE.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Family and Community Life

1. Recognize change and continuity in their lives.

K: 127-130, 263-266, 265-268, 269-270, 271-274, 275-278, 305-308, 313-316

1: 58-59

2: 22-23

2. Describe their family history through two generations.

K: 19-22

1: Can be developed from 188-189

2: 250-251, 252-253

3. Compare family life today with long ago.

K: 305-308, 313-316

1: 188-189, 190-191

2: 66-67

4. Tell about their family heritage using stories, songs, and drawings.

K: 20-21, 22-23

1: 188-189

2: 248-249

B. State and Nation

1. Recognize the names of major figures in American history, including George Washington, Abraham Lincoln, Sacajawea, Harriet Tubman, Susan B. Anthony, and Martin Luther King Jr.

K: 267-270

1: 68-69, 204-205, 206-207, 214-215, 216-217

2: 220-221

2. Discuss the contributions of important women, African Americans, and Native Americans to United States and New Jersey history.

K: 267-270

1: 18-19, 32-33, 68-69, 72-73, 114-115, 122-123, 256-257

2: 170-171, 178-179, 234-235

3. Explain the historical significance of major national holidays (e.g. Independence Day, Labor Day) and American symbols.

K: 267-270

1: 212-213, 214-215

2: 180-181, 182-183, 219, 240, 257

4. Relate why important national buildings, statues, and monuments are associated with our national history.

K: 251-254

1: 208-209

2: 180-181, 182-183, 266-267

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Family and Community Life

1. Discuss how families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, and celebrations.

3: 122-123, 194, 209, 226-227, 228-229, 231, 232-233, 236-237, 264-265, 276, 319

4 Regions: 260, 261, 396, 398, 399

4 New Jersey: 50-51, 75, 102-103

2. Compare family life in a community of the past to life in a community of the present.

3: 104-105, 207, 214-219, 224-227, 230-235

4 Regions: 126-127, 189-192, 198-199, 257-259, 270-274, 277, 302, 324-328, 333-335, 342-343, 394-397

4 New Jersey: 74, 75, 89, 95-96, 178-180

- 3. Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.**

3: 86, 208-209, 210-211

4 Regions: 42-43, 132-133, 196, 333, 334, 335, 336, 337, 401

4 New Jersey: 61, 65, 85-87, 90-91, 92, 217, 240-243, 247, 295

- 4. Discuss the history of their community, including the origins of its name, groups and individuals who lived there, and access to important places and buildings in the community.**

3: 224-227

4 Regions: 43, 195, 267

4 New Jersey: 66-67, 83

- 5. Explain that Americans have come from different parts of the world and have a common American heritage, in addition to the heritage of the countries of origin.**

3: 84-85, 86-87, 214-219, 224-227, 230-235

4 Regions: 43, 44, 132, 198, 271, 336-337, 401, 406

4 New Jersey: 61, 89

- 6. Describe situations in which people from diverse backgrounds work together to solve common problems.**

3: 332-333

4 Regions: 131, 137, 138, 139, 200-201, 206-207

4 New Jersey: 179-181, 189-191

B. State and Nation

- 1. Compare the major early culture of the Lenape that existed in the region that became New Jersey prior to contact with the Europeans.**

3: 228-229

4 New Jersey: 66-72

- 2. Discuss the reasons why revolutionary leaders, including George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston fought for independence from England.**

3: 250-251, 367, 368

4 Regions: 130-131, 197

4 New Jersey: 112, 116-118, 119, 120-123, 124-125, 126-129, 148, 149

3. Discuss New Jersey's role during the American Revolution.**3:** Can be developed from 366-367**4 New Jersey:** 118, 119, 120, 128, 136-139, 141**4. Identify major documents and symbols in New Jersey and American history, including the Mayflower Compact, the Declaration of Independence, the United States Constitution, the New Jersey State Seal, and Martin Luther King Jr.'s "I Have a Dream" speech.****3:** E16, 120-121, 360, 367**4 Regions:** 99, 130-131, 206**4 New Jersey:** 127, 140, 299, 300, 301, 302, 306-307**5. Identify and discuss major scientific discoveries and inventions, the scientists and inventors who developed them (e.g., Thomas Edison), and their impact on life today.****3:** 246-247, 253, 254-255, 258-263, 266-269**4 Regions:** 132, 135, 193, 273, 275, 280, 349, 389, 407**4 New Jersey:** 165, 168-171, 217, 220, 221-225, 228, 231**6. Discuss the experiences of immigrants who came to the United States and New Jersey, including reasons for immigrating, experiences at Ellis Island, and working and living conditions in America.****3:** 84-85, 86-87**4 Regions:** 42, 43, 45, 60, 147**4 New Jersey:** 85-87, 90-92, 240-243, 247**7. Describe the population shift from the farm to the city in New Jersey.****3:** 94-95**4 Regions:** 71**4 New Jersey:** 179-180**8. Discuss the value of the American national heritage including:**

- **Diverse folklore and cultural contributions from New Jersey and other regions in the United States**

3: 84, 114-115, 116-117**4 Regions:** 44, 47, 67, 90-91, 99, 126, 218-219, 302, 336-337, 398-399**4 New Jersey:** 50-51, 75, 76-77, 102-103, 142-143

- **History and values celebrated in American songs, symbols, slogans, and major holidays**

3: 93, 112-117, 120-121, 122-123, 128-129**4 Regions:** 44, 47, 67, 90-91, 99, 126, 218-219, 302, 336-337, 398-399**4 New Jersey:** 50-51, 75, 76-77, 102-103, 142-143

- **Historical preservation of primary documents, buildings, places of memory, and significant artifacts**

3: 85, 120, 370-371

4 **Regions:** 44, 47, 67, 90-91, 99, 126, 218-219, 302, 336-337, 398-399

4 **New Jersey:** 50-51, 75, 76-77, 102-103, 142-143

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Family and Community Life

Reinforce indicators from previous grade levels.

B. State and Nation

Reinforce indicators from previous grade levels.

C. Many Worlds Meet (to 1620)

1. **Discuss factors that stimulated European overseas explorations between the 15th and 17th centuries and the impact of that exploration on the modern world.**

5: 51, 104, 108-109, 113-115, 131, 134-139, 142-150, 151, 169-170, 172-173

6: 337-338, 407-409, 424, 438-442, 444-446

2. **Trace the major land and water routes of the explorers.**

5: 137, 141, 147, 166, 234, 242

6: 438-441

3. **Compare the political, social, economic, and religious systems of Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492 (e.g., civic values, population levels, family structure, communication, use of natural resources).**

5: 10, 68-71, 77-79, 83-84, 89-90, 95-96, 135-136, 138, 142-150, 151, 168-170, 172-173, 226, 238-239, 240-243

6: 447-449

4. **Discuss the characteristics of the Spanish and Portuguese exploration and conquest of the Americas, including Spanish interaction with the Incan and Aztec empires, expeditions in the American Southwest, and the social composition of early settlers and their motives for exploration and conquest.**

5: 135-136, 138, 143-145, 148-149, 232-236, 238-239

6: 438-441

5. Describe the migration of the ancestors of the Lenape Indians and their culture at the time of first contact with Europeans.

4 New Jersey: 64-67, 68-74

6. Compare and contrast historic Native American groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodland regions at the beginning of European exploration.

5: 64, 68-71, 77-79, 83-84, 89-90, 95-96, 135

6: 211, 212-215, 218-221, 222-225, 226-227

7. Analyze the cultures and interactions of peoples in the Americas, Western Europe, and Africa after 1450 including the transatlantic slave trade.

5: 135-136, 138, 143-145, 150, 160, 171, 238-239, 240-243

6: 448-449

8. Discuss how millions of Africans, brought against their will from Central Africa to the Americas, including Brazil, Caribbean nations, North America and other destinations, retained their humanity, their families, and their cultures during enslavement.

5: 150, 205, 206-207, 213, 224-227

6: 448-449

D. Colonization and Settlement (1585-1763)

1. Analyze the political, social, and cultural characteristics of the English colonies.

5: 156-157, 159-163, 168-173, 176-180, 181, 183, 184-185, 203-205, 210-214, 216-220

6: 444-447

2. Describe the political, religious, social, and economic institutions that emerged in Colonial America, including New Netherland and colonial New Jersey.

5: 165-167, 169-170, 172-173, 184-185

3. Explain the differences in colonization of the Americas by England, the Netherlands, France, and Spain, including governance, relation to the mother countries, and interactions with other colonies and Native Americans.

5: 144, 148-149, 150, 156-162, 165-167, 168-170, 176-180, 181, 199, 238-239, 240-243

6: 446-447

- 4. Examine the interactions between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances and conflicts.**
5: 160-161, 165, 171, 234-237
- 5. Describe Native American resistance to colonization, including the Cherokee War against the English, the French and Indian War, and King George's War.**
5: 235, 246-251
- 6. Identify factors that account for the establishment of African slavery in the Americas.**
5: 150, 205, 206-207, 213, 224-227
6: 448-449
- 7. Discuss Spanish exploration, settlement, and missions in the American Southwest.**
5: 147-149, 234-239

E. Revolution and the New Nation (1754-1820)

- 1. Discuss the background and major issues of the American Revolution, including the political and economic causes and consequences of the revolution.**
5: 265-273, 274-275, 276-280
6: 456-458
- 2. Discuss the major events (e.g. Boston Tea Party, Battle of Trenton) and personalities (e.g., George Washington, John Adams, John Witherspoon, William Franklin, Benjamin Franklin, Thomas Jefferson) of the American Revolution.**
5: 269, 270, 271, 274-275, 277-278, 281-282, 283, 287-291, 296-298, 301, 306-307, 315, 316, 318, 319
- 3. Identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approving the Declaration of Independence (1776), the publication of "Common Sense," and major battles of the Revolutionary War.**
5: 269, 270, 271, 274-275, 277, 280-281, 287, 297-299, 301, 302-305, 308, 314-318
6: 457

4. Explain New Jersey's critical role in the American Revolution, including major battles, the involvement of women and African Americans, and the origins of the movement to abolish slavery.

4 New Jersey: 128, 136-139, 141, 188-195

5: 306, 307, 309, 342

5. Discuss the political and philosophical origins of the United States Constitution and its implementation in the 1790s.

5: 343, 344-350, 352-355

6. Describe and map American territorial expansions and the settlement of the frontier during this period.

5: 342, 372-376

7. Analyze the causes and consequences of continuing conflict between Native American tribes and colonists (e.g., Tecumseh's rebellion).

5: 381, 385

8. Discuss the background and major issues of the War of 1812 (e.g., sectional issues, role of Native Americans).

5: 380-384

F. Expansion and Reform (1801-1861)

1. Describe the political, economic, and social changes in New Jersey and American society preceding the Civil War, including the early stages of industrialization, the growth of cities, and the political, legal, and social controversies surrounding the expansion of slavery.

5: 399, 409-413, 417-421, 422-423, 424-425

2. Discuss American cultural, religious, and social reform movements in the antebellum period (e.g., abolitionists, the Second Great Awakening, the origins of the labor and women's movements).

5: 417-425, 466-469

3. Explain the concept of the Manifest Destiny and its relationship to the westward movement of settlers and territorial expansion, including the purchase of Florida (1819), the annexation of Texas (1845), the acquisition of the Oregon Territory (1846), and territorial acquisition resulting from the Mexican War (1846-1848).

5: 430-437, 438-445

4. Explain the characteristics of political and social reform movements in the antebellum period in New Jersey, including the 1844 State Constitution, the temperance movement, the abolition movement, and the women's rights movement.

4 New Jersey: 179, 181, 188-195, 244

5. Explain the importance of internal improvements on the transformation of New Jersey's economy through New Jersey's two canals and the Camden and Amboy Railroad.

4 New Jersey: 172-173

6. Discuss the economic history of New Jersey, including growth of major industries and businesses, the lives of factory workers, and occupations of working people.

4 New Jersey: 168-173, 178-183

7. Compare political interests and views regarding the War of 1812 (e.g., US responses to shipping harassment, interests of Native Americans and white settlers in the Northwest Territory).

5: 380-381

8. Discuss sectional compromises associated with westward expansion of slavery, such as the Missouri Compromise (1820) and the continued resistance to slavery by African Americans (e.g., Amistad Revolt).

5: 418, 422-423, 476-478

9. Describe and map the continuing territorial expansion and settlement of the frontier, including the acquisition of new territories and conflicts with Native Americans, the Louisiana Purchase, the Lewis and Clark expedition, and the California gold rush.

5: 372-376, 405-406, 442-445

10. Explain how state and federal policies influenced various Native American tribes (e.g., homeland vs. resettlement, Black Hawk War, Trail of Tears).

5: 381, 385, 405-406

11. Understand the institution of slavery in the United States, resistance to it, and New Jersey's role in the Underground Railroad.

5: 227, 418, 421, 422-423, 470-475, 476-480

G. Civil War and Reconstruction (1850-1877)

1. Explain the major events, issues, and personalities of the American Civil War including:

- **The causes of the Civil War (e.g., slavery, states' rights)**
- **The course and conduct of the war (e.g., Antietam, Vicksburg, Gettysburg)**
- **Sectionalism**
- **The Dred Scott and other Supreme Court decisions**
- **The role of women**
- **The role of African Americans**
- **The Gettysburg Address**
- **The Emancipation Proclamation**
- **Juneteenth Independence Day**

5: 461, 464-467, 468-469, 476-480, 484-487, 495, 497, 500, 501, 502, 506, 507-511

2. Analyze different points of view in regard to New Jersey's role in the Civil War, including abolitionist sentiment in New Jersey and New Jersey's vote in the elections of 1860 and 1864.

4 New Jersey: 179, 181, 187, 188-190, 194-195, 197

3. Explain Reconstruction as a government action, how it worked, and its effects after the war.

5: 517-521

4. Discuss the impact of retaliatory state laws and general Southern resistance to Reconstruction.

5: 518-521

5. Discuss the Dawes Act of 1887, how it attempted to assimilate Native Americans by converting tribal lands to individual ownership, and its impact on Native Americans.

5: Can be developed from: 556

STANDARD 6.5 (ECONOMICS) ALL STUDENTS WILL ACQUIRE AN UNDERSTANDING OF KEY ECONOMIC PRINCIPLES.**Strands and Cumulative Progress Indicators**

By the end of Grade 2, students will:

A. Economic Literacy

1. Identify the basic goods and services a family needs for everyday life.

K: 143-146, 147-150, 151-154, 155-158

1: 156-157, 158-159

2: 104-105, 106-107

2. Explain how the products individuals eat, wear, and use impact their health and safety and the environment.

K: 225-228

1: 170-171, 172-173, 174-175

2: 316-317, 321, 335-336

3. Identify various forms of currency (e.g., penny, nickel, quarter, dollar).

K: 128-131, 132-134, 135-138

1: 104-105, 106-107

2: 126-127, 128-129, 179

4. Explain what it means to "save" money.

K: 131-134, 135-138

1: 104-105

2: 126-127, 128-129

B. Economics and Society

1. Identify various jobs and explain how workers in these jobs receive income for their work.

K: 43-46, 85-88, 123-126

1: 108-109, 110-111

2: 104-105, 106-107

Building upon the knowledge and skills gained in the preceding grades, by the end of Grade 4, students will:

A. Economic Literacy

1. Distinguish between goods (e.g., objects) and services (e.g., activities).

3: 316-317, 321, 335-336

4 Regions: 72-73, 81-82

4 New Jersey: 272, 273

2. Distinguish between a want and a need and explain how to choose needed goods and services.

3: 301, 336-337

4 Regions: 72, 78, 269

4 New Jersey: 278

3. Explain the three functions of money in the economy.

▪ **Medium of exchange (e.g., buying)**

3: 296-297, 301, 336

4 Regions: 74-79

4 New Jersey: 273

▪ **Measure of value (e.g., price comparison)**

3: 337

4 Regions: 74-79

4 New Jersey: 273

▪ **Store of value (e.g., saving)**

3: 290-291, 292-293, 294-295

4 Regions: 74-79

4 New Jersey: 273

4. Discuss how natural, human, and capital resources are used to produce goods and to provide services.

3: 318-319, 321, 322-323, 328-329

4 Regions: 31, 68, 72, 73, 81-82, 113, 114, 115, 117, 145-146, 180-181, 182-183, 198-199, 247-249, 265-266, 315, 339, 384-388, 411-412, 414

4 New Jersey: 7, 20-21, 182-183, 280-281, 282-283

5. Explain that prices are the money value of goods and services and that prices change as a result of supply and demand.

3: 308, 329-330

4 Regions: 76, 77

4 New Jersey: 272, 280-281

6. Define consumers as buyers and producers as workers and sellers.

3: 306-308, 321

4 Regions: 74, 76-77

4 New Jersey: 274-275

7. Explain that people can improve their ability to earn income by gaining new knowledge, skills, and experiences.

3: Can be developed from 290-291

4 Regions: 79

4 New Jersey: 278-279

8. Describe how to earn and save money in order to purchase a needed or desired item.

3: 284-285, 287, 290-291, 292-293, 294-295, 300-301, 302-303, 304-305

4 Regions: 74-79

4 New Jersey: 278-279

B. Economics and Society

1. Explain that some essential goods and services are provided by the government, such as roads, schools, parks, police, and fire protection.

3: 354-355, 384-385, 386-387

4 Regions: 49

4 New Jersey: 276-277, 279

2. Describe products and services that are developed, manufactured, or grown in New Jersey.

3: Can be developed from 334-339

4 New Jersey: 7, 182-183, 227, 228-229, 230, 231, 274-275

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Economic Literacy

- 1. Discuss how needs and wants change as one ages and the impact of planning, spending and saving.**
4 New Jersey: 278-279
- 2. Explain the law of supply and demand.**
4 New Jersey: 280
5: 19
- 3. Compare ways to save money, including checking and savings accounts, stocks and bonds, and the relationship between risk and return in investments.**
4 New Jersey: Can be developed from: 278-279
- 4. Describe the role credit plays in the economy and explain the difference in cost between cash and credit purchases.**
4 New Jersey: Can be developed from: 278-279
- 5. Discuss the economic growth of a nation in terms of increasing productivity, investment in physical capital, and investment in human capital.**
5: 564, 566, 572-574, 576-577
- 6. Describe how private industry acquires material and energy resources, provides jobs, raises financial capital, manages production processes, and markets goods and services that create wealth in order to meet consumer and industrial requirements.**
5: 19, 564, 566
6: 480-481
- 7. Discuss how innovation, entrepreneurship, competition, customer satisfaction, and continuous improvement in productivity are responsible for the rise in the standard of living in the United States and other countries with market economies.**
5: Can be developed from: 21
- 8. Compare and contrast the characteristics of the three basic economic systems: traditional or barter and trade, market capitalism, and command (e.g., communism).**
4 New Jersey: 281-283
6: 89, 480-4821, 632-633

- 9. Explain what taxes are, how they are collected, and how tax dollars are used by local, state, and national governments to provide goods and services.**
4 New Jersey: 277

B. Economics and Society

- 1. Discuss how meeting the needs and wants of a growing world population impacts the environment and economic growth.**
6: 630-633
- 2. Describe the many ways federal, state, and local governments raise funds to meet the need for public facilities and government services.**
4 New Jersey: 276-277
- 3. Discuss how societies have been affected by industrialization and by different political and economic philosophies.**
5: 401, 409, 637
6: 480-481
- 4. Describe how inventions and innovations have improved standards of living over the course of history.**
5: 21, 23, 31, 410, 562-565
6: 112, 434-435, 478, 479
- 5. Compare and contrast various careers, examining educational requirements and costs, salary and benefits, longevity, impact on society and the economy, and demand.**
4 New Jersey: Can be developed from:278-279
- 6. Analyze and give examples of how business and industry influence the buying decisions of consumers through advertising.**
4 New Jersey: 278-279
- 7. Discuss the need for ethical behavior in economic decisions and financial transactions.**
4 New Jersey: Can be developed from: 276

STANDARD 6.6 (GEOGRAPHY) ALL STUDENTS WILL APPLY KNOWLEDGE OF SPATIAL RELATIONSHIPS AND OTHER GEOGRAPHIC SKILLS TO UNDERSTAND HUMAN BEHAVIOR IN RELATION TO THE PHYSICAL AND CULTURAL ENVIRONMENT.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. The World in Spatial Terms

1. Explain the spatial concepts of location, distance and direction, including:

- **The location of school, home, neighborhood, community, state, and country**

K: 69-72, 73-76

1: 44-45, 46-47, 50-51, 52-53, 54-55

2: 2, 20-21, 46, R8-R9

- **The relative location of the community and places within it**

K: 69-72, 73-76

1: 46-47, 48-49, 50-53, 54-55

2: 2, 4-5, 20-21, 46

- **The location of continents and oceans**

K: 217-220

1: 74-75, 76-77, 154-155, R4-R5,

2: 36-37, 38-39, R4-R5

3. Explain that the globe is a model of the earth and maps are representations of local and distant places.

K: 221-224

1: 76-77, 106-107, 154-155, 174-175, 259, 264-265, R1-R3, R4-R5

2: 36-37, 38-39

4. Demonstrate basic globe and map skills.

K: 209-212, 221-224

1: 154-155

2: 36-37, 38-39

B. Places and Regions

1. Describe the physical features of places and regions on a simple scale.

K: 197-200, 201-204, 205-208

1: 150-151, 152-153, 154-155

2: H16, 60-61, 76-77, R10

2. Describe the physical and human characteristics of places.

K: 213-216

1: 150-151, 152-153, 156-157

2: 24-25, 26-27

C. Physical Systems

1. Recognize that the relationship of the Earth to the sun affects weather conditions, climate, and seasons.

K: 185-188, 189-190, 191-192

1: 142-143, 144-145, 148-149, 150-151, 154-155

2: 66-67, 69, 70, 77

D. Human Systems

1. Identify the types of transportation used to move goods and people.

K: 271-274

1: 90-91, 124-125, 126-127, 130, 252-253, 254-255

2: 280-281, 282-283

2. Identify the modes of communication used to transmit ideas.

K: Can be developed from 301-304

1: 234-235, 246-247, 248-249, 250-251

2: 278-279, 280-281

E. Environment and Society

1. Describe the role of resources such as air, land, water, and plants in everyday life.

K: 225-228

1: 150-151, 152-153, 156-157, 158-159, 162-163

2: 76-77, 78-79

2. Describe the impact of weather on everyday life.

K: 185-188

1: 138-139, 142-143, 144-145, 146-147, 148-149

2: 66-67

- 3. Act on small-scale, personalized environmental issues such as littering and recycling, and explain why such actions are important.**

K: 225-228

1: 136-137, 170-173

2: 82-83, 84-85

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. The World in Spatial Terms

- 1. Use physical and political maps to identify locations and spatial relationships of places within local and nearby communities.**

3: H19, 9, 37, 73, 103, 141

4 Regions: 86, 87, 105, 234, 247, 281, 372

4 New Jersey: H12, 12-13, 40, 138, 198, 286-287

- 2. Describe and demonstrate different ways to measure distance (e.g., miles, kilometers, time).**

3: 9, 32-33, 37

4 Regions: H16-H22, 70, 86, 87, 105, 234, 281, 372

4 New Jersey: H12-H14, 40, 78-79, 138, 198, 286-287, R4-R5

- 3. Estimate distances between two places on a map using a scale of miles.**

3: H18, 222-223

4 Regions: H16-H22, 86, 87, 105, 170, 234, 281, 372

4 New Jersey: H12-H14, 40, 78-79, 138, 198, 286-287

- 4. Identify the major cities of New Jersey, the United States, and the world.**

3: Can be developed from Social Studies Handbook and Reference Guide

4 Regions: H16-H18, 98, 143, 160, 212-213, 226, 294, 316-317, 341, 347, 362, 411-412

4 New Jersey: H12, H13, 7, 14, 33, 38-39, 44

- 5. Identify the major countries, continents, bodies of water, and mountain ranges of the world.**

3: Can be developed from H14-H15

4 Regions: H12, H13, H14, 16, 17, 163

4 New Jersey: R4-R5

- 6. Locate time zones, latitude, longitude, and the global grid.**

3: H13, 388-389

4 Regions: H15, H21, 54-55, 408-409, R4-R7

4 New Jersey: H14, 11, 254-255

B. Places and Regions

- 1. Identify the physical and human characteristics of places and regions in New Jersey and the United States (e.g., landforms, climate, vegetation, housing).**

3: Can be developed from Social Studies Handbook and Reference Guide and 142

4 Regions: H17, H19, 10-13, 22-23, 27-28, 32-33, 105-107, 117, 119, 160-161, 167-169, 172-175, 176-177, 233, 243-244, 245, 297, 308-309, 310-311, 312-313, 365, 369, 372, 379-383, R16-R17

4 New Jersey: 7, 12-13, 19, 25, 31-32, 36, 43-47, 233, 243-244, R20, R23

- 2. Explain changes in places and regions over time and the consequences of those changes.**

3: H20, 204-205, 232-233, 234

4 Regions:301

4 New Jersey: 25

- 3. Describe the geography of New Jersey.**

3: 148-149

4 New Jersey: 12-13, 28-29, 31-32, R20

- 4. Discuss factors involved in the development of cities (e.g., transportation, food, marketplace, religion, military protection).**

3: 334-335

4 Regions: 81, 143, 145, 212-213, 237, 266, 267, 280-282, 411

4 New Jersey: 14, 15, 96, 294-295

C. Physical Systems

- 1. Describe the basic components of the Earth's physical systems, including landforms, water, erosion, weather, and climate and discuss their impact on human development.**

3: 148-149, Reference Guide

4 Regions: 11-13, 16-23, 33, 105-107, 120-121, 163, 167-169, 173-175, 228-229, 243-244, 301, 308-309, 365, 372, 374-375, 379-383

4 New Jersey:12-13, 19, 25, 31, 34-35, 65

D. Human Systems**1. Describe the development of transportation and communication networks in New Jersey and the United States.****3:** 252-253, 254-255, 262-263, 267, 326-327**4 Regions:** H22, 280-282, 341, 350**4 New Jersey:** 15, 32, 44, 96, 172-173, 174-175, 292, 293, R21**2. Identify the distribution and characteristics of populations for different regions of New Jersey and the United States.****3:** 334-335, 336, 338-339**4 Regions:** 143, 198-199, 271, 328, 336-337, 401, 405, 406**4 New Jersey:** 33, 38-39, 44, 46, 47**E. Environment and Society****1. Differentiate between living and non-living natural resources.****3:** 318-319, 321**4 Regions:** 27-29, 114-115, 117, 182-183, 315, 388, 395, 403**4 New Jersey:** 6-7, 20-21, 227**2. Explain the nature, characteristics, and distribution of renewable and non-renewable resources.****3:** 319**4 Regions:** 27-29, 114-117, 182-183, 315, 388, 395, 403**4 New Jersey:** 6-7, 20-21, 227

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. The World in Spatial Terms**1. Distinguish among the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and the utility of each in solving problems.****5:** Representative Pages: H12, H16-H19, 8-9, 12-13, 32-33, 116-117, 225, 378-379, 431, 493**6:** Representative Pages: H12-H24, 15, 21, 82, 124, 194-195, 292, 475, 562, 624, 634

- 2. Translate maps into appropriate spatial graphics to display geographical information.**
5: Representative Pages: H12-H22, 26-27, 62, 103, 141, 244-245, 375, 378-379, 405, 435, 513
6: Representative Pages: H16-H20, 38, 49, 82, 186, 194-195, 247, 347, 373, 393, 460, 639
- 3. Explain the spatial concepts of relative and absolute location and distance.**
5: H15-H19
6: 194-195
- 4. Estimate distances between two places on a map using a scale of miles, and use cardinal and intermediate directions when referring to a relative location.**
5: H16-H18, 244-245, 656-657
6: H18-H20, 258-259, R4-R5, R10-R11, R16
- 5. Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.**
5: 33, 55, 58-59, 544-545
6: H21, 194-195, 658-659
- 6. Distinguish among the major map types, including physical, political, topographic, and demographic.**
5: 194-195
6: H14-H20, H24
- 7. Explain the distribution of major human and physical features at country and global scales.**
5: 5, 8, 10-11, 25-28, 30
6: H16-H17
- 8. Use thematic maps to describe places (e.g., patterns of population, diseases, rainfall).**
5: 26-27, 29, 171, 205, 206, 226, 378-379, 412, 440, 513
6: 21, 58, 109, 138, 210, 277, 332, 373, 383, 409, 410, 436, 488, 569, 608, 616-617, 632
- 9. Describe and distinguish among the various map projections, including size, shape, distance, and direction.**
5: 656-657
6: H22-H23, 166-167

10. Describe location technologies, such as Geographic Information Systems (GIS) and Global Positioning Systems (GPS).

6: 195

11. Describe the significance of the major cities of New Jersey, the United States, and the world.

5: 26-27, 210-212, 662, 678-691, R8, R12

6: 501, 527, 570, 610, 615, 646-647, 655, 658, R8, R10-R11, R14, R16, R18

B. Places and Regions

1. Compare and contrast the physical and human characteristics of places in regions in New Jersey, the United States, and the world.

5: Representative Pages: H16-H22, 8-9, 24-30, 40-41, 82-85, 106-109, 203, 372-373, 435-436, 538-541

6: Representative Pages: H14-H19, 101, 138, 163, 296, 323, 347, 436, 658-659, 660-663

2. Describe how regions change over time.

5: 25, 26-27, 55

6: 38-39, 48-53, 249-251, 255-256, 264

3. Compare the natural characteristics used to define a region.

5: 25, 26-27

6: 38

4. Explain how regional systems are interconnected (e.g., watersheds, trade, transportation systems).

4 New Jersey: 38, 46, 294

5: 374-375, 438-441

6: 630-633, 637-638, 660-663, 664-666

5. Discuss how the geography of New Jersey impacts transportation, industry, and community development.

4 New Jersey: 7, 12-13, 14, 31-33, 36-39

6. Discuss the similarities and differences among rural, suburban, and urban communities.

4 New Jersey: 38, 46, 294

5: 210-214

6: 655

7. Describe the types of regions and the influence and effects of region labels including:

- **Formal regions:** school districts, states
- **Functional regions:** marketing area of a newspaper, fan base of a sport team
- **Perceptual regions:** the Bible Belt, the Riviera in southern France

6: Can be developed from 636-641

C. Physical Systems

1. Describe the characteristics and spatial distribution of major Earth ecosystems.

5: 24-30, 34-38

6: 658-659, 660-663

2. Discuss how ecosystems function locally and globally.

5: 37-38

6: 660-663

3. Predict effects of physical processes and changes on the Earth.

5: 54-57, 58-59

6: H14-H15

4. Discuss how the community and its environment function as an ecosystem.

6: 660-663

5. Describe how the physical environment affects life in different regions (e.g., population density, architecture, transportation systems, industry, building materials, land use, recreation).

5: 24-30, 36, 37, 38, 39, 40-41, 43-47

6: 657-658

D. Human Systems

1. Discuss how technology affects the ways in which people perceive and use places and regions.

5: 38

6: 668-669

2. Analyze demographic characteristics to explain reasons for variations between populations.

5: 378-379

6: 654-657, 658-659

3. Compare and contrast the primary geographic causes for world trade.**5:** 19-20, 21-22**6:** 630-633**4. Analyze the patterns of settlement in different urban regions of the world.****5:** 210-211, 212, 378-379, 401, 465, 535, 544-545, 568-571, 613**6:** 654-656, 657**5. Discuss how and why people cooperate, but also engage in conflict, to control the Earth's surface.****5:** 608-613, 615, 624-630**6:** 523-537, 545, 548-555, 569, 571, 582, 587**6. Compare the patterns and processes of past and present human migration.****5:** 10-11, 438-441, 544-545, 613**6:** 12, 14-16, 130, 251, 347, 372, 615, 656**7. Explain and identify examples of global interdependence.****5:** 20, 22, 30, 38, 637-641, 650-655, 658-661**6:** 630-633, 644-647**8. Describe how physical and human characteristics of regions change over time.****5:** 8, 30**6:** 10-16**E. Environment and Society****1. Discuss the environmental impacts or intended and unintended consequences of major technological changes (e.g., autos and fossil fuels, nuclear power and nuclear waste).****5:** 22, 34-38**6:** 660-663, 664-667**2. Analyze the impact of various human activities and social policies on the natural environment and describe how humans have attempted to solve environmental problems through adaptation and modification.****5:** 22, 34-38**6:** 660-667

3. Compare and contrast conservation practices and alternatives for energy resources.

5: 22, 34-38

6: 664-667

4. Compare and contrast various ecosystems and describe their interrelationship and interdependence.

5: 34-38

6: 660-663

5. Describe world, national, and local patterns of resource distribution and utilization, and discuss the political and social impact.

5: 35-36

6: 659, 664-667

6. Analyze the importance of natural and manufactured resources in New Jersey.

4 New Jersey: 20-21

7. Delineate and evaluate the issues involved with sprawl, open space, and smart growth in New Jersey.

4 New Jersey: 14-15, 33, 38, 44, 46, 293-294