

**HAMILTON TOWNSHIP SCHOOL DISTRICT**  
**Social Studies Curriculum Progress Indicator Matrix**

A=Awareness  
I = Introduction  
D = Developing  
M = Master

**6.1 Social Studies Skills**

<b>By the end of Grade 2, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>6.1.2 A. Social Studies Skills</b>									
1. Explain the concepts of long ago and far away.	I	D	M						
2. Apply terms related to time including past, present, and future.	I	D	M						
3. Identify sources of information on local, national, and international events (e.g., books, newspaper, TV, radio, Internet).	A	I	M						
4. Retell events or stories with accuracy and appropriate sequencing.	D	M	M						
5. Develop simple timelines.	I	D	M						
<b>By the end of Grade 4, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>6.1.4 A. Social Studies Skills</b>									
1. Explain how present events are connected to the past.					M				
2. Apply terms related to time including years, decades, centuries, and generations.					M				
3. Locate sources for the same information (e.g., weather forecast on TV, the Internet or in a newspaper).				M					
4. Organize events in a time line.					M				
5. Distinguish between an eyewitness account and a secondary account of an event.					M				
6. Distinguish fact from fiction.				M					
<b>By the end of Grade 8, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>6.1.8 A. Social Studies Skills</b>									
1. Analyze how events are related over time.						I	D	D	M
2. Use critical thinking skills to interpret events, recognize bias, point of view, and context.						I	I	D	M
3. Assess the credibility of primary and secondary sources.						I	D	D	M
4. Analyze data in order to see persons and events in context.						I	D	D	M
5. Examine current issues, events, or themes and relate them to past events.						D	D	D	M
6. Formulate questions based on information needs.						I	D	D	M
7. Use effective strategies for locating information.						I	D	D	M
8. Compare and contrast competing interpretations of current and historical events.						A	I	D	M
9. Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.						A	I	D	M
10. Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.						D	D	D	M
11. Summarize information in written, graphic, and oral forms.						D	D	M	

<b>6.2 Civics</b>									
<b>By the end of Grade 2, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>6.2.2 A. Civic Life, Politics, and Government</b>									
1. Explain the need for rules, laws, and government	<b>I</b>	<b>D</b>	<b>M</b>						
2. Give examples of authority and problems that might arise from lack of effective authority.	<b>I</b>	<b>D</b>	<b>M</b>						
3. Describe how American citizens can participate in community and political life.	<b>A</b>	<b>T</b>	<b>M</b>						
4. Explain that justice means fairness to all.	<b>I</b>	<b>D</b>	<b>M</b>						
5. Explain that a responsibility means something you must or should do.	<b>D</b>	<b>D</b>	<b>M</b>						
6. Explore basic concepts of diversity, tolerance, fairness, and respect for others.	<b>I</b>	<b>D</b>	<b>M</b>						
<b>6.2.2 B. American Values And Principles</b>									
1. Identify symbols of American values and beliefs such as the American Flag and the Statue of Liberty.	<b>I</b>	<b>D</b>	<b>M</b>						
<b>6.2.2 C. The Constitution and American Democracy</b>									
1. Identify community and government leaders (e.g., mayor, town council, President of the United States).	<b>A</b>	<b>I</b>	<b>M</b>						
<b>6.2.2 D. Citizenship</b>									
1. Identify examples of responsible citizenship in the school setting.	<b>I</b>	<b>D</b>	<b>M</b>						
2. Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples.	<b>I</b>	<b>D</b>	<b>M</b>						
<b>6.2.2 E.. International Education: Global Challenges, Cultures, and Connections</b>									
1. Explain that the United States is a diverse nation and one of many nations in the world.	<b>I</b>	<b>D</b>	<b>M</b>						
2. Identify traditions and celebrations of various cultures (e.g., Chinese New Year, Cinco de Mayo).	<b>I</b>	<b>D</b>	<b>M</b>						
3. Participate in activities such as dance, song, and games that represent various cultures. (Music)	<b>I</b>	<b>D</b>	<b>M</b>						
<b>By the end of Grade 4, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>6.2.4 A. Civic Life, Politics, and Government</b>									
1. Describe the characteristics of an effective rule of law (e.g., achieves purpose, clear, fair, protects rights and the common good).				<b>M</b>					
2. Differentiate between power and authority.					<b>M</b>				
3. Recognize that government exists at the community, county, state, and federal levels.				<b>M</b>					
4. Recognize national, state, and local legislators and government officials and explain how to contact them for help or to express an opinion.					<b>M</b>				
5. Describe the contributions of voluntary associations and organizations in helping government provide for its citizens.					<b>M</b>				
<b>6.2.4 B. American Values And Principles</b>									

1. Identify the fundamental values and principles of American democracy expressed in the Pledge of Allegiance, the Declaration of Independence, United States Constitution and the Bill of Rights, and the first New Jersey Constitution.					M				
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.					M				
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.					M				
4. Evaluate the importance of traditions, values, and beliefs which form a common American heritage in an increasingly diverse American society.					M				
<b>6.2.4 C. The Constitution and American Democracy</b>									
1. Discuss how the Constitution describes how the United States government is organized and how it defines and limits the power of government.					M				
2. Discuss how government bodies make decisions and explain the impact of those decisions on school and community life.					M				
3. Identify major services provided by state and local government.					M				
4. Delineate the respective roles of the three branches of the federal and state governments.					M				
<b>6.2.4 D. Citizenship</b>									
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.					M				
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).					M				
3. Describe the process by which immigrants can become United States citizens.					M				
<b>6.2.4 E. International Education: Global Challenges, Cultures, and Connections</b>									
1. Explain that the world is divided into many nations consisting of territory and people, with their own government, languages, customs, and laws.					M				
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.					M				
3. Explain why it is important for nations to communicate and resolve disagreements through peaceful means.					M				
4. Outline the purposes of the United Nations.					M				
5. Identify current issues that may have a global impact (e.g., pollution, diseases) and discuss ways to address them.					M				
6. Explain why it is important to understand diverse peoples, ideas, and cultures.					M				
7. Explain that even within a culture, diversity may be affected by race, religion, or class.					M				
8. Identify aspects of culture and heritage presented in literature, art, music, sport, or the media.					M				
9. Examine common and diverse traits of other cultures and compare to their own culture.					M				

10. Use technology to learn about students and their families in other countries through classroom links, email, and Internet research.				M					
11. Define stereotyping and discuss how it impacts self-image and interpersonal relationships.					M				
<b>By the end of Grade 8, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>6.2.8 A. Civic Life, Politics, and Government</b>									
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.							M		
2. Describe the underlying values and principles of democracy and distinguish these from authoritarian forms of government.								M	
3. Discuss the major characteristics of democratic governments.								M	
4. Discuss the processes of local government.									M
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).									M
6. Explain how non-governmental organizations influence legislation and policies at the federal, state, and local levels.									M
<b>6.2.8 B. American Values And Principles</b>									
1. Analyze how certain values including individual rights, the common good, self-government, justice, equality and free inquiry are fundamental to American public life.									M
2. Describe representative government and explain how it works to protect the majority and the minority.									M
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.									M
<b>6.2.8 C. The Constitution and American Democracy</b>									
1. Discuss the major principles of the Constitution, including shared powers, checks and balances, separation of church and state, and federalism.									M
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.									M
3. Discuss the role of political parties in the American democratic system including candidates, campaigns, financing, primary elections, and voting systems.									M
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.									M
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, Hedgepath and Williams v. Trenton Board of Education, the Mount Laurel Decision,									M

Jackman v. Bodine, Abbott v. Burke).										
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.										M
<b>6.2.8 D. Citizenship</b>										
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.										M
2. Discuss how the rights of American citizens may be in conflict with each other (e.g., right to privacy vs. free press).										M
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.										M
4. Explain the benefits, costs, and conflicts of a diverse nation.										M
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).										M
<b>6.2.8 E.. International Education: Global Challenges, Cultures, and Connections</b>										
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.										M
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.										M
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.										M
4. Evaluate current United States foreign policy issues and strategies and their impact on the nation and the rest of the world.										M
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.										M
6. Describe how one's heritage includes personal history and experiences, culture, customs, and family background.										M
7. Analyze how the life, culture, economics, politics, and the media of the United States impact the rest of the world.										M
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).										M
9. Discuss how cultures may change can that individuals may identify with more than one culture.										M
10. Engage in activities that foster understanding of various cultures (e.g., clubs, dance groups, sports, travel, community celebrations).										M



<p>2. Describe the political framework of Athenian society and its influence on modern-society, including:</p> <ul style="list-style-type: none"> <li>• The influence of Athenian political ideals on public life;</li> <li>• The importance of participatory government'</li> <li>• The role of women in Athenian society, their rights under law, and possible reasons why democracy was limited to males; and</li> <li>• Athenian ideas and practices related to political freedom, national security, and justice.</li> </ul>							<b>M</b>		
<p>3. Describe the social and political characteristics of the Greek city-states including:</p> <ul style="list-style-type: none"> <li>• Similarities and differences between Athenian democracy and Spartan military aristocracy;</li> <li>• Location and political structure of the city-states ;</li> <li>• Hierarchical relationships in Greek societies; and</li> <li>• Civic, economic, and social tasks performed by men and women of different classes.</li> </ul>							<b>M</b>		
<p>4. Describe the significant contributions of ancient Greece to Western Civilization, including:</p> <ul style="list-style-type: none"> <li>• Characteristics of Classic Greek art and architecture and how they are reflected in modern art and architecture;</li> <li>• Socrates' values and ideas;</li> <li>• Philosophy, including Plato and Aristotle;</li> <li>• Greek Drama, including Sophocles and Euripides;</li> <li>• History, including Herodotus, Xenophon, and Thucydides; and</li> <li>• Greek Mythology.</li> </ul>							<b>M</b>		
<p>5. Discuss the cultural influences of Greece, Egypt, Persia, and India on Mediterranean cultures through assimilation, conquest, migration, and trade.</p>							<b>M</b>		
<p>6. Discuss the origins and social framework of Roman society, including:</p> <ul style="list-style-type: none"> <li>• The geographic location of various ethnic groups on the Italian peninsula and their influence on early Roman society;</li> <li>• The legends of the founding of Rome and how they reflect the beliefs and values of its citizens; and</li> <li>• Daily life in Rome and Pompeii.</li> </ul>							<b>M</b> <b>M</b>		

<p>7. Describe the political and social framework of Roman society, including:</p> <ul style="list-style-type: none"> <li>• Political and social institutions of the Roman Republic and reasons for its transformation from Republic to Empire; and</li> <li>• The influence of key Roman leaders.</li> </ul>							<b>M</b>		
<p>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.</p>							<b>M</b>		
<p>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.</p>							<b>M</b>		
<p>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.</p>							<b>M</b>		
<p>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.</p>							<b>M</b>		
<b>6.3.8 C. Expanding Zones of Exchange and Interaction to 1400 CE</b>									
<p>1. Discuss how Western Civilization arose from a synthesis of Christianity and classical Greco-Roman civilization with the cultures of northern European peoples.</p>							<b>M</b>		
<p>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:</p> <ul style="list-style-type: none"> <li>• The origin and development of Islamic law;</li> <li>• The significance of the Quran and the Five Pillars of Islam;</li> <li>• The diverse religious, cultural, and geographic factors that influenced the ability of the Muslim government to rule;</li> <li>• The split into Sunni and Shi'ite factions; and</li> <li>• The importance of Muslim civilization in mediating long-distance commercial, cultural, intellectual, and food crop exchange across Eurasia and parts of Africa.</li> </ul>							<b>M</b>		
<p>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.</p>							<b>M</b>		

4. Analyze the rise of the West African Empires of Ghana, Mali, and Songhay and compare with changes in Asia, Europe, and the Americas.								<b>M</b>		
5. Analyze the relationships between Mesoamerican and Andean societies, including: <ul style="list-style-type: none"> <li>• The growth of urban societies and urban planning;</li> <li>• Religious and rituals;</li> <li>• Governing structure and economy;</li> <li>• The construction of the Mesoamerican calendar; and</li> <li>• Similarities in agriculture, social structures, and artisan crafts.</li> </ul>							<b>M</b>			
6. Explain the medieval origins of constitutional government in England (e.g., Edward I, Magna Carta, Model Parliament of 1295, Common Law).								<b>M</b>		
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.								<b>M</b>		
<b>6.3.8 D. The Age of Global Encounters (1400-1750)</b>										
1. Discuss factors that contributed to oceanic travel and exploration in the 15 <sup>th</sup> and 16 <sup>th</sup> 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.								<b>M</b>		
2. Describe the significant contributions of the Renaissance and Reformation to European society, including major achievements in literature, music, painting, sculpture, and architecture.									<b>M</b>	
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.								<b>M</b>		
<b>6.4 United States and New Jersey History</b>										
<b>By the end of Grade 2, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	
<b>6.4.2 A. Family and Community Life</b>										
1. Recognize change and continuity in their lives.	<b>I</b>	<b>D</b>	<b>M</b>							
2. Describe their family history through two generations.	<b>D</b>	<b>D</b>	<b>M</b>							
3. Compare family life today with long ago.	<b>I</b>	<b>D</b>	<b>M</b>							
4. Tell about their family heritage using stories, songs, and drawings.	<b>I</b>	<b>D</b>	<b>M</b>							
<b>6.4.2 B. State and Nation</b>										
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.	<b>I</b>	<b>D</b>	<b>M</b>							
2. Discuss the contributions of important women, African Americans, and Native Americans to United States and New Jersey history.	<b>I</b>	<b>D</b>	<b>M</b>							
3. Explain the historical significance of major national holidays (e.g., Independence Day, Labor Day) and American symbols.	<b>D</b>	<b>D</b>	<b>M</b>							
4. Relate why important national buildings, statues, and monuments are associated with our national	<b>A</b>	<b>I</b>	<b>M</b>							

history.									
<b>By the end of Grade 4, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>6.4.4 A. Family and Community Life</b>									
1. Discuss how families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, and celebrations.				M					
2. Compare family life in a community of the past to life in a community of the present.				M					
3. Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.					M				
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.					M				
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.				M					
6. Describe situations in which people from diverse backgrounds work together to solve common problems.				M					
<b>6.4.4 B. State and Nation</b>									
1. Compare the major early culture of Lenape that existed in the region that became New Jersey prior to contact with the Europeans.					M				
2. Discuss the reasons why revolutionary leaders, including George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston fought for independence from England.					M				
3. Discuss New Jersey's role during the American Revolution.					M				
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.					M				
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.					M				
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.					M				
7. Describe the population shift from the farm to the city in New Jersey.					M				
8. Discuss the value of the American national heritage including:					M				
<ul style="list-style-type: none"> <li>• Diverse folklore and cultural contributions from New Jersey and other regions in the United States;</li> <li>• History and values celebrated in American songs, symbols, slogans, and major holidays; and</li> <li>• Historical preservation of primary documents, buildings, places of memory, and significant artifacts.</li> </ul>									

<b>By the end of Grade 8, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>6.4.8 A. Family and Community Life</b>									
1. Reinforce indicators from previous grade levels.									
<b>6.4.8 B. State and Nation</b>									
1. Reinforce indicators from previous grade levels.									
<b>6.4.8 C. Many Worlds Meet (to 1620)</b>									
1. Discuss factors that stimulated European overseas explorations between the 15 <sup>th</sup> and 17 <sup>th</sup> centuries and the impact of that exploration on the modern world.						<b>M</b>			
2. Trace the major land and water routes of the explorers.						<b>M</b>			
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).						<b>M</b>			
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 culture at the time of first contact with Europeans.						<b>M</b>			
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.						<b>M</b>			
7. Analyze the cultures and interactions of peoples in the Americas, Western Europe, and Africa after 1450 including the transatlantic slave trade.						<b>M</b>			
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.						<b>M</b>			
<b>6.4.8 D. Colonization and Settlement (1585-1763)</b>									
1. Analyze the political, social, and cultural characteristics of the English colonies						<b>M</b>			
2. Describe the political, religious, social and economic institutions that emerged in Colonial America, including New Netherland and colonial New Jersey.						<b>M</b>			
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.								<b>M</b>	
4. Examine the interactions between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances and conflicts.						<b>M</b>			
5. Describe Native American resistance to colonization, including the Cherokee War against the English, the French and Indian War, and King George's War.						<b>M</b>			
6. Identify factors that account for the establishment of African slavery in the Americas.						<b>M</b>			
7. Discuss Spanish exploration, settlement, and missions in the American Southwest.						<b>M</b>			

<b>6.4.8 E. Revolution and the New Nation (1754-1820)</b>									
1. Discuss the background and major issues of the American Revolution, including the political and economic causes and consequences of the revolution.									<b>M</b>
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.						<b>M</b>			
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.									<b>M</b>
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.									<b>M</b>
5. Discuss the political and philosophical origins of the United States Constitution and its implication in the 1790’s.									<b>M</b>
6. Describe am map American territorial expansions and the settlement of the frontier during this period.									<b>M</b>
7. Analyze the causes and consequences of continuing conflict between Native American tribes and colonists (e.g., Tecumseh’s rebellion).									<b>M</b>
8. Discuss the background and major issues of the War of 1812 (e.g., sectional issues, role of Native Americans).									<b>M</b>
<b>6.4.8 F. Expansion and Reform (1801-1861)</b>									
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.									<b>M</b>
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).									<b>M</b>
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).									<b>M</b>
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.									<b>M</b>
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.									<b>M</b>
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.									<b>M</b>
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).									<b>M</b>

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.										<b>M</b>
10. Explain how state and federal policies influences various Native American tribes (e.g., homeland vs. resettlement, Black Hawk War, Trail of Tears).										<b>M</b>
11. Understand the institution of slavery in the United States, resistance to it, and New Jersey’s role in the Underground Railroad.										<b>M</b>
<b>6.4.8 G. Civil War and Reconstruction (1850-1877)</b>										
1. Explain the major events, issues, and personalities of the American Civil War including: <ul style="list-style-type: none"> <li>• The causes of the civil War (e.g., slavery, states’ rights);</li> <li>• The course and conduct of the war (e.g., Antietam, Vicksburg, Gettysburg);</li> <li>• Sectionalism;</li> <li>• The Dred Scott and other Supreme Court decisions;</li> <li>• The role of women;</li> <li>• The role of African Americans;</li> <li>• The Gettysburg Address;</li> <li>• The Emancipation Proclamation; and</li> <li>• Juneteenth Independence Day.</li> </ul>										<b>M</b>
<b>6.5 Economics</b>										
<b>By the end of Grade 2, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	
<b>6.5.2 A. Economic Literacy</b>										
1. Identify the basic goods and services a family needs for everyday life.	<b>I</b>	<b>D</b>	<b>M</b>							
2. Explain how the products individuals eats, wear, and use impact their health and safety and the environment.	<b>I</b>	<b>D</b>	<b>M</b>							
3. Identify various forms of currency (e.g., penny, nickel, quarter, dollar).	<b>I</b>	<b>M</b>	<b>M</b>							
4. Explain what it means to “save” money.	<b>A</b>	<b>I</b>	<b>M</b>							
<b>6.5.2 B. Economics and Society</b>										
1. Identify various jobs and explain how workers in these jobs receive income for their work.	<b>A</b>	<b>I</b>	<b>M</b>							
<b>By the end of Grade 4, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	
<b>6.5.4 A. Economic Literacy</b>										
1. Distinguish between goods (e.g., objects) and services (e.g., activities).				<b>M</b>						
2. Distinguish between a want and a need and explain how to choose needed goods and services.				<b>M</b>						
3. Explain the three functions of money in the economy.					<b>M</b>					

<ul style="list-style-type: none"> <li>• Medium of exchange (e.g., buying)</li> <li>• Measure of value (e.g., price comparison)</li> <li>• Store of value (e.g., saving)</li> </ul>										
4. Discuss how natural, human, and capital resources are used to produce goods and to provide services.					M					
5. Explain that prices are the money value of goods and services and that prices change as a result of supply and demand.					M					
6. Define consumers as buyers and producers as workers and sellers.				M						
7. Explain that people can improve their ability to earn income by gaining new knowledge, skills, and experiences.				M						
8. Describe how to earn and save money in order purchase a needed or desired item.				M						
<b>6.5.4 Economics and Society</b>										
1. Explain that some essential goods and services are provided by the government such as roads, schools, parks, police and fire protection				M						
2. Describe products and services that are developed, manufactured, or grown in New Jersey.					M					
<b>By the end of Grade 8, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	
<b>6.5.8 A. Economic Literacy</b>										
1. Discuss how needs and wants change as one ages and the impact of planning, spending and saving.									M	
2. Explain the law of supply and demand.									M	
3. Compare ways to save money, including checking and savings accounts, stocks and bonds, and the relationship between risk and return in investments.									M	
4. Describe the role credit plays in the economy and explain the difference in cost between cash and credit purchases.									M	
5. Discuss the economic growth of a nation in terms of increasing productivity, investment in physical capital, and investment in human capital.										M
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.										M
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.										M
8. Compare and contrast the characteristics of the three basic economic systems: traditional or barter									M	

and trade, market capitalism, and command (e.g., communism).										
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.										<b>M</b>
<b>6.5.8 B. Economics and Society</b>										
1. Discuss how meeting the needs and wants of a growing world population impacts the environment and economic growth.										<b>M</b>
2. Describe the many ways federal, state, and local governments raise funds to meet the need for public facilities and government services.										<b>M</b>
3. Discuss how societies have been affected by industrialization and by different political and economic philosophies.										<b>M</b>
4. Describe how inventions and innovations have improved standards of living over the course of history.						<b>M</b>				
5. Compare and contrast various careers, examining educational requirements and costs, salary and benefits, longevity, impact on society and the economy, and demand.										<b>M</b>
6. Analyze and give examples of how business and industry influence the buying decisions of consumers through advertising.										<b>M</b>
7. Discuss the need for ethical behavior in economic decisions and financial transactions.										<b>M</b>
<b>6.6 Geography</b>										
<b>By the end of Grade 2, students will:</b>										
<b>6.6.2 A. The World in Spatial Terms</b>										
1. Explain the spatial concepts of location, distance and direction, including: <ul style="list-style-type: none"> <li>The location of school, home, neighborhood, community, state, and country;</li> <li>The relative location of the community and places within it; and</li> <li>The location of continents and oceans.</li> </ul>	<b>A</b>	<b>I</b>	<b>M</b>							
2. Explain that the globe is a model of the Earth and maps are representatives of local and distant places.	<b>I</b>	<b>D</b>	<b>M</b>							
3. Demonstrate basic globe and map skills.	<b>A</b>	<b>D</b>	<b>M</b>							
<b>6.6.2 B. Places and Regions</b>										
1. Describe the physical features of places and regions as on a simple scale.	<b>A</b>	<b>I</b>	<b>M</b>							
2. Describe the physical and human characteristics of places.	<b>A</b>	<b>I</b>	<b>M</b>							
<b>6.6.2 C. Physical Systems</b>										
1. Recognize that the relationship of the Earth to the sun affects weather conditions, climate, and seasons.	<b>I</b>	<b>D</b>	<b>M</b>							
<b>6.6.2 D. Human Systems</b>										
1. Identify the types of transportation used to move goods and people.	<b>I</b>	<b>D</b>	<b>M</b>							

2. Identify the modes of communication used to transmit ideas.	I	D	M						
<b>6.6.2 E. Environment and Society</b>									
1. Describe the role or resources such as air, land, water, and plants in everyday life.	A	D	M						
2. Describe the impact of weather on everyday life.	M	M	M						
3. Act on small-scale, personalized environmental issues such as littering and recycling, and explain why such actions are important.	D	M	M						
<b>By the end of Grade 4, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>6.6.4 A. The World in Spatial Terms</b>									
1. Use Physical and political maps to identify locations and spatial relationships of places within local and nearby communities.					M				
2. Describe and demonstrate different ways to measure distance (e.g., miles, kilometers, time).				M					
3. Estimate distances between two places on a map using a scale of miles.				M					
4. Identify the major cities of New Jersey, the United States, and the world.					M				
5. Identify the major countries, continents, bodies of water, and mountain ranges of the world.				M					
6. Locate time zones, latitude, longitude, and the global grid.					M				
<b>6.6.4 B. Places and Regions</b>									
1. Identify the physical and human characteristics of places and regions in New Jersey and the United States (e.g., landforms, climate, vegetation, housing).					M				
2. Explain changes in places and regions over time and the consequences of those changes.					M				
3. Describe the geography of New Jersey.					M				
4. Discuss factors involved in the development of cities (e.g., transportation, food, marketplace, religion. Military protection).				M					
<b>6.6.4 C. Physical Systems</b>									
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.					M				
<b>6.6.4 D. Human Systems</b>									
1. Describe the development of transportation and communication networks in New Jersey and the United States.					M				
2. Identify the distribution and characteristics of populations for different regions of New Jersey and the United States.					M				
<b>6.6.4 E. Environment and Society</b>									
1. Differentiate between living and non-living natural resources.				M					
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>

By the end of Grade 8, students will:									
<b>6.6.8 A. The World in Spatial Terms</b>									
1. Distinguish among the distinct characteristics of maps, globe, graphs, charts, diagrams, and other geographical representations, and the utility of each in solving problems.									M
2. Translate maps into appropriate spatial graphics to display geographical information.									M
3. Explain the spatial concepts of relative and absolute location and distance.									M
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.									M
5. Use geographical tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.									M
6. Distinguish among the major map types, including physical, political, topographic, and demographic.									M
7. Explain the distribution of major human and physical features at country and global scales.									M
8. Use thematic maps to describe places (e.g., patterns of population, diseases, rainfall).									M
9. Describe and distinguish among the various map projections, including size, shape distance, and direction.									M
10. Describe location techniques, such as Geographic Information Systems (GIS) and Global Positioning (GPS)									M
11. Describe the significance of the major cities of New Jersey, the United States, and the world.									M
<b>6.6.8 B. Places and Regions</b>									
1. Compare and contrast the physical and human characteristics of places in regions in New Jersey, the United States, and the world.									M
2. Describe how regions change over time.									M
3. Compare the natural characteristics used to define a region.									M
4. Explain how regional systems are interconnected (e.g., watersheds, trade, transportation systems).									M
5. Discuss how the geography of New Jersey impacts transportation, industry, and community development.									M
6. Discuss the similarities and differences among rural, suburban, and urban communities.									M
7. Describe the types of regions and the influence and effects of region labels including: <ul style="list-style-type: none"> <li>• Formal regions: school districts, states;</li> <li>• Functional regions: marketing area of a newspaper, fan base of a sport team; and</li> </ul>									M

<ul style="list-style-type: none"> <li>Perceptual regions: the Bible Belt, the Riviera in southern France.</li> </ul>									
<b>6.6.8 C. Physical Systems</b>									
1. Describe the characteristics and spatial distribution of major Earth ecosystems.									M
2. Discuss how ecosystems function locally and globally.									M
3. Predict effects of physical processes and changes on the Earth.									M
4. Discuss how the community and its environment function as an ecosystem.									M
5. Describe how the physical environment affects life in different regions (e.g., population density, architecture, transportation systems, industry, building materials, land use, recreation).									M
<b>6.6.8 D. Human Systems</b>									
1. Discuss how technology affects the ways in which people perceive and use places and regions and use places and regions.									M
2. Analyze demographic characteristics to explain reasons for variations between populations.									M
3. Compare and contrast the primary geographic causes for world trade.									M
4. Analyze the patterns of settlement in different urban regions of the world.									M
5. Discuss how and why people cooperate, but also engage in conflict, to control the Earth's surface.									M
6. Compare the patterns and processes of past and present human migration.									M
7. Explain and identify examples of global interdependence.									M
8. Describe how physical and human characteristics of regions change over time.									M
<b>6.6.8 E. Environment and Society</b>									
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).									M
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.									M
3. Compare and contrast conservation practices and alternatives for energy resources.									M
4. Compare and contrast various ecosystems and describe their interrelationship and interdependence.									M
5. Describe world, national, and local patterns of resource distribution and utilization, and discuss the political and social impact.									M