

Main Criteria: New Jersey Student Learning Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 3

Correlation Options: Show Correlated

New Jersey Student Learning Standards

Science

Grade: 3 - Adopted: 2014

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| CONTENT AREA / STANDARD | NJ.3-LS. | LIFE SCIENCE |
| STRAND | 3-LS1. | From Molecules to Organisms: Structures and Processes |
| CONTENT STATEMENT | | Students who demonstrate understanding can: |
| CUMULATIVE PROGRESS INDICATOR | 3-LS1-1. | Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed |
| CONTENT AREA / STANDARD | NJ.3-LS. | LIFE SCIENCE |
| STRAND | 3-LS2. | Ecosystems: Interactions, Energy, and Dynamics |
| CONTENT STATEMENT | | Students who demonstrate understanding can: |
| CUMULATIVE PROGRESS INDICATOR | 3-LS2-1. | Construct an argument that some animals form groups that help members survive. <u>Virtual Field Trips</u> African Safari How Coral Reefs Are Formed Who Lives On a Coral Reef? |
| CONTENT AREA / STANDARD | NJ.3-LS. | LIFE SCIENCE |
| STRAND | 3-LS4. | Biological Evolution: Unity and Diversity |
| CONTENT STATEMENT | | Students who demonstrate understanding can: |
| CUMULATIVE PROGRESS INDICATOR | 3-LS4-2. | Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 2 -Land and Water Around Us How Coral Reefs Are Formed The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef? |
| CUMULATIVE PROGRESS INDICATOR | 3-LS4-3. | Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 2 -Land and Water Around Us |

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| | | The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades |
| CUMULATIVE PROGRESS INDICATOR | 3-LS4-4. | Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef? |
| CONTENT AREA / STANDARD | NJ.3-ESS. | EARTH AND SPACE SCIENCE |
| STRAND | 3-ESS2. | Earth's Systems |
| CONTENT STATEMENT | | Students who demonstrate understanding can: |
| CUMULATIVE PROGRESS INDICATOR | 3-ESS2-1. | Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. <u>Virtual Field Trips</u> African Safari Grade 2 -Land and Water Around Us |
| CUMULATIVE PROGRESS INDICATOR | 3-ESS2-2. | Obtain and combine information to describe climates in different regions of the world. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest |
| CONTENT AREA / STANDARD | NJ.3-ESS. | EARTH AND SPACE SCIENCE |
| STRAND | 3-ESS3. | Earth and Human Activity |
| CONTENT STATEMENT | | Students who demonstrate understanding can: |
| CUMULATIVE PROGRESS INDICATOR | 3-ESS3-1. | Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities |

New Jersey Student Learning Standards

Social Studies

Grade: 3 - Adopted: 2014

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| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.A. | Civics, Government, and Human Rights |
| CONTENT STATEMENT | | Rules and laws are developed to protect people's rights and the security and welfare of society. The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.A.1. | Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. <u>Virtual Field Trips</u> Grade 2 - Living Together |

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| | | Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.A.2. | Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.A. | Civics, Government, and Human Rights |
| CONTENT STATEMENT | | American constitutional government is based on principles of limited government, shared authority, fairness, and equality. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.A.3. | Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.A. | Civics, Government, and Human Rights |
| CONTENT STATEMENT | | There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.A.4. | Explain how the United States government is organized and how the United States Constitution defines and checks the power of government. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.A.5. | Distinguish the roles and responsibilities of the three branches of the national government. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5 |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.A.6. | Explain how national and state governments share power in the federal system of government. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape |

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| | | the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.A. | Civics, Government, and Human Rights |
| CONTENT STATEMENT | | In a representative democracy, individuals elect representatives to act on the behalf of the people. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.A.8. | Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.A. | Civics, Government, and Human Rights |
| CONTENT STATEMENT | | The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.A.9. | Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). <u>Virtual Field Trips</u> Grade 2 - Our Government At Work |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.A.10. | Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.A. | Civics, Government, and Human Rights |
| CONTENT STATEMENT | | The United States democratic system requires active participation of its citizens. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.A.11. | Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core |

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| | | democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.B. | Geography, People, and the Environment |
| CONTENT STATEMENT | | Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.B.1. | Compare and contrast information that can be found on different types of maps and determine how the information may be useful. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.B. | Geography, People, and the Environment |
| CONTENT STATEMENT | | Regions form and change as a result of unique physical/ecological conditions, economies, and cultures. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.B.6. | Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. Washington, DC - Grades K - 5 |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.B. | Geography, People, and the Environment |
| CONTENT STATEMENT | | Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.B.8. | Compare ways people choose to use and distribute natural resources. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S. |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.B. | Geography, People, and the Environment |
| CONTENT STATEMENT | | Urban areas, worldwide, share common physical characteristics, but may also have cultural differences. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.B.10. | Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand |

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| | | <p>cultural differences.</p> <p><u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities Paris - City of Light - Grades K - 5</p> |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.C. | Economics, Innovation, and Technology |
| CONTENT STATEMENT | | People make decisions based on their needs, wants, and the availability of resources. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.C.1. | <p>Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.</p> <p><u>Virtual Field Trips</u> Grade 3 - I Am a Consumer</p> |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.C.2. | <p>Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p><u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer</p> |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.C. | Economics, Innovation, and Technology |
| CONTENT STATEMENT | | Economics is a driving force for the occurrence of various events and phenomena in societies. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.C.3. | <p>Explain why incentives vary between and among producers and consumers.</p> <p><u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer</p> |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.C.4. | <p>Describe how supply and demand influence price and output of products.</p> <p><u>Virtual Field Trips</u> Grade 3 - Businesses At Work</p> |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.C. | Economics, Innovation, and Technology |
| CONTENT STATEMENT | | Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes. |

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| CUMULATIVE PROGRESS INDICATOR | 6.1.4.C.7. | Explain how the availability of private and public goods and services is influenced by the global market and government. <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.C.8. | Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - Businesses At Work |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.C. | Economics, Innovation, and Technology |
| CONTENT STATEMENT | | Availability of resources affects economic outcomes. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.C.9. | Compare and contrast how the availability of resources affects people across the world differently. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S. |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.C. | Economics, Innovation, and Technology |
| CONTENT STATEMENT | | Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.C.10. | Explain the role of money, savings, debt, and investment in individuals' lives. <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.C.11. | Recognize the importance of setting long-term goals when making financial decisions within the community. <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |

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| STRAND | 6.1.4.C. | Economics, Innovation, and Technology |
| CONTENT STATEMENT | | Economic opportunities in New Jersey and other states are related to the availability of resources and technology. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.C.15. | Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.C. | Economics, Innovation, and Technology |
| CONTENT STATEMENT | | Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.C.17. | Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S. |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.D. | History, Culture, and Perspectives |
| CONTENT STATEMENT | | There are many different cultures within the classroom and community. Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.D.1. | Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. <u>Virtual Field Trips</u> Grade 3 - The First Americans |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.D.2. | Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.D.3. | Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S. |

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| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.D. | History, Culture, and Perspectives |
| CONTENT STATEMENT | | Key historical events, documents, and individuals led to the development of our nation. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.D.4. | Explain how key events led to the creation of the United States and the state of New Jersey. <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 3 - The First Americans |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.D.5. | Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship. <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.D.6. | Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government. <u>Virtual Field Trips</u> Grade 2 - Early Americans |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.D.9. | Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals. <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 4 - Southeast Region of the U.S. |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.D. | History, Culture, and Perspectives |
| CONTENT STATEMENT | | The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.D.12. | Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage. <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5 |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students |

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| | | to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.D. | History, Culture, and Perspectives |
| CONTENT STATEMENT | | Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.D.13. | Describe how culture is expressed through and influenced by the behavior of people. <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.D. | History, Culture, and Perspectives |
| CONTENT STATEMENT | | American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.D.14. | Trace how the American identity evolved over time. <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How Government Helps Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5 |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.D. | History, Culture, and Perspectives |
| CONTENT STATEMENT | | Cultures struggle to maintain traditions in a changing society. |
| CUMULATIVE PROGRESS INDICATOR | 6.1.4.D.15. | Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 3 - A Country of Cultures Grade 3 - The First Americans |
| CONTENT AREA / STANDARD | NJ.SS.6.1.4. | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| STRAND | 6.1.4.D. | History, Culture, and Perspectives |
| CONTENT STATEMENT | | Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history. |

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| CUMULATIVE PROGRESS INDICATOR | 6.1.4.D.17. | <p>Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p><u>Virtual Field Trips</u> Exploring Cuba Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5</p> |
| CONTENT AREA / STANDARD | NJ.SS.6.3.4. | <p>Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> |
| STRAND | | <p>Active citizens in the 21st century: Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences; Identify stereotyping, bias, prejudice, and discrimination in their lives and communities; Are aware of their relationships to people, places, and resources in the local community and beyond; Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions; Develop strategies to reach consensus and resolve conflict; Demonstrate understanding of the need for fairness and take appropriate action against unfairness.</p> |
| CONTENT STATEMENT | 6.3.4.A. | Civics, Government, and Human Rights |
| CUMULATIVE PROGRESS INDICATOR | 6.3.4.A.1. | <p>Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).</p> <p><u>Virtual Field Trips</u> Grade 2 - Living Together Grade 2 - Our Government At Work</p> |
| CUMULATIVE PROGRESS INDICATOR | 6.3.4.A.3. | <p>Select a local issue and develop a group action plan to inform school and/or community members about the issue.</p> <p><u>Virtual Field Trips</u> Grade 2 - Work and Money</p> |