

Main Criteria: New Jersey Student Learning Standards

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 2

Correlation Options: Show Correlated

New Jersey Student Learning Standards

Science

Grade: 2 - Adopted: 2014

Does not include:

- Canada
- Ancient China
- Northeast Region
- Midwest Region
- Sahara Desert
- Southwest Region
- Western Region

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| CONTENT AREA / STANDARD | NJ.2-LS. | LIFE SCIENCE |
| STRAND | 2-LS2. | Ecosystems: Interactions, Energy, and Dynamics |
| CONTENT STATEMENT | | Students who demonstrate understanding can: |
| CUMULATIVE PROGRESS INDICATOR | 2-LS2-1. | Plan and conduct an investigation to determine if plants need sunlight and water to grow. <u>Social Studies Online</u> Grade 2 - Land and Water Around Us |
| CONTENT AREA / STANDARD | NJ.2-LS. | LIFE SCIENCE |
| STRAND | 2-LS4. | Biological Evolution: Unity and Diversity |
| CONTENT STATEMENT | | Students who demonstrate understanding can: |
| CUMULATIVE PROGRESS INDICATOR | 2-LS4-1. | Make observations of plants and animals to compare the diversity of life in different habitats[Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.] <u>Social Studies Online</u> African Safari Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef? |
| CONTENT AREA / STANDARD | NJ.2-ESS. | EARTH AND SPACE SCIENCE |
| STRAND | 2-ESS1. | Earth's Place in the Universe |
| CONTENT STATEMENT | | Students who demonstrate understanding can: |
| CUMULATIVE PROGRESS INDICATOR | 2-ESS1-1. | Make observations from media to construct an evidence-based account that Earth events can occur quickly or slowly. <u>Social Studies Online</u> Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities |
| CONTENT AREA / STANDARD | NJ.2-ESS. | EARTH AND SPACE SCIENCE |

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| STRAND | 2-ESS2. | Earth's Systems |
| CONTENT STATEMENT | | Students who demonstrate understanding can: |
| CUMULATIVE PROGRESS INDICATOR | 2-ESS2-1. | Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. <u>Social Studies Online</u> Grade 3 - Geography of Our Communities |
| CUMULATIVE PROGRESS INDICATOR | 2-ESS2-2. | Develop a model to represent the shapes and kinds of land and bodies of water in an area. <u>Social Studies Online</u> African Safari Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef? |
| CUMULATIVE PROGRESS INDICATOR | 2-ESS2-3. | Obtain information to identify where water is found on Earth and that it can be solid or liquid. <u>Social Studies Online</u> Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities The Amazon Rainforest |

New Jersey Student Learning Standards

Social Studies

Grade: 2 - Adopted: 2014

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| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.A. | Civics, Government, and Human Rights |
| CONTENT STATEMENT | | Rules and laws are developed to protect people's rights and the security and welfare of society. The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.A.1. | Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. <u>Social Studies Online</u> Grade 1 - Let's Learn About the Government Grade 2 - Living Together Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.A.2. | Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. <u>Social Studies Online</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities |

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| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.A. | Civics, Government, and Human Rights |
| CONTENT STATEMENT | | American constitutional government is based on principles of limited government, shared authority, fairness, and equality. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.A.3. | Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government. <u>Social Studies Online</u> Grade 3 - How Government Helps Our Communities |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.A. | Civics, Government, and Human Rights |
| CONTENT STATEMENT | | There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.A.4. | Explain how the United States government is organized and how the United States Constitution defines and checks the power of government. <u>Social Studies Online</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.A.5. | Distinguish the roles and responsibilities of the three branches of the national government. <u>Social Studies Online</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5 |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.A.6. | Explain how national and state governments share power in the federal system of government. <u>Social Studies Online</u> Grade 3 - How Government Helps Our Communities |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.A. | Civics, Government, and Human Rights |
| CONTENT STATEMENT | | In a representative democracy, individuals elect representatives to act on the behalf of the people. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.A.8. | Compare and contrast how government functions at the community, county, state, and national levels, the services |

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| | | <p>provided, and the impact of policy decisions made at each level.</p> <p><u>Social Studies Online</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities</p> |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.A. | Civics, Government, and Human Rights |
| CONTENT STATEMENT | | The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.A.9. | <p>Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p><u>Social Studies Online</u> Grade 2 - Our Government At Work</p> |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.A.10. | <p>Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p> <p><u>Social Studies Online</u> Grade 2 - Our Government At Work</p> |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.A. | Civics, Government, and Human Rights |
| CONTENT STATEMENT | | The United States democratic system requires active participation of its citizens. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.A.11. | <p>Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p> <p><u>Social Studies Online</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities</p> |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.B. | Geography, People, and the Environment |
| CONTENT STATEMENT | | Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.B.1. | Compare and contrast information that can be found on different types of maps and determine how the information may be useful. |

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| | | <u>Social Studies Online</u> Grade 2 - Land and Water Around Us |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.B. | Geography, People, and the Environment |
| CONTENT STATEMENT | | Regions form and change as a result of unique physical/ecological conditions, economies, and cultures. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.B.6. | Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism. <u>Social Studies Online</u> Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Washington, DC - Grades K - 5 |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.B. | Geography, People, and the Environment |
| CONTENT STATEMENT | | Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.B.8. | Compare ways people choose to use and distribute natural resources. <u>Social Studies Online</u> Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - The First Americans |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.B. | Geography, People, and the Environment |
| CONTENT STATEMENT | | Urban areas, worldwide, share common physical characteristics, but may also have cultural differences. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.B.10. | Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences. <u>Social Studies Online</u> Grade 1 - The Earth Around Us Grade 3 - Geography of Our Communities Paris - City of Light - Grades K - 5 |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students |

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| | | to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.C. | Economics, Innovation, and Technology |
| CONTENT STATEMENT | | People make decisions based on their needs, wants, and the availability of resources. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.C.1. | Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities. <u>Social Studies Online</u> Grade 3 - I Am a Consumer |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.C.2. | Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. <u>Social Studies Online</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.C. | Economics, Innovation, and Technology |
| CONTENT STATEMENT | | Economics is a driving force for the occurrence of various events and phenomena in societies. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.C.3. | Explain why incentives vary between and among producers and consumers. <u>Social Studies Online</u> Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.C.4. | Describe how supply and demand influence price and output of products. <u>Social Studies Online</u> Grade 3 - Businesses At Work |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.C. | Economics, Innovation, and Technology |
| CONTENT STATEMENT | | Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.C.7. | Explain how the availability of private and public goods and services is influenced by the global market and government. <u>Social Studies Online</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.C.8. | Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market |

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| | | and events in the world community. <u>Social Studies Online</u> Grade 2 - Work and Money Grade 3 - Businesses At Work |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.C. | Economics, Innovation, and Technology |
| CONTENT STATEMENT | | Availability of resources affects economic outcomes. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.C.9. | Compare and contrast how the availability of resources affects people across the world differently. <u>Social Studies Online</u> Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.C. | Economics, Innovation, and Technology |
| CONTENT STATEMENT | | Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.C.10. | Explain the role of money, savings, debt, and investment in individuals' lives. <u>Social Studies Online</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.C.11. | Recognize the importance of setting long-term goals when making financial decisions within the community. <u>Social Studies Online</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.C. | Economics, Innovation, and Technology |
| CONTENT STATEMENT | | Economic opportunities in New Jersey and other states are related to the availability of resources and technology. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.C.15. | Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. |

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| | | Social Studies Online Grade 1 - The Earth Around Us Grade 3 - How The Country Was Settled |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.C. | Economics, Innovation, and Technology |
| CONTENT STATEMENT | | Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.C.16. | <p>Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p>Social Studies Online Grade 1 - Life Long Ago</p> |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.D. | History, Culture, and Perspectives |
| CONTENT STATEMENT | | There are many different cultures within the classroom and community. Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.D.1. | <p>Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p>Social Studies Online Grade 3 - The First Americans</p> |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.D.2. | <p>Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</p> <p>Social Studies Online Grade 1 - Life Long Ago Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans</p> |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.D.3. | <p>Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.</p> <p>Social Studies Online Grade 1 - Life Long Ago Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans</p> |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core |

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| | | democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.D. | History, Culture, and Perspectives |
| CONTENT STATEMENT | | Key historical events, documents, and individuals led to the development of our nation. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.D.4. | Explain how key events led to the creation of the United States and the state of New Jersey. <u>Social Studies Online</u> Grade 1 - Let's Learn About the Government Grade 2 - Early Americans Grade 3 - The First Americans |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.D.5. | Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship. <u>Social Studies Online</u> Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.D.6. | Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government. <u>Social Studies Online</u> Grade 1 - Let's Learn About the Government Grade 2 - Early Americans |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.D.9. | Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals. <u>Social Studies Online</u> Grade 1 - Life Long Ago Grade 2 - Early Americans |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.D. | History, Culture, and Perspectives |
| CONTENT STATEMENT | | Personal, family, and community history is a source of information for individuals about the people and places around them. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.D.11. | Determine how local and state communities have changed over time, and explain the reasons for changes. <u>Social Studies Online</u> Grade 1 - The Earth Around Us |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.D. | History, Culture, and Perspectives |

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| CONTENT STATEMENT | | The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.D.12. | <p>Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.</p> <p><u>Social Studies Online</u> Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5</p> |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.D. | History, Culture, and Perspectives |
| CONTENT STATEMENT | | Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.D.13. | <p>Describe how culture is expressed through and influenced by the behavior of people.</p> <p><u>Social Studies Online</u> Grade 3 - A Country of Cultures</p> |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.D. | History, Culture, and Perspectives |
| CONTENT STATEMENT | | American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.D.14. | <p>Trace how the American identity evolved over time.</p> <p><u>Social Studies Online</u> Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How Government Helps Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5</p> |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.D. | History, Culture, and Perspectives |
| CONTENT STATEMENT | | Cultures struggle to maintain traditions in a changing society. |

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| CUMULATIVE PROGRESS INDICATOR | 6.1.4.D.15. | <p>Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p> <p><u>Social Studies Online</u> Grade 2 - Early Americans Grade 3 - A Country of Cultures Grade 3 - The First Americans</p> |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.D. | History, Culture, and Perspectives |
| CONTENT STATEMENT | | Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.D.17. | <p>Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p><u>Social Studies Online</u> Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5</p> |
| CONTENT AREA / STANDARD | NJ.SS.6.3.4. | Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. |
| STRAND | | Active citizens in the 21st century: Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences; Identify stereotyping, bias, prejudice, and discrimination in their lives and communities; Are aware of their relationships to people, places, and resources in the local community and beyond; Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions; Develop strategies to reach consensus and resolve conflict; Demonstrate understanding of the need for fairness and take appropriate action against unfairness. |
| CONTENT STATEMENT | 6.3.4.A. | Civics, Government, and Human Rights |
| CUMULATIVE PROGRESS INDICATOR | 6.3.4.A.1. | <p>Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).</p> <p><u>Social Studies Online</u> Grade 1 - Let's Learn About the Government Grade 2 - Living Together Grade 2 - Our Government At Work</p> |
| CUMULATIVE PROGRESS INDICATOR | 6.3.4.A.3. | <p>Select a local issue and develop a group action plan to inform school and/or community members about the issue.</p> <p><u>Social Studies Online</u> Grade 1 - All About Work Grade 2 - Work and Money</p> |