**History Happened Here**

**NJ Social Studies Student Learning Standards (Grades 9-12)**

The New Jersey Student Learning Standards identify the knowledge and skills that students are required to learn as part of their education. Teachers use the standards to develop curriculum and write lesson plans. In order to make learning most relevant to current instruction, teachers may design **History Happened Here** assignments to align with one or several of these standards depending on the course and time of year. The selected standards below are ones that teachers are most likely to identify as being relevant to the **HHH** prompt.

Informal educators may use the New Jersey Student Learning Standards for Social Studies in order to design their own activities and/or resources in a manner that supports current instructional learning.

**Three Worlds Meet (Beginnings to 1620)[[1]](#footnote-0)**

| **Standards** | **Performance Expectations** |
| --- | --- |
| 6.1.5.History CC.6 | Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. |
| 6.1.5.History CC.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. |

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

| **Standards** | **Performance Expectations** |
| --- | --- |
| 6.1.12.Civics PD.1.a | Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government. |
| 6.1.12.History CC.1.a | Assess the impact of the interactions and conflicts between native groups and North American settlers. |

**Revolution and the New Nations (1754-1820s)**

| **Standards** | **Performance Expectations** |
| --- | --- |
| 6.1.12.Civics PI.2.a | Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey’s 1776 constitution and the United States Constitution. |
| 6.1.12.History UP.2.a | Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war. |
| 6.1.12.History UP.2.b | Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War. |
| 6.1.12.History UP.2.c | Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights). |
| 6.1.12.History SE.2.a | Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them. |

**Expansion and Reform (1801–1861)**

| **Standards** | **Performance Expectations** |
| --- | --- |
| 6.1.12.Civics DP.3.a | Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women’s rights, and temperance). |
| 6.1.12.Civics DP.3.b | Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal. |
| 6.1.12.Civics DP.3.c | Examine the origins of the antislavery movement and the impact of particular events on the movement. |
| 6.1.12.Econ GE.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.History CC.3.a | Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods. |

**Civil War and Reconstruction (1850–1877)**

| **Standards** | **Performance Expectations** |
| --- | --- |
| 6.1.12.CivicsDP.4.a | Compare and contrast historians’ interpretations of the impact of the 13th, 14th, and 15th Amendments on African Americans’ ability to participate in influencing governmental policies. |
| 6.1.12.History UP.4.b | Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War. |

**The Development of the Industrial United States (1870–1900)**

| **Standards** | **Performance Expectations** |
| --- | --- |
| 6.1.12.Civics DP.5.a | Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. |
| 6.1.12.Econ EM.5.a | Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations. |
| 6.1.12.History CC.5.a | Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers’ rights, the economy, and politics across time periods. |
| 6.1.12.History UP.5.a | Using primary sources, relate varying immigrants’ experiences to gender, race, ethnicity, or occupation. |

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

| **Standards** | **Performance Expectation** |
| --- | --- |
| 6.1.12.History CC.6.b | Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period. |
| 6.1.12.History CC.6.d | Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Alice Paul). |
| 6.1.12.History CA.6.a | Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups. |
| 6.1.12.Econ NM.7.a | Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I. |
| 6.1.12.Civics HR.8.a | Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups. |
| 6.1.12.Econ ET.8.a | 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. |
| 6.1.12.History CC.8.a | Make evidence-based inferences to 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.History CC.8.c | Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture. |

**The Great Depression, the New Deal, and World War II (1929-1945)**

| **Standards** | **Performance Expectations** |
| --- | --- |
| 6.1.12.History UP.9.a | Analyze the impact of the Great Depression on the American family and ethnic and racial minorities. |
| 6.1.12.History CA.10.b | Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment. |
| 6.1.12.Econ NM.11.a | Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life. |
| 6.1.12.History CA.11.a | 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.History CC.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. |

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

| **Standards** | **Performance Expectations** |
| --- | --- |
| 6.1.12.Civics PI.13.a | Craft an argument as to 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 laws in eliminating segregation and discrimination. |
| 6.1.12.Civics DP.13.a | Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (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). |
| 6.1.12.Geo PP.13.a | Make evidence-based inferences to 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.Econ EM.13.a | Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., sit-down strikes). |
| 6.1.12.Econ NE.13.b | 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.History CC.13.b | Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy. |

**Contemporary United States (1970s to Today)**

| **Standards** | **Performance Expectations** |
| --- | --- |
| 6.1.12.Geo PP.14.a | Use data and other evidence to 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.Geo PP.14.b | Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States. |
| 6.1.12.Geo HE.14.a | Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions. |
| 6.1.12.Econ EM.14.a | Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey. |
| 6.1.12.History CA.14.b | Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence. |
| 6.1.12.History SE.14.a | Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. |
| 6.1.12.History SE.14.b | Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals. |
| 6.1.12.History SE.14.c | Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy. |

**Social Studies Practices**

New Jersey’s Learning Standards focus on seven practices that will help students develop the knowledge, skills, and attitudes to become active, informed, and responsible citizens. Most of these practices will be employed by students as they complete their projects.

| **Practice** | **Description** |
| --- | --- |
| Developing Questions and Planning Inquiry | Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies. |
| Gathering and Evaluating Sources | Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world. |
| Seeking Diverse Perspectives | Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others’ perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends. |
| Developing Claims and Using Evidence | Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights. |
| Presenting Arguments and Explanations | Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry. |
| Engaging in Civil Discourse and Critiquing Conclusions | Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus. |
| Taking Informed Action | After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change. |

1. This set of fifth-grade standards has been included for students who may wish to research indigenous people in New Jersey as the 9-12 standards in this area are more generally about native groups. [↑](#footnote-ref-0)