

Grades K-2 Suggested Model Curriculum
April 2021

Core Idea	Indicator (Amistad = Red, Holocaust-Blue, LGBTQ/Disabilities=Yellow)	Indicator Statement (Indicators = 50) (6.3 = 3) (71 in K-4 2014)	Suggested Grade	Assessment
Civic Mindedness	6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g. open-mindedness, compassion, civility, persistence).	1	Teacher
Civic Mindedness	6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.	1	District
Democratic Principles	6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.	1	School
Participatory Democracy	6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.	1	Teacher
Political Institutions	6.1.2.CivicsPI.6	Explain what government is and its function.	1	Teacher
Processes & Rules	6.1.2.CivicsPR.4	Explain how individuals can work together to make decisions in the classroom.	1	Teacher
Exchange & Markets	6.1.2.EconEM.1	Describe the skills and knowledge required to produce specific goods and services.	1	Teacher
Exchange & Markets	6.1.2.EconEM.2	Describe the goods and services that people in the local community produce and those that are produced in other communities.	1	Teacher
National Economy	6.1.2.EconNE.1	Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.	1	Teacher
Human Environment	6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.	1	Teacher
Population Patterns	6.1.2.GeoPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g. landforms, climate and weather, resource availability).	1	District
Spatial Views	6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).	1	District
Spatial Views	6.1.2.GeoSV.3	Identify and describe the properties of a variety of maps and globes (e.g. title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).	1	School
Claims & Arguments	6.1.2.HistoryCA.1	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally and globally).	1	Teacher
Continuity & Change	6.1.2.HistoryCC.1	Use multiple sources to create a chronological sequence of events that describe how and why your community has changed over time.	1	Teacher
Sources & Evidence	6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of the culture's history.	1	School
Understanding Perspectives	6.1.2.HistoryUP.1	Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.	1	Teacher
Civic Mindedness	6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.	2	Teacher
Democratic Principles	6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equity, fairness, and respect for legitimate authority and rules have impacted individuals and communities.	2	District
Political Institutions	6.1.2.CivicsPI.1	Describe roles and responsibilities of community and government leaders with authority (e.g., mayor, town council, President of the United States).	2	District
Political Institutions	6.1.2.CivicsPI.3	Explain how individuals work with different levels of government to make rules.	2	School
Political Institutions	6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.	2	Teacher
Political Institutions	6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.	2	School
Exchange & Markets	6.1.2.EconEM.3	Identify the ways that people exchange goods and services (e.g., purchase, borrow, and barter).	2	School
Economic Thinking	6.1.2.EconET.2	Cite examples of choices people make when resources are scarce.	2	School
Economic Thinking	6.1.2.EconET.3	Describe how supply and demand influence price and output of products.	2	District
Economic Thinking	6.1.2.EconET.4	Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.	2	District
Global Economy	6.1.2.EconGE.1	Cite examples of products that are produced domestically and sold abroad and products produced abroad and sold domestically.	2	Teacher
Global Economy	6.1.2.EconGE.2	Explain why people in one country trade goods and services with people in other countries.	2	Teacher
National Economy	6.1.2.EconNE.2	Describe examples of goods and services that governments provide.	2	School
Global Interactions	6.1.2.GeoGI.1	Explain why and how people, goods, and ideas move from place to place.	2	Teacher
Global Interactions	6.1.2.GeoGI.2	Use technology to understand the culture and physical characteristics of regions.	2	Teacher
Human Environment	6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions. (e.g. transportation, housing, dietary needs).	2	Teacher
Human Environment	6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.	2	School
Human Environment	6.1.2.GeoHE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.	2	Teacher
Continuity & Change	6.1.2.HistoryCC.2	Use a timeline of important events to communicate the "big picture" of history.	2	Teacher
Continuity & Change	6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.	2	District
Sources & Evidence	6.1.2.HistorySE.2	Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g. photographs, paintings, cartoons, newspapers, poetry, novels, plays).	2	District
Sources & Evidence	6.1.2.HistorySE.3	Using historical data from a variety of sources to investigate the development of a local community (e.g. origins of its name, originating members, important historical events and places).	2	School
Understanding Perspectives	6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.	2	Teacher
Understanding Perspectives	6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.	2	District
Democratic Principles	6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.	K	District
Participatory Democracy	6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.	K	School
Political Institutions	6.1.2.CivicsPI.2	Investigate the importance of services provided by the local government to meet the needs and ensure the safety of its members.	K	School
Processes & Rules	6.1.2.CivicsPR.1	Determine what makes a good rule or law.	K	Teacher
Processes & Rules	6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws in school and communities are needed.	K	Teacher
Processes & Rules	6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.	K	Teacher
Economic Thinking	6.1.2.EconET.1	Explain the differences between needs and wants.	K	School
Spatial Views	6.1.2.GeoSV.2	Describe how maps are created for a specific purpose (e.g. school fire-drill map, route from home to school, learning centers in a classroom).	K	School
Spatial Views	6.1.2.GeoSV.4	Identify examples of geospatial data (e.g. landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought)	K	School
Standard 6.3				
	6.3.2.CivicsPD.1	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.		District
	6.3.2.GeoGI.1	Investigate a global issues such as climate change, its significance, and share information about how it impacts different regions around the world.		School
	6.3.2.GeoGI.2	Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.		District

Grades 3-5 Social Studies Indicators Alignment
April 2021

Core Idea	Indicator	Indicator Statement (Indicators = 92) (6.3 = 6)	Recommended Assessments	Proposed Grade Level
Civic Mindfulness	6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute to the well-being of their community and country.	Teacher	3
Civic Mindfulness	6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.	Teacher	3
Civic Mindfulness	6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.	School	3
Civic Mindfulness	6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.	Teacher	3
Civic Mindfulness	6.1.5.CivicsCM.5	Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.	Teacher	3
Civic Mindfulness	6.1.5.CivicsCM.6	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.		3
Participatory Democracy	6.1.5.CivicsPD.2	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.	Teacher	3
Participatory Democracy	6.1.5.CivicsPD.3	Explain how the fundamental rights of the individual and the common good of the country depend upon all members of society exercising their civic responsibilities at the community, state, national, and global levels.	School	3
Participatory Democracy	6.1.5.CivicsPD.4	Explain the process of creating change at the local, state, or national level.	School	3
Political Institutions	6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.	School	3
Political Institutions	6.1.5.CivicsPI.2	Investigate different ways individuals participate in government (e.g. voters, jurors, taxpayers).	School	3
Political Institutions	6.1.5.CivicsPI.3	Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.	District	3
Political Institutions	6.1.5.CivicsPI.4	Describe the services our government provides the people in the community, state, and across the United States.	School	3
Procedures & Rules	6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.	Teacher	3
Procedures & Rules	6.1.5.CivicsPR.3	Evaluate school and community rules, laws, and/or policies and determine if they meet their intended purpose.	Teacher	3
Procedures & Rules	6.1.5.CivicsPR.4	Explain how policies are developed to address public problems	Teacher	3
Exchange & Markets	6.1.5.EconEM.1	Explain why individuals and businesses specialize and trade.	Teacher	3
Global Interactions	6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.	Teacher	3
Global Interactions	6.1.5.GeoGI.2	Use historical maps to explain what led to the exploration of new water and land routes.	District	3
Global Interactions	6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	Teacher	3
Population Patterns	6.1.5.GeoPP.2	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.	School	3
Population Patterns	6.1.5.GeoPP.3	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.	School	3
Population Patterns	6.1.5.GeoPP.4	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.	District	3
Spatial Views	6.1.5.GeoSV.1	Identify the maps or types of maps most appropriate for specific purposes (e.g. to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).	School	3
Spatial Views	6.1.5.GeoSV.2	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.	District	3
Spatial Views	6.1.5.GeoSV.3	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.	Teacher	3
Spatial Views	6.1.5.GeoSV.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g. maps, data visualizations, graphs, diagrams, aerial and other photos).	District	3
Democratic Procedures	6.1.5.CivicsDP.1	Using evidence explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g. fairness, equality, common good).	School	4
Democratic Procedures	6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).	District	4
Human & Civil Rights	6.1.5.CivicsHR.2	Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.	District	4
Human & Civil Rights	6.1.5.CivicsHR.3	Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.	District	4
Human & Civil Rights	6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.	District	4
Participatory Democracy	6.1.5.CivicsPD.1	Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.	Teacher	4
Procedures & Rules	6.1.5.CivicsPR.2	Describe the processes by which immigrants can become a U.S. Citizen.	School	4
Exchange & Markets	6.1.5.EconEM.2	Identify examples of the variety of resources that are used to produce goods and services (i.e. human capital, physical capital, natural resources).	School	4
Exchange & Markets	6.1.5.EconEM.3	Describe how supply and demand influence price and output of products.	District	4
Exchange & Markets	6.1.5.EconEM.4	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.	District	4
Economic Thinking	6.1.5.EconET.1	Identify positive and negative incentives that influence the decisions people make.	Teacher	4
Economic Thinking	6.1.5.EconET.2	Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.	Teacher	4
Economic Thinking	6.1.5.EconET.3	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.	School	4
Global Economy	6.1.5.EconGE.1	Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.	Teacher	4
Global Economy	6.1.5.EconGE.2	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.	Teacher	4
Global Economy	6.1.5.EconGE.4	Use economic data to explain how trade leads to increasing economic interdependence among nations.	School	4
Global Economy	6.1.5.EconGE.5	Compare and contrast how the availability of resources affects people across the world differently.	School	4
Global Economy	6.1.5.EconGE.6	Evaluate the economic impact of science and technology innovations on European exploration.	Teacher	4
National Economy	6.1.5.EconNM.1	Explain the ways in which the government pays for the goods and services it provides.	School	4
National Economy	6.1.5.EconNM.2	Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.	School	4
National Economy	6.1.5.EconNM.3	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.	School	4
National Economy	6.1.5.EconNM.4	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.	Teacher	4
National Economy	6.1.5.EconNM.5	Explain how the availability of private and public goods and services is influenced by the government and global economy.	District	4
National Economy	6.1.5.EconNM.6	Examine the qualities of entrepreneurs in a capitalistic society.	Teacher	4
National Economy	6.1.5.EconNM.7	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.	District	4
Human Environment	6.1.5.GeoHE.1	Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.	School	4
Human Environment	6.1.5.GeoHE.2	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g. energy, transportation, communications).	School	4
Human Environment	6.1.5.GeoHE.3	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.	District	4
Democratic Procedures	6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.	Teacher	5
Human & Civil Rights	6.1.5.CivicsHR.1	Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy. (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process)	District	5
Participatory Democracy	6.1.5.CivicsPD.5	Analyze key historical documents to determine and describe how they played in past and present-day government and citizenship. (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights)	District	5
Participatory Democracy	6.1.5.CivicsPD.6	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.	School	5
Political Institutions	6.1.5.CivicsPI.5	Explain how government functions at the local, county, and state level	Teacher	5
Political Institutions	6.1.5.CivicsPI.6	Distinguish the roles and responsibilities of the three branches of the national government.	Teacher	5
Political Institutions	6.1.5.CivicsPI.7	Explain how national and state governments share power in the federal system of government.	District	5
Political Institutions	6.1.5.CivicsPI.8	Describe how the United States Constitution defines and limits the power of government.	Teacher	5
Political Institutions	6.1.5.CivicsPI.9	Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.	Teacher	5
Global Interactions	6.1.5.GeoGI.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.	District	5
Population Patterns	6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.	School	5
Population Patterns	6.1.5.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.	School	5
Population Patterns	6.1.5.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.	District	5
Spatial Views	6.1.5.GeoSV.5	Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native Americans resulting in changes to conditions.	Teacher	5
Claims & Arguments	6.1.5.HistoryCA.1	Craft an argument, supported with historical evidence, for how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.	School	5
Continuity & Change	6.1.5.HistoryCC.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.	District	5
Continuity & Change	6.1.5.HistoryCC.10	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.	School	5
Continuity & Change	6.1.5.HistoryCC.12	Determine the roles of religious freedom and participatory government in various North American colonies.	School	5
Continuity & Change	6.1.5.HistoryCC.13	Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.	School	5
Continuity & Change	6.1.5.HistoryCC.14	Compare and contrast the practice of slavery and indentured servitude in Colonial labor systems.	District	5
Continuity & Change	6.1.5.HistoryCC.15	Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights)	School	5
Continuity & Change	6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.	District	5
Continuity & Change	6.1.5.HistoryCC.3	Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.	District	5
Continuity & Change	6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.	District	5
Continuity & Change	6.1.5.HistoryCC.5	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.	School	5
Continuity & Change	6.1.5.HistoryCC.6	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey	School	5
Continuity & Change	6.1.5.HistoryCC.7	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.	District	5
Continuity & Change	6.1.5.HistoryCC.8	Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.	School	5
Continuity & Change	6.1.5.HistoryCC.9	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.	Teacher	5
Sources & Evidence	6.1.5.HistorySE.1	Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration and the impact the exploration had.	School	5
Sources & Evidence	6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.	School	5
Understanding Perspectives	6.1.5.HistoryUP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.	District	5
Understanding Perspectives	6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.	School	5
Understanding Perspectives	6.1.5.HistoryUP.3	Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.	School	5
Understanding Perspectives	6.1.5.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.	School	5
Understanding Perspectives	6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.	Teacher	5
Understanding Perspectives	6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.	Teacher	5
Understanding Perspectives	6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.	School	5
	6.3.5.CivicsPD.1	Develop an action plan that addresses issues related to climate change and share with school and community members.	5	District
	6.3.5.GeoHE.1	Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.	4	District
	6.3.5.GeoGI.1	Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.	4	District
	6.3.5.CivicsPD.2	Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, (on a) state or national issue.	5	School
	6.3.5.CivicsPD.3	Propose a solution to a local issue after considering evidence and the perspective of different groups, including community members and local officials.	3	School
	6.3.5.EconET.1	Investigate an economic issue that impacts children and propose a solution.	3	School

Suggested Model Curriculum for Grades 3-5

Core Idea	Indicator Red=Amistad, Blue=Holocaust, Yellow = LGBTQ/Disabilities	Indicator Statement (Indicators = 91) (6.3 = 6)	Proposed Grade Placement
Civic Mindfulness	6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.	3
Civic Mindfulness	6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.	3
Civic Mindfulness	6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.	3
Human & Civil Rights	6.1.5.CivicsHR.2	Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.	3
Participatory Democracy	6.1.5.CivicsPD.2	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.	3
Participatory Democracy	6.1.5.CivicsPD.4	Explain the process of creating change at the local, state, or national level.	3
Political Institutions	6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.	3
Political Institutions	6.1.5.CivicsPI.2	Investigate different ways individuals participate in government (e.g. voters, jurors, taxpayers).	3
Political Institutions	6.1.5.CivicsPI.4	Describe the services our government provides the people in the community, state, and across the United States.	3
Procedures & Rules	6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and/or society.	3
Procedures & Rules	6.1.5.CivicsPR.4	Explain how policies are developed to address public problems	3
Exchange & Markets	6.1.5.EconEM.1	Explain why individuals and businesses specialize and trade.	3
Exchange & Markets	6.1.5.EconEM.1	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.	3
Exchange & Markets	6.1.5.EconEM.2	Identify examples of the variety of resources that are used to produce goods and services (i.e. human capital, physical capital, natural resources).	3
Economic Thinking	6.1.5.EconET.1	Examine positive and negative incentives that influence the decisions people make.	3
Economic Thinking	6.1.5.EconET.3	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.	3
Global Economy	6.1.5.EconGE.4	Use economic data to explain how trade leads to increasing economic interdependence among nations.	3
Global Economy	6.1.5.EconGE.5	Compare and contrast how the availability of resources affects people across the world differently.	3
National Economy	6.1.5.EconNM.3	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.	3
National Economy	6.1.5.EconNM.7	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.	3
Human Migrations	6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.	3
Human Environment	6.1.5.GeoHE.2	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g. energy, transportation, communications).	3
Human Environment	6.1.5.GeoHE.3	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.	3
Population Patterns	6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.	3
Population Patterns	6.1.5.GeoPP.4	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.	3
Spatial Views	6.1.5.GeoSV.1	Identify the maps or types of maps most appropriate for specific purposes (e.g. to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living in two or	3
Spatial Views	6.1.5.GeoSV.2	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.	3
Spatial Views	6.1.5.GeoSV.3	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.	3
Continuity & Change	6.1.5.HistoryCC.6	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Leni Lenape of New Jersey	3
Continuity & Change	6.1.5.HistoryCC.8	Use evidence-based inferences to describe how the influence of Native American groups, including the Leni Lenape culture, is manifested in different regions of New Jersey.	3
Continuity & Change	6.1.5.HistoryCC.9	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.	3
Sources & Evidence	6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.	3
Civic Mindfulness	6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.	4
Democratic Procedures	6.1.5.CivicsDP.1	Using evidence explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g. fairness, equality, common good).	4
Democratic Procedures	6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).	4
Human & Civil Rights	6.1.5.CivicsHR.3	Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.	4
Participatory Democracy	6.1.5.CivicsPD.1	Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.	4
Participatory Democracy	6.1.5.CivicsPD.3	Explain how the fundamental rights of the individual and the common good of the country depend upon all members of society exercising their civic responsibilities at the community, state, national, and global levels.	4
Participatory Democracy	6.1.5.CivicsPD.6	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.	4
Political Institutions	6.1.5.CivicsPI.3	Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.	4
Political Institutions	6.1.5.CivicsPI.5	Distinguish the responsibilities and powers of government officials at various levels and branches of government.	4
Political Institutions	6.1.5.CivicsPI.6	Explain how national and state governments share power in the federal system of government.	4
Political Institutions	6.1.5.CivicsPI.7	Describe how the United States Constitution defines how government is organized.	4
Political Institutions	6.1.5.CivicsPI.8	Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.	4
Procedures & Rules	6.1.5.CivicsPR.2	Describe the processes by which immigrants can become a U.S. Citizen.	4
Exchange & Markets	6.1.5.EconEM.3	Describe how supply and demand influence price and output of products.	4
Exchange & Markets	6.1.5.EconEM.4	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.	4
Economic Thinking	6.1.5.EconET.2	Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.	4
Global Economy	6.1.5.EconGE.1	Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.	4
Global Economy	6.1.5.EconGE.2	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.	4
Global Economy	6.1.5.EconGE.2	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.	4
National Economy	6.1.5.EconNM.1	Explain the ways in which the government pays for the goods and services it provides.	4
National Economy	6.1.5.EconNM.2	Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.	4
National Economy	6.1.5.EconNM.4	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.	4
National Economy	6.1.5.EconNM.5	Explain how the availability of private and public goods and services is influenced by the government and global economy.	4
National Economy	6.1.5.EconNM.6	Examine the qualities of entrepreneurs in a capitalistic society.	4
Global Interactions	6.1.5.GeoGI.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.	4
Global Interactions	6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	4
Human Environment	6.1.5.GeoHE.1	Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.	4
Population Patterns	6.1.5.GeoPP.2	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.	4
Population Patterns	6.1.5.GeoPP.3	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.	4
Spatial Views	6.1.5.GeoSV.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g. maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).	4
Multiple developments from Past on Present	6.1.5.HistoryUP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.	4
Democratic Procedures	6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.	5
Human & Civil Rights	6.1.5.CivicsHR.1	Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy. (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process)	5
Participatory Democracy	6.1.5.CivicsPD.5	Analyze key historical documents to determine and the role they played in past and present-day government and citizenship. (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights)	5
Exchange & Markets	6.1.5.EconEM.2	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.	5
Exchange & Markets	6.1.5.EconEM.3	Analyze the impact of triangular trade on multiple nations and groups.	5
Global Economy	6.1.5.EconGE.6	Evaluate the economic impact of science and technology innovations on European exploration.	5
Global Interactions	6.1.5.GeoGI.2	Use historical maps to explain what led to the exploration of new water and land routes.	5
Population Patterns	6.1.5.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.	5
Population Patterns	6.1.5.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.	5
Spatial Views	6.1.5.GeoSV.5	Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native Americans resulting in changes to conditions.	5
Continuity & Change	6.1.5.HistoryCC.12	Determine the roles of religious freedom and participatory government in various North American colonies.	5
Continuity & Change	6.1.5.HistoryCC.13	Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.	5
Continuity & Change	6.1.5.HistoryCC.14	Compare and contrast the practice of slavery and indentured servitude in Colonial labor systems.	5
Continuity & Change	6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.	5
Continuity & Change	6.1.5.HistoryCC.3	Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.	5
Continuity & Change	6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.	5
Continuity & Change	6.1.5.HistoryCC.5	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.	5
Continuity & Change	6.1.5.HistoryCC.7	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.	5
Sources & Evidence	6.1.5.HistorySE.1	Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration and the impact the exploration had.	5
Understanding Perspectives	6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.	5
Understanding Perspectives	6.1.5.HistoryUP.3	Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.	5
Understanding Perspectives	6.1.5.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.	5
Understanding Perspectives	6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.	5
Understanding Perspectives	6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.	5
Understanding Perspectives	6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.	5
Continuity & Change	6.1.5.HistoryCC.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.	
Claims & Arguments	6.1.5.HistoryCA.1	Craft an argument, supported with historical evidence, for how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.	
Continuity & Change	6.1.5.HistoryCC.10	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.	
Standard 6.3			
	6.3.5.CivicsPD.1	Develop an action plan that addresses issues related to climate change and share with school and community members.	
	6.3.5.CivicsPD.2	Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, (on a) state or national issue.	
	6.3.5.CivicsPD.3	Propose a solution to a local issue after considering evidence and the perspective of different groups, including community members and local officials.	
	6.3.5.GeoHE.1	Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.	
	6.3.5.GeoGI.1	Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.	
	6.3.5.EconET.1	Investigate an economic issue that impacts children and propose a solution.	

Suggested Chronological Outline for Grade 5 on NJ and US History for Era 1 and Era 2

Core Idea	Indicator Red=Amistad, Blue=Holocaust, Yellow = LGBTQ/Disabilities	Indicator Statement (Indicators = 37) (6.3 = 2)	Assessment
Human & Civil Rights	6.1.5.CivicsHR.1	Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy. (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process)	District
Participatory Democracy	6.1.5.CivicsPD.5	Analyze key historical documents to determine and the role they played in past and present-day government and citizenship. (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights)	District
Participatory Democracy	6.1.5.CivicsPD.6	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.	School
Political Institutions	6.1.5.CivicsPI.5	Explain how government functions at the local, county, and state level	Teacher
Political Institutions	6.1.5.CivicsPI.6	Distinguish the roles and responsibilities of the three branches of the national government.	Teacher
Political Institutions	6.1.5.CivicsPI.7	Explain how national and state governments share power in the federal system of government.	District
Political Institutions	6.1.5.CivicsPI.8	Describe how the United States Constitution defines and limits the power of government.	Teacher
Political Institutions	6.1.5.CivicsPI.9	Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.	Teacher
Global Interactions	6.1.5.GeoGI.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.	District
Population Patterns	6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.	School
Population Patterns	6.1.5.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.	School
Population Patterns	6.1.5.GeoPP/6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.	District
Spatial Views	6.1.5.GeoSV.5	Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native Americans resulting in changes to conditions.	Teacher
Claims & Arguments	6.1.5.HistoryCA.1	Craft an argument, supported with historical evidence, for how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.	School
Continuity & Change	6.1.5.HistoryCC.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.	District
Continuity & Change	6.1.5.HistoryCC.10	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.	School
Continuity & Change	6.1.5.HistoryCC.12	Determine the roles of religious freedom and participatory government in various North American colonies.	School
Continuity & Change	6.1.5.HistoryCC.13	Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.	School
Continuity & Change	6.1.5.HistoryCC.14	Compare and contrast the practice of slavery and indentured servitude in Colonial labor systems.	District
Continuity & Change	6.1.5.HistoryCC.15	Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).	School
Continuity & Change	6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.	District
Continuity & Change	6.1.5.HistoryCC.3	Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.	District
Continuity & Change	6.1.5.HistoryCc.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.	District
Continuity & Change	6.1.5.HistoryCC.5	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.	School
Continuity & Change	6.1.5.HistoryCC.6	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey	School
Continuity & Change	6.1.5.HistoryCC.7	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.	District
Continuity & Change	6.1.5.HistoryCC.8	Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.	School
Continuity & Change	6.1.5.HistoryCC.9	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.	Teacher
Sources & Evidence	6.1.5.HistorySE.1	Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration and the impact the exploration had.	School
Sources & Evidence	6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.	School
Understanding Perspectives	6.1.5.HistoryUP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.	District
Understanding Perspectives	6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.	School
Understanding Perspectives	6.1.5.HistoryUP.3	Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.	School
Understanding Perspectives	6.1.5.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.	School
Understanding Perspectives	6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.	Teacher
Understanding Perspectives	6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.	Teacher
Understanding Perspectives	6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.	School
	6.3.5.CivicsPD.1	Develop an action plan that addresses issues related to climate change and share with school and community members.	District
	6.3.5.CivicsPD.2	Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, (on a) state or national issue.	School

Grades 6-8 U.S. History Indicator Alignment

April 2021

ERA	Core Idea	Indicator (Red=Amistad, Blue=Holocaust, Yellow=LGBTQ/Disabilities, Green=Financial Literacy)	Indicator Statement (Indicators = 42) (6.3 = 19 with 4 for World and 2 for Economics).	Suggested Assessments
ERA 3 1754-1820	Economic Ways of Thinking	6.1.8.EconET.3.a	Identify the effect of inflation and debt on the American people. Evaluate the policies of state and national governments during this time.	Teacher
	Processes, Rules, Laws	6.1.8.CivicsDP.3.a	Use primary and secondary sources to examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.	District
	Human & Civil Rights	6.1.8.CivicsHR.3.a	Explain how and why constitutional civil liberties were impacted by acts of government starting with the Early Republic. (i.e. Alien and Sedition Acts)	School
	Human & Civil Rights	6.1.8.CivicsHR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. Explain how the economic expansion of slavery violated human rights and contradicted American ideals.	District
	Human & Civil Rights	6.1.8.CivicsHR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.	District
	Participation & Deliberation	6.1.8.CivicsPD.3.a	Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.	School
	Civic Institutions	6.1.8.CivicsPI.3.a	Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.	Teacher
	Political Institutions	6.1.8.CivicsPI.3.c	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.	Teacher
	Civic Institutions	6.1.8.CivicsPI.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.	District
	Civic Institutions	6.1.8.CivicsPI.3.d	Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.	School
	Spatial Views	6.1.8.GeoSV.3.a	Use maps and other geographic tools to construct an argument on the impact of geography on the strategies, execution, and outcomes of the American Revolution including New Jersey's pivotal role.	Teacher
	Continuity & Change	6.1.8.HistoryCC.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.	Teacher
	Continuity & Change	6.1.8.HistoryCC.3.b	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.	Teacher
	Continuity & Change	6.1.8.HistoryCC.3.c	Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.	Teacher
	Continuity & Change	6.1.8.HistoryCC.3.d	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.	School
	Perspectives	6.1.8.HistorySE.3.a	Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.	School
	Historical Sourcing	6.1.8.HistorySE.3.b	Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.	District
	Perspectives	6.1.8.HistoryUP.3.a	Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.	District
	Perspectives	6.1.8.HistoryUP.3.b	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.	Teacher
	Perspectives	6.1.8.HistoryUP.3.c	Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.	Teacher
ERA 4 1801-1861				
	Human & Civil Rights	6.1.8.CivicsHR.4.a	Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.	District
	Processes, Rules, Laws	6.1.8.CivicsDP.4.a	Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.	School
	Economic Ways of Thinking	6.1.8.EconET.4.a	Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.	District
	Economic Ways of Thinking	6.1.8.EconET.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.	District
	National Economy	6.1.8.EconNE.4.a	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.	School
		6.1.8.EconNE.4.b	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.	Teacher
	Spatial Views	6.1.8.GeoSV.4.a	Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.	Teacher
	Perspectives	6.1.8.HistoryCC.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.	Teacher
	Perspectives	6.1.8.HistoryCC.4.b	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.	District
	Population Patterns	6.1.8.HistoryCC.4.c	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.	Teacher
	Continuity & Change	6.1.8.HistoryCC.4.d	Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.	Teacher
ERA 5 1850-1877				
	Perspectives	6.1.8.HistoryCC.5.b	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.	School
	Perspectives	6.1.8.HistoryCC.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.	School
	Population Patterns	6.1.8.HistoryCC.5.d	Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.	Teacher
	Historical Sourcing	6.1.8.HistoryCC.5.b	Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.	Teacher
	Perspectives	6.1.8.HistoryCC.5.f	Analyze the economic impact of Reconstruction on the South from different perspectives.	District
	Exchange & Markets	6.1.8.HistoryCC.5.c	Assess the human and material costs of the Civil War in the North and South.	Teacher
	Continuity & Change	6.1.8.HistoryCC.5.g	Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.	School
	Perspectives	6.1.8.HistoryUP.5.a	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.	District
	Perspectives	6.1.8.HistoryUP.5.b	Examine the roles of women, African Americans, and Native Americans in the Civil War.	District
	Continuity & Change	6.1.8.HistoryUP.5.c	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.	District
Standard 6.3				
		6.3.8.CivicsPD.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.	
		6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.	
		6.3.8.CivicsPI.2 - World	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g. monarchy, democracy, republic, dictatorship)	
		6.3.8.CivicsPI.3 - World?	Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in (on) a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.	
		6.3.8.CivicsPI.4	Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.	
		6.3.8.CivicsPD.2	Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.	
		6.3.8.CivicsPD.4	Construct a claim as to why it is important for democracy that individuals to be informed by facts, aware of diverse viewpoints, and willing to take action on public issues.	
		6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.	
		6.3.8.CivicsDP.2- World	Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.	
		6.3.8.CivicsDP.3	Take a position based on evidence to determine the extent and the limitations of First Amendment rights.	
		6.3.8.CivicsDP.4	Use historical case studies and current events to explain why due process is essential for the protection of individual right and maintenance of limited government.	
		6.3.8.CivicsPR.2	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e. consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.	
		6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality)	
		6.3.8.CivicsPR.4	Use evidence and quantitative data to propose or defend a public policy related to climate change.	
		6.3.8.CivicsPR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.	
		6.3.8.CivicsPR.6	Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on (the) proposed policy.	
		6.3.8.CivicsHR.1 - World	Construct an argument as to the source of human rights and how they are best protected.	
		6.3.8.EconET.1	Using quantitative data, evaluate the opportunity cost of a proposed economic action and take a position and support it. (e.g., healthcare, education, transportation)	
		6.3.8.EconET.2	Assess the impact of government incentives and disincentives on the economy (e.g. patents, protection of private property, taxes).	

Suggested Chronological Framework for U.S. History

April 2021

ERA	Core Idea	Indicator (Red=Amistad, Blue=Holocaust, Yellow=LGBTQ/Disabilities, Green=Financial Literacy)	Indicator Statement (Indicators = 42) (6.3 = 19 with 4 for World and 2 for Economics).	Suggested Assessments
ERA 3 1754-1820	Continuity & Change	6.1.8.HistoryCC.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.	Teacher
	Perspectives	6.1.8.HistoryUP.3.a	Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.	District
	Perspectives	6.1.8.HistoryUP.3.b	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution.	Teacher
	Processes, Rules, Laws	6.1.8.CivicsDP.3.a	Use primary and secondary sources to examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.	District
	Spatial Views	6.1.8.GeoSV.3.a	Use maps and other geographic tools to construct an argument on the impact of geography on the strategies, execution, and outcomes of the American Revolution including New Jersey's pivotal role.	Teacher
	Perspectives	6.1.8.HistorySE.3.a	Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.	School
	Historical Sourcing	6.1.8.HistorySE.3.b	Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.	District
	Perspectives	6.1.8.HistoryUP.3.c	Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.	Teacher
	Continuity & Change	6.1.8.HistoryCC.3.d	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.	School
	Civic Institutions	6.1.8.CivicsPI.3.d	Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.	School
	Civic Institutions	6.1.8.CivicsPI.3.d	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.	District
	Participation & Deliberation	6.1.8.CivicsPD.3.a	Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.	School
	Civic Institutions	6.1.8.CivicsPI.3.a	Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.	Teacher
	Human & Civil Rights	6.1.8.CivicsHR.3.a	Explain how and why constitutional civil liberties were impacted by acts of government starting with the Early Republic. (i.e. Alien and Sedition Acts)	School
	Continuity & Change	6.1.8.HistoryCC.3.b	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.	Teacher
	Economic Ways of Thinking	6.1.8.EconET.3.a	Identify the effect of inflation and debt on the American people. Evaluate the policies of state and national governments during this time.	Teacher
	Continuity & Change	6.1.8.HistoryCC.3.c	Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.	Teacher
	Political Institutions	6.1.8.CivicsPI.3.c	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.	Teacher
	Human & Civil Rights	6.1.8.CivicsHR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. Explain how the economic expansion of slavery violated human rights and contradicted American ideals.	District
	Human & Civil Rights	6.1.8.CivicsHR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.	District
ERA 4 1801-1861				
Economic Ways of Thinking	6.1.8.EconET.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.	District	
Spatial Views	6.1.8.GeoSV.4.a	Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.	Teacher	
Processes, Rules, Laws	6.1.8.CivicsP.4.a	Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.	School	
Economic Ways of Thinking	6.1.8.EconET.4.a	Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.	District	
National Economy	6.1.8.EconNE.4.a	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.	School	
	6.1.8.EconNE.4.b	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.	Teacher	
Perspectives	6.1.8.HistoryCC.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.	Teacher	
Population Patterns	6.1.8.HistoryCC.4.c	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.	Teacher	
Continuity & Change	6.1.8.HistoryCC.4.d	Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.	Teacher	
Perspectives	6.1.8.HistoryCC.4.b	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.	District	
Human & Civil Rights	6.1.8.CivicsDP.4.b	Examine a variety of sources to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.	District	
ERA 5 1850-1877				
Perspectives	6.1.8.HistoryCC.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.	School	
Population Patterns	6.1.8.HistoryCC.5.d	Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.	Teacher	
Continuity & Change	6.1.8.HistoryCC.5.d	Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.	School	
Historical Sourcing	6.1.8.HistoryCC.5.b	Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.	Teacher	
Continuity & Change	6.1.8.HistoryUP.5.c	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.	District	
Exchange & Markets	6.1.8.HistoryCC.5.c	Assess the human and material costs of the Civil War in the North and South.	Teacher	
Perspectives	6.1.8.HistoryUP.5.b	Examine the roles of women, African Americans, and Native Americans in the Civil War.	District	
Perspectives	6.1.8.HistoryCC.5.e	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.	School	
Perspectives	6.1.8.HistoryUP.5.a	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.	District	
Perspectives	6.1.8.HistoryCC.5.f	Analyze the economic impact of Reconstruction on the South from different perspectives.	District	
Standard 6.3				
	6.3.8.CivicsPD.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.		
	6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.		
	6.3.8.CivicsPI.2 - World	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g. monarchy, democracy, republic, dictatorship).		
	6.3.8.CivicsPI.3 - World?	Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in (on) a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.		
	6.3.8.CivicsPI.4	Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.		
	6.3.8.CivicsPD.2	Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.		
	6.3.8.CivicsPD.4	Construct a claim as to why it is important for democracy that individuals to be informed by facts, aware of diverse viewpoints, and willing to take action on public issues.		
	6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.		
	6.3.8.CivicsDP.2 - World	Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.		
	6.3.8.CivicsDP.3	Take a position based on evidence to determine the extent and the limitations of First Amendment rights.		
	6.3.8.CivicsDP.4	Use historical case studies and current events to explain why due process is essential for the protection of individual right and maintenance of limited government.		
	6.3.8.CivicsPR.2	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e. consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.		
	6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).		
	6.3.8.CivicsPR.4	Use evidence and quantitative data to propose or defend a public policy related to climate change.		
	6.3.8.CivicsPR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.		
	6.3.8.CivicsPR.6	Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on (the) proposed policy.		
	6.3.8.CivicsHR.1 - World?	Construct an argument as to the source of human rights and how they are best protected.		
	6.3.8.EconET.1	Using quantitative data, evaluate the opportunity cost of a proposed economic action and take a position and support it. (e.g., healthcare, education, transportation)		
	6.3.8.EconET.2	Assess the impact of government incentives and disincentives on the economy (e.g. patents, protection of private property, taxes).		

Grades 6-8 World History Indicators Alignment
April 2021

Core Idea		Indicator (Blue=Holocaust)	Indicator Statements (Indicators = 49) (6.3 = 4)	Suggested Assessments	
ERA 1 Beg-4,000 BCE	Continuity & Change	6.2.8.HistoryCC.1.d	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.	Teacher	
	Continuity & Change	6.2.8.HistoryCC.1.a	Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.	Teacher	
	Continuity & Change	6.2.8.HistoryCC.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.	Teacher	
	Sources & Evidence	6.2.8.HistorySE.1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.	Teacher	
	Continuity & Change	6.2.8.HistoryCC.1.c	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.	School	
	Population Patterns	6.2.8.GeoPP.1.a	Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.	Teacher	
	Population Patterns	6.2.8.GeoPP.1.b	Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.	School	
ERA 2 4000-1000 BCE	Continuity & Change	6.2.8.HistoryCC.2.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.	District	
	Continuity & Change	6.2.8.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.	Teacher	
	Continuity & Change	6.2.8.HistoryCC.2.c	Explain how the development of written language transformed all aspects of life in early river valley civilizations.	School	
	Claims & Arguments	6.2.8.HistoryCA.2.a	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.	District	
	Spatial Views	6.2.8.GeoSV.2.a	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now. (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China)	District	
	Spatial Views	6.2.8.GeoHE.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.	District	
	Civic Institutions	6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.	Teacher	
	Human & Civil Rights	6.2.8.CivicsHR.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations.	District	
	Global Economy	6.2.8.GeoGE.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.	Teacher	
ERA 3 1000 BCE - 600 CE	Continuity & Change	6.2.8.HistoryCC.3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.	Teacher	
	Perspectives	6.2.8.HistoryUP.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.	School	
	Perspectives	6.2.8.HistoryUP.3.b	Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now. (i.e., political, economic, and social)	Teacher	
	Perspectives	6.2.8.HistoryUP.3.c	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.	District	
	Claims & Arguments	6.2.8.HistoryCA.3.a	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.	District	
	Claims & Arguments	6.2.8.HistoryCA.3.b	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.	School	
	Population Patterns	6.2.8.GeoPP.3.a	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.	Teacher	
	Global Interactions	6.2.8.GeoPP.3.b	Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.	Teacher	
	Political Institutions	6.2.8.CivicsPI.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.	School	
	Processes & Rules	6.2.8.CivicsDP.3.a	Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.	District	
	Processes, Rules, Laws	6.2.8.CivicsDP.3.b	Use evidence to describe the impact of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.	School	
	Human & Civil Rights	6.2.8.CivicsHR.3.a	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.	Teacher	
	Exchange & Markets	6.2.8.EconEM.3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.	Teacher	
	Global Economy	6.2.8.EconGE.3.a	Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.	Teacher	
	ERA 4 500-1450 CE	Continuity & Change	6.2.8.HistoryCC.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.	District
Continuity & Change		6.2.8.HistoryCC.4.d	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.	Teacher	
Continuity & Change		6.2.8.HistoryCC.4.a	Determine which events led to the rise and eventual decline of European feudalism.	Teacher	
Continuity & Change		6.2.8.HistoryCC.4.f	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).	School	
Perspectives		6.2.8.HistoryCC.4.b	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.	District	
Historical Sourcing		6.2.8.HistoryCC.4.c	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.	School	
Population Patterns		6.2.8.GeoSV.4.a	Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.	Teacher	
Population Patterns		6.2.8.GeoHP.4.b	Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers. (i.e., the African caravan and Silk Road)	Teacher	
Population Patterns		6.2.8.GeoHP.4.c	Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.	School	
Population Patterns		6.2.8.GeoHE.4.b	Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.	School	
Environment		6.2.8.GeoHE.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.	Teacher	
Environment		6.2.8.GeoHE.4.c	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.	Teacher	
Environment		6.2.8.GeoHP.4.a	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.	School	
Global Interactions		6.2.8.HistoryCC.4.a	Assess the demographic, economic, and religious impact of the plague on Europe.	School	
Global Interactions		6.2.8.GeoGL.4.a	Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.	School	
Civic Institutions		6.2.8.CivicsPI.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.	Teacher	
Processes, Rules, Laws		6.2.8.CivicsDP.4.a	Cite evidence of the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.	District	
National Economy		6.2.8.EconNE.4.a	Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.	Teacher	
Suggested Placement for 6.3					
			World	6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.	District
			World	6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.	District
		World	6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).	District	
		World	6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.	District	

Suggested Model Curriculum for World History Grades 6-8

Core Idea	Indicator	Indicator Statements (Indicators = 49) (6.3 = 4)	Assessment
ERA 1 Beg- 4,000 BCE	Continuity & Change	6.2.8.HistoryCC.1.d	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
	Sources & Evidence	6.2.8.HistorySE.1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
	Population Patterns	6.2.8.GeoPP.1.a	Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
	Population Patterns	6.2.8.GeoPP.1.b	Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.
	Continuity & Change	6.2.8.HistoryCC.1.c	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
	Continuity & Change	6.2.8.HistoryCC.1.a	Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.
	Continuity & Change	6.2.8.HistoryCC.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
ERA 2 4000-1000 BCE	Spatial Views	6.2.8.GeoHE.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
Continuity & Change	6.2.8.HistoryCC.2.c	Explain how the development of written language transformed all aspects of life in early river valley civilizations.	
Continuity & Change	6.2.8.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.	
Spatial Views	6.2.8.GeoSV.2.a	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now. (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China)	
Global Economy	6.2.8.GeoGE.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.	
Civic Institutions	6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.	
Human & Civil Rights	6.2.8.CivicsHR.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations.	
Claims & Arguments	6.2.8.HistoryCA.2.a	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.	
Continuity & Change	6.2.8.HistoryCC.2.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.	
ERA 3 1000 BCE - 600 CE	Processes, Rules, Laws	6.2.8.CivicsDP.3.b	Use evidence to describe the impact of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
Global Interactions	6.2.8.GeoPP.3.b	Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.	
Population Patterns	6.2.8.GeoPP.3.a	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.	
Exchange & Markets	6.2.8.EconEM.3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.	
Continuity & Change	6.2.8.HistoryCC.3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.	
Global Economy	6.2.8.EconGE.3.a	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.	
Perspectives	6.2.8.HistoryUP.3.c	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.	
Claims & Arguments	6.2.8.HistoryCA.3.b	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.	
Political Institutions	6.2.8.CivicsPI.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.	
Perspectives	6.2.8.HistoryUP.3.b	Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now. (i.e., political, economic, and social)	
Human & Civil Rights	6.2.8.CivicsHR.3.a	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.	
Claims & Arguments	6.2.8.HistoryCA.3.a	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.	
Perspectives	6.2.8.HistoryUP.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.	
Processes & Rules	6.2.8.CivicsDP.3.a	Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.	
ERA 4 500-1450 CE	Continuity & Change	6.2.8.HistoryCC.4.c	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
National Economy	6.2.8.EconNE.4.a	Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.	
Environment	6.2.8.GeoHE.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.	
Environment	6.2.8.GeoHP.4.b	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.	
Population Patterns	6.2.8.GeoHP.4.c	Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers. (i.e., the African caravan and Silk Road)	
Global Interactions	6.2.8.GeoGI.4.a	Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.	
Population Patterns	6.2.8.GeoHP.4.c	Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.	
Environment	6.2.8.GeoHE.4.d	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.	
Population Patterns	6.2.8.GeoSV.4.a	Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.	
Civic Institutions	6.2.8.CivicsPI.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.	
Continuity & Change	6.2.8.HistoryCC.4.a	Determine which events led to the rise and eventual decline of European feudalism.	
Global Interactions	6.2.8.HistoryCC.4.a	Assess the demographic, economic, and religious impact of the plague on Europe.	
Perspectives	6.2.8.HistoryCC.4.b	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.	
Continuity & Change	6.2.8.HistoryCC.4.d	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.	
Continuity & Change	6.2.8.HistoryCC.4.f	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas)	
Continuity & Change	6.2.8.HistoryCC.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.	
Processes, Rules, Laws	6.2.8.CivicsDP.4.a	Cite evidence of the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.	
Population Patterns	6.2.8.GeoHE.4.c	Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.	
Suggested Placement	Standard 6.3		
Civics or U.S.	6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.		
Civics or U.S.	6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.		
Civics or U.S.	6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).		
Civics or U.S.	6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.		
Civics or U.S.	6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.		
Civics or U.S.	6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.		
World	6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.		
World	6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.		
Civics or U.S.	6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).		
Civics or U.S.	6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.		
Civics or U.S.	6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.		
Civics or U.S.	6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).		
Civics or U.S.	6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).		
Civics or U.S.	6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals [to be] are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.		
Civics or U.S.	6.3.8.CivicsDE.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.		
World	6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).		
Civics or U.S.	6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.		
Civics or U.S.	6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.		
World	6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.		

Suggested Model Curriculum for US 1 US 2 Grades 9-12

Shaded Areas suggest thematic arrangement	Core Idea	Indicator	Indicator Statement (Q181 indicators (US 1) – 6-7) (US 2 – 8-9) (6.3 – 6.6)	Suggested Assessments	Suggested Order
ERA 1 1585-1763	Civic & Political Institutions	6.1.12.CivicsPI.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic interests, and participation in government.	Teacher	1
	Global Interconnections	6.1.12.GeoGI.1.a	Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World, and its role in promoting trade with global markets.	Teacher	2
	Exchange & Markets	6.1.12.EconEM.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.	Teacher	3
	Continuity & Change	6.1.12.HistoryCC.1.a	Assess the effectiveness of the transatlantic slave trade and the impact of the transatlantic slave trade on the Americas.	Teacher	4
	Participation & Deliberation	6.1.12.CivicsPD.1.a	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.	Teacher	5
ERA 2 1754-1820					
Continuity & Change	6.1.12.HistoryCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world. (i.e., Declaration of Independence, the Constitution, and Bill of Rights).	District	1	
Perspectives	6.1.12.HistoryIP.2.a	Using primary sources, describe the perspectives of African-Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.	District	2	
Civic & Political Institutions	6.1.12.CivicsPI.2.a	Prepare an articulated point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.	School	3	
Population Patterns	6.1.12.GeoPP.2.b	Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.	School	4	
Participation & Deliberation	6.1.12.CivicsPD.2.a	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.	School	5	
Civic & Political Institutions	6.1.12.CivicsPI.2.b	Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.	Teacher	6	
Emerging Markets	6.1.12.EconEM.2.a	Relate the wealth of natural resources to the economic interest group and mercantilism.	Teacher	7	
Claims & Arguments	6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.	District	8	
Emerging Markets	6.1.12.EconEM.2.b	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.	Teacher	9	
Continuity & Change	6.1.12.HistoryCC.2.a	Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.	Teacher	10	
Understanding Perspectives	6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time. (i.e., due process, rule of law, and individual rights).	District	11	
Processes, Rules, Laws	6.1.12.CivicsPR.2.a	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government, and construct an argument regarding the continuing impact of the Supreme Court today.	School	12	
Population Patterns	6.1.12.GeoPP.2.a	Analyze how the United States has attempted to account for regional differences while also striving to be an American identity.	Teacher	13	
Perspectives	6.1.12.HistoryIP.2.b	Analyze the impact and contributions of African American leaders and institutions in the development and activities of Black communities in the North and South before and after the Civil War.	District	14	
Historical Sourcing	6.1.12.HistorySE.2.a	Construct responses for arguments in support of new rights and roles for women and for arguments explaining the reasons against them.	Teacher	15	
ERA 3 1801-1861					
Participation & Deliberation	6.1.12.CivicsPD.3.b	Describe the growth of the Supreme Court and assess the growth of the national government and the promotion of economic development during this era.	School	1	
Democratic Principles	6.1.12.CivicsDP.3.b	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.	Teacher	2	
Economic Ways of Thinking	6.1.12.EconET.3.a	Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.	Teacher	3	
Spatial Patterns	6.1.12.GeoSV.3.a	Evaluate the impact of Western settlement on the expansion of United States political boundaries.	Teacher	4	
National Economy	6.1.12.EconNE.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in new ways, and the nation.	Teacher	5	
Global Economy	6.1.12.EconGE.3.a	Examine the origins of the antislavery movement and the impact of particular events, such as the Antislavery Convention, on the movement.	Teacher	6	
Democratic Principles	6.1.12.CivicsDP.3.a	Examine a variety of sources from multiple perspectives on slavery and related claims sought to justify the arguments.	District	7	
Democratic Principles	6.1.12.HistoryIP.3.b	Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).	District	8	
Claims & Arguments	6.1.12.HistoryCA.3.a	Compare and contrast the economic and political arguments of 1850 and 1860.	District	9	
Process, Rules, Laws	6.1.12.CivicsPR.3.a	Compare and contrast the economic and political arguments of 1850 and 1860.	School	10	
Civic & Political Institutions	6.1.12.CivicsPI.3.a	Analyze primary and secondary sources to determine the extent to which the state's laws, publications, the rise of interest group and party politics impacted the development of democratic institutions and practices.	Teacher	11	
Claims & Arguments	6.1.12.HistoryCA.3.b	Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.	School	12	
Continuity & Change	6.1.12.HistoryCC.3.b	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.	Teacher	13	
Understanding Perspectives	6.1.12.HistoryUP.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives on the impact of different periods (e.g., Native American/European, Native American/White settlers, American/Latin American, American/Asian).	Teacher	14	
ERA 4 1850-1877					
Understanding Perspectives	6.1.12.HistoryUP.4.b	Use primary sources to compare and contrast the experiences of African-Americans who lived in Union and Confederate states before and during the Civil War.	District	1	
Processes, Rules, Laws	6.1.12.CivicsDPR.4.a	Draw from multiple sources to explain ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Enforcement Act and Dred Scott Decision) in the North and South (i.e., Section 5) led to the Civil War.	District	2	
Participation & Deliberation	6.1.12.CivicsDP.4.b	Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).	School	3	
Economic Thinking	6.1.12.EconET.4.a	Assess the role that economics played in enabling the North and South to wage war.	Teacher	4	
Spatial Patterns	6.1.12.GeoSV.4.a	Use maps and primary sources to report on the role of geography on redefined lines of economic regions during the civil war.	Teacher	5	
Historical Sourcing	6.1.12.HistoryCC.4.b	Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of victory, reconstruction, people's lives, and work.	Teacher	6	
National Economy	6.1.12.EconNE.4.a	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the north and South.	Teacher	7	
Continuity & Change	6.1.12.HistoryCC.4.a	Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.	District	8	
Participation & Deliberation	6.1.12.CivicsDP.4.a	Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.	District	9	
Claims & Arguments	6.1.12.HistoryCA.4.c	Examine the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.	Teacher	10	
Perspectives	6.1.12.HistoryIP.4.a	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.	District	11	
Human Population Patterns	6.1.12.GeoPP.4.a	Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.	District	12	
ERA 5 1870-1900					
Historical Sourcing	6.1.12.EconNE.5.a	Compare and contrast economic developments and long-term effects of the Civil War on the economies of the North and South.	Teacher	1	
Exchange & Markets	6.1.12.EconEM.5.a	Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and analyze the positive or negative impact of these practices on individuals and the nation and the need for government regulation.	Teacher	2	
Exchange & Markets	6.1.12.EconEM.5.a	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.	School	3	
National Economy	6.1.12.EconNE.5.b	Analyze the effects of the economic boom and the impact of periods of expansion and recession on businesses and individuals.	Teacher	4	
Human Population Patterns	6.1.12.GeoPP.5.a	Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.	Teacher	5	
Environment	6.1.12.GeoHE.5.a	Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.	Teacher	6	
Deliberation & Participation	6.1.12.CivicsDP.5.a	Analyze the effectiveness of governmental policies and actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.	District	7	
Understanding Perspectives	6.1.12.HistoryUP.5.a	Use primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.	School	8	
Continuity & Change	6.1.12.HistoryCC.5.a	Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers rights, the economy, and politics across time periods.	Teacher	9	
Claims & Arguments	6.1.12.HistoryCA.5.a	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.	Teacher	10	
ERA 6 1890-1930					
Exchange & Markets	6.1.12.EconEM.6.a	Determine how supply and demand influenced price and output during the Industrial Revolution.	Teacher	1	
National Economy	6.1.12.EconNE.6.a	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.	Teacher	2	
Civic Mindfulness Eras 6.7, 8 into one Era.	6.1.12.CivicsMP.6.a	Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, workplace safety, and immorality. (i.e., abolition, women's suffrage, and the temperance movement).	School	3	
Global Interconnections	6.1.12.GeoGM.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.	Teacher	4	
Democratic Participation	6.1.12.CivicsDP.6.b	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.	District	5	
Claims & Arguments	6.1.12.HistoryCA.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.	Teacher	6	
Processes, Rules, Laws	6.1.12.CivicsPR.6.a	Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in promoting unfair business practices and political corruption and in promoting social justice.	Teacher	7	
Claims & Arguments	6.1.12.HistoryCC.6.b	Explore factors that promoted innovation, entrepreneurship, and industrialization and determine its impact on New Jersey (i.e., Paterson Silk Struggle and the U.S. States during this period).	School	8	
Perspectives	6.1.12.HistoryIP.6.c	Analyze the success and failures of the efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment. (e.g., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).	District	9	
Environment	6.1.12.GeoHE.6.a	Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.	Teacher	10	
Continuity & Change	6.1.12.HistoryCC.6.b	Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.	School	11	
ERA 7 1890-1930					
Claims & Arguments	6.1.12.HistoryCA.7.a	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.	Teacher	1	
Claims & Arguments	6.1.12.HistoryCA.7.b	Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.	Teacher	2	
National Economy	6.1.12.EconNE.7.a	Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.	District	3	
Historical Sourcing	6.1.12.CivicsDP.7.a	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).	School	4	
Continuity & Change	6.1.12.HistoryCC.7.a	Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WW I and compare it to another president's wartime leadership.	Teacher	5	
Understanding Perspectives	6.1.12.HistoryUP.7.a	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.	Teacher	6	
Claims & Arguments	6.1.12.HistoryCA.7.c	Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).	Teacher	7	
Begin US 2					
Human & Civil Rights	6.1.12.CivicsHR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration laws that violated the basic rights of individuals and groups.	School	1	
Economic Ways of Thinking	6.1.12.EconET.8.a	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.	Teacher	2	
National Economy	6.1.12.EconNE.8.a	Analyze the push-pull factors that led to the Great Migration.	District	3	
Continuity & Change	6.1.12.HistoryCC.8.a	Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repression organizations, and an increase in violence.	District	4	
Environment	6.1.12.GeoHE.8.a	Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.	Teacher	5	
Continuity & Change	6.1.12.HistoryCC.8.b	Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.	Teacher	6	
Historical Sourcing	6.1.12.HistoryCC.8.c	Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.	District	7	
ERA 9 1929-1945					
Continuity & Change	6.1.12.HistoryCC.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.	Teacher	1	
National Economy	6.1.12.EconNE.9.a	Explain how economic indicators used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit).	School	2	
National Economy	6.1.12.EconNE.9.c	Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.	Teacher	3	
National Economy	6.1.12.EconNE.9.d	Explain the government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.	Teacher	4	
Exchange & Markets	6.1.12.GeoHE.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.	School	5	
Claims & Arguments	6.1.12.HistoryCA.9.a	Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.	Teacher	6	
Understanding Perspectives	6.1.12.HistoryUP.9.a	Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.	District	8	
ERA 10 1929-1945					
Processes & Rules	6.1.12.CivicsPR.10.b	Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.	School	1	
Participation & Deliberation	6.1.12.CivicsPD.10.a	Construct a claim that evaluates the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.	Teacher	2	
National Markets	6.1.12.EconNM.10.a	Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.	Teacher	3	
National Markets	6.1.12.EconNM.10.b	Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.	Teacher	4	
Claims & Arguments	6.1.12.HistoryCA.10.a	Explain how Franklin Roosevelt and other key individuals, including minorities and women shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).	School	5	
Environment	6.1.12.GeoHE.10.a	Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.	Teacher	6	
Processes & Rules	6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.	School	7	
Continuity & Change	6.1.12.HistoryCA.10.b	Determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.	School	8	
Claims & Arguments	6.1.12.HistoryCA.10.c	Analyze how other nations responded to the Great Depression.	Teacher	9	
ERA 11 1929-1945					
Claims & Arguments	6.1.12.HistoryCA.11.b	Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., Kellogg-Briand Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).	School	1	
Continuity & Change	6.1.12.HistoryCC.11.b	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of World War II.	Teacher	2	
Economic Thinking	6.1.12.EconET.11.a	Evaluate the shift in economic resources from the production of domestic to international goods during World War II. Analyze the opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production.	Teacher	3	
Perspectives	6.1.12.HistoryIP.11.c	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often experienced a strong sense of nationalism despite the discrimination they experienced in the military and workforce.	District	4	
Democratic Principles	6.1.12.CivicsDP.11.a	Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.	District	5	
Claims & Arguments	6.1.12.HistoryCA.11.a	Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.	School	6	
Perspectives	6.1.12.HistoryIP.11.c	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.	District	7	
Democratic Principles	6.1.12.CivicsHR.11.a	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.	District	8	
Continuity & Change	6.1.12.CivicsHR.11.b	Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.	District	9	
Continuity & Change	6.1.12.HistoryCC.11.a	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.	Teacher	10	
Exchange & Markets	6.1.12.EconNM.11.a	Analyze how scientific advancement, including advancements in agricultural technology, impacted the national and global economies and daily life.	Teacher	11	
Continuity & Change	6.1.12.HistoryCC.12.c	Analyze ideological differences and other factors that contributed to the Cold War and the United States involvement in the conflict. Identify and contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.	School	1	
Continuity & Change	6.1.12.HistoryCC.12.d	Explain how the development and proliferation of nuclear weapons affected international relations, such as the arms race, and their impact on individual civil liberties.	Teacher	2	
Continuity & Change	6.1.12.EconEM.12.c	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.	Teacher	3	
ERA 12 1945-1970s	6.1.12.EconEM.12.a	Assess the role of the public and private sector in promoting economic growth and ensuring economic stability.	Teacher	4	
Continuity & Change	6.1.12.HistoryCC.12.a	Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.	School	5	
National Economy	6.1.12.EconNE.12.a	Analyze the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.	Teacher	6	
National Economy	6.1.12.EconNE.12.a	Assess the impact of agricultural innovations on the world economy.	Teacher	7	
National Economy	6.1.12.EconNE.12.a	Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.	Teacher	8	
Sources & Evidence	6.1.12.HistorySE.12.a	Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations human rights policies and the commitment of the United States to them.	District	9	
Sources & Evidence	6.1.12.HistorySE.12.b	Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.	Teacher	10	
ERA 13 1945-1970s					
National Economy	6.1.12.EconNE.13.a	Relate American economic expansion after World War II to increased consumer demand.	Teacher	1	
Historical Sourcing	6.1.12.HistoryCC.13.b	Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.	School	2	
National Economy	6.1.12.EconNE.13.a	Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.	Teacher	3	
Civic & Political Institutions	6.1.12.CivicsPI.13.a	Write an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions on civil liberties, and other unfair labor practices in the United States with those of other nations and the impact of segregation and discrimination.	District	4	
Democratic Participation	6.1.12.CivicsDP.13.a	Analyze the effectiveness of a broad-based coalition, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, and the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).	District	5	
Claims & Arguments	6.1.12.HistoryCC.13.c	Analyze the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.	District	6	
Exchange & Markets	6.1.12.EconEM.13.a	Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit-downs, etc.) as weapons in the struggle for civil and human rights.	District	7	
Human Population Patterns	6.1.12.GeoPP.13.a	Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and compare how this movement impacted cities.	Teacher	8	
Historical Sourcing	6.1.12.HistoryCC.13.a	Describe and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.	District	9	
National Economy	6.1.12.EconNE.13.b	Evaluate the effectiveness of social legislation that was enacted to end poverty (i.e., the 1960s and today) by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending).	School	10	
Claims & Arguments	6.1.12.HistoryUP.13.a	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.	Teacher	11	
Human Environment	6.1.12.GeoHE.13.a	Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the governments environmental protection agencies and laws.	Teacher	12	
Sources & Evidence	6.1.12.HistorySE.13.a	Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.	Teacher	13	
Processes, Rules, Laws	6.1.12.GeoPP.13.b	Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.	Teacher	14	
Claims & Arguments	6.1.12.HistoryCC.13.d	Analyze the successes and failures of women's rights organizations, the American Indian Movement, and LaRaza in their pursuit of civil rights and equal opportunities.	School	15	
ERA 14 1970-Present					
Claims & Arguments	6.1.12.HistoryCA.14.b	Create an evidence-based argument that assesses the effectiveness of science to address the causes of continuing racial tensions and violence.	District	1	
Sources & Evidence	6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.	Teacher	2	
Civic Mindfulness	6.1.12.CivicsCM.14.b	Use a variety of sources, including quantitative data, to evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.	Teacher	3	
Civic Mindfulness	6.1.12.CivicsCM.14.a	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual and evaluate the impact on public policies.	School	4	
Participation & Deliberation	6.1.12.CivicsPD.14.a	Draw from multiple perspectives and cite evidence to explain conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.	Teacher	5	
Sources & Evidence	6.1.12.HistorySE.14.c	Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy.	Teacher	6	
Claims & Arguments	6.1.12.HistoryCA.14.a	Analyze political speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.	Teacher	7	
Exchange & Markets	6.1.12.EconEM.14.a	Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.	Teacher	8	
Continuity & Change	6.1.12.HistoryCC.14.c	Explore presidential impeachments and trials and determine the role of partisan politics in each case using evidence.</			

History Indicators Alignment

Core Idea	Indicator	Indicator Statement (151 Indicators) (US 1 – 6477) (US 2 - 87) (63 – 6 with 3 for World)	
ERA 1 1585-1763	Participation & Deliberation	6.1.12.CivicsPD.1.a	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
	Civic & Political Institutions	6.1.12.CivicsPI.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
	Exchange & Markets	6.1.12.EconGE.1.a	Explain how economic ideas and the practices of mercantilism and free trade impacted during this time (e.g., private property, individualism, and the effects of global trade).
	Global Interconnections	6.1.12.GeoGI.1.a	Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World, and its role in promoting trade with global markets.
	Continuity & Change	6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.
ERA 2 1754-1820			
Participation & Deliberation	6.1.12.CivicsPD.2.a	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.	
Civic & Political Institutions	6.1.12.CivicsPI.2.a	Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.	
Civic & Political Institutions	6.1.12.CivicsPI.2.b	Evaluate the effectiveness of the arguments of Federalists and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.	
Processes, Rules, Laws	6.1.12.CivicsPR.2.a	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government, and construct an argument regarding the continuing impact of the Supreme Court today.	
Emerging Markets	6.1.12.EconEM.2.a	Explain how the United States economy emerged from British mercantilism.	
Emerging Markets	6.1.12.EconEM.2.b	Assess the effectiveness of the new state and national governments' attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.	
Population Patterns	6.1.12.GeogPP.2.b	Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.	
Population Patterns	6.1.12.GeogPP.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.	
Claims & Arguments	6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity, including the role of the Northwest Ordinance.	
Continuity & Change	6.1.12.HistoryCC.2.a	Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.	
Continuity & Change	6.1.12.HistoryCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world, (i.e., Declaration of Independence, the Constitution, and Anti-Federalists).	
Historical Sourcing	6.1.12.HistorySE.2.a	Construct responses for arguments in support of new rights and routes for women and for arguments explaining the reasons against them.	
Perspectives	6.1.12.HistoryUP.2.a	Using primary sources, describe the perspectives of African-Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.	
Perspectives	6.1.12.HistoryUP.2.b	Analyze the important contributions of African American leaders and institutions in the development and activities of Black communities in the North and South before and after the Civil War.	
Understanding Perspectives	6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time. (i.e., due process, free trade, individual rights) (e.g., Council, World Bank)	
ERA 3 1801-1861			
Participation & Deliberation	6.1.12.CivicsPI.3.b	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.	
Process, Rules, Laws	6.1.12.CivicsDP.3.a	Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period, (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).	
Democratic Principles	6.1.12.CivicsDP.3.b	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.	
Democratic Principles	6.1.12.CivicsDP.3.c	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.	
Civic & Political Institutions	6.1.12.CivicsPI.3.a	Analyze primary and secondary sources to determine the extent to which Reconstruction-era issues, particularly the role of the federal government and politics impacted the development of democratic institutions and practices.	
Economic Ways of Thinking	6.1.12.EconET.3.a	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.	
National Economy	6.1.12.EconNE.3.a	Evaluate the impact of education in improving economic opportunities and the development of the nation's responsible citizenry.	
Global Economy	6.1.12.EconGE.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.	
Spatial Patterns	6.1.12.GeoSV.3.a	Evaluate the impact of Western settlement on the expansion of United States political boundaries.	
Claims & Arguments	6.1.12.HistoryCA.3.a	Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests informed party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).	
Claims & Arguments	6.1.12.HistoryCA.3.b	Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.	
Continuity & Change	6.1.12.HistoryCC.3.b	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.	
Understanding Perspectives	6.1.12.HistoryUP.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g., Native American/European, Native American/White settlers, American/Latin American, American/Asian)	
Democratic Principles	6.1.12.HistoryUP.3.b	Examine a variety of sources from multiple perspectives on slavery and evaluate the evidence sources to justify the arguments.	
ERA 4 1850-1877			
Understanding Perspectives	6.1.12.HistoryUP.4.d	Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.	
Participation & Deliberation	6.1.12.CivicsDP.4.a	Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in the nation's political and economic life.	
Participation & Deliberation	6.1.12.CivicsDP.4.b	Analyze how ideas found in key documents contributed to demanding equality for all, (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).	
Processes, Rules, Laws	6.1.12.CivicsPR.4.a	Draw from multiple sources to explain ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.	
Perspectives	6.1.12.D.4.a	Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.	
Economic Thinking	6.1.12.EconET.4.a	Assess the role that economics played in enabling the North and South to wage war.	
National Economy	6.1.12.EconNE.4.a	Compare and contrast the immediate and long-term effects of the Civil War on the economy, and the effects of the war on the environment.	
Human Population Patterns	6.1.12.GeoPP.4.a	Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.	
Spatial Patterns	6.1.12.GeoSV.4.a	Use maps and primary sources to report on the role of geography on military, political, and economic decisions during the civil war.	
Claims & Arguments	6.1.12.HistoryCA.4.c	Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.	
Continuity & Change	6.1.12.HistoryCC.4.a	Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.	
Historical Sourcing	6.1.12.HistoryCC.4.b	Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.	
Perspectives	6.1.12.HistoryUP.4.a	Reconstruct the economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.	
ERA 5 1870-1900			
Deliberation & Participation	6.1.12.CivicsDP.5.a	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.	
Exchange & Markets	6.1.12.EconEM.5.a	Analyze the effects of government policies on the economy regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulation.	
Exchange & Markets	6.1.12.EconEM.5.a	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.	
Historical Sourcing	6.1.12.EconNM.5.a	Compare and contrast economic developments and long-term effects of the Civil War on the economies of the North and the South.	
National Economy	6.1.12.EconNM.5.b	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.	
Environment	6.1.12.GeoHE.5.a	Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.	
Human Population Patterns	6.1.12.GeoPP.5.a	Evaluate the impact of the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.	
Claims & Arguments	6.1.12.HistoryCA.5.a	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.	
Continuity & Change	6.1.12.HistoryCC.5.a	Explore the origins and the creation of labor unions of agricultural workers and determine the extent to which these organizations on workers rights, the economy, and politics across time periods.	
Understanding Perspectives	6.1.12.HistoryUP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.	
ERA 6 1890-1930			
Civic Mindedness	6.1.12.CivicsDP.6.a	Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to achieve the economic, political, and social equality of women, (i.e., abolition, women's suffrage, and the temperance movement)	
Democratic Participation	6.1.12.CivicsDP.6.b	Relate the creation of African American advocacy organizations (i.e. the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e. <i>Plessy v. Ferguson</i>) and state and local governmental policies.	
Processes, Rules, Laws	6.1.12.CivicsPR.6.a	Evaluate the effectiveness of government policies designed to evaluate the effectiveness of Progressive reforms in promoting unfair business practices and political corruption and in preventing social justice.	
Exchange & Markets	6.1.12.EconEM.6.a	Determine how supply and demand influenced price and output during the Industrial Revolution.	
National Economy	6.1.12.EconNE.6.a	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.	
Global Interconnections	6.1.12.GeoGM.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.	
Environment	6.1.12.GeoHE.6.a	Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.	
Claims & Arguments	6.1.12.HistoryCA.6.a	Evaluate the effectiveness of labor and agricultural organizations in enabling the economic and political participation of immigrants and natural resources.	
Continuity & Change	6.1.12.HistoryCC.6.b	Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.	
Claims & Arguments	6.1.12.HistoryCC.6.b	Explore factors that promoted innovation, entrepreneurship, and industrialization and determine its impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period.	
Perspectives	6.1.12.HistoryCC.6.c	Analyze the success and failure of the civil rights and women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment. (e.g., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).	
ERA 7 1890-1930			
Historical Sourcing	6.1.12.CivicsDP.7.a	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment)	
National Economy	6.1.12.EconNM.7.a	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.	
Claims & Arguments	6.1.12.HistoryCA.7.a	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to to contemporary American involvement in another country.	
Claims & Arguments	6.1.12.HistoryCA.7.b	Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.	
Claims & Arguments	6.1.12.HistoryCA.7.c	Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).	
Continuity & Change	6.1.12.HistoryCC.7.a	Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WW I and compare it to another president's wartime leadership.	
Understanding Perspectives	6.1.12.HistoryUP.7.a	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.	
Begin US 2			
ERA 8 1929-1945			
Human & Civil Rights	6.1.12.CivicsHR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration laws, and the violation of the human rights of individuals and groups.	
Economic Ways of Thinking	6.1.12.EconET.8.a	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.	
National Economy	6.1.12.EconNM.8.a	Analyze the push-pull factors that led to the Great Migration.	
Environment	6.1.12.GeoHE.8.a	Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.	
Continuity & Change	6.1.12.HistoryCC.8.a	Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.	
Continuity & Change	6.1.12.HistoryCC.8.b	Relate government policies designed to promote economic growth during the 1920s and determine the impact of these policies on business and the consumer.	
Historical Sourcing	6.1.12.HistoryCC.8.c	Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.	
ERA 9 1929-1945			
National Economy	6.1.12.EconNE.9.a	Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit).	
National Economy	6.1.12.EconNE.9.b	Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.	
National Economy	6.1.12.EconNE.9.c	Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.	
National Economy	6.1.12.EconNE.9.d	Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).	
Exchange & Markets	6.1.12.GeoHE.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.	
Claims & Arguments	6.1.12.HistoryCA.9.a	Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.	
Continuity & Change	6.1.12.HistoryCC.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.	
Understanding Perspectives	6.1.12.HistoryUP.9.a	Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.	
ERA 10 1929-1945			
Processes & Rules	6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define federal and individual rights and evaluate the impact of these long-term impact of these decisions on the protection of civil and human rights.	
Processes & Rules	6.1.12.CivicsPR.10.b	Assess the effectiveness of governmental policies enacted during the New Deal period (i.e. the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.	
Participation & Deliberation	6.1.12.EconEM.10.a	Construct a claim that evaluates the short-and long-term impact of the expanded role of government on economic policy, capitalism, and society.	
National Markets	6.1.12.EconNM.10.a	Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.	
National Markets	6.1.12.EconNM.10.b	Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.	
Environment	6.1.12.GeoHE.10.a	Use primary and secondary sources to evaluate the effectiveness of New Deal programs designed to protect the environment.	
Claims & Arguments	6.1.12.HistoryCA.10.a	Explain how Franklin Roosevelt and other key individuals, including minorities and women shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).	
Continuity & Change	6.1.12.HistoryCA.10.b	Determine the extent to which New Deal public works and arts programs benefited New Jersey and the nation and the evidence for this.	
Claims & Arguments	6.1.12.HistoryCA.10.c	Analyze how other nations responded to the Great Depression.	
ERA 11 1929-1945			
Democratic Principles	6.1.12.CivicsDP.11.a	Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.	
Democratic Principles	6.1.12.CivicsHR.11.a	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.	
Continuity & Change	6.1.12.CivicsHR.11.b	Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.	
Economic Thinking	6.1.12.EconET.11.a	Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production.	
Exchange & Markets	6.1.12.EconNM.11.a	Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.	
Claims & Arguments	6.1.12.HistoryCA.11.a	Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.	
Claims & Arguments	6.1.12.HistoryCA.11.b	Assess the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact.)	
Continuity & Change	6.1.12.HistoryCC.11.a	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.	
Continuity & Change	6.1.12.HistoryCC.11.b	Evaluate the effectiveness of international agreements and their leaders in the conduct and outcomes of World War II.	
Perspectives	6.1.12.HistoryCC.11.c	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.	
Perspectives	6.1.12.HistoryCC.11.c	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.	
ERA 12 1945-1970s			
Exchange & Markets	6.1.12.EconEM.12.a	Assess the role of the public and private sector in promoting economic growth and ensuring economic stability.	
National Economy	6.1.12.EconNE.12.a	Assess the impact of agricultural innovation on the world economy.	
National Economy	6.1.12.EconNE.12.a	Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.	
Continuity & Change	6.1.12.HistoryCC.12.a	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.	
Continuity & Change	6.1.12.HistoryCC.12.b	Analyze the impact of African American policies on independence movements in Africa, Asia, Latin America and the Middle East.	
Continuity & Change	6.1.12.HistoryCC.12.c	Evaluate the effectiveness of international treaties and their impact on individual civil liberties.	
Continuity & Change	6.1.12.HistoryCC.12.d	Explain how the development and proliferation of nuclear weapons affected international relations.	
Continuity & Change	6.1.12.HistoryCC.12.e	Analyze ideological differences and other factors that contributed to the Cold War and the United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.	
Sources & Evidence	6.1.12.HistorySE.12.a	Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.	
Sources & Evidence	6.1.12.HistorySE.12.b	Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.	
ERA 13 1945-1970s			
Democratic Participation	6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e. the Civil Rights Act, the Voting Rights Act, The Equal Rights Amendment, Title VII, Title IX, Affirmative Action, <i>Brown v. Board of Education</i> , and <i>Roe v. Wade</i>).	
Civic & Political Institutions	6.1.12.CivicsPI.13.a	Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., <i>Hedgepeth and Williams v. Trenton Board of Education</i>), and New Jersey's laws in eliminating segregation and discrimination against African Americans.	
Claims & Arguments	6.1.12.HistoryCC.13.a	Determine the impact for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.	
Exchange & Markets	6.1.12.EconEM.13.a	Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.	
National Economy	6.1.12.EconNE.13.a	Evaluate the effectiveness of government policies that sought to combat World War II inflation, such as rationing, price controls, and the financial consumer demand.	
National Economy	6.1.12.EconNE.13.b	Analyze the effectiveness of social legislation that was enacted to end poverty (i.e., inflation, and recession, taxing, deficits spending, employment, etc.) in the 1960s and today by assessing the economic impact on the economy, business, and other countries.	
Human Environment	6.1.12.GeoHE.13.a	Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the governments' environmental protection agencies and laws.	
Human Population Patterns	6.1.12.GeoPP.13.a	Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.	
Processes, Rules, Laws	6.1.12.GeoPP.13.b	Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.	
Historical Sourcing	6.1.12.HistoryCC.13.a	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.	
Historical Sourcing	6.1.12.HistoryCC.13.b	Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.	
Claims & Arguments	6.1.12.HistoryCC.13.d	Analyze the successes and failures of women's rights organizations, the American Indian Movement, and LaRaza in their pursuit of civil rights and equal opportunities.	
Sources & Evidence	6.1.12.HistorySE.13.a	Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.	
Claims & Arguments	6.1.12.HistoryUP.13.a	Evaluate the effectiveness of government policies to describe the extent to which conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.	
ERA 14 1970-Present			
Civic Mindedness	6.1.12.CivicsCM.14.a	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual and evaluate the impact on public policies.	
Civic Mindedness	6.1.12.CivicsCM.14.b	Use a variety of sources to explain quantitative data to evaluate the impact community groups and state policies have had on increasing the youth vote (i.e., distribution of voter registration forms in high schools).	
Participation & Deliberation	6.1.12.CivicsDP.14.a	Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.	
Participation & Deliberation	6.1.12.CivicsPI.14.a	Draw from multiple perspectives and cite evidence to explain conflicting ideologies and actions of political parties regarding the priorities, the role of government in the economy, and social reforms.	
Civic & Political Institutions	6.1.12.CivicsPI.14.a	Draw from multiple perspectives and evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.	
Participation & Deliberation	6.1.12.CivicsPI.14.b	Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.	
Political Institutions	6.1.12.CivicsPI.14.c	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.	
Civic & Political Institutions	6.1.12.CivicsPI.14.d	Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing policies concerning health care, income equality, and immigration.	
Exchange & Markets	6.1.12.EconEM.14.a	Relate the changing manufacturing, service, science, and technology to the development of opportunities to the economy and social dynamics in New Jersey.	
Economic Ways of Thinking	6.1.12.EconET.14.a	Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.	
Economic Ways of Thinking	6.1.12.EconET.14.b	Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.	
National Economy	6.1.12.EconNE.14.a	Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.	
National Economy	6.1.12.EconNE.14.a	Make evidence-based inferences regarding the impact of technology on the global workforce and on entrepreneurship.	
Environment	6.1.12.GeoHE.16.a	Evaluate the economic, political, and societal impact of new and emerging technologies on individuals and society.	
Continuity & Change	6.1.12.HistoryCC.16.a	Explain a variety of resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.	
Claims & Arguments	6.1.12.HistoryCC.16.b	Assess from various perspectives the effectiveness with which the United States has addressed environmental issues such as air and water quality, business, and other countries.	
Claims & Arguments	6.1.12.HistoryCC.16.b	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.	
Perspectives	6.1.12.HistoryUP.16.a	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.	
Suggested Placements			
US 2	6.3.12.CivicsPD.1	Develop (a) plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.	
US 1	6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these nations have adopted a universal problem.	
World	6.3.12.GeoGL.1 - World	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change, and present those solutions to relevant national and international governmental and nongovernmental organizations.	
World	6.3.12.EconGE.1 - World	Evaluate the effectiveness of international organizations (i.e., World Bank, International Monetary Fund (IMF), research evidence from multiple sources about a global problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.	
US 1	6.3.12.HistoryCA.1	Analyze the impact of current governmental practices and laws (e.g., immigration, seizure of personal property, juvenile detention, listening devices, deportation) affecting national security and/or individual civil liberties.	
World	6.3.12.HistoryCA.2 - World	Analyze a current global issue to assess the extent to which the current and historical perspectives, examining strategies, and presenting possible actions.	

Grades 9-12 World History Indicators Alignment

April 2021

Core Idea		Indicator (Red=Amistad, Blue=Holocaust, Yellow=LGBTQ/Disabilities)	Indicator Statement (Indicators = 85) (6.3 = 6)	Suggested Assessment	
ERA 1 1350-1770	Global Economy	6.2.12.GeoGE.1.a	Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.	Teacher	
	Global Economy	6.2.12.GeoGE.1.b	Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.	Teacher	
	Global Economy	6.2.12.GeoGE.1.c	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.	School	
	Global Economy	6.2.12.GeoGE.1.d	Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.	Teacher	
	Human Environment	6.2.12.GeoPP.1.a	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.	Teacher	
	Spatial Views	6.2.12.GeoSV.1.a	Use geographic representation to assess changes in political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.	Teacher	
	Continuity & Change	6.2.12.HistoryCC.1.a	Determine the extent to which various technologies, (e.g. printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.	School	
	Continuity & Change	6.2.12.HistoryCC.1.b	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.	District	
	Continuity & Change	6.2.12.HistoryCC.1.c	Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundations for conflict.	District	
	Continuity & Change	6.2.12.HistoryCC.1.d	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.	District	
Continuity & Change	6.2.12.HistoryCC.1.e	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.	Teacher		
Historical Sourcing	6.2.12.HistoryCC.1.f	Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods, (e.g. Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures.)	District		
Continuity & Change	6.2.12.HistoryCC.1.g	Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.	District		
ERA 2 1350-1700	Processes, Rules, Laws	6.2.12.CivicsPR.2.a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.	Teacher	
	Processes, Rules, Laws	6.2.12.CivicsPR.2.b	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).	School	
	Human Population Patterns	6.2.12.GeoPP.2.a	Make an evidence based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.	Teacher	
	Continuity & Change	6.2.12.HistoryCC.2.a	Determine the factors that led to the Reformation and the impact on European politics.	School	
	Continuity & Change	6.2.12.HistoryCC.2.b	Explore the factors that laid the foundation for the Renaissance, i.e. Asian and Islamic, Ancient Greek and Roman innovations.	District	
	Continuity & Change	6.2.12.HistoryCC.2.c	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.	Teacher	
	Continuity & Change	6.2.12.HistoryUP.2.a	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.	Teacher	
	Global Economy	6.2.a2.EconGE.2.a	Relate the development of the more modern banking and financial systems to European economic influence in the world.	Teacher	
ERA 3 1750-1914	Democratic Principles	6.2.12.CivicsDP.3.a	Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.	District	
	Democratic Principles	6.2.12.CivicsDP.3.b	Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.	District	
	Participation & Deliberation	6.2.12.CivicsPD.3.a	Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin American and across the world. (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).	School	
	Civic & Political Institutions	6.2.12.CivicsPI.3.a	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.	Teacher	
	Economic Ways of Thinking	6.2.12.EconET.3.b	Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.	School	
	Economic Ways of Thinking	6.2.12.EconET.3.a	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.	Teacher	
	Economic Ways of Thinking	6.2.12.EconGL.3.a	Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of land-holding in 19th century Britain.	Teacher	
	Economic Ways of Thinking	6.2.12.EconGL.3.b	Construct a claim based on evidence regarding the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.	Teacher	
	Global Economy	6.2.12.EconGL.3.c	Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.	Teacher	
	Global Interactions	6.2.12.GeoGL.3.a	Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.	Teacher	
	Claims & Arguments	6.2.12.HistoryCC.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.	Teacher	
	Human Environment	6.2.12.HistoryCC.3.a	Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.	Teacher	
		6.2.12.HistoryCC.3.b	Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.	School	
		6.2.12.HistoryUP.3.a	Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.	District	
ERA 4 1900-1945	Human & Civil Rights	6.2.12.CivicsHR.4.a	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Chinese, the Nazi Holocaust and assess the responses by individuals, groups, and governments.	District	
	Civic & Political Institutions	6.2.12.CivicsPI.4.a	Compare and contrast socialism, communism, fascism, and liberal democracy and explain the reasons for their growth or decline around the world.	School	
	National Economy	6.2.12.EconEM.4.a	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.	School	
	Global Interconnections	6.2.12.GeoGL.4.a	Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.	Teacher	
	Spatial Views	6.2.12.GeoSP.4.a	Use geographic representation to compare the changes in political boundaries in Europe pre and post WWI.	Teacher	
	Spatial Views	6.2.12.GeoSP.4.b	Determine how geography impacted military strategies and major turning points during World War II.	Teacher	
	Participation & Deliberation	6.2.12.HistoryCA.4.a	Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.	Teacher	
	Claims & Arguments	6.2.12.HistoryCA.4.b	Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.	District	
	Historical Sourcing	6.2.12.HistoryCA.4.c	Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.	School	
	Claims & Arguments	6.2.12.HistoryCC.4.a	Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.	School	
	Global Economy	6.2.12.HistoryCC.4.b	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.	Teacher	
	Continuity & Change	6.2.12.HistoryCC.4.c	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.	School	
	Continuity & Change	6.2.12.HistoryCC.4.d	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.	Teacher	
	Historical Sourcing	6.2.12.HistoryCC.4.e	Explain the role of colonial powers in the war efforts of the Allies and the Central/Axis Powers in both World Wars.	Teacher	
	Continuity & Change	6.2.12.HistoryCC.4.f	Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.	Teacher	
	Claims & Arguments	6.2.12.HistoryCC.4.g	Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war".	School	
	Perspectives	6.2.12.HistoryUP.4.a	Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.	School	
	Perspectives	6.2.12.HistoryUP.4.b	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.	District	
Perspectives	6.2.12.HistoryUP.4.c	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.	District		
ERA 5 1945-Present	Human & Civil Rights	6.2.12.CivicsHR.5.a	Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.	District	
	Civic & Political Institutions	6.2.12.CivicsPI.5.a	Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.	District	
	Economic Ways of Thinking	6.2.12.EconET.5.a	Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.	School	
	Economic Ways of Thinking	6.2.12.EconET.5.b	Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.	Teacher	
	Global Economy	6.2.12.EconGE.5.a	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.	Teacher	
	Geographic	6.2.12.GeoGL.5.a	Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.	School	
	Human Population Patterns	6.2.12.GeoPP.5.a	Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country. (e.g., social, economic, and political structures)	Teacher	
	Spatial Views	6.2.12.GeoSV.5.a	Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g. the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).	Teacher	
	Continuity & Change	6.2.12.HistoryCC.5.a	Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.	School	
	Civic Mindedness	6.2.12.HistoryCC.5.a	Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.	School	
	Human Environment	6.2.12.HistoryCC.5.b	Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.	Teacher	
	Continuity & Change	6.2.12.HistoryCC.5.c	Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.	Teacher	
	Continuity & Change	6.2.12.HistoryCC.5.d	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.	Teacher	
	Processes, Rules, Laws	6.2.12.HistoryCC.5.e	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).	School	
	Historical Sourcing	6.2.12.HistoryCC.5.f	Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.	Teacher	
	Continuity & Change	6.2.12.HistoryCC.5.g	Assess how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, and political equality in various countries.	School	
	Continuity & Change	6.2.12.HistoryCC.5.h	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives	School	
	ERA 6 Contemporary	Human & Civil Rights	6.2.12.CivicsHR.6.a	Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.	District
Human & Civil Rights		6.2.12.CivicsHR.6.b	Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.	District	
Civic & Political Institutions		6.2.12.CivicsPI.5.a	Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.	School	
Global Economy		6.2.12.EconGE.6.b	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.	Teacher	
Global Economy		6.2.12.EconGE.6.a	Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.	Teacher	
Population Patterns		6.2.12.GeoPP.6.a	Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.	School	
Democratic Principles		6.2.12.HistoryCC.6.a	Evaluate the impact of terrorist movements on governments, individuals, and societies.	School	
Global Economy		6.2.12.EconGE.6.c	Relate the rise of the Internet and social media to the global economy.	Teacher	
Standard 6.3					
US 1		6.3.12.CivicsPD.1	Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with the appropriate government officials.		
US 2	6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.			
World	6.3.12.GeoGL.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.		District	
US 2	6.3.12.EconGE.1	Participate in a simulated decision (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.			
US 1	6.3.12.HistoryCA.1	Analyze the impact of current governmental practices and laws (e.g., immigration, seizure of personal property, juvenile detention, listening devices, deportation) affecting national security and/or individual civil rights/privacy.			
World	6.3.12.HistoryCA.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.		School	

Suggested Model Curriculum for World History in Grades 9-12

	Core Idea	Indicator (Red=Amistad, Blue=Holocaust, Yellow=LGBTQ/Disabilities)	Indicator Statement (Indicators = 85) (6.3 = 5)	Suggested Assessment	Suggested Order
ERA 1 1350-1770	Continuity & Change	6.2.12.HistoryCC.1.e	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.	Teacher	1
	Global Economy	6.2.12.GeoGE.1.a	Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.	Teacher	2
	Global Economy	6.2.12.GeoGE.1.d	Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.	Teacher	3
	Human Environment	6.2.12.GeoPP.1.a	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.	Teacher	4
	Continuity & Change	6.2.12.HistoryCC.1.a	Determine the extent to which various technologies (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.	School	4
	Global Economy	6.2.12.GeoGE.1.b	Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.	Teacher	5
	Continuity & Change	6.2.12.HistoryCC.1.g	Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.	District	6
	Global Economy	6.2.12.GeoGE.1.c	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.	School	7
	Historical Sourcing	6.2.12.HistoryCC.1.f	Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods, (e.g. Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures.)	District	7
	Continuity & Change	6.2.12.HistoryCC.1.d	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.	District	8
	Continuity & Change	6.2.12.HistoryCC.1.b	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.	District	9
Continuity & Change	6.2.12.HistoryCC.1.c	Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundations for conflict.	District	10	
Spatial Views	6.2.12.GeoSV.1.a	Use geographic representation to assess changes in political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.	Teacher	11	
ERA 2 1350-1700					
Continuity & Change	6.2.12.HistoryCC.2.b	Explore the factors that laid the foundation for the Renaissance, i.e. Asian and Islamic, Ancient Greek and Roman innovations.	District	1	
Continuity & Change	6.2.12.HistoryCC.2.c	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.	Teacher	2	
Global Economy	6.2.a2.EconGE.2.a	Relate the development of the more modern banking and financial systems to European economic influence in the world.	Teacher	3	
Continuity & Change	6.2.12.HistoryCC.2.a	Determine the factors that led to the Reformation and the impact on European politics.	School	4	
Perspectives	6.2.12.HistoryUP.2.a	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.	Teacher	5	
Human Population Patterns	6.2.12.GeoPP.2.a	Make an evidence based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.	Teacher	6	
Processes, Rules, Laws	6.2.12.CivicsPR.2.b	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).	School	7	
Processes, Rules, Laws	6.2.12.CivicsPR.2.a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.	Teacher	8	
ERA 3 1750-1914					
Democratic Principles	6.2.12.CivicsDP.3.a	Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.	District	1	
Participation & Deliberation	6.2.12.CivicsPD.3.a	Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin American and across the world. (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).	School	2	
Human Environment	6.2.12.HistoryCC.3.a	Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.	Teacher	2	
Civic & Political Institutions	6.2.12.CivicsPI.3.a	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.	Teacher	3	
Economic Ways of Thinking	6.2.12.EconET.3.b	Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.	School	4	
Economic Ways of Thinking	6.2.12.EconGI.3.a	Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of land-holding in 19th century Britain.	Teacher	5	
Economic Ways of Thinking	6.2.12.EconET.3.a	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.	Teacher	6	
Economic Ways of Thinking	6.2.12.EconGI.3.b	Construct a claim based on evidence regarding the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.	Teacher	7	
Democratic Principles	6.2.12.CivicsDP.3.b	Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.	District	8	
Claims & Arguments	6.2.12.HistoryCC.3.a	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.	Teacher	9	
Global Economy	6.2.12.EconGI.3.c	Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.	Teacher	10	
Global Interactions	6.2.12.GeoGI.3.a	Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.	Teacher	11	
Continuity & Change	6.2.12.HistoryCC.3.b	Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.	School	12	
Perspectives	6.2.12.HistoryUP.3.a	Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.	District	13	
ERA 4 1900-1945					
Human & Civil Rights	6.2.12.CivicsHR.4.a	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Chinese, the Nazi Holocaust and assess the responses by individuals, groups, and governments.	District	1	
Spatial Views	6.2.12.GeoSP.4.a	Use geographic representation to compare the changes in political boundaries in Europe pre and post WWI.	Teacher	2	
Claims & Arguments	6.2.12.HistoryCC.4.a	Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.	School	3	
Historical Sourcing	6.2.12.HistoryCC.4.e	Explain the role of colonial powers in the war efforts of the Allies and the Central/Axis Powers in both World Wars.	Teacher	4	
Perspectives	6.2.12.HistoryUP.4.a	Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.	School	5	
Global Interconnections	6.2.12.GeoGI.4.a	Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.	Teacher	6	
National Economy	6.2.12.EconEM.4.a	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.	School	7	
Participation & Deliberation	6.2.12.HistoryCA.4.a	Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.	Teacher	8	
Continuity & Change	6.2.12.HistoryCC.4.c	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.	School	9	
Historical Sourcing	6.2.12.HistoryCA.4.c	Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.	School	10	
Claims & Arguments	6.2.12.HistoryCC.4.g	Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war."	School	11	
Civic & Political Institutions	6.2.12.CivicsPI.4.a	Compare and contrast socialism, communism, fascism, and liberal democracy and explain the reasons for their growth or decline around the world.	School	13	
Spatial Views	6.2.12.GeoSP.4.b	Determine how geography impacted military strategies and major turning points during World War II.	Teacher	14	
Perspectives	6.2.12.HistoryUP.4.b	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.	District	14	
Global Economy	6.2.12.HistoryCC.4.b	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.	Teacher	15	
Continuity & Change	6.2.12.HistoryCC.4.d	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.	Teacher	16	
Claims & Arguments	6.2.12.HistoryCA.4.b	Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.	District	17	
Continuity & Change	6.2.12.HistoryCC.4.f	Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.	Teacher	18	
Perspectives	6.2.12.HistoryUP.4.c	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.	District	19	
ERA 5 1945-Present					
Civic & Political Institutions	6.2.12.CivicsPI.5.a	Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.	District	1	
Economic Ways of Thinking	6.2.12.EconET.5.a	Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.	School	1	
Civic Mindfulness	6.2.12.HistoryCC.5.a	Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.	School	2	
Continuity & Change	6.2.12.HistoryCC.5.c	Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.	Teacher	3	
Historical Sourcing	6.2.12.HistoryCC.5.f	Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.	Teacher	3	
Continuity & Change	6.2.12.HistoryCC.5.a	Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.	School	4	
Spatial Views	6.2.12.GeoSV.5.a	Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g. the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).	Teacher	5	
Global Interactions	6.2.12.GeoGI.5.a	Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.	School	6	
Processes, Rules, Laws	6.2.12.HistoryCC.5.e	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).	School	6	
Human Population Patterns	6.2.12.GeoPP.5.a	Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country. (e.g., social, economic, and political structures)	Teacher	7	
Human Environment	6.2.12.HistoryCC.5.b	Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.	Teacher	8	
Economic Ways of Thinking	6.2.12.EconET.5.b	Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.	Teacher	9	
Global Economy	6.2.12.EconGE.5.a	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.	Teacher	10	
Continuity & Change	6.2.12.HistoryCC.5.h	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives	School	10	
Continuity & Change	6.2.12.HistoryCC.5.d	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.	Teacher	11	
Continuity & Change	6.2.12.HistoryCC.5.g	Assess how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, and political equality in various countries.	School	11	
Human & Civil Rights	6.2.12.CivicsHR.5.a	Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.	District	12	
ERA 6 Contemporary					
Civic & Political Institutions	6.2.12.CivicsPI.5.a	Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.	School	1	
Global Economy	6.2.12.EconGE.6.b	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.	Teacher	2	
Global Economy	6.2.12.EconGE.6.a	Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.	Teacher	3	
Human & Civil Rights	6.2.12.CivicsHR.6.a	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.	District	4	
Democratic Principles	6.2.12.HistoryCC.6.a	Evaluate the impact of terrorist movements on governments, individuals, and societies.	School	4	
Human & Civil Rights	6.2.12.CivicsHR.6.b	Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.	District	5	
Population Patterns	6.2.12.GeoPP.6.a	Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.	School	6	
Global Economy	6.2.12.EconGE.6.c	Relate the rise of the Internet and social media to the global economy.	Teacher	7	
Suggested Standard 6.3					
US 1	6.3.12.CivicsPD.1	Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with the appropriate government officials.			
US 2	6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.			
World	6.3.12.GeoGI.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.		District	
US 2	6.3.12.EconGE.1	Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.			
US 1	6.3.12.HistoryCA.1	Analyze the impact of current governmental practices and laws (e.g., immigration, seizure of personal property, juvenile delinquency, listening devices, deportation) affecting national security and/or individual civil rights/privacy.			
World	6.3.12.HistoryCA.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.		School	