

Main Criteria: New Jersey Student Learning Standards

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 3

Correlation Options: Show Correlated

New Jersey Student Learning Standards

Science

Grade: 3 - Adopted: 2020/Effective 2021

CONTENT AREA / STANDARD	3-LS.	Life Science
STRAND	3-LS1:	From Molecules to Organisms: Structures and Processes

CONTENT STATEMENT

3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.

Social Studies Online

Galapagos Islands

Grade 4 - West Region Geography

How Coral Reefs Are Formed

CONTENT AREA / STANDARD	3-LS.	Life Science
STRAND	3-LS2:	Ecosystems: Interactions, Energy, and Dynamics

CONTENT STATEMENT

3-LS2-1. Construct an argument that some animals form groups that help members survive.

Social Studies Online

African Safari

Amazon Rainforest - Grades 2-5

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

CONTENT AREA / STANDARD	3-LS.	Life Science
STRAND	3-LS4:	Biological Evolution: Unity and Diversity

CONTENT STATEMENT

3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

Social Studies Online

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 2 - Land and Water Around Us

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

CONTENT STATEMENT	3-LS4-3.	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
		Social Studies Online African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?

CONTENT STATEMENT	3-LS4-4.	Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
		Social Studies Online African Safari Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - West Region Today Who Lives On a Coral Reef?

CONTENT AREA / STANDARD	3-ESS.	Earth and Space Science
STRAND	3-ESS2:	Earth's Systems

CONTENT STATEMENT	3-ESS2-1.	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
		Social Studies Online African Safari Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography

CONTENT STATEMENT	3-ESS2-2.	Obtain and combine information to describe climates in different regions of the world.
		Social Studies Online Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography The Sahara Desert

CONTENT AREA / STANDARD	3-ESS.	Earth and Space Science
STRAND	3-ESS3:	Earth and Human Activity

CONTENT STATEMENT	3-ESS3-1.	Make a claim about the merit of a design solution that reduces the impacts of climate change and/or a weather-related hazard.
Social Studies Online Grade 3 - Geography of Our Communities		

New Jersey Student Learning Standards
Social Studies
Grade: 3 - Adopted: 2020/Implement 2021

CONTENT AREA / STANDARD		Social Studies Practices
STRAND		Seeking Diverse Perspectives

CONTENT STATEMENT	<p>Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.</p> <p>Social Studies Online Grade 4 - Northeast Grade 4 - West Region Geography</p>	
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CONTENT AREA / STANDARD		Social Studies Practices
STRAND		Taking Informed Action

CONTENT STATEMENT	<p>After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.</p> <p>Social Studies Online Grade 2 - Work and Money</p>	
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Civics, Government, and Human Rights: Civics and Political Institutions
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		In a representative democracy, individuals play a role in how government functions.

INDICATOR	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.
Social Studies Online Grade 2 - Living Together Grade 2 - Work and Money		

INDICATOR	6.1.5.CivicsPI.2:	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers). <u>Social Studies Online</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Civics, Government, and Human Rights: Civics and Political Institutions
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		In a representative democracy, individuals elect representatives to act on the behalf of the people.
INDICATOR	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. <u>Social Studies Online</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Civics, Government, and Human Rights: Civics and Political Institutions
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Levels of government (i.e., local, state, and federal) have different powers and responsibilities.
INDICATOR	6.1.5.CivicsPI.5:	Explain how government functions at the local, county, and state level. <u>Social Studies Online</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
INDICATOR	6.1.5.CivicsPI.6:	Distinguish the roles and responsibilities of the three branches of the national government. <u>Social Studies Online</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
INDICATOR	6.1.5.CivicsPI.7:	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

INDICATOR	6.1.5.CivicsPI.8:	Describe how the United States Constitution defines and limits the power of government. <u>Social Studies Online</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Washington, DC - Grades K - 5
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Civics, Government, and Human Rights: Participation and Deliberation
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials).

INDICATOR	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. <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	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Civics, Government, and Human Rights: Democratic Principles
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.

INDICATOR	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). <u>Social Studies Online</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
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INDICATOR	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). <u>Social Studies Online</u> Grade 2 - Our Government At Work
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INDICATOR	6.1.5.CivicsDP.3:	Describe the role of religious freedom and participatory government in various North American colonies. <u>Social Studies Online</u> Grade 2 - Early Americans Grade 3 - The First Americans
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Civics, Government, and Human Rights: Processes and Rules

CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		There are different processes for establishing rules and laws.

INDICATOR 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and/or society.

[Social Studies Online](#)

Grade 2 - Our Government At Work

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Civics, Government, and Human Rights: Processes and Rules
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.

INDICATOR 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

[Social Studies Online](#)

Grade 2 - Living Together

Grade 2 - Our Government At Work

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Civics, Government, and Human Rights: Human and Civil Rights
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.

INDICATOR 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, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

[Social Studies Online](#)

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

Grade 3 - The First Americans

INDICATOR 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.

[Social Studies Online](#)

Grade 2 - Our Government At Work

Washington, DC - Grades K - 5

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Civics, Government, and Human Rights: Civic Mindedness

CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Certain dispositions help individuals contribute to the health of American democracy.

INDICATOR	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.
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Social Studies Online

Grade 3 - How The Country Was Settled

INDICATOR	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.
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Social Studies Online

Grade 3 - How Government Helps Our Communities

INDICATOR	6.1.5.CivicsCM.3:	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
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Social Studies Online

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

INDICATOR	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.
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Social Studies Online

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

INDICATOR	6.1.5.CivicsCM.6:	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
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Social Studies Online

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Geography, People, and the Environment: Human Population Patterns
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Regions form and change as a result of unique physical characteristics conditions, economies, and cultures.

INDICATOR	6.1.5.Geo PP.1:	<p>Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p><u>Social Studies Online</u> Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today Washington, DC - Grades K - 5</p>
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INDICATOR	6.1.5.Geo oPP.2:	<p>Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p><u>Social Studies Online</u> Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms</p>
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Geography, People, and the Environment: Human Population Patterns
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Patterns of settlement differ markedly from region to region, place to place, and time to time.

INDICATOR	6.1.5.Geo PP.3:	<p>Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</p> <p><u>Social Studies Online</u> Grade 4 - Northeast</p>
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INDICATOR	6.1.5.Ge oPP.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. <u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Land and Water Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today Paris - City of Light - Grades K - 5 The Sahara Desert
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INDICATOR	6.1.5.Ge oPP.5:	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere. <u>Social Studies Online</u> Grade 2 - Early Americans Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Geography, People, and the Environment: Human Population Patterns
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.

INDICATOR	6.1.5.Geo PP.6:	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. <u>Social Studies Online</u> Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Geography, People, and the Environment: Spatial Views of the World

CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.

INDICATOR	6.1.5.Geo SV.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).
		Social Studies Online Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert

INDICATOR	6.1.5.Geo SV.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.
		Social Studies Online Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert

INDICATOR	6.1.5.Geo SV.3:	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
		Social Studies Online Grade 4 - West Region Geography

INDICATOR	6.1.5.Geo SV.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).
		Social Studies Online Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert

INDICATOR	6.1.5.Geo SV.5:	Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
		Social Studies Online Grade 3 - The First Americans

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Geography, People, and the Environment: Human Environment Interaction
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.

INDICATOR	6.1.5.Geo HE.2:	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications). Social Studies Online Grade 3 - How The Country Was Settled Grade 4 - Northeast Grade 4 - West Region Early Beginnings
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Geography, People, and the Environment: Global Interconnections
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.

INDICATOR	6.1.5.Geo GI.1:	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. Social Studies Online Grade 4 - Northeast
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INDICATOR	6.1.5.Geo oGI.3:	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies. Social Studies Online Grade 3 - The First Americans Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
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INDICATOR	6.1.5.Geo oGI.4:	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. Social Studies Online Grade 4 - Northeast
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Economics, Innovation, and Technology: Economic Ways of Thinking
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.

INDICATOR	6.1.5.Econ nET.3:	Explain how scarcity and choice influence decisions made by individuals, communities, and nations. Social Studies Online Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
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STRAND		Economics, Innovation, and Technology: Exchange and Markets
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.

INDICATOR 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.

[Social Studies Online](#)
[Exploring Cuba](#)
[Grade 2 - Work and Money](#)
[Grade 3 - Businesses At Work](#)

INDICATOR 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).

[Social Studies Online](#)
[Grade 3 - Businesses At Work](#)

INDICATOR 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.

[Social Studies Online](#)
[Grade 3 - Businesses At Work](#)

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Economics, Innovation, and Technology: Exchange and Markets
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The exchange of goods and services can have negative and positive effects.

INDICATOR 6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.

[Social Studies Online](#)
[Exploring Cuba](#)
[Grade 2 - Work and Money](#)
[Grade 3 - Businesses At Work](#)

INDICATOR 6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.

[Social Studies Online](#)
[Grade 2 - Early Americans](#)
[Grade 3 - The First Americans](#)
[Grade 4 - Northeast](#)
[Grade 4 - Southeast Region of the U.S.](#)

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Economics, Innovation, and Technology: National Economy
CONTENT STATEMENT		Core Idea

CUMULATIVE PROGRESS INDICATOR		The government uses a variety of tools to pay for goods and services it provides to individuals and communities.
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INDICATOR	6.1.5.Eco nNM.1:	Explain the ways in which the government pays for the goods and services it provides. Social Studies Online Grade 2 - Work and Money
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Economics, Innovation, and Technology: National Economy
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.

INDICATOR	6.1.5.Eco nNM.2:	Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities. Social Studies Online Grade 4 - Northeast Grade 4 - West Region Geography
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INDICATOR	6.1.5.Eco nNM.3:	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. Social Studies Online Grade 3 - How The Country Was Settled Grade 4 - Northeast Grade 4 - West Region Early Beginnings
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INDICATOR	6.1.5.Eco nNM.5:	Explain how the availability of private and public goods and services is influenced by the government and the global economy. Social Studies Online Grade 2 - Work and Money Grade 3 - I Am a Consumer
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INDICATOR	6.1.5.Eco nNM.7:	Describe the role and relationship among households, businesses, laborers, and governments within the economic system. Social Studies Online Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Economics, Innovation, and Technology: Global Economy
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.

INDICATOR	6.1.5.EconGE.2:	<p>Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</p> <p><u>Social Studies Online</u> Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer</p>
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INDICATOR	6.1.5.EconGE.3:	<p>Use economic data to explain how trade leads to increasing economic interdependence among nations.</p> <p><u>Social Studies Online</u> Exploring Cuba Grade 2 - Work and Money Grade 3 - Businesses At Work</p>
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INDICATOR	6.1.5.EconGE.4:	<p>Compare and contrast how the availability of resources affects people across the world differently.</p> <p><u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Today</p>
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		History, Culture, and Perspectives: Continuity and Change
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Chronological sequencing helps us track events over time

INDICATOR	6.1.5.HistoryCC.1:	<p>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.</p> <p><u>Social Studies Online</u> Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Washington, DC - Grades K - 5</p>
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INDICATOR	6.1.5.HistoryCC.2:	<p>Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p><u>Social Studies Online</u> 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 Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Washington, DC - Grades K - 5</p>
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		History, Culture, and Perspectives: Continuity and Change
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Interactions of people and events throughout history have shaped the world we experience today.
INDICATOR	6.1.5.HistoryCC.3:	<p>Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</p> <p><u>Social Studies Online</u> Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 4 - Midwest Region Early Beginnings</p>
INDICATOR	6.1.5.HistoryCC.4:	<p>Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p><u>Social Studies Online</u> Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.</p>
INDICATOR	6.1.5.HistoryCC.6:	<p>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.</p> <p><u>Social Studies Online</u> Grade 3 - The First Americans</p>
INDICATOR	6.1.5.HistoryCC.7:	<p>Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</p> <p><u>Social Studies Online</u> Grade 4 - Southeast Region of the U.S.</p>
INDICATOR	6.1.5.HistoryCC.11:	<p>Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.</p> <p><u>Social Studies Online</u> Grade 2 - Early Americans Grade 3 - The First Americans</p>

INDICATOR	6.1.5.HistoryCC.12:	Determine the roles of religious freedom and participatory government in various North American colonies. <u>Social Studies Online</u> Grade 2 - Early Americans Grade 3 - The First Americans
INDICATOR	6.1.5.HistoryCC.13:	Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions. <u>Social Studies Online</u> Grade 2 - Early Americans Grade 3 - The First Americans
INDICATOR	6.1.5.HistoryCC.14:	Compare the practice of slavery and indentured servitude in Colonial labor systems. <u>Social Studies Online</u> Grade 4 - Southeast Region of the U.S.
INDICATOR	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). <u>Social Studies Online</u> Grade 2 - Early Americans Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Grade 4 - Northeast
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		History, Culture, and Perspectives: Understanding Perspectives
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Events may be viewed differently based on one's perspective.
INDICATOR	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. <u>Social Studies Online</u> Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
INDICATOR	6.1.5.HistoryUP.2:	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups. <u>Social Studies Online</u> Grade 2 - Early Americans Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.

INDICATOR	6.1.5.HistoryUP.4:	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
		Social Studies Online Grade 2 - Early Americans Grade 3 - A Country of Cultures Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		History, Culture, and Perspectives: Understanding Perspectives
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historical records are shaped by the society that the creator lived in.

INDICATOR	6.1.5.HistoryUP.5:	Compare and contrast historians' interpretations of important historical ideas, resources and events.
		Social Studies Online Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Today Rome - The Eternal City

INDICATOR	6.1.5.HistoryUP.6:	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
		Social Studies Online Grade 4 - Northeast Grade 4 - West Region Geography

INDICATOR	6.1.5.HistoryUP.7:	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
		Social Studies Online Grade 3 - A Country of Cultures

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		History, Culture, and Perspectives: Historical Sourcing and Evidence
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		There are a variety of sources that help us understand the past.

INDICATOR	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. <u>Social Studies Online</u> Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		History, Culture, and Perspectives: Historical Sourcing and Evidence
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.

INDICATOR	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. <u>Social Studies Online</u> Exploring Cuba Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How Government Helps Our Communities Grade 4 - Northeast Grade 4 - Southwest Region Today Grade 4 - West Region Today Washington, DC - Grades K - 5
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		History, Culture, and Perspectives: Claims and Argumentation
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historians use evidence from multiple sources to support their claims and arguments about the past.

INDICATOR	6.1.5.HistoryCA.1:	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era. <u>Social Studies Online</u> Grade 2 - Early Americans Grade 3 - The First Americans
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CONTENT AREA / STANDARD	6.3.	Active Citizenship in the 21st Century by the end of Grade 5
STRAND		Civics, Government, and Human Rights: Participation and Deliberation
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.

INDICATOR	6.3.5.Civi csPD.3:	Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
		<u>Social Studies Online</u> Grade 2 - Work and Money