

STANDARD: **6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

ERA: **Colonization and Settlement (1585-1763)**

<u>Content Statement</u>	<u>Strand</u>	<u>CPI</u>	<u>Cumulative Progress Indicator</u>
<p>1. Colonization and Settlement</p> <p>North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.</p>	<p>A. Civics, Government, and Human Rights</p>	6.1.12.A.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
		6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
	<p>B. Geography, People, and the Environment</p>	6.1.12.B.1.a	Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.
	<p>C. Economics, Innovation, and Technology</p>	6.1.12.C.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
		6.1.12.C.1.b	Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.
	<p>D. History, Culture, and Perspectives</p>	6.1.12.D.1.a	Assess the impact of the interactions and conflicts between native groups and north American settlers.

STANDARD: **6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

ERA: **Revolution and the New Nation (1754-1820s)**

<u>Content Statement</u>	<u>Strand</u>	<u>CPI</u>	<u>Cumulative Progress Indicator</u>
<p>2. Revolution and the New Nation</p> <p>The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain’s centralization policies and practices.</p> <p>The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights.</p>	<p>A. Civics, Government, and Human Rights</p>	6.1.12.A.2.a	Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
		6.1.12.A.2.b	Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world.
		6.1.12.A.2.c	Compare and contrast state constitutions, including New Jersey’s 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
		6.1.12.A.2.d	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
		6.1.12.A.2.e	Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today
		6.1.12.A.2.f	Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today’s political parties.
	<p>B. Geography, People, and the Environment</p>	6.1.12.B.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
		6.1.12.B.2.b	Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
	<p>C. Economics, Innovation, and Technology</p>	6.1.12.C.2.a	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (eg., inflation, debt) and foreign trade policy issues.
		6.1.12.C.2.b	Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation.
	<p>D. History, Culture, and Perspectives</p>	6.1.12.D.2.a	Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
		6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
		6.1.12.D.2.c	Relate events in Europe to the development of American trade and American foreign and domestic policies.
		6.1.12.D.2.d	Analyze arguments for new women’s roles and rights, and explain why 18th-century society limited women’s aspirations.
		6.1.12.D.2.e	Determine the impact of African American leaders and institutions in shaping free Black communities in the North.

STANDARD: **6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

ERA: **Expansion and Reform (1801-1861)**

<u>Content Statement</u>	<u>Strand</u>	<u>CPI</u>	<u>Cumulative Progress Indicator</u>
<p>3. Expansion and Reform</p> <p>Multiple political, social, and economic factors caused American territorial expansion.</p> <p>The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.</p>	<p>A. Civics, Government, and Human Rights</p>	6.1.12.A.3.a	Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
		6.1.12.A.3.b	Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
		6.1.12.A.3.c	Assess the role of geopolitics in the development of American foreign relations during this period.
		6.1.12.A.3.d	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
		6.1.12.A.3.e	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
		6.1.12.A.3.f	Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.
		6.1.12.A.3.g	Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.
		6.1.12.A.3.h	Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.
		6.1.12.A.3.i	Examine the origins of the antislavery movement and the impact of particular events such as the <i>Amistad</i> decision on the movement.
	B. Geography, People, and the Environment	6.1.12.B.3.a	Assess the impact of Western settlement on the expansion of United States political boundaries.
	C. Economics, Innovation, and Technology	6.1.12.C.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
		6.1.12.C.3.b	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
	D. History, Culture, and Perspectives	6.1.12.D.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
		6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
		6.1.12.D.3.c	Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
		6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
		6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.

STANDARD: **6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

ERA: **Civil War and Reconstruction (1850-1877)**

<u>Content Statement</u>	<u>Strand</u>	<u>CPI</u>	<u>Cumulative Progress Indicator</u>
<p>4. Civil War and Reconstruction</p> <p>The Civil War was caused by ideological, economic, and political differences about the future course of the nation.</p> <p>Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.</p>	<p>A. Civics, Government, and Human Rights</p>	6.1.12.A.4.a	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
		6.1.12.A.4.b	Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
		6.1.12.A.4.c	Judge the effectiveness of the 13th, 14th, and 15 Amendments in obtaining citizenship and equality for African Americans.
	<p>B. Geography, People, and the Environment</p>	6.1.12.B.4.a	Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership) and new modes of transportation had on the outcome of the Civil War.
		6.1.12.B.4.b	Analyze the impact of population shifts and migration patterns during the Reconstruction period.
	<p>C. Economics, Innovation, and Technology</p>	6.1.12.C.4.a	Assess the role that economics played in enabling the North and South to wage war.
		6.1.12.C.4.b	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
		6.1.12.C.4.c	Explain why the Civil War was more costly to America than previous conflicts were.
	<p>D. History, Culture, and Perspectives</p>	6.1.12.D.4.a	Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
		6.1.12.D.4.b	Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.
		6.1.12.D.4.c	Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
		6.1.12.D.4.d	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
		6.1.12.D.4.e	Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

STANDARD: **6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

ERA: **The Development of the Industrial United States (1870-1900)**

<u>Content Statement</u>	<u>Strand</u>	<u>CPI</u>	<u>Cumulative Progress Indicator</u>
<p>5. The Development of the Industrial United States</p> <p>Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption and changed the daily lives of Americans.</p> <p>The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, and cultural values and created tensions between ethnic and social groups.</p>	<p>A. Civics, Government, and Human Rights</p>	6.1.12.A.5.a	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
		6.1.12.A.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
	<p>B. Geography, People, and the Environment</p>	6.1.12.B.5.a	Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
		6.1.12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
	<p>C. Economics, Innovation, and Technology</p>	6.1.12.C.5.a	Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and determine the positive or negative impact of these practices on the nation and on individuals and the need for government regulations.
		6.1.12.C.5.b	Compare and contrast economic development of the North, South, and West in the post-Civil War period.
		6.1.12.C.5.c	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
	<p>D. History, Culture, and Perspectives</p>	6.1.12.D.5.a	Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
		6.1.12.D.5.b	Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
		6.1.12.D.5.c	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
		6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

STANDARD: **6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

ERA: **The Emergence of Modern America (1890-1930)**

<u>Content Statement</u>	<u>Strand</u>	<u>CPI</u>	<u>Cumulative Progress Indicator</u>
<p>6. The Emergence of Modern America: Progressive Reforms</p> <p>Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups.</p> <p>An expanding market for international trade promoted policies that resulted in America emerging as a world power.</p>	<p>A. Civics, Government, and Human Rights</p>	6.1.12.A.6.a	Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
		6.1.12.A.6.b	Evaluate the ways in which women organized to promote government policies (i.e., abolition, women’s suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
		6.1.12.A.6.c	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
	<p>B. Geography, People, and the Environment</p>	6.1.12.B.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
		6.1.12.B.6.b	Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
	<p>C. Economics, Innovation, and Technology</p>	6.1.12.C.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.
		6.1.12.C.6.b	Determine how supply and demand influenced price and output during the Industrial Revolution.
		6.1.12.C.6.c	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
	<p>D. History, Culture, and Perspectives</p>	6.1.12.D.6.a	Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.
		6.1.12.D.6.b	Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.
		6.1.12.D.6.c	Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.

STANDARD: **6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

ERA: **The Emergence of Modern America (1890-1930)**

<u>Content Statement</u>	<u>Strand</u>	<u>CPI</u>	<u>Cumulative Progress Indicator</u>
<p>7. The Emergence of Modern America: World War I</p> <p>United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.</p>	<p>A. Civics, Government, and Human Rights</p>	6.1.12.A.7.a	Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.
		6.1.12.A.7.b	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights.
		6.1.12.A.7.c	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
	<p>B. Geography, People, and the Environment</p>	6.1.12.B.7.a	Explain how global competition by nations for land and resources led to increased militarism.
	<p>C. Economics, Innovation, and Technology</p>	6.1.12.C.7.a	Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
		6.1.12.C.7.b	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
	<p>D. History, Culture, and Perspectives</p>	6.1.12.D.7.a	Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.
		6.1.12.D.7.b	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
		6.1.12.D.7.c	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.

STANDARD: **6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

ERA: **The Emergence of Modern America (1890-1930)**

<u>Content Statement</u>	<u>Strand</u>	<u>CPI</u>	<u>Cumulative Progress Indicator</u>
<p>8. The Emergence of Modern America: Roaring Twenties</p> <p>The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.</p>	<p>A. Civics, Government, and Human Rights</p>	6.1.12.A.8.a	Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
		6.1.12.A.8.b	Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.
		6.1.12.A.8.c	Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
	<p>B. Geography, People, and the Environment</p>	6.1.12.B.8.a	Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
	<p>C. Economics, Innovation, and Technology</p>	6.1.12.C.8.a	Analyze the push-pull factors that led to the Great Migration.
		6.1.12.C.8.b	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
	<p>D. History, Culture, and Perspectives</p>	6.1.12.D.8.a	Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
		6.1.12.D.8.b	Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.

STANDARD: **6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

ERA: **The Great Depression and World War II (1929-1945)**

<u>Content Statement</u>	<u>Strand</u>	<u>CPI</u>	<u>Cumulative Progress Indicator</u>
<p>9. The Great Depression and World War II: The Great Depression</p> <p>The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.</p>	A. Civics, Government, and Human Rights	6.1.12.A.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.
	B. Geography, People, and the Environment	6.1.12.B.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression
	C. Economics, Innovation, and Technology	6.1.12.C.9.a	Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
		6.1.12.C.9.b	Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.
		6.1.12.C.9.c	Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
		6.1.12.C.9.d	Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.
	D. History, Culture, and Perspectives	6.1.12.D.9.a	Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
		6.1.12.D.9.b	Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.

STANDARD: **6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

ERA: **The Great Depression and World War II (1929-1945)**

<u>Content Statement</u>	<u>Strand</u>	<u>CPI</u>	<u>Cumulative Progress Indicator</u>
<p>10. The Great Depression and World War II : New Deal</p> <p>Aimed at recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy.</p>	<p>A. Civics, Government, and Human Rights</p>	6.1.12.A.10.a	Evaluate the arguments regarding the role of government during the New Deal era.
		6.1.12.A.10.b	Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.
		6.1.12.A.10.c	Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
	<p>B. Geography, People, and the Environment</p>	6.1.12.B.10.a	Assess the effectiveness of New Deal programs designed to protect the environment.
	<p>C. Economics, Innovation, and Technology</p>	6.1.12.C.10.a	Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
		6.1.12.C.10.b	Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
	<p>D. History, Culture, and Perspectives</p>	6.1.12.D.10.a	Analyze how other nations responded to the Great Depression.
		6.1.12.D.10.b	Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.
		6.1.12.D.10.c	Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal.
		6.1.12.D.10.d	Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.

STANDARD: **6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

ERA: **The Great Depression and World War II (1929-1945)**

<u>Content Statement</u>	<u>Strand</u>	<u>CPI</u>	<u>Cumulative Progress Indicator</u>
<p>11. The Great Depression and World War II: World War II</p> <p>The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan.</p> <p>Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.</p>	A. Civics, Government, and Human Rights	6.1.12.A.11.a	Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact) in preventing international disputes during the 1920s and 1930s.
		6.1.12.A.11.b	Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
		6.1.12.A.11.c	Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
		6.1.12.A.11.d	Analyze the decision to use the atomic bomb and the consequences of doing so.
		6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
	B. Geography, People, and the Environment	6.1.12.B.11.a	Explain the role that geography played in the development of military strategies and weaponry in World War II.
		C. Economics, Innovation, and Technology	6.1.12.C.11.a
	6.1.12.C.11.b		Relate new wartime inventions to scientific and technological advancements in the civilian world.
	D. History, Culture, and Perspectives	6.1.12.D.11.a	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
		6.1.12.D.11.b	Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.
		6.1.12.D.11.c	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
		6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
		6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

STANDARD: **6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

ERA: **Postwar United States (1945 to early 1970s)**

<u>Content Statement</u>	<u>Strand</u>	<u>CPI</u>	<u>Cumulative Progress Indicator</u>
<p>12. Postwar United States: Cold War</p> <p>Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.</p>	<p>A. Civics, Government, and Human Rights</p>	6.1.12.A.12.a	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
		6.1.12.A.12.b	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
		6.1.12.A.12.c	Explain how the Arab-Israeli conflict influenced American foreign policy.
	<p>B. Geography, People, and the Environment</p>	6.1.12.B.12.a	Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post-World War II period.
	<p>C. Economics, Innovation, and Technology</p>	6.1.12.C.12.a	Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
		6.1.12.C.12.b	Assess the impact of agricultural innovation on the world economy
		6.1.12.C.12.c	Analyze how scientific advancements impacted the national and global economies and daily life
		6.1.12.C.12.d	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
	<p>D. History, Culture, and Perspectives</p>	6.1.12.D.12.a	Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.
		6.1.12.D.12.b	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties
		6.1.12.D.12.c	Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.
		6.1.12.D.12.d	Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.
		6.1.12.D.12.e	Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.

STANDARD: **6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

ERA: **Postwar United States (1945 to early 1970s)**

<u>Content Statement</u>	<u>Strand</u>	<u>CPI</u>	<u>Cumulative Progress Indicator</u>
<p>13. Postwar United States: Civil Rights and Social Change</p> <p>The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.</p>	<p>A. Civics, Government, and Human Rights</p>	6.1.12.A.13.a	Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.
		6.1.12.A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.
		6.1.12.A.13.c	Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.
	<p>B. Geography, People, and the Environment</p>	6.1.12.B.13.a	Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities
		6.1.12.B.13.b	Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.
	<p>C. Economics, Innovation, and Technology</p>	6.1.12.C.13.a	Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.
		6.1.12.C.13.b	Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.
		6.1.12.C.13.c	Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
		6.1.12.C.13.d	Relate American economic expansion after World War II to increased consumer demand.
	<p>D. History, Culture, and Perspectives</p>	6.1.12.D.13.a	Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
		6.1.12.D.13.b	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
		6.1.12.D.13.c	Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
		6.1.12.D.13.d	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
		6.1.12.D.13.e	Explain why the Peace Corps was created and how its role has evolved over time.
		6.1.12.D.13.f	Relate the changing role of women in the labor force to changes in family structure.

STANDARD: **6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

ERA: **Contemporary United States (1970-Today)**

Content Statement	Strand	CPI	Cumulative Progress Indicator
<p>14. Contemporary United States: Domestic Policies</p> <p>Differing views on government’s role in social and economic issues led to greater partisanship in government decision making.</p> <p>The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups.</p> <p>Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.</p>	<p>A. Civics, Government, and Human Rights</p>	6.1.12.A.14.a	Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
		6.1.12.A.14.b	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
		6.1.12.A.14.c	Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.
		6.1.12.A.14.d	Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
		6.1.12.A.14.e	Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.
		6.1.12.A.14.f	Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
		6.1.12.A.14.g	Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).
		6.1.12.A.14.h	Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
	<p>B. Geography, People, and the Environment</p>	6.1.12.B.14.a	Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
		6.1.12.B.14.b	Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
		6.1.12.B.14.c	Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
		6.1.12.B.14.d	Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.
	<p>C. Economics, Innovation, and Technology</p>	6.1.12.C.14.a	Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
		6.1.12.C.14.b	Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.
		6.1.12.C.14.c	Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
		6.1.12.C.14.d	Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.
	<p>D. History, Culture, and Perspectives</p>	6.1.12.D.14.a	Determine the relationship between United States domestic and foreign policies.
		6.1.12.D.14.b	Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.
		6.1.12.D.14.c	Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.
		6.1.12.D.14.d	Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
		6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
		6.1.12.D.14.f	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

STANDARD: **6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

ERA: **Contemporary United States (1970-Today)**

<u>Content Statement</u>	<u>Strand</u>	<u>CPI</u>	<u>Cumulative Progress Indicator</u>
<p>15. Contemporary United States: International Policies</p> <p>The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.</p>	<p>A. Civics, Government, and Human Rights</p>	6.1.12.A.15.a	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.
		6.1.12.A.15.b	Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.
		6.1.12.A.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
		6.1.12.A.15.d	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
		6.1.12.A.15.e	Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.
		6.1.12.A.15.f	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
	<p>B. Geography, People, and the Environment</p>	6.1.12.B.15.a	Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.
		<p>C. Economics, Innovation, and Technology</p>	6.1.12.C.15.a
	6.1.12.C.15.b		Assess economic priorities related to international and domestic needs, as reflected in the national budget.
	<p>D. History, Culture, and Perspectives</p>	6.1.12.D.15.a	Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.
		6.1.12.D.15.b	Compare the perspectives of other nations and the United States regarding United States foreign policy.
		6.1.12.D.15.c	Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
		6.1.12.D.15.d	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.

STANDARD: **6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

ERA: **Contemporary United States (1970-Today)**

<u>Content Statement</u>	<u>Strand</u>	<u>CPI</u>	<u>Cumulative Progress Indicator</u>
<p>16. Contemporary United States: Interconnected Global Society</p> <p>Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions.</p>	<p>A. Civics, Government, and Human Rights</p>	6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
		6.1.12.A.16.b	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
		6.1.12.A.16.c	Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
	<p>B. Geography, People, and the Environment</p>	6.1.12.B.16.a	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.
	<p>C. Economics, Innovation, and Technology</p>	6.1.12.C.16.a	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
		6.1.12.C.16.b	Predict the impact of technology on the global workforce and on entrepreneurship.
		6.1.12.C.16.c	Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
	<p>D. History, Culture, and Perspectives</p>	6.1.12.D.16.a	Analyze the impact of American culture on other world cultures from multiple perspectives.
		6.1.12.D.16.b	Explain how and why technology is transforming access to education and educational practices worldwide.
		6.1.12.D.16.c	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.