

This standards-correlation document demonstrates how Inquiry Journeys meets the New Jersey Student Learning Standards for Social Studies, 2020. Correlation page references are to lessons from the digital curriculum. Correlations are designed to give specific examples of how Inquiry Journeys addresses standards and performance expectations, but are not exhaustive.

Civics, Government and Human Rights

Civic and Political Institutions

New Jersey Standards and Performance Expectations		Inquiry Journeys Evidence
In a representative democracy, individuals play a role in how the government functions.	6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.	<p>"Government in Daily Life" Lesson ("Rights and Responsibilities," Module 5)</p> <p>"Kid Citizens" Lesson ("Rights and Responsibilities," Module 5)</p>
	6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).	<p>"Introduction to Voting" Lesson ("Rights and Responsibilities," Module 4)</p> <p>"Defining Civic Participation" Lesson ("Rights and Responsibilities," Module 5)</p>
In a representative democracy, individuals elect representatives to act on the behalf of the people.	6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.	<p>"The President of the United State" Lesson ("Rights and Responsibilities," Module 2)</p> <p>"Who Does What in Government" Lesson (Grade 5, "Rights and Responsibilities," Module 5)</p>
Levels of government (i.e., local, state, and federal) have different powers and responsibilities.	6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across	"Government as Producer and a Consumer" Lesson ("Economic Choices," Module 2)

	the United States.	
	6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.	<p>“Government in Daily Life” Lesson (“Rights and Responsibilities,” Module 5)</p> <p>“Who Does What in Government” Lesson (“Rights and Responsibilities,” Module 5)</p>
	6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.	<p>“Breaking Down the Branches of Government” Lesson (“Rights and Responsibilities,” Module 5)</p> <p>“The President of the United States” Lesson (“Rights and Responsibilities,” Module 2)</p> <p>“Reflecting on the Design of Government” Lesson (“Rights and Responsibilities,” Module 2)</p>
	6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.	“Who Does What in Government” Lesson (“Rights and Responsibilities,” Module 5)
	6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.	<p>“Hook Activity: Our Founding Principles” Lesson (“Rights and Responsibilities,” Module 1)</p> <p>“Breaking Down the Branches of Government” Lesson (“Rights and Responsibilities,” Module 2)</p> <p>“Reflecting on the Design of Government” Lesson (“Rights and Responsibilities,” Module 2)</p>
	6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.	Note: inquirED suggests a flex lesson in “Rights and Responsibilities,” Module 2 to address this standard.
Participation and Deliberation		
New Jersey Standards and Performance Expectations		Inquiry Journeys Evidence
Through participation in the decision-making process, people can initiate change	6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain	“The President of the United States” Lesson (“Rights and Responsibilities,” Module 2)

(e.g., voting, petitions, contacting elected officials).	how individuals at local, state, and national levels can interact with them.	"Who Does What in Government" Lesson ("Rights and Responsibilities," Module 5)
	6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).	"Rights and Responsibilities" Lesson ("The 20th Century Civil Rights Movement," Module 2) "The Power of the People" Lesson ("Rights and Responsibilities," Module 2) "Defining Civic Participation" Lesson ("Rights and Responsibilities," Module 5) "Kid Citizens" Lesson ("Rights and Responsibilities," Module 5)
Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.	6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.	"Hook Activity: Citizens Work for Equality" Lesson ("The 20th Century Civil Rights Movement," Module 1) "Voting Rights" Lesson ("The 20th Century Civil Rights Movement," Module 2) "Changemakers of the Civil Rights Movement" Lesson ("The 20th Century Civil Rights Movement," Module 3)
A major role of citizens in a representative democracy is to make responsible decisions about who should govern.	6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.	Note: inquirED suggests a flex lesson in "Rights and Responsibilities," Module 4 to address this standard.

Democratic Principles

New Jersey Standards and Performance Expectations		Inquiry Journeys Evidence
Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).	"Hook Activity- Our Founding Principles" Lesson ("Rights and Responsibilities," Module 1) "The Power of the People" Lesson ("Rights and Responsibilities," Module 2)
	6.1.5.CivicsDP.2: Compare	"Changemakers of the Civil Rights

	and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).	<p>Movement” Lesson (“The 20th Century Civil Rights Movement,” Module 3)</p> <p>“The March on Washington” Lesson (“The 20th Century Civil Rights Movement,” Module 4)</p> <p>“Organizing for Change” Lesson (“The 20th Century Civil Rights Movement,” Module 4)</p> <p>“Kids Speak Out for Change” Lesson (“The 20th Century Civil Rights Movement,” Module 5)</p> <p>“The Abolitionist Movement and the Underground Railroad” Lesson (“Our State’s History,” Module 4)</p>
	6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.	<p>“Reflecting on Colonial Regions” Lesson (“The Colonial Era,” Module 4)</p> <p>“Colonial Identity” Lesson (“American Revolution,” Module 2)</p>

Processes and Rules

New Jersey Standards and Performance Expectations		Inquiry Journeys Evidence
There are different processes for establishing rules and laws.	6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.	<p>“Rights and Responsibilities” Lesson (“The 20th Century Civil Rights Movement,” Module 2)</p> <p>“Voting Rights” Lesson (“The 20th Century Civil Rights Movement,” Module 2)</p> <p>“Kid Citizens” Lesson (“Rights and Responsibilities,” Module 5)</p>
	6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.	Note: inquirED suggests a flex lesson in “Migration and Movement,” Module 3 to address this standard.
Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.	6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.	<p>“Rights and Responsibilities” Lesson (“The 20th Century Civil Rights Movement,” Module 2)</p> <p>“Analyzing Rights and Freedom in Early State History” Lesson (“Our State’s History,” Module 4)</p>

	6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.	<p>“Reflecting on the Design of Government” Lesson (“Rights and Responsibilities,” Module 2)</p> <p>“Freedom vs. Order” Lesson (“Rights and Responsibilities,” Module 3)</p>
Human and Civil Rights		
New Jersey Standards and Performance Expectations		Inquiry Journeys Evidence
It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.	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.	<p>“Exploring the Preamble” Lesson (“Rights and Responsibilities,” Module 2)</p> <p>“Know Your Rights” Lesson (“Rights and Responsibilities,” Module 3)</p> <p>“The Five Freedoms” Lesson (“Rights and Responsibilities,” Module 3)</p>
	6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.	<p>“Changemakers of the Civil Rights Movement” Lesson (“The 20th Century Civil Rights Movement,” Module 3)</p> <p>“Civil Disobedience: Rosa Parks and Claudette Colvin” Lesson (“The 20th Century Civil Rights Movement,” Module 3)</p> <p>“Sit-ins: Ayanna Najuma and Clara Luper” Lesson (“The 20th Century Civil Rights Movement,” Module 3)</p> <p>“Trailblazer: Ruby Bridges” Lesson (“The 20th Century Civil Rights Movement,” Module 3)</p> <p>“The Story Behind ‘I Have a Dream’” Lesson (“The 20th Century Civil Rights Movement,” Module 4)</p> <p>“Reflecting on the March on Washington” Lesson (“The 20th Century Civil Rights Movement,” Module 4)</p>
	6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and	<p>“Sustainable Practices in Industries” Lesson (“Natural Resources of the US,” Module 5)</p> <p>“Kids Speak Out for Change” Lesson (“The 20th Century Civil Rights Movement,” Module 5)</p>

	aid individuals and nations in need.	
Individuals have the right to be safe and not to be bullied or discriminated against.	6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.	<p>“Inequality” Lesson (“The 20th Century Civil Rights Movement,” Module 2)</p> <p>“Segregation” Lesson (“The 20th Century Civil Rights Movement,” Module 2)</p> <p>“Kids Speak out for Change” Lesson (“The 20th Century Civil Rights Movement,” Module 5)</p>

Civic Mindedness

New Jersey Standards and Performance Expectations		Inquiry Journeys Evidence
Certain dispositions help individuals contribute to the health of American democracy.	6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.	<p>“Reflecting on Changemakers” Lesson (“The 20th Century Civil Rights Movement,” Module 3)</p> <p>“Organizing for Change” Lesson (“The 20th Century Civil Rights Movement,” Module 3)</p>
	6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.	“Pulling it All Together” Lesson (“Rights and Responsibilities,” Module 5)
	6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.	“Helping our Community Meet Goals” Lesson (“Economic Choices,” Module 5)
	6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.	“The President of the United States” Lesson (“Rights and Responsibilities,” Module 2)
	6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with	“Hook Activity- Examining Our State Timeline” Lesson (“Our State’s History,” Module 1)

	diverse experiences who have contributed to the improvement of society.	<p>“Historical Events and Developments Jigsaw” Lesson (“Our State’s History,” Module 3)</p> <p>“Reflecting on Events That Shaped Our State” Lesson (“Our State’s History,” Module 3)</p> <p>“Freedom in our Region- Choice Topic” Lesson (“Our State’s History,” Module 4)</p>
	6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.	<p>“The Power of the People” Lesson (“Rights and Responsibilities,” Module 2)</p> <p>“Introduction to Voting” Lesson (“Rights and Responsibilities,” Module 4)</p> <p>“Defining Civic Participation” Lesson (“Rights and Responsibilities,” Module 5)</p>

Geography, People, and the Environment

Spatial Views of the World

New Jersey Standards and Performance Expectations		Inquiry Journeys Evidence
Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).	<p>“Map Features and Purposes” Lesson (“Global Connections,” Module2)</p> <p>“Where in the World?” Lesson (“Global Connections,” Module2)</p> <p>“Reflecting on Maps” Lesson (“Global Connections,” Module 2)</p> <p>“Map Scavenger Hunt” Lesson (“Natural Resources of the US,” Module 2)</p>
	6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.	<p>“Global Trade and Interdependence” Lesson (“Global Connections,” Module 4)</p> <p>“Map Scavenger Hunt” Lesson (“Natural Resources of the US,” Module 2)</p> <p>“Diversity Across Indigenous America” Lesson (“Native America,” Module 2)</p>
	6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones,	<p>“Using Grids to Describe Locations” Lesson (“Global Connections, Module 2)</p> <p>“Reflecting on Maps” Lesson (“Global Connections,” Module 2)</p>

	and locations using latitude and longitude.	
	6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).	<p>“Global Trade and Interdependence” Lesson (“Global Connections,” Module 4)</p> <p>“Map Scavenger Hunt” Lesson (“Natural Resources of the US,” Module 2)</p> <p>“Diversity Across Indigenous America” Lesson (“Native America,” Module 2)</p>
	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.	<p>“The Not-So-New-World” Lesson (“The Colonial Era,” Module 2)</p> <p>“Jamestown and Plymouth Source Analysis” Lesson (“The Colonial Era,” Module 3)</p> <p>“Recovering Stories” Lesson (“The Colonial Era,” Module 5)</p>

Human Population Patterns

New Jersey Standards and Performance Expectations		Inquiry Journeys Evidence
Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.	6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism	<p>“Region Investigation” Lesson (“Natural Resources of the US,” Module 2)</p> <p>“Exploring States Within a Region” Lesson (“Natural Resources of the US,” Module 2)</p> <p>“Reflecting on the Regions of the US” Lesson (“Natural Resources of the US,” Module 2)</p>
	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.	<p>“Natural Resources Investigation” Lesson (“Natural Resources of the US,” Module 3)</p> <p>“Natural Resources Mini-Poster” Lesson (“Natural Resources of the US,” Module 3)</p> <p>“The Dust Bowl- Part 1 and 2” Lesson (“Natural Resources of the US,” Module 4)</p> <p>“Water Scarcity Webquest” Lesson (“Natural Resources of the US,” Module 4)</p>
Patterns of settlement differ markedly from region to	6.1.5.GeoPP.3: Use geographic models to	“Identifying Push and Pull Factors” Lesson (“Migration and Movement,” Module 2)

region, place to place, and time to time.	describe how human movement relates to the location of natural resources and sometimes results in conflict.	<p>“Waves of Immigration to the US” Lesson (“Migration and Movement,” Module 3)</p> <p>“Waves of Immigration to the Jigsaw” Lesson (“Migration and Movement,” Module 3)</p>
	6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.	<p>“Identifying Physical and Human Characteristics” Lesson (“Global Connections, Module 3)</p> <p>“Deeper Connections Between Geography and Culture” Lesson (“Global Connections, Module 3)</p> <p>“Exploring States Within our Region” Lesson (“Natural Resources of the US,” Module 2)</p>
	6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.	<p>“Cultural Areas Investigation” Lesson (“Native America,” Module 2)</p>
The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.	6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.	<p>“Reflecting on Immigration Stories” Lesson (“Migration and Movement,” Module 2)</p> <p>“Migration to the Americas” Lesson (“The Colonial Era,” Module 2)</p> <p>“The Rise of the Slave Trade” Lesson (“The Colonial Era,” Module 4)</p> <p>“Slavery in the Colonies” Lesson (“The Colonial Era,” Module 4)</p>
Human Environment Interaction		
New Jersey Standards and Performance Expectations		Inquiry Journeys Evidence
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.	<p>“Water Scarcity Webquest” Lesson (“Natural Resources of the US,” Module 4)</p> <p>“Soil Studies” Lesson (“Natural Resources of the US,” Module 4)</p> <p>“Contemporary Case Study” Lesson (“Natural Resources of the US,” Module 4)</p>

	6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).	“Exploring our Region’s Economic Story” Lesson (“Economic Choices,” Module 3)
	6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.	“The Dust Bowl- Part 1 and 2” Lesson (“Natural Resources of the US,” Module 4)

Global Interconnections

New Jersey Standards and Performance Expectations		Inquiry Journeys Evidence
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.	<p>“Reflecting on Timeless Themes in Immigration” Lesson (“Migration and Movement,” Module 3)</p> <p>“Reflecting on Cultural Identity” Lesson (“Migration and Movement,” Module 4)</p> <p>“Multicultural Communities” Lesson (“Migration and Movement,” Module 5)</p>
	6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.	<p>“God, Gold, Glory” Lesson (“The Colonial Era,” Module 2)</p> <p>“The Columbian Exchange” Lesson (“The Colonial Era,” Module 2)</p> <p>“Migration to the Americas” Lesson (“The Colonial Era,” Module 2)</p>
	6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.	<p>“The Columbian Exchange” Lesson (“The Colonial Era,” Module 2)</p> <p>“Migration to the Americas” Lesson (“The Colonial Era,” Module 2)</p> <p>“Characteristics of Colonial Regions” Lesson (“The Colonial Era,” Module 4)</p>
	6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the	“Globalization” Lesson (“Global Connections,” Module 5)

	distribution and movement of people, goods, and ideas.	“Reflecting on Immigration Stories” (“Migration and Movement,” Module 2) “Reflecting on Colonial Regions” Lesson (“The Colonial Era,” Module 4)
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Economic, Innovation, and Technology

Economic Ways of Thinking

New Jersey Standards and Performance Expectations		Inquiry Journeys Evidence
Economic decision making involves setting goals and identifying the resources available to achieve those goals.	6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.	“The Power of Influence” Lesson (“Economic Choices,” Module 4) “The Power of Advertising” Lesson (“Economic Choices,” Module 4) “Reflecting on How We Make Economic Choices” Lesson (“Economic Choices,” Module 4)
An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.	6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.	“Opportunity Cost” Lesson (“Economic Choices,” Module 4) “Reflecting on How We Make Economic Choices” Lesson (“Economic Choices,” Module 4)
	6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.	“Reflecting on Economic Interactions” Lesson (“Economic Choices,” Module 2) “Making Economic Choices That Work Toward Goals” Lesson (“Economic Choices,” Module 5) “Budgeting, Spending, Saving” Lesson (“Economic Choices,” Module 5) “Helping Our Community Meet Goals” Lesson (“Economic Choices,” Module 5)

Exchange and Markets

New Jersey Standards and Performance Expectations		Inquiry Journeys Evidence
The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and	6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.	“Reflecting on Interdependence” Lesson (“Global Connections,” Module 4)
	6.1.5.EconEM.2: Identify	“Exploring Producers and Consumers” Lesson

production.	examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).	<p>("Economic Choices," Module 2)</p> <p>"Exploring Producers" Lesson ("Economic Choices," Module 3)</p>
	6.1.5.EconEM.3: Describe how supply and demand influence price and output of products	"A Closer Look at Supply and Demand" Lesson ("Economic Choices," Module 2)
	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.	<p>"Exploring Our Region's Economic Story" Lesson ("Economic Choices," Module 3)</p> <p>"Exploring our Historical Industries of Our Region" Lesson ("Economic Choices," Module 3)</p>
The exchange of goods and services can have negative and positive effects.	6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.	<p>"Global Trade and Interdependence" Lesson ("Global Connections," Module 4)</p> <p>"A Market Economy" Lesson ("Economic Choices," Module 3)</p> <p>"Reflecting on Economic Interactions" Lesson ("Economic Choices," Module 2)</p>
	6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.	<p>"The Columbian Exchange" Lesson ("The Colonial Era," Module 2)</p> <p>"Characteristics of Colonial Regions" Lesson ("The Colonial Era," Module 4)</p>
National Economy		
New Jersey Standards and Performance Expectations		Inquiry Journeys Evidence
The government uses a variety of tools to pay for goods and services it provides to individuals and communities.	6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.	"Government as a Producer and a Consumer" Lesson ("Economic Choices," Module 2)
A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.	6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.	<p>"Natural Resources Investigation" Lesson ("Natural Resources of the US," Module 3)</p> <p>"Natural Resources Mini-Poster" Lesson ("Natural Resources of the US," Module 3)</p>

	6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.	<p>“Exploring Historical Industries of our Region” Lesson (“Economic Choices,” Module 3)</p> <p>Note: inquirED suggests a flex lesson in “Economic Choices,” Module 3 to further address this standard.</p>
	6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.	<p>“Exploring Entrepreneurs” Lesson (“Economic Choices,” Module 3)</p> <p>Note: this standard is also covered in the Grade 2 “Innovation” Inquiry.</p>
	6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.	<p>“A Market Economy” Lesson (“Economic Choices,” Module 2)</p> <p>“Reflecting on Economic Interactions” Lesson (“Economic Choices,” Module 2)</p>
	6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.	<p>“Hook Activity: Envisioning the Future” Lesson (“Economic Choices,” Module 1)</p> <p>“Exploring Entrepreneurs” Lesson (“Economic Choices,” Module 3)</p>
	6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.	<p>“Reflecting on Economic Interactions” Lesson (“Economic Choices,” Module 2)</p> <p>“Making Economic Choices that Work Toward Goals” Lesson (“Economic Choices,” Module 5)</p> <p>“Working Toward Personal and Community Goals” Lesson (“Economic Choices,” Module 5)</p>
Global Economy		
New Jersey Standards and Performance Expectations		Inquiry Journeys Evidence
Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.	6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.	“Globalization” Lesson (“Global Connections,” Module 5)
	6.1.5.EconGE.2: Illustrate	“Unpacking the Story of Cotton” Lesson

	how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.	<p>("Global Connections, Module 4)</p> <p>"Reflecting on Interdependence" Lesson ("Global Connections, Module 4)</p>
	6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.	<p>"Global Trade and Interdependence" Lesson ("Global Connections, Module 4)</p> <p>"Tracking the Global Banana Split" Lesson ("Global Connections, Module 4)</p>
	6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.	<p>"Locating Raw Materials" Lesson ("Global Connections, Module 4)</p> <p>"Water Scarcity Webquest" Lesson ("Natural Resources of the US," Module 4)</p> <p>"Contemporary Case Study" Lesson ("Natural Resources of the US," Module 4)</p>
	6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.	<p>"Migration to the Americas" Lesson ("The Colonial Era," Module 2)</p> <p>Note: inquirED suggests a flex lesson in "The Colonial Era," Module 2 to further address this standard.</p>

History, Culture, and Perspectives

Continuity and Change

New Jersey Standards and Performance Expectations		Inquiry Journeys Evidence
Chronological sequencing helps us track events over time.	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.	<p>"Hook Activity: Examining our State Timeline" Lesson ("Our State's History," Module 1)</p> <p>"Journey to Statehood" Lesson ("Our State's History," Module 3)</p> <p>"Declaring Independence" Lesson ("American Revolution" Module 2)</p> <p>"Winning the War- Part 1 and 2" Lessons ("American Revolution," Module 3)</p>

		“Conflict, Compromise, and a Constitution” Lesson (“American Revolution,” Module 5)
	6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.	“Exploring More Primary and Secondary Sources” Lesson (“Native America,” Module 5) “Recovering Stories” Lesson (“The Colonial Era,” Module 5)
Interactions of people and events throughout history have shaped the world we experience today.	6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.	“The Founding Fathers” Lesson (“American Revolution,” Module 4)
	6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.	“Identifying Perceptions of the ‘First Thanksgiving’” Lesson (“Native America,” Module 5) “The Not-So-New World” Lesson (“The Colonial Era,” Module 2) “Reflecting on the So-Called New World” Lesson (“The Colonial Era,” Module 2) “Jamestown and Plymouth Source Analysis” Lesson (“The Colonial Era,” Module 3) “Rise of the Slave Trade” Lesson (“The Colonial Era,” Module 4) “Slavery in the Colonies” Lesson (“The Colonial Era,” Module 4)
	6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.	“God, Gold, Glory” Lesson (“The Colonial Era,” Module 2) “Rise of the Slave Trade” Lesson (“The Colonial Era,” Module 4)
	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	“Native American Cultures of our Region” Lesson (“Our State’s History,” Module 2) “Independent Investigation into Native American History- Part 1 & 2” Lessons (“Our State’s History,” Module 2)

	New Jersey.	<p>“The Not-So-New World” Lesson (“The Colonial Era,” Module 2)</p> <p>“Comparing Narratives” Lesson (“Native America,” Module 5)</p>
	6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.	<p>“Learning More About the Impact of Slavery” Lesson (“Our State’s History,” Module 5)</p> <p>“Rise of the Slave Trade” Lesson (“The Colonial Era,” Module 4)</p> <p>“Slavery in the Colonies” Lesson (“The Colonial Era,” Module 4)</p> <p>“Everyday Resistance” Lesson (“The Colonial Era,” Module 5)</p>
	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.	<p>“Native American Cultures of our Region” Lesson (“Our State’s History,” Module 2)</p> <p>“Independent Investigation into Native American History- Part 1 & 2” Lessons (“Our State’s History,” Module 2)</p> <p>“Native American Struggle for Freedom: Past and Present” Lesson (“Our State’s History,” Module 4)</p>
	6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.	<p>“State History Investigation Stations” Lesson (“Our State’s History,” Module 3)</p> <p>“Reflecting on Events That Shaped Our State” Lesson (“Our State’s History,” Module 3)</p> <p>“Reflecting on State History” Lesson (“Our State’s History,” Module 5)</p>
	6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.	<p>“God, Gold, Glory” Lesson (“The Colonial Era,” Module 2)</p> <p>“Rise of the Slave Trade” Lesson (“The Colonial Era,” Module 4)</p>
	6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native	<p>“Social Roles in Colonial America” Lesson (“The Colonial Era,” Module 5)</p> <p>“Recovering Stories” Lesson (“The Colonial Era,” Module 5)</p>

	American groups had on government structures.	<p>“Colonial Resistance” Lesson (“The Colonial Era,” Module 5)</p> <p>“Everyday Resistance” Lesson (“The Colonial Era,” Module 5)</p> <p>“Reflecting on Complexity” Lesson (“The Colonial Era,” Module 5)</p>
	6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.	<p>“God, Gold, Glory” Lesson (“The Colonial Era,” Module 2)</p> <p>“Jamestown and Plymouth Source Analysis” Lesson (“The Colonial Era,” Module 3)</p>
	6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.	<p>“Ideals of the Declaration of Independence” Lesson (“American Revolution,” Module 5)</p> <p>“Drafting a New Nation” Lesson (“American Revolution,” Module 5)</p> <p>“Conflict, Compromise, and a Constitution” Lesson (“American Revolution,” Module 5)</p>
	6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.	<p>“Rise of the Slave Trade” Lesson (“The Colonial Era,” Module 4)</p> <p>“Slavery in the Colonies” Lesson (“The Colonial Era,” Module 4)</p>
	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).	<p>“Ideals of the Declaration of Independence” Lesson (“American Revolution,” Module 5)</p> <p>“Drafting a New Nation” Lesson (“American Revolution,” Module 5)</p> <p>“Conflict, Compromise, and a Constitution” Lesson (“American Revolution,” Module 5)</p> <p>“Hook Activity- Our Founding Principles” Lesson (“Rights and Responsibilities,” Module 1)</p> <p>“Exploring the Preamble” Lesson (“Rights and Responsibilities,” Module 2)</p> <p>“Know Your Rights” Lesson (“Rights and Responsibilities,” Module 3)</p> <p>“The Five Freedoms” Lesson (“Rights and</p>

		Responsibilities,” Module 3)
Understanding Perspectives		
New Jersey Standards and Performance Expectations		Inquiry Journeys Evidence
Events may be viewed differently based on one's perspective.	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.	“Hook Activity- Coming to America” Lesson (“Migration and Movement,” Module 1) “Identifying Push and Pull Factors” Lesson (“Migration and Movement,” Module 2) “Waves of Immigration to the US” Lesson (“Migration and Movement,” Module 3) “Migration to the Americas” Lesson (“The Colonial Era,” Module 2) “The Columbian Exchange” Lesson (“The Colonial Era,” Module 2) “Rise of the Slave Trade” Lesson (“The Colonial Era,” Module 4)
	6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.	“Social Roles on Colonial America” Lesson (“The Colonial Era,” Module 5) “Reflecting on Complexity” Lesson (“The Colonial Era,” Module 5) “Colonial Identity” Lesson (“American Revolution,” Module 2)
	6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.	“Reflecting on the So-Called New World” Lesson (“The Colonial Era,” Module 2) “The Columbian Exchange” Lesson (“The Colonial Era,” Module 2)
	6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.	“Native American Cultures of our Region” Lesson (“Our State’s History,” Module 2) “Reflecting on Connections to the Land” Lesson (“Our State’s History,” Module 2) “Cultural Areas Investigation” Lesson (“Native America,” Module 2) “Presenting on Indigenous American Cultural Areas- Part 1 & 2” Lessons (“Native America,”

		Module 2)
Historical records are shaped by the society that the creator lived in.	6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.	<p>"Historical Sources and Perspectives" Lesson ("Our State's History," Module 5)</p> <p>"The Boston Tea Party" Lesson ("American Revolution," Module 2)</p> <p>"Winning the War- Part 1 & 2" Lessons ("American Revolution," Module 3)</p> <p>"Success Factors" Lesson ("American Revolution," Module 3)</p>
	6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.	<p>"Segregation" Lesson ("The 20th Century Civil Rights Movement," Module 2)</p> <p>"Trailblazer: Ruby Bridges" Lesson ("The 20th Century Civil Rights Movement," Module 3)</p> <p>"Comparing Narratives" Lesson ("Native America," Module 5)</p> <p>"Exploring More Primary and Secondary Sources" Lesson ("Native America," Module 5)</p>
	6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.	<p>"Understanding Each Other's Stories" Lesson ("Global Connections," Module 5)</p> <p>"Multicultural Communities" Lesson ("Migration and Movement," Module 5)</p> <p>"Embracing Diversity and Inclusion" Lesson ("Migration and Movement," Module 5)</p>
Historical Sourcing and Evidence		
New Jersey Standards and Performance Expectations		Inquiry Journeys Evidence
There are a variety of sources that help us understand the past.	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.	<p>"Hook Activity- Fashion and the Founding of Manhattan" Lesson ("The Colonial Era," Module 1)</p> <p>"God, Gold, Glory" Lesson ("The Colonial Era," Module 2)</p> <p>"Reflecting on the So-Called New World" Lesson ("The Colonial Era," Module 2)</p>
Our understanding of the past deepens through analysis of a wide variety of	6.1.5.HistorySE.2: Construct an argument for the significant and enduring role	"Exploring Memorials" Lesson ("Our State's History," Module 5)

primary and secondary sources.	of historical symbols, monuments, and holidays and how they affect the American identity.	“Historical Sources and Perspectives” Lesson (“Our State’s History,” Module 5)
Claims and Argumentation		
New Jersey Standards and Performance Expectations		Inquiry Journeys Evidence
Historians use evidence from multiple sources to support their claims and arguments about the past.	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.	<p>“Social Roles on Colonial America” Lesson (“The Colonial Era,” Module 5)</p> <p>“Recovering Stories” Lesson (“The Colonial Era,” Module 5)</p> <p>“Reflecting on Complexity” Lesson (“The Colonial Era,” Module 5)</p>

Social Studies Practices	
3-5 Social Studies Practices	
New Jersey Social Studies Practices	Inquiry Journeys Evidence
Developing Questions and Planning Inquiries	<p>“Generating Investigation Questions” Lessons (All Grade 3-5 Inquiries, Module 1)</p> <p>“Interacting with a Guest Speaker” Lesson (“Migration and Movement,” Module 4)</p> <p>“Water Scarcity Webquest” Lesson (Natural Resources of the US,” Module</p> <p>“Further Research” Lesson (“The Colonial Era,” Module 3)</p>
Gathering and Evaluating Sources	<p>“Further Research on Geography and Culture” Lesson (“Global Connections,” Module 3)</p> <p>“Independent Investigation of Native American History- Part 1 & 2” Lesson (“Our State’s History,” Module 2)</p> <p>“Meet the Revolutionaries” and “Independent Revolutionary Investigation” Lessons (“American Revolution,” Module 4)</p>
Seeking Diverse Perspectives	<p>“Understanding Each Other’s Stories” Lesson (“Global Connections,” Module 5)</p> <p>“Multicultural Communities” and “Embracing Diversity and Inclusion” Lesson (“Migration and Movement,” Module 5)</p>

	<p>“Exploring More Primary and Secondary Sources” and “Comparing Narratives” Lesson (“Native America,” Module 5)</p>
Developing Claims and Using Evidence	<p>“Exploring Memorials” Lesson (“Our State’s History,” Module 5) “Historical Sources and Perspectives” Lesson (“Our State’s History,” Module 5)</p> <p>“Colonial Identity” Lesson (“American Revolution,” Module 2)</p> <p>“Seeds of Revolution” Lesson (“American Revolution,” Module 2)</p> <p>“Supporting the Claim” Lesson (“The 20th Century Civil Rights Movement,” Module 4)</p> <p>“Natural Resource Mini Poster” Lesson (“Natural Resources of the US,” Module 4)</p> <p>“Constructing a Claim” Lesson (“Native America,” Module 5)</p> <p>“Supporting Claims” Lesson (“Rights and Responsibilities,” Module 3)</p>
Presenting Arguments and Explanations	<p>“Continent Bumper Stickers” Lesson (“Global Connections,” Module 2)</p> <p>“Presenting on Indigenous American Cultural Areas- Part 1 & 2” Lessons (“Native America,” Module 2)</p> <p>“Artifact Analysis Presentations” Lesson (“Native America,” Module 4)</p>
Engaging in Civil Discourse and Critiquing Conclusions	<p>“Travel Plan Partner Critique” Lesson (“Global Connections,” Module 3)</p> <p>“Critiquing the Evidence and Reasoning Behind a Claim” Lesson (“The 20th Century Civil Rights Movement,” Module 4)</p> <p>“Mini Poster Critique and Revision” Lesson (“Natural Resources of the US,” Module 3)</p> <p>“Producer Plan Critique” Lesson (“Economic Choices,” Module 3)</p> <p>“Critique, Revise, Reflect” Lesson (“American Revolution,” Module 4)</p>
Taking Informed Action	<p>“Positive Footsteps” Lesson (“The 20th Century Civil Rights Movement,” Module 5)</p> <p>“Making our Own Declarations” Lesson (“American Revolution,” Module 5)</p>

“Defining Civic Participation” Lesson (“Rights and Responsibilities,” Module 5)

“Constructing the Inquiry Challenge Statement” (All Grade 3-5 Inquiries, Module 5)

“Constructing the Inquiry Challenge Statement” (All Grade 3-5 Inquiries, Module 5)

Note: Additionally, Module 6 of every Grade 3-5 Inquiry guides students to take Informed Action based on the Inquiry Challenge they issue.