

# NEW JERSEY Student Learning Standards – Social Studies (2020)

## In the Footsteps of History

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### **Social Studies:**

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners.

Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promotes learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

### **Mission:**

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

### **Vision:**

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

### **Intent and Spirit of the Social Studies Standards:**

All students receive social studies instruction from Kindergarten through grade 12. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

## **Revised Standards**

### **Framework for NJ Designed Standards:**

The design of this version of the NJSLS-SS is intended to: • promote the development of curricula and learning experiences that reflect the vision and mission of social studies as stated in the beginning of this document; • foster greater coherence and increasingly complex understanding of social studies knowledge, skills, attitudes, and perspectives across grade bands; • establish meaningful connections among the major areas of study within social studies; • prioritize the important ideas and core processes that are central to social studies and have lasting value beyond the classroom; and • reflect the habits of mind central to social studies that lead to post-secondary success.

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## **> Disciplinary Concepts**

## **Civics, Government, and Human Rights: Civil and Political Institutions**

By the end of grade 12:

- Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international levels.
- Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.

**Marco Polounit: Extension in Lesson 5, Ibn Battuta Extension on Benin Bronzes**

## **Civics, Government, and Human Rights: Participation and Deliberation**

Participation requires learning about public issues and determining how and when to take action to address them. Deliberation requires civic dispositions, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives that individuals should use when they interact with each other on public matters. Deliberation includes learning processes that enable citizens to engage in constructive, informed, and decisive dialogue about important public issues. Both participation and deliberation require an understanding of the diverse arguments regarding the underlying principles as well as founding documents and their meanings.

By the end of grade 8:

- Civic participation and deliberation are the responsibility of every member of society.
- Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.

**Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units**

By the end of grade 12:

- Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.
- Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.

**Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units**

## **Civics, Government and Human Rights: Human and Civil Rights**

Human rights are universal, inalienable, and interdependent claims that derive from the inherent worth of every individual. They are the birthright of every human being regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. These universal rights are not granted by states or governments but are inherent to every person.

By the end of grade 8:

- Human and civil rights include political, social, economic, and cultural rights.
- Social and political systems have protected and denied human rights (to varying degrees) throughout time.
- Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.

**Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units**

By the end of grade 12:

- Human and civil rights support the worth and dignity of the individual.
- Human rights serve as a foundation for democratic beliefs and practices.
- Governments around the world support universal human rights to varying degrees.

**Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units**

### **Geography, People and the Environment: Spatial Views of the World**

Spatial views of the world focus on the creation of maps and use of geospatial technologies. Creating maps and other geographical representations is an essential and enduring part of seeking new geographic knowledge that is personally and socially useful and that can be applied in making decisions and solving problems. Once maps or other representations are created, it prompts new questions concerning the locations, spaces, and patterns portrayed.

By the end of grade 5:

- Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.

**Marco Polo, Henson, Isabella Bird, Ibn Battuta units**

By the end of grade 8:

- Geospatial technologies and representations help us to make sense of the distribution of people, places, and environments and spatial patterns across Earth's surface.

**Marco Polo, Inuit, Henson, Isabella Bird, Ibn Battuta units**

By the end of grade 12:

- Geographic representations display cultural and environmental spatial patterns.
- Geographic data can be used to analyze spatial patterns.
- Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

**Marco Polo, Inuit, Henson, Isabella Bird, Ibn Battuta units**

### **Geography, People and the Environment: Human Population Patterns**

Human population, patterns and movement focus on the size, composition, distribution, and movement of human populations and how they are fundamental and active features on Earth's surface. This includes understanding that the expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. Patterns and movements of population also relate to physical phenomena including climate variability, landforms, and locations of various natural hazards and their effects on population size, composition, and distribution.

By the end of grade 5:

- Regions form and change as a result of unique physical conditions, economies, and cultures.
- Patterns of settlement differ markedly from region to region, place to place, and time to time.
- The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition.

**Marco Polo, Inuit, Henson, Isabella Bird, Ibn Battuta units**

By the end of grade 8:

- The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.
- Relationships between humans and environments impact spatial patterns of settlement and movement.

- Global changes in population distribution patterns affect changes in land use in particular places.

**Marco Polo, Inuit, Henson, Isabella Bird, Ibn Battuta units**

By the end of grade 12:

- Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
- Spatial patterns and population movements impact climate, land use, and other environmental factors.
- Environmental and cultural characteristics of a place or region influence spatial patterns.

**Marco Polo, Inuit, Henson, Isabella Bird, Ibn Battuta units**

### **Geography, People and the Environment: Human Environment Interaction**

Human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. Human-environment interactions happen both in specific places and across broad regions. Culture influences the locations and the types of interactions that occur. Earth's human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. These interactions result in a variety of spatial patterns that require careful observation, investigation, analysis, and explanation.

By the end of grade 5:

- Environmental and cultural characteristics influence where and how people live.
- Human activity affects the cultural and environmental characteristics of places and regions.
- Cultural and environmental characteristics change over time.

**Marco Polo, Inuit, Henson, Isabella Bird, Ibn Battuta units**

By the end of grade 8:

- Cultural patterns and economic decisions influence environments and the daily lives of people.
- The physical and human characteristics of places and regions are connected to human identities and cultures.

**Marco Polo, Inuit, Henson, Isabella Bird, Ibn Battuta units**

By the end of grade 12:

- Human and physical systems are in constant interaction and have a reciprocal influence on one another.
- Human settlement activities impact the environmental and cultural characteristics of specific places and regions.
- Political and economic decisions throughout time have influenced cultural and environmental characteristics.
- Long-term climate variability has influenced human migration and settlement patterns, resource use, and land uses at local-to-global scales.

**Marco Polo, Inuit, Henson, Isabella Bird, Ibn Battuta units**

### **Geography, People and the Environment: Global Interconnections**

Global interconnections occur in both human and physical systems. Earth is a set of interconnected ecosystems of which humans are an influential part. Many natural phenomena have no perceptible boundaries. For example, the oceans are one dynamic system. The atmosphere covers the entire planet. Land and water forms shift over geological eons. Many life forms diffuse from place to place and bring environmental changes with them. Humans have spread across the planet, along with their cultural practices, artifacts, languages, diseases, and other attributes. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time.

By the end of grade 5:

- Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics.
- In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.

**Marco Polo, Inuit, Henson, Isabella Bird, Ibn Battuta units**

By the end of grade 8:

- Cultural and environmental practices impact the geography of an area.
- The environmental characteristics of places and production of goods influences the spatial patterns of world trade.

**Marco Polo, Inuit, Henson, Isabella Bird, Ibn Battuta units**

By the end of grade 12:

- Global interconnections create complex spatial patterns at multiple scales that continue to change over time.
- Changes in the environmental and cultural characteristics of a place or region influence spatial patterns.

**Marco Polo, Inuit, Henson, Isabella Bird, Ibn Battuta units**

### **Economics, Innovation and Technology: Economic Ways of Thinking**

Economic decision making involves setting goals and identifying the resources available to achieve those goals. Economic decision-making includes weighing the additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision making.

By the end of grade 5:

- Economic decision-making involves setting goals and identifying the resources available to achieve those goals.
- An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.

**Marco Polo, Inuit, Isabella Bird, Ibn Battuta units**

By the end of grade 8:

- Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.

**Marco Polo, Inuit, Isabella Bird, Ibn Battuta units**

By the end of grade 12:

- Resources impact what is produced and employment opportunities.
- Societies make decisions about how to produce and distribute goods and services and these decisions are influenced by the control of the means of production.
- Incentives influence choices which result in policy changes.

**Marco Polo, Inuit, Isabella Bird, Ibn Battuta units**

### **Economics, Innovation and Technology: Exchange and Markets**

Exchange is when people voluntarily exchange goods and services and expect to gain as a result of the trade. Markets exist to facilitate the exchange of goods and



services. Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not.

By the end of grade 5:

- The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.
- The exchange of goods and services can have negative and positive effects.

**Marco Polo, Inuit, Isabella Bird, Ibn Battuta units**

By the end of grade 8:

- People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.
- Buyers and sellers interact in competitive markets based on prices that reflect scarcity of goods and services in the market.
- Markets exist to facilitate the exchange of goods and services.
- Competition among sellers and buyers exists in specific markets.

**Marco Polo, Isabella Bird, Ibn Battuta units**

By the end of grade 12:

- Since most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the additional benefit of the action against the additional cost.
- The specialization of labor leads to greater efficiency in the means of production and the circular flow of goods and services between markets through a medium of exchange.
- Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.
- Incentives influence what is distributed and produced in a market system.

**Marco Polo, Isabella Bird, Ibn Battuta units**

### **Economics, Innovation and Technology: National Economy**

The national economy includes studying how the changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standards of living. All markets working together influence economic growth and fluctuations in well-being. (Monetary and

fiscal policies are often designed and used in attempts to moderate fluctuations and encourage growth under a wide variety of circumstances.)

By the end of grade 5:

- A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.

**Marco Polo, Inuit, Isabella Bird, Ibn Battuta units**

By the end of grade 8:

- A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.
- The production and consumption of goods and services influence economic growth, well-being, and quality of life.

**Marco Polo, Inuit, Isabella Bird, Ibn Battuta units**

By the end of grade 12:

- Governments and financial institutions influence monetary and fiscal policies.
- Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

**Marco Polo, Inuit, Isabella Bird, Ibn Battuta units**

### **Economics, Innovation and Technology: Global Economy**

The global economy is the system of trade and industry across the world that has emerged due to globalization. Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. Understanding why people specialize and trade, and how that leads to increased economic interdependence, are fundamental steps in understanding how the world economy functions. While trade provides significant benefits, it is not without costs. Comparing those benefits and costs is essential in evaluating policies to influence trade among individuals and businesses in different countries.

By the end of grade 5:

- Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.

**Marco Polo, Ibn Battuta units**

By the end of grade 8:

- The global economy is the system of trade and industry across the world that has emerged due to globalization.
- Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital.
- Economic policies require an analysis of policies that influence trade among individuals and businesses in different countries.
- Economic interdependence is impacted by increased specialization and trade.

**Marco Polo, Ibn Battuta units**

By the end of grade 12:

- Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.
- Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.

**Marco Polo, Ibn Battuta units**

## **History, Culture, and Perspectives: Continuity and Change**

Change and continuity over time require assessing similarities and differences between historical periods and between the past and present. It also involves understanding how a change in one area of life relates to a change in other areas, bringing together political, economic, intellectual, social, cultural and other factors. Understanding the interrelation of patterns of change requires evaluating the context within which events unfolded in order not to view events in isolation, and to be able to assess the significance of specific individuals, groups, and developments.

By the end of grade 5:

- Chronological sequencing helps us track events over time.
- Interactions of people and events throughout history have shaped the world we experience today.

**Marco Polo, Inuit, Henson, Isabella Bird, Ibn Battuta units, Walkabouts**

By the end of grade 8:

- Chronological sequencing helps us understand the interrelationship of historical events.

- Political, economic, social, and cultural factors both change and stay the same over time.
- Historical events may have single, multiple, and direct and indirect causes and effects.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

**Marco Polo, Inuit, Henson, Isabella Bird, Ibn Battuta units, Walkabouts**

By the end of grade 12:

- Chronological sequencing serves as a tool for analyzing past and present events.
- Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
- There are multiple and complex causes and effects of historical events.
- Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

**Marco Polo, Inuit, Henson, Isabella Bird, Ibn Battuta units, Walkabouts**

### **History, Culture, and Perspectives: Understanding Perspectives**

Understanding perspectives requires recognizing the multiplicity of points of view in the past, which makes it important to seek out a range of sources on any historical question. One must recognize that perspectives change over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today. Analyzing perspectives requires understanding how historical contexts shape people's perspectives.

By the end of grade 5:

- Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.
- Events may be viewed differently based on one's perspective.
- Historical records are shaped by the society that the creator lived in.

**Marco Polo, Inuit, Henson, Isabella Bird, Ibn Battuta units, Walkabouts**

By the end of grade 8:

- Perspectives change over time.
- Historical contexts and events shaped and continue to shape people's perspectives.
- The perspectives of people in the present shape interpretations of the past.

**Marco Polo, Inuit, Henson, Isabella Bird, Ibn Battuta units, Walkabouts**

By the end of grade 12:

- To better understand the historical perspective, one must consider historical context.
- Complex interacting factors influence people's perspective.

**Marco Polo, Inuit, Henson, Isabella Bird, Ibn Battuta units, Walkabouts**

### **History, Culture, and Perspectives: Historical Sourcing and Evidence**

Historical sourcing and evidence is based on a review of materials and sources from the past. Examining sources often leads to further questions as well as answers in a spiraling process of inquiry. Determining the values and limitations of sources is a process that involves taking into account features of the source itself, such as its creator, date, purpose, and content in order to assess the validity and reliability of the source.

By the end of grade 5:

- There are a variety of sources that help us understand the past.
- Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.

**Marco Polo, Inuit, Henson, Isabella Bird, Ibn Battuta units**

By the end of grade 8:

- Historical sourcing and evidence are based on a review of materials and sources from the past.
- Examining historical sources may answer questions but may also lead to more questions.
- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.

**Marco Polo, Inuit, Henson, Isabella Bird, Ibn Battuta units**

By the end of grade 12:

- Historical sources and evidence provide an understanding of different points of view about historical events.
- Determining the validity of sources is critical to analyzing historic events.

**Marco Polo, Inuit, Henson, Isabella Bird, Ibn Battuta units**

## **History, Culture, and Perspectives: Claims and Argumentation**

Claims are statements, potentially arguable, about what is valid/true and about what should be done or believed. Claims can address issues of change over time, the relevance of sources, the perspectives of those involved and many other topics.

Claims must be based on evidence. Argumentation is a social process of two or more people(s) making arguments, responding to one another and modifying or defending their positions accordingly. Arguments are claims backed by reasons that are supported by evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

By the end of grade 5:

- Historians use evidence from multiple sources to support their claims and arguments about the past.

**Marco Polo, Inuit, Henson, Isabella Bird, Ibn Battuta units**

By the end of grade 8:

- Historians analyze claims within sources for perspective and validity.
- Historians develop arguments using evidence from multiple relevant historical sources.

**Marco Polo, Inuit, Henson, Isabella Bird, Ibn Battuta units**

By the end of grade 12:

- Historical claims and arguments are based on multiple sources.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

**Marco Polo, Inuit, Henson, Isabella Bird, Ibn Battuta units**

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## **> Social Studies Practices**

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to

develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

### **Developing Questions and Planning Inquiry**

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

**All of the In the Footsteps of History units are based on students both developing and answering prompts and practicing critical thinking. Exit slips, discussion prompts, Walkabout questions, and debates that encourage deeper thinking and research are woven into every unit and lesson.**

### **Gathering and Evaluating Sources**

Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

**Marco Polo, Henson, and Isabella Bird lessons**

### **Seeking Diverse Perspectives**

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.

**Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta lessons, and Walkabouts**

### **Developing Claims and Using Evidence**

Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence

responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.

**Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta lessons**

### **Presenting Arguments and Explanations**

Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

**Marco Polo, Henson, Isabella Bird, Ibn Battuta lessons**

### **Engaging in Civil Discourse and Critiquing Conclusions**

Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.

**Marco Polo, Isabella Bird, Ibn Battuta lessons**

### **Taking Informed Action**

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.

**Marco Polo, Ibn Battuta lessons**

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## **2020 New Jersey Student Learning Standards – Social Studies**

### **6.1 U.S. History: America in the World by the End of Grade 5**



### **\*Geography, People, and the Environment: Global Connections**

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.

- 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.
- 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

**Marco Polo, Henson, Inuit, Isabella Bird, and Ibn Battuta units**

### **\*Economics, Innovation, and Technology: Economic Ways of Thinking**

Economic decision making involves setting goals and identifying the resources available to achieve those goals.

- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
  - 6.1.5 An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.
- 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

**Marco Polo, Inuit, Isabella Bird, and Ibn Battuta units**

### **\*Economics, Innovation, and Technology: Exchange and Markets**

The exchange of goods and services can have negative and positive effects.

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

**Marco Polo, Isabella Bird, and Ibn Battuta units**

### **\*Economics, Innovation, and Technology: Global Economy**

Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.

- 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.

- 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.
- 6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.
- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.

### **Marco Polo, Isabella Bird, and Ibn Battuta units**

#### **\*History, Culture, and Perspectives: Understanding Perspectives**

Historical records are shaped by the society that the creator lived in.

- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

### **Marco Polo, Henson, Inuit, Isabella Bird, and Ibn Battuta units**

## **6.1 U.S. History: America in the World by the End of Grade 12**

#### **\*Era 16. Contemporary United States: Interconnected Global Society (1970–Today)**

Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions.

Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services without interruption.

- 6.1.12.EconGE.16.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.

### **Marco Polo lesson on global trade**

Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

- 6.1.12.EconNE.16.a: Make evidenced-based inferences regarding the impact of technology on the global workforce and entrepreneurship.
- 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

### **Marco Polo lesson on global trade**

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## **6.2 World History / Global Studies by the end of Grade 8**

### **\*Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)**

Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

Governments have different structures which impact development (expansion) and civic participation.

- 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.

### **Marco Polo unit**

Relationships between humans and environments impact spatial patterns of settlement and movement.

- 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.
- 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.

### **Marco Polo unit (Mongols, China)**

### **Ibn Battuta unit (West African trading cities)**

People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.

- 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.

### **Marco Polo unit**

Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

- 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.

### **Marco Polo, Ibn Battuta units**

Historical contexts and events shaped and continue to shape people's 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.

### **Isabella Bird unit (basics of Buddhism lesson)**

### **Ibn Battuta unit (basics of Islam lesson)**

## **\*Era 4. Expanding Exchanges and Encounters (500 CE–1450 CE)**

The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

Political and civil institutions impact all aspects of people's lives.

- 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.

### **Ibn Battuta unit**

Cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.

- 6.2.8.B.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.

### **Marco Polo, Isabella Bird, Ibn Battuta units**

The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.

- 6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
- 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 science, thought, and the arts.

### **Marco Polo, Ibn Battuta units**

The physical and human characteristics of places and regions are connected to human identities and cultures.

- 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.
- 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.

### **Marco Polo, Isabella Bird, Ibn Battuta units**

Economic interdependence is impacted by increased specialization and trade

- 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.

### **Marco Polo unit**

Historical events may have single, multiple, direct and indirect causes and effects.

- 6.2.8.HistoryCC.4.b: 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).

### **Marco Polo and Ibn Battuta units, Walkabouts**

Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

- 6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.

- 6.2.8.HistoryCC.4.d: 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.
- 6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
- 6.2.8.HistoryCC.4.f: 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.
- 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.

**Ibn Battuta unit, Walkabouts**

## 6.2 World History: Global Studies by the End of Grade 12

### **\*Era 1. The Emergence of the First Global Age: Global Interactions and Colonialism**

The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.

Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.

- 6.2.12.HistoryCC.1.a: Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.

**Marco Polo unit**

### **\*Era 3. Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914)**

Global interconnections create complex spatial patterns at multiple scales that continue to change over time.

• 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.

**Isabella Bird unit, Walkabouts**

Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.

• 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.

**Isabella Bird unit, Walkabouts**

• 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.

**Isabella Bird lessons, Walkabouts**

### **\*Era 6: Contemporary Issues**

Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.

Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.

• 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.

**Inuit unit**

Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.

• 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.

**Marco Polo lesson on global trade**

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## **6.3 Active Citizenship in the 21st Century by the End of Grade 8**

### **\*Civics, Government, and Human Rights: Participation and Deliberation**

Civic participation and deliberation are the responsibility of every member of society.

- 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.

**Marco Polo, Ibn Battuta units**

## **6.3 Active Citizenship in the 21st Century by the End of Grade 12**

### **\*Civics, Government, and Human Rights: Human and Civil Rights**

Governments around the world support universal human rights to varying degrees.

- 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.

**Marco Polo lesson on global trade**

### **\*Geography, People, and the Environment: Global Interconnections**

Global interconnections create complex spatial patterns at multiple scales that continue to change over time.

- 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 water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

**Marco Polo unit**

### **History, Culture, and Perspective: Claims and Argumentation**

Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

- 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

**Marco Polo Extension in Lesson 5, Ibn Battuta Extension on Benin Bronzes**



