

# Grade 5 Social Studies Curriculum- Unit Correlations with the NJSLS

Content Area: **Social Studies**  
Course(s): **Grade 5**  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## New Jersey Student Learning Standards- Social Studies

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| SOC.K-12.1 | Developing Questions and Planning Inquiry              |
| SOC.K-12.2 | Gathering and Evaluating Sources                       |
| SOC.K-12.3 | Seeking Diverse Perspectives                           |
| SOC.K-12.4 | Developing Claims and Using Evidence                   |
| SOC.K-12.5 | Presenting Arguments and Explanations                  |
| SOC.K-12.6 | Engaging in Civil Discourse and Critiquing Conclusions |
| SOC.K-12.7 | Taking Informed Action                                 |

## Unit #1: The First Americans

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| SOC.6.1.5.GeoPP.5      | Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.  |
| SOC.6.1.5.GeoSV.5      | Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions. |
| SOC.6.1.5.HistoryCC.4  | Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.   |
| SOC.6.1.5.HistoryCC.6  | Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.                   |
| SOC.6.1.5.HistoryCC.8  | Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.             |
| SOC.6.1.5.HistoryCC.11 | 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.             |
| SOC.6.1.5.HistoryUP.2  | Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.  |
| SOC.6.1.5.HistoryUP.4  | Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.   |

## Unit #2: Age of Exploration

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| SOC.6.1.5.HistoryCC.4 | Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures. |
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| SOC.6.1.5.HistoryCC.6  | Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.   |
| SOC.6.1.5.HistoryCC.11 | 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.   |
| SOC.6.1.5.HistoryUP.2  | Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.  |
| SOC.6.1.5.HistoryUP.3  | Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.  |
| SOC.6.1.5.HistoryUP.4  | Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.   |
| SOC.6.1.5.HistoryUP.5  | Compare and contrast historians' interpretations of important historical ideas, resources and events.   |
| SOC.6.1.5.HistoryUP.6  | Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.  |
| SOC.6.1.5.HistoryUP.7  | Describe why it is important to understand the perspectives of other cultures in an interconnected world.   |
| SOC.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.   |
| SOC.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. |

### **Unit #3: Settling the Colonies in North America**

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| SOC.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).  |
| SOC.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). |
| SOC.6.1.5.HistoryCC.1  | Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.  |
| SOC.6.1.5.HistoryCC.2  | Use a variety of sources to illustrate how the American identity has evolved over time.  |
| SOC.6.1.5.HistoryCC.13 | Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.  |
| SOC.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).  |
| SOC.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.  |
| SOC.6.1.5.HistoryUP.2  | Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.   |
| SOC.6.1.5.HistoryUP.3  | Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.   |
| SOC.6.1.5.HistoryUP.4  | Compare and contrast gender roles, religion, values, cultural practices, and political   |

systems of Native American groups.

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

## Unit #4: Life in the Colonies

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| SOC.6.1.5.GeoPP.2      | Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.        |
| SOC.6.1.5.EconEM.4     | Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities. |
| SOC.6.1.5.EconEM.6     | Explain the system of mercantilism and its impact on the economies of the colonies and European countries.   |
| SOC.6.1.5.HistoryCC.1  | Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.  |
| SOC.6.1.5.HistoryCC.2  | Use a variety of sources to illustrate how the American identity has evolved over time.  |
| SOC.6.1.5.HistoryCC.4  | Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.  |
| SOC.6.1.5.HistoryCC.5  | Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.  |
| SOC.6.1.5.HistoryCC.6  | Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.                      |
| SOC.6.1.5.HistoryCC.7  | Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.   |
| SOC.6.1.5.HistoryCC.8  | Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.                |
| SOC.6.1.5.HistoryCC.9  | Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.   |
| SOC.6.1.5.HistoryCC.10 | Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.  |
| SOC.6.1.5.HistoryCC.11 | 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.                |

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| SOC.6.1.5.HistoryCC.12 | Determine the roles of religious freedom and participatory government in various North American colonies.   |
| SOC.6.1.5.HistoryCC.13 | Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.   |
| SOC.6.1.5.HistoryCC.14 | Compare the practice of slavery and indentured servitude in Colonial labor systems.   |
| SOC.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). |
| SOC.6.1.5.HistoryUP.2  | Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.  |
| SOC.6.1.5.HistoryUP.4  | Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.   |
| SOC.6.1.5.HistoryUP.5  | Compare and contrast historians' interpretations of important historical ideas, resources and events.   |
| SOC.6.1.5.HistoryUP.6  | Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.  |
| SOC.6.1.5.HistoryUP.7  | Describe why it is important to understand the perspectives of other cultures in an interconnected world.   |
| SOC.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.   |
| SOC.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.           |

## **Unit #5: Active Citizenship**

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| SOC.6.3.5.CivicsPD.1 | Develop an action plan that addresses issues related to climate change and share with school and/or community members.   |
| SOC.6.3.5.CivicsPD.2 | Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue. |
| SOC.6.3.5.CivicsPD.3 | Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.                      |
| SOC.6.3.5.GeoHE.1    | Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.                    |
| SOC.6.3.5.GeoGI.1    | Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.                   |
| SOC.6.3.5.EconET.1   | Investigate an economic issue that impacts children and propose a solution.  |

## **College, Career & Civic Life: C3 Framework for Social Studies**

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### **Dimension 1: Developing Questions & Planning Inquiries**

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| SOC.3-5.D1.1.3-5 | Explain why compelling questions are important to others (e.g., peers, adults).   |
| SOC.3-5.D1.2.3-5 | Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.  |
| SOC.3-5.D1.3.3-5 | Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.   |
| SOC.3-5.D1.4.3-5 | Explain how supporting questions help answer compelling questions in an inquiry.  |
| SOC.3-5.D1.5.3-5 | Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions. |
| SOC.K-2.D1.1.K-2 | Explain why the compelling question is important to the student.  |
| SOC.K-2.D1.2.K-2 | Identify disciplinary ideas associated with a compelling question.  |
| SOC.K-2.D1.3.K-2 | Identify facts and concepts associated with a supporting question.  |
| SOC.K-2.D1.4.K-2 | Make connections between supporting questions and compelling questions.   |
| SOC.K-2.D1.5.K-2 | Determine the kinds of sources that will be helpful in answering compelling and supporting questions.   |

## **Dimension 2: Applying Disciplinary Concepts & Tools**

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### **Economics**

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| SOC.3-5.D2.Civ.1.3-5  | Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.                 |
| SOC.3-5.D2.Civ.2.3-5  | Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.                                 |
| SOC.3-5.D2.Civ.3.3-5  | Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.  |
| SOC.3-5.D2.Civ.4.3-5  | Explain how groups of people make rules to create responsibilities and protect freedoms.  |
| SOC.3-5.D2.Civ.5.3-5  | Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.                      |
| SOC.3-5.D2.Civ.6.3-5  | Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. |
| SOC.3-5.D2.Civ.7.3-5  | Apply civic virtues and democratic principles in school settings.   |
| SOC.3-5.D2.Civ.8.3-5  | Identify core civic virtues and democratic principles that guide government, society, and communities.  |
| SOC.3-5.D2.Civ.9.3-5  | Use deliberative processes when making decisions or reaching judgments as a group.  |
| SOC.3-5.D2.Civ.10.3-5 | Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.                                  |
| SOC.3-5.D2.Civ.11.3-5 | Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.  |
| SOC.3-5.D2.Civ.12.3-5 | Explain how rules and laws change society and how people change rules and laws.   |
| SOC.3-5.D2.Civ.13.3-5 | Explain how policies are developed to address public problems.  |
| SOC.3-5.D2.Civ.14.3-5 | Illustrate historical and contemporary means of changing society.   |

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| SOC.K-2.D2.Civ.1.K-2  | Describe roles and responsibilities of people in authority.  |
| SOC.K-2.D2.Civ.2.K-2  | Explain how all people, not just official leaders, play important roles in a community.  |
| SOC.K-2.D2.Civ.3.K-2  | Explain the need for and purposes of rules in various settings inside and outside of school.   |
| SOC.K-2.D2.Civ.4.K-2  | Begins in grades 3–5   |
| SOC.K-2.D2.Civ.5.K-2  | Explain what governments are and some of their functions.  |
| SOC.K-2.D2.Civ.6.K-2  | Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.                  |
| SOC.K-2.D2.Civ.7.K-2  | Apply civic virtues when participating in school settings.   |
| SOC.K-2.D2.Civ.8.K-2  | Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.                             |
| SOC.K-2.D2.Civ.9.K-2  | Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group. |
| SOC.K-2.D2.Civ.10.K-2 | Compare their own point of view with others' perspectives.   |
| SOC.K-2.D2.Civ.11.K-2 | Explain how people can work together to make decisions in the classroom.   |
| SOC.K-2.D2.Civ.12.K-2 | Identify and explain how rules function in public (classroom and school) settings.   |
| SOC.K-2.D2.Civ.13.K-2 | Begins in grades 3–5   |
| SOC.K-2.D2.Civ.14.K-2 | Describe how people have tried to improve their communities over time.   |

## Civics

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| SOC.3-5.D2.Eco.1.3-5  | Compare the benefits and costs of individual choices.   |
| SOC.3-5.D2.Eco.2.3-5  | Identify positive and negative incentives that influence the decisions people make.   |
| SOC.3-5.D2.Eco.3.3-5  | Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services. |
| SOC.3-5.D2.Eco.4.3-5  | Explain why individuals and businesses specialize and trade.  |
| SOC.3-5.D2.Eco.5.3-5  | Explain the role of money in making exchange easier.  |
| SOC.3-5.D2.Eco.6.3-5  | Explain the relationship between investment in human capital, productivity, and future incomes.   |
| SOC.3-5.D2.Eco.7.3-5  | Explain how profits influence sellers in markets.   |
| SOC.3-5.D2.Eco.8.3-5  | Identify examples of external benefits and costs.   |
| SOC.3-5.D2.Eco.9.3-5  | Describe the role of other financial institutions in an economy.  |
| SOC.3-5.D2.Eco.10.3-5 | Explain what interest rates are.  |
| SOC.3-5.D2.Eco.11.3-5 | Explain the meaning of inflation, deflation, and unemployment.  |
| SOC.3-5.D2.Eco.12.3-5 | Explain the ways in which the government pays for the goods and services it provides.   |
| SOC.3-5.D2.Eco.13.3-5 | Describe ways people can increase productivity by using improved capital goods and improving their human capital.                                   |
| SOC.3-5.D2.Eco.14.3-5 | Explain how trade leads to increasing economic interdependence among nations.   |
| SOC.3-5.D2.Eco.15.3-5 | Explain the effects of increasing economic interdependence on different groups within participating nations.  |
| SOC.K-2.D2.Eco.1.K-2  | Explain how scarcity necessitates decision making.  |
| SOC.K-2.D2.Eco.2.K-2  | Identify the benefits and costs of making various personal decisions.   |
| SOC.K-2.D2.Eco.3.K-2  | Describe the skills and knowledge required to produce certain goods and services.   |

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| SOC.K-2.D2.Eco.4.K-2  | Describe the goods and services that people in the local community produce and those that are produced in other communities.  |
| SOC.K-2.D2.Eco.5.K-2  | Identify prices of products in a local market.  |
| SOC.K-2.D2.Eco.6.K-2  | Explain how people earn income.   |
| SOC.K-2.D2.Eco.7.K-2  | Describe examples of costs of production.   |
| SOC.K-2.D2.Eco.8.K-2  | Begins in grades 3-5  |
| SOC.K-2.D2.Eco.9.K-2  | Describe the role of banks in an economy.   |
| SOC.K-2.D2.Eco.10.K-2 | Explain why people save.  |
| SOC.K-2.D2.Eco.11.K-2 | Begins in grades 3–5  |
| SOC.K-2.D2.Eco.12.K-2 | Describe examples of the goods and services that governments provide.   |
| SOC.K-2.D2.Eco.13.K-2 | Describe examples of capital goods and human capital.   |
| SOC.K-2.D2.Eco.14.K-2 | Describe why people in one country trade goods and services with people in other countries.                                   |
| SOC.K-2.D2.Eco.15.K-2 | Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad. |

## Geography

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| SOC.3-5.D2.Geo.1.3-5  | Construct maps and other graphic representations of both familiar and unfamiliar places.   |
| SOC.3-5.D2.Geo.2.3-5  | Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. |
| SOC.3-5.D2.Geo.3.3-5  | Use maps of different scales to describe the locations of cultural and environmental characteristics.  |
| SOC.3-5.D2.Geo.4.3-5  | Explain how culture influences the way people modify and adapt to their environments.  |
| SOC.3-5.D2.Geo.5.3-5  | Explain how the cultural and environmental characteristics of places change over time.   |
| SOC.3-5.D2.Geo.6.3-5  | Describe how environmental and cultural characteristics influence population distribution in specific places or regions.   |
| SOC.3-5.D2.Geo.7.3-5  | Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.   |
| SOC.3-5.D2.Geo.8.3-5  | Explain how human settlements and movements relate to the locations and use of various natural resources.  |
| SOC.3-5.D2.Geo.9.3-5  | Analyze the effects of catastrophic environmental and technological events on human settlements and migration.   |
| SOC.3-5.D2.Geo.10.3-5 | Explain why environmental characteristics vary among different world regions.  |
| SOC.3-5.D2.Geo.11.3-5 | Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.                                     |
| SOC.3-5.D2.Geo.12.3-5 | Explain how natural and human-made catastrophic events in one place affect people living in other places.  |
| SOC.K-2.D2.Geo.1.K-2  | Construct maps, graphs, and other representations of familiar places.  |
| SOC.K-2.D2.Geo.2.K-2  | Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.  |
| SOC.K-2.D2.Geo.3.K-2  | Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.   |

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| SOC.K-2.D2.Geo.4.K-2  | Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.  |
| SOC.K-2.D2.Geo.5.K-2  | Describe how human activities affect the cultural and environmental characteristics of places or regions.          |
| SOC.K-2.D2.Geo.6.K-2  | Identify some cultural and environmental characteristics of specific places.                                       |
| SOC.K-2.D2.Geo.7.K-2  | Explain why and how people, goods, and ideas move from place to place.   |
| SOC.K-2.D2.Geo.8.K-2  | Compare how people in different types of communities use local and distant environments to meet their daily needs. |
| SOC.K-2.D2.Geo.9.K-2  | Describe the connections between the physical environment of a place and the economic activities found there.      |
| SOC.K-2.D2.Geo.10.K-2 | Describe changes in the physical and cultural characteristics of various world regions.                            |
| SOC.K-2.D2.Geo.11.K-2 | Explain how the consumption of products connects people to distant places.   |
| SOC.K-2.D2.Geo.12.K-2 | Identify ways that a catastrophic disaster may affect people living in a place.                                    |

## History

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| SOC.3-5.D2.His.1.3-5  | Create and use a chronological sequence of related events to compare developments that happened at the same time.  |
| SOC.3-5.D2.His.2.3-5  | Compare life in specific historical time periods to life today.  |
| SOC.3-5.D2.His.3.3-5  | Generate questions about individuals and groups who have shaped significant historical changes and continuities.   |
| SOC.3-5.D2.His.4.3-5  | Explain why individuals and groups during the same historical period differed in their perspectives.   |
| SOC.3-5.D2.His.5.3-5  | Explain connections among historical contexts and people's perspectives at the time.   |
| SOC.3-5.D2.His.6.3-5  | Describe how people's perspectives shaped the historical sources they created.   |
| SOC.3-5.D2.His.7.3-5  | Begins in grades 9–12  |
| SOC.3-5.D2.His.8.3-5  | Begins in grades 9–12  |
| SOC.3-5.D2.His.9.3-5  | Summarize how different kinds of historical sources are used to explain events in the past.  |
| SOC.3-5.D2.His.10.3-5 | Compare information provided by different historical sources about the past.   |
| SOC.3-5.D2.His.11.3-5 | Infer the intended audience and purpose of a historical source from information within the source itself.  |
| SOC.3-5.D2.His.12.3-5 | Generate questions about multiple historical sources and their relationships to particular historical events and developments.   |
| SOC.3-5.D2.His.13.3-5 | Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic. |
| SOC.3-5.D2.His.14.3-5 | Explain probable causes and effects of events and developments.  |
| SOC.3-5.D2.His.15.3-5 | Begins in grades 6–8   |
| SOC.3-5.D2.His.16.3-5 | Use evidence to develop a claim about the past.  |
| SOC.3-5.D2.His.17.3-5 | Summarize the central claim in a secondary work of history.  |
| SOC.K-2.D2.His.1.K-2  | Create a chronological sequence of multiple events.  |
| SOC.K-2.D2.His.2.K-2  | Compare life in the past to life today.  |
| SOC.K-2.D2.His.3.K-2  | Generate questions about individuals and groups who have shaped a significant historical   |



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|                       | change.  |
| SOC.K-2.D2.His.4.K-2  | Compare perspectives of people in the past to those of people in the present.  |
| SOC.K-2.D2.His.5.K-2  | Begins in grades 3–5   |
| SOC.K-2.D2.His.6.K-2  | Compare different accounts of the same historical event.   |
| SOC.K-2.D2.His.7.K-2  | Begins in grades 9–12  |
| SOC.K-2.D2.His.8.K-2  | Begins in grades 9–12  |
| SOC.K-2.D2.His.9.K-2  | Identify different kinds of historical sources.  |
| SOC.K-2.D2.His.10.K-2 | Explain how historical sources can be used to study the past.  |
| SOC.K-2.D2.His.11.K-2 | Identify the maker, date, and place of origin for a historical source from information within the source itself.       |
| SOC.K-2.D2.His.12.K-2 | Generate questions about a particular historical source as it relates to a particular historical event or development. |
| SOC.K-2.D2.His.13.K-2 | Begins at grade 3–5  |
| SOC.K-2.D2.His.14.K-2 | Generate possible reasons for an event or development in the past.   |
| SOC.K-2.D2.His.15.K-2 | Begins in grades 6–8   |
| SOC.K-2.D2.His.16.K-2 | Select which reasons might be more likely than others to explain a historical event or development.                    |
| SOC.K-2.D2.His.17.K-2 | Begins in grades 3–5   |

### **Dimension 3: Evaluating Sources & Using Evidence**

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| SOC.3-5.D3.1.3-5 | Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. |
| SOC.3-5.D3.2.3-5 | Use distinctions among fact and opinion to determine the credibility of multiple sources.                                |
| SOC.3-5.D3.3.3-5 | Identify evidence that draws information from multiple sources in response to compelling questions.                      |
| SOC.3-5.D3.4.3-5 | Use evidence to develop claims in response to compelling questions.  |
| SOC.K-2.D3.1.K-2 | Gather relevant information from one or two sources while using the origin and structure to guide the selection.         |
| SOC.K-2.D3.2.K-2 | Evaluate a source by distinguishing between fact and opinion.  |
| SOC.K-2.D3.3.K-2 | Begins in grades 3–5   |
| SOC.K-2.D3.4.K-2 | Begins in grades 3–5   |

### **Dimension 4: Communicating Conclusions & Taking Informed Action**

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| SOC.3-5.D4.1.3-5 | Construct arguments using claims and evidence from multiple sources.   |
| SOC.3-5.D4.2.3-5 | Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.  |
| SOC.3-5.D4.3.3-5 | Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary). |
| SOC.3-5.D4.4.3-5 | Critique arguments.  |

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| SOC.3-5.D4.5.3-5 | Critique explanations.   |
| SOC.3-5.D4.6.3-5 | Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.           |
| SOC.3-5.D4.7.3-5 | Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions. |
| SOC.3-5.D4.8.3-5 | Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.   |
| SOC.K-2.D4.1.K-2 | Construct an argument with reasons.  |
| SOC.K-2.D4.2.K-2 | Construct explanations using correct sequence and relevant information.  |
| SOC.K-2.D4.3.K-2 | Present a summary of an argument using print, oral, and digital technologies.  |
| SOC.K-2.D4.4.K-2 | Ask and answer questions about arguments.  |
| SOC.K-2.D4.5.K-2 | Ask and answer questions about explanations.   |
| SOC.K-2.D4.6.K-2 | Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.  |
| SOC.K-2.D4.7.K-2 | Identify ways to take action to help address local, regional, and global problems.   |
| SOC.K-2.D4.8.K-2 | Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.   |

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## **New Jersey Student Learning Standards: Reading Companion Standards**

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| LA.RI.5.1  | Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.  |
| LA.RI.5.2  | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  |
| LA.RI.5.3  | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.                          |
| LA.RI.5.4  | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.   |
| LA.RI.5.5  | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.   |
| LA.RI.5.6  | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.   |
| LA.RI.5.7  | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.   |
| LA.RI.5.8  | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).   |
| LA.RI.5.9  | Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| LA.RI.5.10 | By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.   |

## New Jersey Student Learning Standards: Writing Companion Standards

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| LA.W.5.1   | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   |
| LA.W.5.1.A | Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.   |
| LA.W.5.1.B | Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.  |
| LA.W.5.1.C | Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).  |
| LA.W.5.1.D | Provide a conclusion related to the opinion presented.  |
| LA.W.5.2.A | Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.  |
| LA.W.5.2.B | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  |
| LA.W.5.2.C | Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).   |
| LA.W.5.2.D | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| LA.W.5.2.E | Provide a conclusion related to the information of explanation presented.   |
| LA.W.5.3.A | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  |
| LA.W.5.3.B | Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.   |
| LA.W.5.3.C | Use a variety of transitional words, phrases, and clauses to manage the sequence of events.   |
| LA.W.5.3.D | Use concrete words and phrases and sensory details to convey experiences and events precisely.  |
| LA.W.5.3.E | Provide a conclusion that follows from the narrated experiences or events.  |
| LA.W.5.4   | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  |
| LA.W.5.5   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| LA.W.5.6   | With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| LA.W.5.7   | Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.   |
| LA.W.5.8   | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  |
| LA.W.5.9   | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| LA.W.5.9.A | Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").  |

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| LA.W.5.9.B | Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).                             |
| LA.W.5.10  | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

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## **New Jersey Student Learning Standards: 21st Century Life and Careers**

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### **Career Readiness, Life Literacies, and Key Skills Practices**

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| CRP.K-12.CRP1  | Act as a responsible and contributing citizen and employee.                        |
| CRP.K-12.CRP2  | Apply appropriate academic and technical skills.                                   |
| CRP.K-12.CRP3  | Attend to personal health and financial well-being.                                |
| CRP.K-12.CRP4  | Communicate clearly and effectively and with reason.                               |
| CRP.K-12.CRP5  | Consider the environmental, social and economic impacts of decisions.              |
| CRP.K-12.CRP6  | Demonstrate creativity and innovation.   |
| CRP.K-12.CRP7  | Employ valid and reliable research strategies.                                     |
| CRP.K-12.CRP8  | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP9  | Model integrity, ethical leadership and effective management.                      |
| CRP.K-12.CRP10 | Plan education and career paths aligned to personal goals.                         |
| CRP.K-12.CRP11 | Use technology to enhance productivity.  |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence.                 |

### **9.2 Career Awareness**

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| WRK.9.2.5.CAP.1 | Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.   |
| WRK.9.2.5.CAP.2 | Identify how you might like to earn an income.  |
| WRK.9.2.5.CAP.3 | Identify qualifications needed to pursue traditional and non-traditional careers and occupations.   |
| WRK.9.2.5.CAP.4 | Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. |
| WRK.9.2.5.CAP.5 | Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.                                       |
| WRK.9.2.5.CAP.6 | Compare the characteristics of a successful entrepreneur with the traits of successful employees.   |
| WRK.9.2.5.CAP.7 | Identify factors to consider before starting a business.  |
| WRK.9.2.5.CAP.8 | Identify risks that individuals and households face.  |

## 9.4 Life Literacies and Key Skills

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| TECH.9.4.5.CI.1  | Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). |
| TECH.9.4.5.CI.2  | Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).      |
| TECH.9.4.5.CI.3  | Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).  |
| TECH.9.4.5.CI.4  | Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).  |
| TECH.9.4.5.CT.1  | Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).   |
| TECH.9.4.5.CT.2  | Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).  |
| TECH.9.4.5.CT.3  | Describe how digital tools and technology may be used to solve problems.   |
| TECH.9.4.5.CT.4  | Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).   |
| TECH.9.4.5.DC.1  | Explain the need for and use of copyrights.  |
| TECH.9.4.5.DC.2  | Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.  |
| TECH.9.4.5.DC.3  | Distinguish between digital images that can be reused freely and those that have copyright restrictions.   |
| TECH.9.4.5.DC.4  | Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).  |
| TECH.9.4.5.DC.5  | Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.   |
| TECH.9.4.5.DC.6  | Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).  |
| TECH.9.4.5.DC.7  | Explain how posting and commenting in social spaces can have positive or negative consequences.  |
| TECH.9.4.5.DC.8  | Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).   |
| TECH.9.4.5.TL.1  | Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.   |
| TECH.9.4.5.TL.2  | Sort and filter data in a spreadsheet to analyze findings.   |
| TECH.9.4.5.TL.3  | Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.  |
| TECH.9.4.5.TL.4  | Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).  |
| TECH.9.4.5.TL.5  | Collaborate digitally to produce an artifact (e.g., 1.2.5.CR1d).   |
| TECH.9.4.5.GCA.1 | Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).  |

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| TECH.9.4.5.IML.1 | Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).                        |
| TECH.9.4.5.IML.2 | Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).  |
| TECH.9.4.5.IML.3 | Represent the same data in multiple visual formats in order to tell a story about the data.  |
| TECH.9.4.5.IML.4 | Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.   |
| TECH.9.4.5.IML.5 | Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).   |
| TECH.9.4.5.IML.6 | Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). |
| TECH.9.4.5.IML.7 | Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).                                     |

## **New Jersey Student Learning Standards- Computer Science & Design Thinking**

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| CS.3-5.8.1.5.DA.1  | Collect, organize, and display data in order to highlight relationships or support a claim.   |
| CS.3-5.8.1.5.DA.3  | Organize and present collected data visually to communicate insights gained from different views of the data.                                   |
| CS.3-5.8.1.5.DA.4  | Organize and present climate change data visually to highlight relationships or support a claim.  |
| CS.3-5.8.1.5.IC.1  | Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.          |
| CS.3-5.8.1.5.IC.2  | Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.    |
| CS.3-5.8.1.5.NI.1  | Develop models that successfully transmit and receive information using both wired and wireless methods.  |
| CS.3-5.8.1.5.NI.2  | Describe physical and digital security measures for protecting sensitive personal information.  |
| CS.3-5.8.2.5.EC.1  | Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects. |
| CS.3-5.8.2.5.NT.1  | Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.  |
| CS.3-5.8.2.5.NT.2  | Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.              |
| CS.3-5.8.2.5.NT.3  | Redesign an existing product for a different purpose in a collaborative team.   |
| CS.3-5.8.2.5.NT.4  | Identify how improvement in the understanding of materials science impacts technologies.  |
| CS.3-5.8.2.5.ETW.1 | Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.                 |
| CS.3-5.8.2.5.ETW.2 | Describe ways that various technologies are used to reduce improper use of resources.   |
| CS.3-5.8.2.5.ETW.3 | Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.                       |
| CS.3-5.8.2.5.ETW.4 | Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.                            |

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| CS.3-5.8.2.5.ETW.5 | Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change. |
| CS.3-5.8.2.5.ITH.1 | Explain how societal needs and wants influence the development and function of a product and a system.  |
| CS.3-5.8.2.5.ITH.2 | Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.  |
| CS.3-5.8.2.5.ITH.3 | Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.   |
| CS.3-5.8.2.5.ITH.4 | Describe a technology/tool that has made the way people live easier or has led to a new business or career.   |