



Request for Proposal 09-X-20683

For: Amistad Web-Based Curriculum Development, DOS

Event	Date	Time
Bidder's Electronic Question Due Date (Refer to RFP Section 1.3.1 for more information.)	1/5/09	5:00 PM
Mandatory Pre-bid Conference	Not Applicable	
Mandatory Site Visit	Not Applicable	
Bid Submission Due Date (Refer to RFP Section 1.3.2 for more information.)	2/10/09	2:00 PM

Dates are subject to change. All changes will be reflected in Addenda to the RFP posted on the Division of Purchase and Property website.

Small Business Set-Aside (Refer to RFP Section 4.4.3.6 for more information.)	Status <input type="checkbox"/> Not Applicable	Category <input checked="" type="checkbox"/> I <input checked="" type="checkbox"/> II <input checked="" type="checkbox"/> III
	<input type="checkbox"/> Entire Contract	
	<input type="checkbox"/> Partial Contract	
	<input checked="" type="checkbox"/> Subcontracting Only	

RFP Issued By

State of New Jersey
Department of the Treasury
Division of Purchase and Property
Trenton, New Jersey 08625-0230

Using Agency

State of New Jersey
Department of State
Amistad Commission
Trenton, New Jersey 08625-0459

December 16, 2008

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NOTICE TO BIDDERS

SET-ASIDE SUBCONTRACTING GOALS FOR REGISTERED SMALL BUSINESSES N.J.S.A. 52:32-17 and N.J.A.C. 17:13, 12A:10

This is a contract with set-aside subcontracting goals for Small Businesses that are qualified as New Jersey Small Businesses by the Division of Small, Minority and Women Business Development. Bidders seeking qualified New Jersey Small Businesses as subcontractors should contact the Division of Small, Minority and Women Business Development. The definitions of each Small Business set-aside category can be found at N.J.A.C. 17:13-1.2 or N.J.A.C. 12A:10-1.2.

"Small Business" means a business that has its principal place of business in the State, is independently owned and operated, and has no more than 100 full-time employees.

The program places Small Business into the following categories: (I) those with gross revenues up to \$500,000, (II) those with gross revenues of up to \$5 million, and (III) those with gross revenues that do not exceed \$12 million. While companies registered as having revenues below \$500,000 can bid on any contract, those earning more than the \$500,000 and \$5 million amounts will not be permitted to bid on contracts designated for revenue classifications below their respective levels.

The bidder, for each proposed subcontractor, should provide, as part of its response to this solicitation, proof of each qualified subcontractor's current registration as a qualified Small Business with the Division of Small, Minority and Women Business Development. The subcontracting set-aside goal does not prevent bidders from proposing to perform work without subcontractors or from proposing to perform work with subcontractors that are not qualified Small Businesses, however it is one factor, among many, used to determine the most advantageous bid to the State, price and other factors considered.

Any business that seeks to register as a Small Business is required to submit a fee along with its application to Division of Small, Minority and Women Business Development.

All necessary forms, additional information concerning registration, and information regarding registered small businesses for subcontracting set-asides may be obtained by contacting the Division of Small, Minority and Women Business Development by telephone at the number below or by mail or in person between the hours of 9:00 AM and 5:00 PM at the address below:

DIVISION OF SMALL, MINORITY AND WOMEN BUSINESS DEVELOPMENT
33 WEST STATE STREET - FIRST FLOOR
PO BOX 026, TRENTON, NJ 08625-0026

TELEPHONE: 609-292-2146

Checks to pay for the certification fee should be sent to:

Division of Revenue
Business Support Services Bureau
PO Box 455
Trenton, NJ 08646

EXECUTIVE ORDER NO. 117

IMPORTANT NOTICE NEW "PAY-TO-PLAY" RESTRICTIONS EFFECTIVE NOVEMBER 15, 2008

This is for informational purposes only. Certification is to be completed upon award.

Governor Jon S. Corzine recently signed Executive Order No. 117, which is designed to enhance New Jersey's efforts to protect the integrity of government contractual decisions and increase the public's confidence in government. The Executive Order builds on the provisions of P.L. 2005, c. 51 ("Chapter 51"), which limits contributions to certain political candidates and committees by for-profit business entities that are, or seek to become, State government vendors.

Executive Order No. 117 extends the provisions of Chapter 51 in two ways:

1. The definition of "business entity" is revised and expanded so that contributions by the following individuals also are considered contributions attributable to the business entity:
 - Officers of corporations and professional services corporations, with the term "officer" being defined in the same manner as in the regulations of the Election Law Enforcement Commission regarding vendor disclosure requirements (N.J.A.C. 19:25-26.1), with the exception of officers of non-profit entities;
 - Partners of general partnerships, limited partnerships, and limited liability partnerships and members of limited liability companies (LLCs), with the term "partner" being defined in the same manner as in the regulations of the Election Law Enforcement Commission regarding vendor disclosure requirements (N.J.A.C. 19:25-26.1); and
 - Spouses, civil union partners, and resident children of officers, partners, LLC members and persons owning or controlling 10% or more of a corporation's stock are included within the new definition, except for contributions by spouses, civil union partners, or resident children to a candidate for whom the contributor is eligible to vote or to a political party committee within whose jurisdiction the contributor resides.
2. Reportable contributions (those over \$300.00 in the aggregate) to legislative leadership committees, municipal political party committees, and candidate committees or election funds for Lieutenant Governor are disqualifying contributions in the same manner as reportable contributions to State and county political party committees and candidate committees or election funds for Governor have been disqualifying contributions under Chapter 51.

Executive Order No. 117 applies only to contributions made on or after November 15, 2008, and to contracts executed on or after November 15, 2008.

Updated forms and materials are currently being developed and will be made available on the website as soon as they are available. In the meantime, beginning November 15, 2008, prospective vendors are required to submit, in addition to the currently required Chapter 51 and Chapter 271 forms, the Certification of Compliance with Executive Order No. 117. The Certification of Compliance form for Executive Order No. 117 can be found at: http://www.state.nj.us/treasury/purchase/forms/EO_117_NOTICE.doc.

1.0 INFORMATION FOR BIDDERS

1.1 PURPOSE AND INTENT

This Request for Proposal (RFP) is issued by the Purchase Bureau, Division of Purchase and Property, Department of the Treasury, on behalf of the Department of State (DOS), Amistad Commission. The purpose of this RFP is to solicit bid proposals to engage a contractor to develop materials for a web-based curriculum and to construct an interactive web site for that curriculum to be used by the Amistad Commission to focus on the contributions of African Americans during the period in U. S. history from the Jamestown settlement to the present. The maximum budget for this contract is \$200,000 exclusive of web hosting.

The intent of this RFP is to award a contract to that responsible bidder whose bid proposal, conforming to this RFP, is most advantageous to the State, price and other factors considered. The State, however, reserves the right to separately procure individual requirements that are the subject of the contract during the contract term when deemed by the Director to be in the State's best interest.

The NJ Standard Terms and Conditions version 07/27/07 will apply to all contracts or purchase agreements made with the State. These terms are in addition to the terms and conditions set forth in this RFP and should be read in conjunction with same unless the RFP specifically indicates otherwise.

1.2 BACKGROUND

The Amistad Commission, which is within DOS, was established by the Amistad Bill (A1301) ([Appendix 1](#)) that was introduced by Assemblyman William D. Payne and became law in 2002. This legislated mandate:

- a) Requires all State schools to incorporate African American history into their social studies curriculum.
- b) Creates the Amistad Commission, a nineteen (19) member body charged with ensuring that African Americans' contributions and experiences are historically infused and adequately taught in all the State's school classrooms by including this curriculum material in all social studies programs.
- c) Requires extensive professional development opportunities for teachers.

1.3 KEY EVENTS

1.3.1 ELECTRONIC QUESTION AND ANSWER PERIOD

The Purchase Bureau will accept from all potential bidders electronic questions and inquiries submitted via the Current Bid Opportunities webpage or via <http://ebid.nj.gov/QA.aspx>.

Questions should be directly tied to the RFP and asked in consecutive order following the organization of the RFP. Each question should begin by referencing the RFP page number and section number to which it relates.

Bidders shall not contact the Department of State, Amistad Commission directly, in person, by telephone, or by e-mail concerning this RFP.

The cut-off date for electronic questions and inquiries relating to this RFP is indicated on the cover sheet. Addenda to this RFP, if any, will be posted on the Purchase Bureau website after the cut-off date. Further information is in [Section 1.4.1](#).

1.3.2 SUBMISSION OF BID PROPOSAL

In order to be considered for award, the bid proposal must be received by the Purchase Bureau of the Division of Purchase and Property at the appropriate location by the required time. **ANY BID PROPOSAL NOT RECEIVED ON TIME AT THE LOCATION INDICATED BELOW WILL BE REJECTED. THE DATE AND TIME ARE INDICATED ON THE COVER SHEET. THE LOCATION IS AS FOLLOWS:**

BID RECEIVING ROOM - 9TH FLOOR
DEPARTMENT OF THE TREASURY
DIVISION OF PURCHASE AND PROPERTY
PURCHASE BUREAU
33 WEST STATE STREET
P.O. BOX 230
TRENTON, NJ 08625-02309

Directions to the Purchase Bureau are at the following web address:
<http://www.state.nj.us/treasury/purchase/directions.htm>.

Bidders using U.S. Postal Service regular or express mail service should allow additional time since these services do not deliver directly to the Purchase Bureau.

Procedural inquiries concerning this RFP may be directed to RFP.procedures@treas.state.nj.us. The Purchase Bureau will not respond to substantive questions related to the RFP or any contract via this e-mail address.

To submit an RFP or contract related question, the bidder may use the Current Bidding Opportunities webpage or <http://ebid.nj.gov/QA.aspx>.

1.3.3 DOCUMENT REVIEW

DOS, the Amistad Commission has established a document review room to provide bidders with the opportunity to review supplemental materials relevant to this procurement. The document review room has been established to allow bidders access to information that may be needed to prepare and submit accurate and comprehensive bid proposals. Such review, while recommended, is not mandatory.

The following materials are available for review by bidders:

Sample lesson plans that the Amistad Commission houses in its office and that are in various stages of revision for both historical accuracy and uniformity. The contractor shall revise these lessons and use them as the web-based curriculum.

These materials are available for review at 225 West State Street, Trenton, New Jersey 08625 for the period from issuance of this RFP to the bid opening date. The bidder should telephone Tashanna N. Williams at (609) 826-5325 to schedule a viewing of these materials.

Bidders are prohibited from removing any materials from the document review room. No questions or inquiries regarding the substance of the RFP will be accepted or answered during the period of the document review except as submitted in accordance with Section 1.3.1.

1.4 ADDITIONAL INFORMATION

1.4.1 ADDENDA: REVISIONS TO THIS RFP

In the event that it becomes necessary to clarify or revise this RFP, such clarification or revision will be by addendum. Any addendum to this RFP will become part of this RFP and part of any contract awarded as a result of this RFP.

ALL RFP ADDENDA WILL BE ISSUED ON THE DIVISION OF PURCHASE AND PROPERTY WEB SITE. TO ACCESS ADDENDA, THE BIDDER SHOULD SELECT THE BID NUMBER ON THE BIDDING OPPORTUNITIES WEB PAGE AT THE FOLLOWING ADDRESS:

<http://www.state.nj.us/treasury/purchase/bid/summary/bid.shtml>.

There are no designated dates for release of addenda. Therefore, interested bidders should check the Purchase Bureau "Bidding Opportunities" website on a daily basis from time of RFP issuance through bid opening.

It is the sole responsibility of the bidder to be knowledgeable of all addenda related to this procurement.

1.4.2 BIDDER RESPONSIBILITY

The bidder assumes sole responsibility for the complete effort required in submitting a bid proposal in response to this RFP. No special consideration will be given after bid proposals are opened because of a bidder's failure to be knowledgeable of the requirements of this RFP.

1.4.3 COST LIABILITY

The State assumes no responsibility and bears no liability for costs incurred by a bidder in the preparation and submittal of a bid proposal in response to this RFP.

1.4.4 CONTENTS OF BID PROPOSAL

Subsequent to bid opening, all information submitted by bidders in response to the bid solicitation is considered public information, except as may be exempted from public disclosure by the Open Public Records Act (OPRA), N.J.S.A. 47:1A-1 et seq. and the common law. Because the State proposes to negotiate and/or pursue a best and final offer, bid proposals will not be made public until the letter of intent to award is issued.

A bidder may designate specific information as not subject to disclosure when the bidder has a good faith legal/factual basis for such assertion. The State reserves the right to make the determination and will advise the bidder accordingly. The location in the bid proposal of any such designation should be clearly stated in a cover letter. **The State will not honor any attempt by a bidder either to designate its entire bid proposal as proprietary and/or to claim copyright protection for its entire proposal.**

To assist the State's determination on a claim of confidentiality or protection under OPRA and/or the common law, a bidder shall clearly identify such information and address the following points to substantiate the confidentiality claim on the information: (1) the extent to which the information is known outside the owner's business, (2) the extent to which it is known by employees and others involved within the business, (3) the extent of the measures taken by the firm to guard the secrecy of the information, (4) the value of the information to the firm and its competitors, (5) the amount of effort or money expended by the firm in developing the information, and (6) the ease

or difficulty with which the information could be properly acquired or duplicated by others. Also, the bidder shall commit in writing to assist the State's effort to protect the confidentiality of the documents and/or information should there be an OPRA request for disclosure or a challenge to the confidentiality of the documents/information determined to be confidential by the State. A claim for confidentiality should be separate from the bid proposal and should accompany the bidder's submission of the bid proposal.

By signing the cover sheet of this RFP, the bidder waives any claims of copyright protection set forth within the manufacturer's price list and/or catalogs. The price lists and/or catalogs must be accessible to State using agencies and thus have to be made public to allow all eligible purchasing entities access to the pricing information.

All bid proposals, with the exception of information determined by the State or the Court to be proprietary, are available for public inspection after the letter of intent to award is issued. At such time, interested parties can make an appointment with the Purchase Bureau to inspect bid proposals received in response to this RFP.

1.4.5 BID OPENING

On the date and time bid proposals are due under the RFP, only the names of the bidders submitting bid proposals will be publicly announced. The contents of the bid proposals shall remain confidential until the Notice of Intent to Award is issued by the Director.

1.4.6 PRICE ALTERATION

Bid prices must be typed or written in ink. Any price change, including white-outs, shall be initialed. Failure to initial price changes shall preclude a contract award from being made to the bidder.

1.4.7 BID ERRORS

In accordance with N.J.A.C. 17:12-1.22, "Bid Errors," a bidder may withdraw its bid as follows:

A bidder may request that its bid be withdrawn prior to bid opening. Such request must be made in writing to the Supervisor of the Business Unit. If the request is granted, the bidder may submit a revised bid as long as the bid is received prior to the announced date and time for bid opening and at the place specified.

If, after bid opening but before contract award, a bidder discovers an error in its proposal, the bidder may make a written request to the Supervisor of the Business Unit for authorization to withdraw its proposal from consideration for award. Evidence of the bidder's good faith in making this request shall be used in making the determination. The factors that will be considered are that the mistake is so significant that to enforce the contract resulting from the proposal would be unconscionable, that the mistake relates to a material feature of the contract, that the mistake occurred notwithstanding the bidder's exercise of reasonable care, and that the State will not be significantly prejudiced by granting the withdrawal of the proposal. A PB-36 complaint form may be filed and forwarded to the Division's Contract Compliance and Audit Unit for handling. A record of the complaint will also be maintained in the Division's vendor performance file for evaluation of future bids submitted.

All bid withdrawal requests must include the bid identification number and the final bid opening date and be sent to the following address:

Department of the Treasury
Purchase Bureau
PO Box 230
33 West State Street, 9th Floor
Trenton, New Jersey 08625-0230
Attention: Supervisor, Business Unit

During a bid evaluation process, if an obvious pricing error made by a potential contract awardee is found, the Director shall issue written notice to the bidder. The bidder will have five (5) days after receipt of the notice to confirm its pricing. If the vendor fails to respond, its bid shall be considered withdrawn, and no further consideration shall be given it.

If it is discovered that there is an arithmetic disparity between the unit price and the total extended price, the unit price shall prevail. If there is any other ambiguity in the pricing other than a disparity between the unit price and extended price and the bidder's intention is not readily discernible from other parts of the bid proposal, the Director may seek clarification from the bidder to ascertain the true intent of the bid.

1.4.8 JOINT VENTURE

If a joint venture is submitting a bid proposal, the agreement between the parties relating to such joint venture should be submitted with the joint venture's bid proposal. Authorized signatories from each party comprising the joint venture must sign the bid proposal. A separate Ownership Disclosure Form, Disclosure of Investigations and Actions Involving Bidder, Affirmative Action Employee Information Report, MacBride Principles Certification, and Business Registration or Interim Registration must be supplied for each party to a joint venture.

2.0 DEFINITIONS

2.1 GENERAL DEFINITIONS

The following definitions will be part of any contract awarded or order placed as result of this RFP.

Addendum – Written clarification or revision to this RFP issued by the Purchase Bureau.

All-Inclusive Hourly Rate – A rate comprised of all direct and indirect costs including, but not limited to, overhead, fee or profit, clerical support, travel expenses, safety equipment, materials, supplies, managerial support, and all documents, forms, and reproductions thereof. This rate also includes portal-to-portal expenses as well as per diem expenses such as food.

Amendment – A change in the scope of work to be performed by the contractor. An amendment is not effective until it is signed by the Director, Division of Purchase and Property.

Bidder – An individual or business entity submitting a bid proposal in response to this RFP.

Contract – This RFP, any addendum to this RFP, and the bidder's proposal submitted in response to this RFP, as accepted by the State.

Contractor – The bidder awarded a contract resulting from this RFP. Also referred to as the implementation contractor.

Director – Director, Division of Purchase and Property, Department of the Treasury. By statutory authority, the Director is the chief contracting officer for the State of New Jersey.

Division – The Division of Purchase and Property.

Evaluation Committee – A committee established by the Director to review and evaluate bid proposals submitted in response to this RFP and to recommend a contract award to the Director.

Firm, Fixed Price – A price that is all-inclusive of direct cost and indirect costs, including, but not limited to, direct labor costs, overhead, fee or profit, clerical support, equipment, materials, supplies, managerial (administrative) support, all documents, reports, forms, travel, reproduction, and any other costs. No additional fees or costs shall be paid by the State unless there is a change in the scope of work.

Joint Venture – A business undertaking by two or more entities to share risk and responsibility for a specific project.

May – Denotes that which is permissible, not mandatory.

Project – The undertaking or services that are the subject of this RFP.

Request for Proposal (RFP) – This document which establishes the bidding and contract requirements and solicits bid proposals to meet the purchase needs of the using Agencies as identified herein.

Shall or Must – Denotes that which is a mandatory requirement. Failure to meet a mandatory requirement will result in the rejection of a bid proposal as materially non-responsive.

Should – Denotes that which is recommended, not mandatory.

State Contract Manager – As set forth in Sections 8.0, the individual responsible for the approval of all deliverables in the Scope of Work.

Subtasks – Detailed activities that comprise the actual performance of a task.

State – State of New Jersey.

Subcontractor – An entity having an arrangement with a State contractor, whereby the State contractor uses the products and/or services of that entity to fulfill some of its obligations under its State contract while retaining full responsibility for the performance of all its (the contractor's) obligations under the contract, including payment to the subcontractor. The subcontractor has no legal relationship with the State, only with the contractor.

Task – A discrete unit of work to be performed.

Using Agency(ies) – The entity(ies) for which the Division has issued this RFP and will enter into a contract.

2.2 CONTRACT SPECIFIC DEFINITION

Amistad Commission – This state-level Commission surveys, designs, and promotes the implementation of educational and awareness programs in the State concerned with the vestiges of slavery and the contributions of African-Americans. The Commission also conducts:

- Workshops

- Institutes & seminars through the State and nationally

- Statewide professional conferences

- Summer teacher institute -curriculum development

3.0 SCOPE OF WORK

3.1 OVERVIEW

- a) The term of contract for web-based curriculum materials development and website development shall be for a period of one (1) year from contract award; the budget for this is \$200,000. Annual payment for hosting of the website by the contractor shall be made separately in accordance with the amount bid in the RFP Price Schedule.
- b) The contractor shall develop a web-based, social studies curriculum, called the Amistad Curriculum, for teachers in all 619 public school districts and charter schools in all grades kindergarten (K) through twelve (12) throughout the State that will:
 - 1) Illustrate how to revise the social studies curriculum to include African American influence, history, and accomplishments in U.S. history from the time of the Jamestown settlement to today.
 - 2) Provide a stepwise design for teachers for seamless incorporation into a social studies curriculum.
 - 3) Create and develop curriculum materials for classroom usage.
- c) The contractor shall develop a curriculum sub-section complete with tutorials specifically for professional enhancement and knowledge acquisition for teachers.
- d) The contractor shall fully infuse African American content into the curriculum in all levels of social studies and the humanities, for example, American history, language art, art, and music, according to the legislation ([Appendix 1](#)).
- e) The contractor shall construct an interactive website for the curriculum.

3.2 CURRICULUM SUB-COMMITTEE

The contractor shall work closely with and abide by the approvals of the Amistad Commission's Curriculum Sub-committee regarding all teaching materials.

The contractor shall use the State's Core Curriculum Content Standards for Social Studies ([Appendix 2](#)) in the development of the units of study for the curriculum.

3.3 TASKS AND DELIVERABLES

Upon award of the contract, the contractor shall meet with the State Contract Manager, who will supply sample lesson plans that the Amistad Commission houses in its office and that are in various stages of revision for both historical accuracy and uniformity. The contractor shall revise these lessons and use them as the web-based curriculum.

3.3.1 CURRICULUM

The contractor shall develop twelve (12) units of study, divided by historical periods as specified in Section 6.4.12 of the Core Curriculum Content Standards for Social Studies ([Appendix 2](#)). Several of these units shall include historical events that occurred in Africa prior to Africans arriving in British North America.

The following comprises the content of each unit of the curriculum in each grade, kindergarten through twelve (K-12):

- a) State social studies standards
- b) Social studies skills
- c) Web links
- d) Methodology section for teachers - professional development materials
- e) Rubrics for K-12, timelines, research papers, presentations, web quests, podcasting, etc.
- f) Storytellers, character interpreters, documentaries, and/or noted scholars
- g) Historical overviews
- h) Lesson plans
- i) Biographies
- j) Interactive maps
- k) Interactive timelines
- l) Primary source documents
- m) Document based questions
- n) Assessment tools
- o) Classroom activities for students
- p) Music

The Amistad Commission shall provide:

- a) Course pacing for K through 12
- b) Lesson plan templates
- c) Sample lesson plans
- d) Rubrics for replication
- e) Complete oversight

3.3.2 WEBSITE

The contractor shall include all the curriculum materials developed in Section 3.3.1 Curriculum and construct an operational interactive website for access by State teachers.

The contractor shall create and develop the website to be hosted by the contractor.

The contractor shall develop a website that is:

- a) Consistent and user friendly
- b) Password-protected
- c) Available to every teacher in the State
- d) Available twenty-four (24) hours a day, seven (7) days a week
- e) Available with website registration in order to collect demographic information
- f) Free of charge to the user
- g) Available with unlimited access

The contractor shall develop:

- a) Baseline lesson plans
- b) Web links
- c) Primary and secondary sources
- d) Rubrics
- e) Course pacing
- f) Assessment for varied grades
- g) Course overview

The contractor shall include the following in the website:

- a) Web links section
 - To enable teachers to conduct their own research while creating activities, lessons, and projects
 - To reduce the amount of time that teachers surf the web
 - To enable students to safely research pre-approved sites
- b) Methods
 - To provide examples for teachers of teaching methods they can use in their classrooms
 - To see PowerPoint presentations and PDF files that explain the teaching methods they can use to bring substantive content into the classroom
- c) Primary sources
 - To offer teachers primary sources they can use in the classroom
 - To allow teachers to use the primary source documents, letters, journal entries, speeches, and obituaries for student assignments and projects
- d) Rubrics
 - To enable teachers to access timelines, research papers, presentations, web quests, podcasting, etc.
- e) Video
 - To allow for downloading and instructional time
- f) Activities
 - To afford various classroom activities in addition to the development and editorial of lesson plans for the classroom

3.4 FILINGS

The contractor shall meet with the State Contract Manager at least weekly during the first three (3) months after awarding of the contract.

The contractor shall meet with the State Contract Manager at least monthly after the first three (3) months after awarding of the contract.

The contractor shall submit electronically and in hard copy a written progress report at least weekly during the first three (3) months after awarding of the contract.

The contractor shall submit electronically and in hard copy a written progress report at least monthly after the first three (3) months after awarding of the contract.

The contractor shall obtain the approval of the State Contract Manager prior to working on each of the deliverables itemized in Section 3.3.

4.0 BID PROPOSAL PREPARATION AND SUBMISSION

4.1 GENERAL

The bidder is advised to thoroughly read and follow all instructions contained in this RFP, including the instructions on the RFP's Signatory Page, in preparing and submitting its bid proposal.

Bid proposals shall not contain uniform resource locators (URLs), i.e., the global address of documents and other resources on the world wide web or web addresses. Inasmuch as the web contains dynamically changing content, inclusion of a URL or web address in a bid response is indicative of potentially changing information. Inclusion of a URL or web address in a bid response implies that the bid's content changes as the referenced web pages change.

4.2 BID PROPOSAL DELIVERY AND IDENTIFICATION

In order to be considered, a bid proposal must arrive at the Purchase Bureau in accordance with the instructions on the RFP Signatory Page found at <http://www.state.nj.us/treasury/purchase/bid/summary/09x20683.shtml>. Bidders are cautioned to allow adequate delivery time to ensure timely delivery of bid proposals. **State regulation mandates that late bid proposals are ineligible for consideration. THE EXTERIOR OF ALL BID PROPOSAL PACKAGES IS TO BE LABELED WITH THE BID IDENTIFICATION NUMBER AND THE FINAL BID OPENING DATE OR RISK NOT BEING RECEIVED IN TIME.**

4.3 NUMBER OF BID PROPOSAL COPIES

The bidder must submit one **(1) complete ORIGINAL bid proposal**, clearly marked as the "ORIGINAL" bid proposal. The bidder should submit **six (6) full, complete, and exact copies and one (1) unbound, complete and exact copy** of the original proposal.

In addition, the bidder should submit **one (1) full, complete, and exact ELECTRONIC copy** of the original proposal in PDF file format to be viewable and "read only" by State evaluators using Adobe Acrobat Reader software on compact disc (CD). The bidder should also submit one (1) full, complete, and exact ELECTRONIC copy of the original proposal in an editable and "writable" PDF file format on CD for redaction.

A bidder failing to provide the requested number of copies will be charged the cost incurred by the State in producing the requested number of copies. It is suggested that the bidder make and retain a copy of its bid proposal.

4.4 BID PROPOSAL CONTENT

The bid proposal should be submitted in one (1) volume and that volume divided into four (4) sections with tabs (separators). The contents should be located behind each tab as follows:

- Section 1 - Forms (Sections 4.4.1 - 4.4.3)
- Section 2 - Technical Proposal (Section 4.4.4)
- Section 3 - Organizational Support and Experience (Section 4.4.5)
- Section 4 - Price Schedule (Section 4.4.6)

4.4.1 FORMS THAT MUST BE SUBMITTED WITH BID PROPOSAL

4.4.1.1 SIGNATORY PAGE

The bidder shall complete and submit the Signatory page provided on the Advertised Solicitation, Current Bid Opportunities webpage found at <http://www.state.nj.us/treasury/purchase/bid/summary/09x20683.shtml>. The Signatory Page shall be signed by an authorized representative of the bidder. If the bidder is a limited partnership, the Signatory Page must be signed by a general partner. If the bidder is a joint venture, the Signatory Page must be signed by a principal of each party to the joint venture. Failure to comply will result in rejection of the bid proposal.

4.4.1.2 OWNERSHIP DISCLOSURE FORM

Whether the bidder is a corporation, partnership, or sole proprietorship, the bidder must complete an Ownership Disclosure Form. A current completed Ownership Disclosure Form must be received prior to or accompany the bid proposal. Failure to comply will preclude the award of a contract.

The Ownership Disclosure Form is located on the Advertised Solicitation, Current Bid Opportunities webpage <http://www.state.nj.us/treasury/purchase/bid/summary/09x20683.shtml>.

4.4.1.3 DISCLOSURE OF INVESTIGATIONS/ACTIONS INVOLVING BIDDER

The bidder shall provide a detailed description of any investigation, litigation, including administrative complaints or other administrative proceedings involving any public sector clients during the past five (5) years, including the nature and status of the investigation, and, for any litigation, the caption of the action, a brief description of the action, the date of inception, current status, and, if applicable, disposition. The bidder shall use the Disclosure of Investigations and Actions Involving Bidder form located on the Advertised Solicitation, Current Bid Opportunities webpage <http://www.state.nj.us/treasury/purchase/bid/summary/09x20683.shtml>.

4.4.2 PROOF OF REGISTRATION THAT MUST BE SUBMITTED WITH THE BID PROPOSAL

4.4.2.1 BUSINESS REGISTRATION CERTIFICATE

FAILURE TO SUBMIT A COPY OF THE BIDDER'S BUSINESS REGISTRATION CERTIFICATE OR INTERIM REGISTRATION FROM THE DIVISION OF REVENUE WITH THE BID PROPOSAL MAY BE CAUSE FOR REJECTION OF THE BID PROPOSAL.

The bidder may register with the Division of Revenue at www.nj.gov/njbgs or to obtain a copy of an existing Business Registration Certificate.

Section 1.1 of the Standard Terms and Conditions version 07/27/07 located on the Advertised Solicitation, Current Bid Opportunities webpage at <http://www.state.nj.us/treasury/purchase/bid/summary/09x20683.shtml> contains additional information.

4.4.3 FORMS THAT MUST BE SUBMITTED BEFORE CONTRACT AWARD AND SHOULD BE SUBMITTED WITH THE BID PROPOSAL

4.4.3.1 MACBRIDE PRINCIPLES CERTIFICATION

The bidder is required to complete the MacBride Principles Certification evidencing compliance with the MacBride Principles. The requirement is a precondition to entering into a State contract. The MacBride Principles Certification Form is located on the Advertised Solicitation, Current Bid Opportunities webpage:

<http://www.state.nj.us/treasury/purchase/bid/summary/09x20683.shtml>.

4.4.3.2 AFFIRMATIVE ACTION

The bidder is required to submit a copy of Certificate of Employee Information Report or a copy of Federal Letter of Approval verifying that the bidder is operating under a federally approved or sanctioned affirmative action program. If the bidder has neither document of affirmative action evidence, the bidder must complete the Affirmative Action Employee Information Report (AA-302). This requirement is a precondition to entering into a State contract. Report AA-302 is located on the Advertised Solicitation, Current Bid Opportunities webpage:

<http://www.state.nj.us/treasury/purchase/bid/summary/09x20683.shtml>.

4.4.3.3 SOURCE DISCLOSURE CERTIFICATION FORM

Pursuant to N.J.S.A. 52:34-13.2, the bidder is required to submit with its bid proposal a completed Source Disclosure Certification Form located on the Advertised Solicitation, Current Bid Opportunities webpage:

<http://www.state.nj.us/treasury/purchase/bid/summary/09x20683.shtml>. Section 7.1.2 of this RFP contains additional information.

4.4.3.4 NOTICE OF INTENT TO SUBCONTRACT FORM

All bidders should complete the Notice of Intent to Subcontract Form <http://www.state.nj.us/treasury/purchase/bid/summary/09x20683.shtml> to advise the State whether a subcontractor will be used to provide any goods or services under the contract. If this is a Small Business Subcontracting set-aside contract, the bidder must comply with the Procedures for Small Business Participation as Subcontractors set forth in <http://www.state.nj.us/treasury/purchase/bid/summary/09x20683.shtml>.

4.4.3.5 SUBCONTRACTOR UTILIZATION FORM

If the bidder intends to use a subcontractor, the Subcontractor Utilization Form found at <http://www.state.nj.us/treasury/purchase/bid/summary/09x20683.shtml> should be completed and submitted with the bid proposal.

If requested by the State, the bidder must submit the Form within seven (7) business days of the initial request.

4.4.3.6 SMALL BUSINESS SET-ASIDE CONTRACTS

EVEN INCUMBENT CONTRACTORS AND/OR THOSE THAT HAVE BEEN PREVIOUSLY REGISTERED OR CERTIFIED UNDER THE FORMER SBE/MBE/WBE PROGRAM NEED TO BE SURE OF REGISTRATION WITH THE DIVISION OF SMALL, MINORITY AND WOMEN BUSINESS DEVELOPMENT ON THE DAY OF BID RECEIPT AND OPENING UNDER THE SMALL BUSINESS PROGRAM TO BE ELIGIBLE FOR AWARD. THE BIDDER MAY CONTACT THE DIVISION OF SMALL, MINORITY AND WOMEN BUSINESS DEVELOPMENT TO DETERMINE REGISTRATION STATUS ([NOTICE TO BIDDERS](#)).

This is a contract with set aside subcontracting goals for small businesses. All bidders should include in their bid proposal a completed and signed Notice of Intent to Subcontract Form located on the Advertised Solicitation, Current Bid Opportunities webpage <http://www.state.nj.us/treasury/purchase/bid/summary/09x20681.shtml>. Bidders intending to use subcontractors also should include a completed and signed Subcontractor Utilization Plan Form located on the Advertised Solicitation, Current Bid Opportunities webpage <http://www.state.nj.us/treasury/purchase/bid/summary/09x20681.shtml>. Failure to submit the Forms within seven (7) days of the State's request may result in a determination that the bid is materially non-responsive. Bidders seeking eligible small businesses should telephone the Division of Small, Minority and Women Business Development at 609-292-2146.

4.4.4 TECHNICAL PROPOSAL

In this Section, the bidder shall describe its approach and plans for accomplishing the work outlined in Section 3.0 Scope of Work. The bidder shall set forth its understanding of the requirements of this RFP and its ability to successfully complete the contract. This Section of the bid proposal should contain at least the following information:

4.4.4.1 MANAGEMENT OVERVIEW

The bidder shall set forth its overall technical approach and plans to meet the requirements of the RFP in a narrative format. This narrative should convince the State that the bidder understands the objectives that the contract is intended to meet, the nature of the required work, and the level of effort necessary to successfully complete the contract. This narrative should convince the State that the bidder's general approach and plans to undertake and complete the contract are appropriate to the tasks and subtasks involved.

Mere reiterations of RFP tasks and subtasks are strongly discouraged, as they do not provide insight into the bidder's ability to complete the contract. The bidder's response to this section should be designed to convince the State that the bidder's detailed plans and approach proposed to complete the Scope of Work are realistic, attainable, and appropriate and that the bidder's bid proposal will lead to successful contract completion.

The bidder should provide evidence of:

- a) Proven curriculum development expertise in history/social studies within State school districts and a familiarity with State content standards.
- b) Staff and project leadership that reflects an intrinsic understanding of African American history and an ability to place this understanding within the overarching historical timeline so that the curriculum developed is an infused curriculum.
- c) Staff composed of lesson plan writers and editors who consist of educators with various levels of K-12 teaching certification from any state.

For the curriculum development narrative, the bidder should follow this outline:

- a) Overview of scope of work
- b) Expected benefits
- c) Proposed schedule
- d) Contractor staffing
- e) Contractor logistics
- f) Task and deliverables
- g) Project management
- h) Quality management
- i) Curriculum components

For the website development narrative, the bidder should follow this outline:

- a) Overview of scope of work
- b) Expected benefits
- c) Proposed schedule
- d) Contractor staffing
- e) Contractor logistics
- f) Role of state technical staff and knowledge transfer
- g) Task and deliverables
- h) Project initiation
- i) Project management
- j) Quality management
- k) Project components
- l) Technical requirements
- m) Data considerations
- n) Data query and reporting
- o) Interfaces
- p) Documentation
- q) System testing
- r) User acceptance
- s) Implementation
- t) Post implementation support and maintenance
- u) Timeline and deliverables
- v) Technical environments
- w) Proposed system architecture
- x) Website development standards
- y) System security
- z) Information security
- aa) System performance and reliability
- bb) Hosting and backup services

4.4.4.2 CONTRACT MANAGEMENT

The bidder should describe its specific plans to manage, control, and supervise the contract to ensure satisfactory contract completion according to the required schedule. The plan should include the bidder's approach to communicate with the State Contract Manager including, but not limited to, status meetings, and status reports.

4.4.4.3 CONTRACT SCHEDULE

The bidder should include a contract schedule. If key dates are a part of this RFP, the bidder's schedule should incorporate such key dates and should identify the completion date for each task and sub-task required by the Scope of Work. The schedule also should identify the associated deliverable item(s) to be submitted as evidence of completion of each task and/or subtask.

The bidder should identify the contract scheduling and control methodology to be used and should provide the rationale for choosing such methodology. The use of Gantt, PERT, or other charts is at the option of the bidder.

All curriculum development work under this contract shall be completed within twelve (12) months of contract award.

4.4.4.4 MOBILIZATION AND IMPLEMENTATION PLAN

Not applicable to this procurement.

4.4.4.5 POTENTIAL PROBLEMS

The bidder should set forth a summary of any and all problems that the bidder anticipates during the term of the contract. For each problem identified, the bidder should provide its proposed solution.

4.4.5 ORGANIZATIONAL SUPPORT AND EXPERIENCE

The bidder should include information relating to its organization, personnel, and experience, including, but not limited to, references with contact names and telephone numbers, evidencing the bidder's qualifications and capabilities to perform the services required by this RFP.

4.4.5.1 LOCATION

The bidder should include the address of the bidder's office where responsibility for managing the contract will take place. The bidder also should include the telephone number and name of the contact individual.

4.4.5.2 ORGANIZATION CHART (CONTRACT SPECIFIC)

The bidder should include a contract organization chart, with names showing management, supervisory, and other key personnel (including sub-contractor's management, supervisory, and/or other key personnel) to be assigned to the contract. The chart should include the labor category and title of each such individual.

4.4.5.3 RESUMES

Detailed resumes should be submitted for all management, supervisory, and key personnel to be assigned to the contract. Resumes should be structured in accordance with the attached format ([Attachment](#)) to emphasize the relevant qualifications and experience of these individuals in successfully completing contracts of a similar size and scope to those required in this RFP. Resumes should:

- Clearly identify the individual's previous experience in completing similar contracts.
- Record beginning and ending dates for each similar contract.
- Offer a description of the similar contract and demonstrate how the individual's work on the completed contract relates to the individual's ability to successfully contribute in providing the services required by this RFP.
- Include the name, address, and telephone number of each reference with respect to each similar contract.

In the event the bidder must hire or otherwise engage management, supervisory, and/or key personnel if awarded the contract, the bidder shall include a recruitment plan for such personnel. This plan must demonstrate that the bidder will be able to initiate and complete the contract within the time frame required by this RFP.

The bidder should employ or be ready to employ K-12 history curriculum developers, historians, and/or educators with an expertise in African American history. Resumes/curriculum vitae should be included in this Section for each such present or intended staff member along with a description of that employee's proposed work function necessary to fulfill the obligations of this bid proposal.

4.4.5.4 BACKUP STAFF

The bidder should include a list of backup staff who may be called upon to assist or replace primary individuals assigned. Backup staff must be clearly identified as backup staff.

In the event the bidder must hire management, supervisory and/or key personnel if awarded the contract, the bidder should include, as part of its recruitment plan, a plan to secure backup staff in the event personnel initially recruited need assistance or need to be replaced during the term of the contract.

4.4.5.5 ORGANIZATION CHART (ENTIRE FIRM)

The bidder should include an organization chart showing the bidder's entire organizational structure. This chart should show the relationship of the individuals assigned to the contract to the bidder's overall organizational structure.

4.4.5.6 EXPERIENCE OF BIDDER ON CONTRACTS OF SIMILAR SIZE AND SCOPE

The bidder should provide a comprehensive listing of contracts of similar size and scope that it has successfully completed as evidence of the bidder's ability to successfully complete the services required by this RFP. Emphasis should be placed on contracts that are similar in size and scope to the work required by this RFP. A description of all such contracts should be included and should show how such contracts relate to the ability of the firm to complete the services required by this RFP. For each such contract, the bidder should provide two (2) names and telephone numbers of individuals for the other contract party. Beginning and ending dates should also be given for each contract.

4.4.5.7 FINANCIAL CAPABILITY OF THE BIDDER

In order to provide the State with the ability to judge the bidder's financial capacity and capabilities to undertake and successfully complete the contract, the bidder should submit certified financial statements including a balance sheet, income statement, statement of cash flow, and all applicable notes for the two (2) most recent calendar years or the bidder's two (2) most recent fiscal years. If certified financial statements are not available, the bidder should provide either a reviewed or compiled statement from an independent accountant setting forth the same information required for the certified financial statements, together with a certification

from the Chief Executive Officer and the Chief Financial Officer, that the financial statements and other information included in the statements fairly present in all material respects the financial condition, results of operations and cash flows of the bidder as of and for the periods presented in the statements. In addition, the bidder should submit a bank reference.

If the information is not supplied with the bid proposal, the State may still require the bidder to submit it. If the bidder fails to comply with the request within seven (7) business days, the State may deem the proposal non-responsive.

A bidder may designate specific financial information as not subject to disclosure when the bidder has a good faith legal/factual basis for such assertion. The bidder may submit specific financial documents in a separate, sealed package clearly marked "Confidential-Financial Information" along with the bid proposal.

The State reserves the right to make the determination to accept the assertion and shall so advise the bidder.

4.4.5.8 SUBCONTRACTOR(S)

Should the bidder choose to use a subcontractor(s) and fail to meet the small business subcontracting targets ([Notice to Bidders](#)), the bidder must submit documentation demonstrating its good faith effort to meet the targets with its bid proposal or within seven (7) business days upon request.

Should the bidder propose to use a subcontractor(s) to fulfill any of its obligations, the bidder shall be responsible for the subcontractor's(s') (a) performance, (b) compliance with all of the terms and conditions of the contract, and (c) compliance with the requirements of all applicable laws.

The bidder must provide a detailed description of services to be provided by each subcontractor, referencing the applicable Section or Subsection of this RFP.

The bidder should provide detailed resumes for each subcontractor's management, supervisory and other key personnel who demonstrate knowledge, ability, and experience relevant to that part of the work which the subcontractor is designated to perform.

The bidder should provide documented experience to demonstrate that each subcontractor has successfully performed work on contracts of a similar size and scope to the work that the subcontractor is designated to perform in the bidder's proposal.

4.4.6 PRICE SCHEDULE

The Price Schedule is attached to this RFP; the bidder shall complete it and not alter it.

The budget for the first two (2) deliverables is \$200,000.

The bidder shall submit its annual fee for hosting the website on its server as deliverable number three (3).

Failure to submit all requested pricing information may result in the bidder's proposal being considered materially non-responsive. Each bidder must hold its prices firm through issuance of contract to permit the completion of the evaluation of bid proposals received and the contract award process.

5.0 SPECIAL CONTRACTUAL TERMS AND CONDITIONS

5.1 PRECEDENCE OF SPECIAL CONTRACTUAL TERMS AND CONDITIONS

The contract awarded as a result of this RFP shall consist of this RFP, addenda to this RFP, the contractor's bid proposal, any best and final offer, and the Division's Notice of Award.

Unless specifically stated within this RFP, the Special Contractual Terms and Conditions of the RFP take precedence over the NJ Standard Terms and Conditions version 07/27/07 located on the Advertised Solicitation, Current Bid Opportunities webpage:

<http://www.state.nj.us/treasury/purchase/bid/summary/09x20683.shtml>.

In the event of a conflict between the provisions of this RFP, including the Special Contractual Terms and Conditions and the NJ Standard Terms and Conditions version 07/27/07, and any addendum to this RFP, the addendum shall govern.

In the event of a conflict between the provisions of this RFP, including any addendum to this RFP, and the bidder's bid proposal, the RFP and/or the addendum shall govern.

5.2 CONTRACT TERM AND EXTENSION OPTION

The term of the contract shall be for a period of three (3) years. The anticipated "Contract Effective Date" is provided on the Signatory Page of this RFP located on the Advertised Solicitation, Current Bid Opportunities webpage, <http://www.state.nj.us/treasury/purchase/bid/summary/09x20683.shtml>. If delays in the bid process result in an adjustment of the anticipated Contract Effective Date, the bidder agrees to accept a contract for the full term of the contract.

All work relative to the development of the web-based curriculum materials and the creation and development of the website shall be completed by the end of twelve (12) months following the commencement date of the contract. The only additional fees payable shall be those relative to hosting on the contractor's website.

The contract may be extended for two (2) additional periods of up to one (1) year each by mutual written consent of the contractor and the Director at the same terms conditions, and pricing. The length of each extension shall be determined when the extension request is processed.

Should the contract be extended, the contractor shall be paid at the rates in effect in the last year of the contract.

Purchase orders may be placed against the contract up to and including the end of business on the last day of the contract for delivery no more than forty-five (45) days after contract expiration.

5.3 CONTRACT TRANSITION

In the event that a new contract has not been awarded prior to the contract expiration date, as may be extended herein, it shall be incumbent upon the contractor to continue the contract under the same terms and conditions until a new contract can be completely operational. At no time shall this transition period extend more than ninety (90) days beyond the expiration date of the contract.

5.4 CONTRACT AMENDMENT

Any changes or modifications to the terms of the contract shall be valid only when they have been reduced to writing and signed by the contractor and the Director.

5.5 CONTRACTOR RESPONSIBILITIES

The contractor shall have sole responsibility for the complete effort specified in the contract. Payment will be made only to the contractor. The contractor shall have sole responsibility for all payments due any subcontractor.

The contractor is responsible for the professional quality, technical accuracy, and timely completion and submission of all deliverables, services, or commodities required to be provided under the contract. The contractor shall, without additional compensation, correct or revise any errors, omissions, or other deficiencies in its deliverables and other services. The approval of deliverables furnished under this contract shall not in any way relieve the contractor of responsibility for the technical adequacy of its work. The review, approval, acceptance, or payment for any of the services shall not be construed as a waiver of any rights that the State may have arising out of the contractor's performance of this contract.

5.6 SUBSTITUTION OF STAFF

If it becomes necessary for the contractor to substitute any management, supervisory, or key personnel, the contractor shall identify the substitute personnel and the work to be performed.

The contractor must provide detailed justification documenting the necessity for the substitution. Resumes must be submitted evidencing that the individual(s) proposed as substitution(s) have qualifications and experience equal to or better than the individual(s) originally proposed or currently assigned.

The contractor shall forward a request to substitute staff to the State Contract Manager for consideration and approval. No substitute personnel are authorized to begin work until the contractor has received written approval to proceed from the State Contract Manager.

5.7 SUBSTITUTION OR ADDITION OF SUBCONTRACTOR(S)

This Subsection serves to supplement but not supersede Section 3.11 of the NJ Standard Terms and Conditions version 07/27/07 located on the Advertised Solicitation, Current Bid Opportunities webpage.

If it becomes necessary for the contractor to substitute a subcontractor, add a subcontractor, or substitute its own staff for a subcontractor, the contractor will identify the proposed new subcontractor or staff member(s) and the work to be performed. The contractor must provide detailed justification documenting the necessity for the substitution or addition.

The contractor must provide detailed resumes of its proposed replacement staff or of the proposed subcontractor's management, supervisory, and other key personnel that demonstrate knowledge, ability and experience relevant to that part of the work which the subcontractor is to undertake.

The qualifications and experience of the replacement(s) must equal or exceed those of similar personnel proposed by the contractor in its bid proposal.

The contractor shall forward a written request to substitute or add a subcontractor or to substitute its own staff for a subcontractor to the State Contract Manager for consideration. If the State Contract Manager approves the request, the State Contract Manager will forward the request to the Director for final approval.

No substituted or additional subcontractors are authorized to begin work until the contractor has received written approval from the Director.

5.8 OWNERSHIP OF MATERIAL

All data, technical information, materials gathered, originated, developed, prepared, used or obtained in the performance of the contract, including, but not limited to, all reports, surveys, plans, charts, literature, brochures, mailings, recordings (video and/or audio), pictures, drawings, analyses, graphic representations, software computer programs and accompanying documentation and print-outs, notes and memoranda, written procedures and documents, regardless of the state of completion, which are prepared for or are a result of the services required under this contract, shall be and remain the property of the State and shall be delivered in electronic format to the State upon thirty (30) days notice by the State. With respect to software computer programs and/or source codes developed for the State, the work shall be considered "work for hire", i.e., the State, not the contractor or subcontractor, shall have full and complete ownership of all software computer programs and/or source codes developed. To the extent that any of such materials may not, by operation of the law, be a work made for hire in accordance with the terms of this Agreement, the contractor or subcontractor hereby assigns to the State all right, title and interest in and to any such material, and the State shall have the right to obtain and hold in its own name and copyrights, registrations and any other proprietary rights that may be available.

Should the bidder anticipate bringing pre-existing intellectual property into the project, the intellectual property must be identified in the bid proposal, otherwise the language in the first paragraph of this section prevails. If the bidder identifies such intellectual property ("Background IP") in its bid proposal, then the Background IP owned by the bidder on the date of the contract, as well as any modifications or adaptations thereto, remain the property of the bidder. Upon contract award, the bidder or contractor shall grant the State a non-exclusive, perpetual royalty free license to use any of the bidder/contractor's Background IP delivered to the State for the purposes contemplated by the contract.

5.9 DATA CONFIDENTIALITY

All financial, statistical, personnel, and/or technical data supplied by the State to the contractor are confidential. The contractor is required to use reasonable care to protect the confidentiality of such data. Any use, sale, or offering of this data in any form by the contractor or any individual or entity in the contractor's charge or employ, will be considered a violation of this contract and may result in contract termination and the contractor's suspension or debarment from State contracting. In addition, such conduct may be reported to the State Attorney General for possible criminal prosecution.

5.10 NEWS RELEASES

The contractor is not permitted to issue news releases pertaining to any aspect of the services being provided under this contract without the prior written consent of the Director.

5.11 ADVERTISING

The contractor shall not use the State's name, logos, images, or any data or results arising from this contract as a part of any commercial advertising without first obtaining the prior written consent of the Director.

5.12 LICENSES AND PERMITS

The contractor shall obtain and maintain in full force and effect all required licenses, permits, and authorizations necessary to perform this contract. The contractor shall supply the State Contract Manager with evidence of all such licenses, permits, and authorizations. This evidence shall be submitted subsequent to the contract award. All costs associated with any such licenses, permits, and authorizations must be considered by the bidder in its bid proposal.

5.13 CLAIMS AND REMEDIES

5.13.1 CLAIMS

All claims asserted against the State by the contractor shall be subject to the New Jersey Tort Claims Act, N.J.S.A. 59:1-1 et seq., and/or the New Jersey Contractual Liability Act, N.J.S.A. 59:13-1 et seq.

5.13.2 REMEDIES

Nothing in the contract shall be construed to be a waiver by the State of any warranty, expressed or implied, of any remedy at law or equity, except as specifically and expressly stated in a writing executed by the Director.

5.13.3 REMEDIES FOR FAILURE TO COMPLY WITH MATERIAL CONTRACT REQUIREMENTS

In the event the contractor fails to comply with any material contract requirements, the Director may take steps to terminate the contract for cause in accordance with Section 3.5 of the Standard Terms and Conditions. If the contractor fails to perform any service or provide any commodity required under this contract, the Director may acquire such services or commodities from another source by any available means. The contractor shall be liable for any such additional cost. The contractor shall remit any such additional cost to the State within thirty (30) days of notice from the State.

5.14 LATE DELIVERY

The contractor must immediately advise the State Contract Manager of any circumstance or event that could result in late completion of any task or subtask called for to be completed on a date certain.

5.15 RETAINAGE

Not applicable to this procurement.

5.16 STATE'S OPTION TO REDUCE SCOPE OF WORK

The State has the option, in its sole discretion, to reduce the scope of work for any task or subtask called for under this contract. In such an event, the Director shall provide advance written notice to the contractor.

Upon receipt of such written notice, the contractor will submit, within five (5) working days to the Director and the State Contract Manager, an itemization of the work effort already completed by task or subtask. The contractor shall be compensated for such work effort according to the applicable portions of its price schedule.

5.17 SUSPENSION OF WORK

The State Contract Manager may, for valid reason, issue a stop order directing the contractor to suspend work under the contract for a specific time. The contractor shall be paid until the effective date of the stop order. The contractor shall resume work upon the date specified in the stop order or upon such other date as the State Contract Manager may thereafter direct in writing. The period of suspension shall be deemed added to the contractor's approved schedule of performance. The Director and the contractor shall negotiate an equitable adjustment, if any, to the contract price.

5.18 CHANGE IN LAW

Whenever an unforeseen change in applicable law or regulation affects the services that are the subject of this contract, the contractor shall advise the State Contract Manager and the Director in writing and include in such written transmittal any estimated increase or decrease in the cost of its performance of the services as a result of such change in law or regulation. The Director and the contractor shall negotiate an equitable adjustment, if any, to the contract price.

5.19 CONTRACT PRICE INCREASE (PREVAILING WAGE)

Not applicable to this procurement.

5.20 PUBLIC WORKS CONTRACT-ADDITIONAL AFFIRMATIVE ACTION REQUIREMENT

N.J.S.A. 10:5-33 requires that:

"During the performance of this contract, the contractor agrees as follows:

- a) The contractor or subcontractor, where applicable, will not discriminate against any employee or applicant for employment because of age, race, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender identity or expression, disability, nationality, or sex. Except with respect to affectional or sexual orientation and gender identity or expression, the contractor will take affirmative action to ensure that such applicants are recruited and employed, and that employees are treated during employment, without regard to their age, race, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender identity or expression, disability, nationality, or sex. Such action shall include, but not be limited to the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. The contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices to be provided by the contracting officer setting forth the provisions of this nondiscrimination clause;
- b) The contractor or subcontractor, where applicable will, in all solicitations or advertisements for employees placed by or on behalf of the contractor, state that all qualified applicants will receive consideration for employment without regard to age, race, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender identity or expression, disability, nationality, or sex;

c) The contractor or subcontractor, where applicable, will send to each labor union or representative of workers with which he has a collective bargaining agreement or other contract or understanding, a notice, to be provided by the agency contracting officer, advising the labor union or workers' representative of the contractor's commitments under this act and shall post copies of the notice in conspicuous places available to employees and applicants for employment."

5.21 ADDITIONAL WORK AND/OR SPECIAL PROJECTS

The contractor shall not begin performing any additional work or special projects without first obtaining written approval from both the State Contract Manager and the Director.

In the event of additional work and/or special projects, the contractor must present a written proposal to perform the additional work to the State Contract Manager. The proposal should provide justification for the necessity of the additional work. The relationship between the additional work and the base contract work must be clearly established by the contractor in its proposal.

The contractor's written proposal must provide a detailed description of the work to be performed by task and subtask. The proposal should also contain details on the level of effort, including hours, labor categories, etc., necessary to complete the additional work.

The written proposal must detail the cost necessary to complete the additional work in a manner consistent with the contract. The written price schedule must be based upon the hourly rates, unit costs, or other cost elements submitted by the contractor in the contractor's original bid proposal submitted in response to this RFP. Whenever possible, the price schedule should be a firm, fixed price to perform the required work. The firm, fixed price should specifically reference and be tied directly to costs submitted by the contractor in its original bid proposal. A payment schedule, tied to successful completion of tasks and subtasks, must be included.

Upon receipt and approval of the contractor's written proposal, the State Contract Manager shall forward it to the Director for the Director's written approval. Complete documentation from the Using Agency, confirming the need for the additional work, must be submitted. Documentation forwarded by the State Contract Manager to the Director must include all other required State approvals, such as those that may be required from the State's Office of Management and Budget and Office of Information and Technology.

No additional work and/or special project may commence without the Director's written approval. In the event the contractor proceeds with additional work and/or special projects without the Director's written approval, it shall be at the contractor's sole risk. The State shall be under no obligation to pay for work performed without the Director's written approval.

5.22 FORM OF COMPENSATION AND PAYMENT

This Section supplements Section 4.5 of the NJ Standard Terms and Conditions version 07/27/07, located on the Advertised Solicitation, Current Bid Opportunities webpage <http://www.state.nj.us/treasury/purchase/bid/summary/09x20683.shtml>. The contractor must submit official State invoice forms to the Using Agency with supporting documentation evidencing that work for which payment is sought has been satisfactorily completed. Invoices must reference the tasks or subtasks detailed in the Scope of Work section of the RFP and must be in strict accordance with the firm, fixed prices submitted for each task or subtask on the RFP pricing sheets. When applicable, invoices should reference the appropriate RFP price sheet line number from the contractor's bid proposal. All invoices must be approved by the State Contract Manager before payment will be authorized.

In addition, primary contractors must provide on a monthly and cumulative basis, an accounting in accordance with the budget submitted, of all monies paid to any small business subcontractor(s). This accounting shall be sent to the Purchase Bureau Business Unit, Set-Aside Coordinator.

Invoices also must be submitted for any special projects, additional work, or other items properly authorized and satisfactorily completed under the contract. Invoices shall be submitted according to the payment schedule agreed upon when the work was authorized and approved. Payment can only be made for work when it has received all required written approvals and has been satisfactorily completed.

5.22.1 PAYMENT TO CONTRACTOR - OPTIONAL METHOD

Not applicable to this procurement.

5.23 MODIFICATIONS AND CHANGES TO THE NJ STANDARD TERMS AND CONDITIONS VERSION 07/27/07

NJ Standard Terms and Conditions version 07/27/07 are located on the Advertised Solicitation, Current Bid Opportunities webpage:
<http://www.state.nj.us/treasury/purchase/bid/summary/09x20683.shtml>.

5.23.1 PATENT AND COPYRIGHT INDEMNITY

Section 2.1 of the NJ Standard Terms and Conditions version 07/27/07 is deleted and replaced with the following:

2.1 Patent and Copyright Indemnity

a) The contractor shall hold and save the State, its officers, agents, servants, and employees, harmless from liability of any nature or kind for or on account of the use of any copyrighted or uncopyrighted composition, secret process, patented or unpatented invention, article, or appliance furnished or used in the performance of the contract.

b) The State agrees: (1) to promptly notify the contractor in writing of such claim or suit, (2) that the contractor shall have control of the defense of settlement of such claim or suit, and (3) to cooperate with the contractor in the defense of such claim or suit, to the extent that the interests of the contractor and the State are consistent.

c) In the event of such claim or suit, the contractor, at its option, may (1) procure for the State the legal right to continue the use of the product or (2) replace or modify the product to provide a non-infringing product that is the functional equivalent.

5.23.2 INDEMNIFICATION

Section 2.2 of the NJ Standard Terms and Conditions version 07/27/07, is deleted and replaced with the following:

2.2 Indemnification

The contractor's liability to the State for actual, direct damages resulting from the contractor's performance or non-performance, or in any manner related to the contract, for any and all claims, shall be limited in the aggregate to 100 % of the value of the contract, except that such limitation of liability shall not apply to the following:

1. The contractor's obligation to indemnify the State and its employees from and against any claim, demand, loss, damage, or expense relating to bodily injury or the death of any person or damage to real property or tangible personal property incurred from the work or materials supplied by the contractor under the contract caused by negligence or willful misconduct of the contractor,
2. The contractor's breach of its obligations of confidentiality, and
3. The contractor's liability with respect to copyright indemnification.

The contractor's indemnification obligation is not limited by but is in addition to the insurance obligations contained in Section 2.3 of the NJ Standard Terms and Conditions version 07/27/07.

The contractor shall not be liable for special, consequential, or incidental damages.

5.23.3 INSURANCE - PROFESSIONAL LIABILITY INSURANCE

Section 2.3 of the NJ Standard Terms and Conditions version 07/27/07 regarding insurance is modified with the addition of the following section regarding Professional Liability Insurance.

d) Professional Liability Insurance: The contractor shall carry Errors and Omissions, Professional Liability Insurance and/or Professional Liability Malpractice Insurance sufficient to protect the contractor from any liability arising out the professional obligations performed pursuant to the requirements of the contract. The insurance shall be in the amount of not less than \$1,000,000 and in such policy forms as shall be approved by the State. If the contractor has claims-made coverage and subsequently changes carriers during the term of the contract, it shall obtain from its new Errors and Omissions, Professional Liability Insurance and/or Professional Malpractice Insurance carrier an endorsement for retroactive coverage.

5.24 CONTRACT ACTIVITY REPORT

Not applicable to this procurement.

6.0 PROPOSAL EVALUATION

6.1 PROPOSAL EVALUATION COMMITTEE

Bid proposals may be evaluated by an Evaluation Committee composed of members of affected departments and agencies together with representative(s) from the Purchase Bureau. Representatives from other governmental agencies may also serve on the Evaluation Committee. On occasion, the Evaluation Committee may choose to make use of the expertise of outside consultant in an advisory role.

6.2 ORAL PRESENTATION AND/OR CLARIFICATION OF BID PROPOSAL

After the submission of bid proposals, unless requested by the State as noted below, bidder contact with the State is still not permitted.

A bidder may be required to give an oral presentation to the Evaluation Committee concerning its bid proposal. The Evaluation Committee may also require a bidder to submit written responses to questions regarding its bid proposal.

The purpose of such communication with a bidder, either through an oral presentation or a letter of clarification, is to provide an opportunity for the bidder to clarify or elaborate on its bid proposal. Original bid proposals submitted, however, cannot be supplemented, changed, or corrected in any way. No comments regarding other bid proposals are permitted. Bidders may not attend presentations made by their competitors.

It is within the Evaluation Committee's discretion whether to require a bidder to give an oral presentation or require a bidder to submit written responses to questions regarding its bid proposal. Action by the Evaluation Committee in this regard should not be construed to imply acceptance or rejection of a bid proposal.

The Purchase Bureau Procurement Specialist will be the sole point of contact regarding any request for an oral presentation or clarification.

6.3 EVALUATION CRITERIA

The following evaluation criteria, not necessarily listed in order of significance, will be used to evaluate bid proposals received in response to this RFP. The evaluation criteria categories may be used to develop more detailed evaluation criteria to be used in the evaluation process:

6.3.1 TECHNICAL EVALUATION CRITERIA

- A) The bidder's general approach and plans in meeting the requirements of this RFP.
- B) The bidder's detailed approach and plans to perform the services required by the Scope of Work of this RFP.
- C) The bidder's documented experience in successfully completing contracts of a similar size and scope to the work required by this RFP.
- D) The qualifications and experience of the bidder's management, supervisory or other key personnel assigned to the contract, with emphasis on documented experience in successfully completing work on contracts of similar size and scope to the work required by this RFP.

- E) The overall ability of the bidder to mobilize, undertake, and successfully complete the contract. This judgment will include, but not be limited to, the following factors: the number and qualifications of management, supervisory, and other staff proposed by the bidder to complete the contract, the availability and commitment to the contract of the bidder's management, supervisory and other staff proposed, and the bidder's contract management plan, including the bidder's contract organizational chart.

6.3.2 BIDDER'S PRICE SCHEDULE

For evaluation purposes, the total of the first two price lines on the Price Schedule may not exceed \$200,000. A total bid price that exceeds \$200,000 for these two lines shall be determined to be non-responsive to the bid submission requirement. It is the intent of this RFP to award a contract to that bid proposal with a total bid price of \$200,000 or less that is considered the most advantageous to the State, price and other factors considered.

6.3.3 BID DISCREPANCIES

In evaluating bids, discrepancies between words and figures will be resolved in favor of words. Discrepancies between unit prices and totals of unit prices will be resolved in favor of unit prices. Discrepancies in the multiplication of units of work and unit prices will be resolved in favor of the unit prices. Discrepancies between the indicated total of multiplied unit prices and units of work and the actual total will be resolved in favor of the actual total. Discrepancies between the indicated sum of any column of figures and the correct sum thereof will be resolved in favor of the corrected sum of the column of figures.

6.3.4 EVALUATION OF BID PROPOSALS

The Evaluation Committee will complete its evaluation and recommend to the Director an award to the responsible bidder whose bid proposal, conforming to this RFP, is most advantageous to the State, price and other factors considered. The Evaluation Committee considers and assesses price, technical criteria, and other factors during the evaluation process.

6.4 NEGOTIATION AND BEST AND FINAL OFFER (BAFO)

Following the opening of bid proposals, the State, pursuant to N.J.S.A. 52:34-12(f), shall negotiate one (1) or more of the following contractual issues: the technical services offered, the terms and conditions, the price of a proposed contract award with any bidder, and/or a BAFO from one (1) or more bidders.

Initially, the Evaluation Committee shall conduct a review of all the bids and select bidders to contact to negotiate and/or conduct a BAFO based on its evaluation and determination of the bid proposals that best satisfy the evaluation criteria and RFP requirements and that are most advantageous to the State, price and other factors considered. The Committee may not contact all bidders to negotiate and/or to submit a BAFO.

In response to the State's request to negotiate, bidders must continue to satisfy all mandatory RFP requirements but may improve upon their original technical proposal in any revised technical proposal. Any revised technical proposal that does not continue to satisfy all mandatory requirements shall be rejected as non-responsive and the original technical proposal shall be used for any further evaluation purposes in accordance with the following procedure.

In response to the State's request for a BAFO, bidders may submit a revised price proposal that is equal to or lower in price than their original submission but must continue to satisfy all mandatory requirements. Any revised price proposal that is higher in price than the original shall be rejected as non-responsive, and the original bid will be used for any further evaluation purposes.

After receipt of the results of the negotiation and/or the BAFO(s), the Evaluation Committee shall complete its evaluation and recommend to the Director for award that responsible bidder whose bid proposal, conforming to this RFP, is most advantageous to the State, price and other factors considered.

All contacts, records of initial evaluations, correspondence with bidders related to any request for negotiation or BAFO, revised technical and/or price proposals, the Evaluation Committee Report, and the Award Recommendation shall remain confidential until a Notice of Intent to Award a contract is issued.

7.0 CONTRACT AWARD

7.1 DOCUMENTS REQUIRED BEFORE CONTRACT AWARD

7.1.1 REQUIREMENTS OF N.J.S.A. 19:44A-20.13-25 (FORMERLY EXECUTIVE ORDER 134)

In order to safeguard the integrity of State government procurement by imposing restrictions to insulate the negotiation and award of State contracts from political contributions that pose the risk of improper influence, purchase of access, or the appearance thereof, the Legislature enacted N.J.S.A. 19:44A-20.13 - 25 on March 22, 2005 the ("Legislation"), retroactive to October 15, 2004, superseding the terms of Executive Order 134. Pursuant to the requirements of the Legislation, the terms and conditions set forth in this Section are material terms of any contract resulting from this RFP.

7.1.1.1 DEFINITIONS

For the purpose of this section, the following shall be defined as follows:

a) Contribution - A contribution reportable as a recipient under "The New Jersey Campaign Contributions and Expenditures Reporting Act." P.L. 1973, c. 83 (C.19:44A-1 et seq.) and implementing regulations set forth at N.J.A.C. 19:25-7 and N.J.A.C. 19:25-10.1 et seq. Through December 31, 2004, contributions in excess of \$400 during a reporting period were deemed "reportable" under these laws. As of January 1, 2005, that threshold was reduced to contributions in excess of \$300.

b) Business Entity - Any natural or legal person, business corporation, professional services corporation, limited liability company, partnership, limited partnership, business trust, association, or any other legal commercial entity organized under the laws of New Jersey or any other state or foreign jurisdiction. The definition of a business entity includes (i) all principals who own or control more than ten (10) percent of the profits or assets of a business entity or ten (10) percent of the stock in the case of a business entity that is a corporation for profit, as appropriate, (ii) any subsidiaries directly or indirectly controlled by the business entity, (iii) any political organization organized under Section 527 of the Internal Revenue Code that is directly or indirectly controlled by the business entity, other than a candidate committee, election fund, or political party committee, and (iv) that person's spouse or child, residing in the same household if a business entity is a natural person.

7.1.1.2 BREACH OF TERMS OF THE LEGISLATION

It shall be a breach of the terms of the contract for the Business Entity to (i) make or solicit a contribution in violation of the Legislation, (ii) knowingly conceal or misrepresent a contribution given or received, (iii) make or solicit contributions through intermediaries for the purpose of concealing or misrepresenting the source of the contribution, (iv) make or solicit any contribution on the condition or with the agreement that it will be contributed to a campaign committee or any candidate of holder of the public office of Governor, or to any State or county party committee, (v) engage or employ a lobbyist or consultant with the intent or understanding that such lobbyist or consultant would make or solicit any contribution, which if made or solicited by the business entity itself, would subject that entity to the restrictions of the Legislation, (vi) fund contributions made by third parties, including consultants, attorneys, family members, and employees, (vii) engage in any exchange of contributions to circumvent the intent of the Legislation, or (viii) directly or indirectly through or by any other person or means, do any act which would subject that entity to the restrictions of the Legislation.

7.1.1.3 CERTIFICATION AND DISCLOSURE REQUIREMENTS

- a) The State shall not enter into a contract to procure from any business entity services or any material, supplies or equipment, or to acquire, sell or lease any land or building, where the value of the transaction exceeds \$17,500 if that business entity has solicited or made any contribution of money, or pledge of contribution, including in-kind contributions to a candidate committee and/or election fund of any candidate for or holder of the public office of Governor, or to any State or county political party committee during certain specified time periods.
- b) Prior to awarding any contract or agreement to any business entity, the business entity proposed as the intended awardee of the contract shall submit the Certification and Disclosure form, certifying that no contributions prohibited by the Legislation have been made by the business entity and reporting all contributions the business entity made during the preceding four (4) years to any political organization organized under 26 U.S.C.527 of the Internal Revenue Code that also meets the definition of a “continuing political committee” within the mean of N.J.S.A. 19:44A-3(n) and N.J.A.C. 19:25-1.7. The required form and instructions, available for review on the Purchase Bureau website at <http://www.state.nj.us/treasury/purchase/forms.htm#eo134>, shall be provided to the intended awardee for completion and submission to the Purchase Bureau with the Notice of Intent to Award. Upon receipt of a Notice of Intent to Award a Contract, the intended awardee shall submit to the Division, in care of the Purchase Bureau Procurement Specialist, the Certification and Disclosure Form within five (5) business days of the State’s request. Failure to submit the required Forms shall preclude award of a contract under this RFP as well as future contract opportunities.
- c) Further, the contractor is required, on a continuing basis, to report any contributions it makes during the term of the contract and any extension(s) thereof, at the time any such contribution is made. The required form and instructions, available for review on the Purchase Bureau website at <http://www.state.nj.us/treasury/purchase/forms.htm#eo134>, shall be provided to the intended awardee with the Notice of Intent to Award.

7.1.1.4 STATE TREASURER REVIEW

The State Treasurer or designee shall review the disclosures submitted by the contractor pursuant to this Section as well as any other pertinent information concerning the contributions or reports thereof by the intended awardee prior to award or during the term of the contract. If the State Treasurer determines that any contribution or action by the contractor constitutes a breach of contract that poses a conflict of interest in the awarding of the contract under this solicitation, the State Treasurer shall disqualify the Business Entity from award of such contract.

7.1.1.5 ADDITIONAL DISCLOSURE REQUIREMENT OF P.L. 2005, C. 271

The contractor is advised of its responsibility to file an annual disclosure statement on political contributions with the New Jersey Election Law Enforcement Commission (ELEC), pursuant to P.L. 2005, c. 271, Section 3 if the contractor receives contracts in excess of \$50,000 from a public entity in a calendar year. It is the contractor’s responsibility to determine whether filing is necessary. Failure to so file can result in the imposition of financial penalties by ELEC. Additional information about this requirement is available from ELEC at (888) 313-3532 or at www.elec.state.nj.us.

7.1.2 SOURCE DISCLOSURE CERTIFICATION REQUIREMENTS

7.1.2.1 REQUIREMENTS OF N.J.S.A. 52:34-13.2

Under the referenced statute, effective August 3, 2005, all contracts primarily for services awarded by the Director shall be performed within the United States except when the Director certifies in writing a finding that a required service cannot be provided by a contractor or subcontractor within the United States and the certification is approved by the State Treasurer.

7.1.2.2 SOURCE DISCLOSURE REQUIREMENTS

Pursuant to the statutory requirements, the intended awardee of a contract primarily for services with the State must disclose the location by country where services under the contract, including subcontracted services, will be performed. The Source Disclosure Certification Form is located on the Advertised Solicitation, Current Bid Opportunities webpage <http://www.state.nj.us/treasury/purchase/bid/summary/09x20683.shtml>.

FAILURE TO SUBMIT SOURCING INFORMATION WHEN REQUESTED BY THE STATE SHALL PRECLUDE AWARD OF A CONTRACT TO THE BIDDER.

If any of the services cannot be performed within the United States, the bidder shall state with specificity the reasons why the services cannot be so performed. The Director shall determine whether sufficient justification has been provided by the bidder to form the basis of his certification that the services cannot be performed in the United States and whether to seek the approval of the Treasurer.

7.1.2.3 BREACH OF CONTRACT OF EXECUTIVE ORDER 129

A SHIFT TO PROVISION OF SERVICES OUTSIDE THE UNITED STATES DURING THE TERM OF THE CONTRACT SHALL BE DEEMED A BREACH OF CONTRACT.

If, during the term of the contract, the contractor or subcontractor, who had on contract award declared that services would be performed in the United States, proceeds to shift the performance of any of the services outside the United States, the contractor shall be deemed to be in breach of its contract, which contract shall be subject to termination for cause pursuant to Section 3.5b.1 of the Standard Terms and Conditions version 07/27/07 of the RFP, unless previously approved by the Director and the Treasurer.

7.2 FINAL CONTRACT AWARD

Contract award(s) shall be made with reasonable promptness by written notice to that(those) responsible bidder(s), whose bid proposal(s), conforming to this RFP, is(are) most advantageous to the State, price, and other factors considered. Any or all bid proposals may be rejected when the State Treasurer or the Director determines that it is in the public interest to do so.

7.3 INSURANCE CERTIFICATES

The contractor shall provide the State with current certificates of insurance for all coverages required by the terms of this contract, naming the State as an Additional Insured.

7.4 PERFORMANCE BOND

Not applicable to this procurement.

8.0 CONTRACT ADMINISTRATION

8.1 CONTRACT MANAGER

The State Contract Manager is the State employee responsible for the overall management and administration of the contract.

The State Contract Manager for this project will be identified at the time of execution of contract. At that time, the contractor will be provided with the State Contract Manager's name, department, division, agency, address, telephone number, fax number, and e-mail address.

8.1.1 STATE CONTRACT MANAGER RESPONSIBILITIES

For an agency contract where only one State office uses the contract, the State Contract Manager will be responsible for engaging the contractor, assuring that purchase orders are issued to the contractor, directing the contractor to perform the work of the contract, approving the deliverables, and approving payment vouchers. The State Contract Manager is the person whom the contractor will contact **after the contract is executed** for answers to any questions and concerns about any aspect of the contract. The State Contract Manager is responsible for coordinating the use and resolving minor disputes between the contractor and any component part of the State Contract Manager's Department.

If the contract has multiple users, then the State Contract Manager shall be the central coordinator of the use of the contract for all Using Agencies, while other State employees engage and pay the contractor. All persons and agencies that use the contract must notify and coordinate the use of the contract with the State Contract Manager.

8.1.2 COORDINATION WITH THE STATE CONTRACT MANAGER

A contract user unable to resolve disputes with a contractor shall refer those disputes to the State Contract Manager for resolution. Any questions related to performance of the work of the contract by contract users shall be directed to the State Contract Manager. The contractor may contact the State Contract Manager if the contractor can not resolve a dispute with contract users.

ATTACHMENT

Resume Format

Name:
Present Title:
Role for this Project: *Proposed role for the subject contract.*

Experience Summary: *Types of experience the proposed staff has that are applicable to the proposed project, e.g., requirements analysis, project management, training, or conversion planning. For each type of experience, the number of years of experience must be identified.*

Job A:

Employed from (month/year) to (month/year):
Title:
Employer name, phone number, fax number and/or e-mail address:
Employer address:

Specific Project A:

Customer name:
Current telephone number, fax number and/or e-mail address:
Brief project description:
Time period individual assigned to project:
Percentage of time on specific project (based on full days, five days per week):

Continue with Projects B, C, etc., as needed.

Continue with Jobs B, C, etc., as needed.

Educational Background

School name (post-secondary education):
Location:
Type and date of degree received:

Specialized Training

Type of training and dates attended (months/year):

References:

Provide the following information for each of two (2) references.

Name:
Position:
Current telephone number, fax number and/or e-mail address:
Relationship:

APPENDIX 1

AN ACT establishing the Amistad Commission and supplementing chapter 16A of Title 52 of the New Jersey Statutes.

BE IT ENACTED by the Senate and General Assembly of the State of New Jersey:

C.52:16A-86 Findings, declarations relative to Amistad Commission.

1. The Legislature finds and declares that:

a. During the period beginning late in the 15th century through the 19th century, millions of persons of African origin were enslaved and brought to the Western Hemisphere, including the United States of America; anywhere from between 20 to 50 percent of enslaved Africans died during their journey to the Western Hemisphere; the enslavement of Africans and their descendants was part of a concerted effort of physical and psychological terrorism that deprived groups of people of African descent the opportunity to preserve many of their social, religious, political and other customs; the vestiges of slavery in this country continued with the legalization of second class citizenship status for African Americans through Jim Crow laws, segregation and other similar practices; the legacy of slavery has pervaded the fabric of our society; and in spite of these events there are endless examples of the triumphs of African Americans and their significant contributions to the development of this country;

b. All people should know of and remember the human carnage and dehumanizing atrocities committed during the period of the African slave trade and slavery in America and of the vestiges of slavery in this country; and it is in fact vital to educate our citizens on these events, the legacy of slavery, the sad history of racism in this country, and on the principles of human rights and dignity in a civilized society;

c. It is the policy of the State of New Jersey that the history of the African slave trade, slavery in America, the depth of their impact in our society, and the triumphs of African Americans and their significant contributions to the development of this country is the proper concern of all people, particularly students enrolled in the schools of the State of New Jersey; and

d. It is therefore desirable to create a State-level commission, which as an organized body, on a continuous basis, will survey, design, encourage, and promote the implementation of education and awareness programs in New Jersey concerned with the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans in building our country; to develop workshops, institutes, seminars, and other teacher training activities designed to educate teachers on this subject matter; and which will be responsible for the coordination of events on a regular basis, throughout the State, that provide appropriate memorialization of the events concerning the enslavement of Africans and their descendants in America as well as their struggle for freedom and liberty.

C.52:16A-87 Amistad Commission established.

2. a. The Amistad Commission, so named in honor of the group of enslaved Africans led by Joseph Cinque who, while being transported in 1839 on a vessel named the Amistad, gained their freedom after overthrowing the crew and eventually having their case successfully argued before the United States Supreme Court, is created and established in the Executive Branch of the State Government. For the purposes of complying with the provisions of Article V, Section IV, paragraph 1 of the New Jersey Constitution, the commission is allocated within the Department of State.

The commission shall consist of 19 members, including the Secretary of State or a designee, the Commissioner of Education or a designee and the chair of the executive board of the Presidents' Council or a designee, serving ex officio, and 16 public members.

Public members shall be appointed as follows: four public members, no more than two of whom shall be of the same political party, shall be appointed by the President of the Senate; four public members, no more than two of whom shall be of the same political party, shall be appointed by the Speaker of the General Assembly; and eight public members, no more than four of whom shall be of the same political party, shall be appointed by the Governor. The public members shall be residents of this State, chosen with due regard to broad geographic representation and ethnic diversity, who have an interest in the history of the African slave trade and slavery in America and the contributions of African Americans to our society.

b. Each public member of the commission shall serve for a term of three years, except that of the initial members so appointed: one member appointed by the President of the Senate, one member appointed by the Speaker of the General Assembly, and two members appointed by the Governor shall serve for terms of one year; one member appointed by the President of the Senate, one member appointed by the Speaker of the General Assembly, and three members appointed by the Governor shall serve for terms of two years; and two members appointed by the President of the Senate, two members appointed by the Speaker of the General Assembly, and three members appointed by the Governor shall serve for terms of three years. Public members shall be eligible for reappointment. They shall serve until their successors are appointed and qualified, and the term of the successor of any incumbent shall be calculated from the expiration of the term of that incumbent. A vacancy occurring other than by expiration of term shall be filled in the same manner as the original appointment but for the unexpired term only.

c. The members of the commission shall serve without compensation but shall be entitled to reimbursement for all necessary expenses incurred in the performance of their duties.

d. The Secretary of State, or a designee, shall serve as the chair and the Commissioner of Education, or a designee, shall serve as the vice-chair of the commission. The presence of a majority of the authorized membership of the commission shall be required for the conduct of official business.

e. The New Jersey Historical Commission shall serve as staff for the Amistad Commission. The New Jersey Historical Commission may, subject to the availability of appropriations, hire additional staff and consultants to carry out the duties and responsibilities of the Amistad Commission.

f. The Department of Education shall:

(1) assist the Amistad Commission in marketing and distributing to educators, administrators and school districts in the State educational information and other materials on the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African Americans to our society;

(2) conduct at least one teacher workshop annually on the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African Americans to our society;

(3) assist the Amistad Commission in monitoring the inclusion of such materials and curricula in the State's educational system; and

(4) consult with the Amistad Commission to determine ways it may survey, catalog, and extend slave trade and American slavery education presently being incorporated into the Core Curriculum Content Standards and taught in the State's educational system.

C.52:16A-88 Responsibilities, duties of Amistad Commission.

3. The Amistad Commission shall have the following responsibilities and duties:

a. **to provide, based upon the collective interest of the members and the knowledge and experience of its staff and consultants, assistance and advice to public and nonpublic schools within the State with respect to the implementation of education, awareness programs, textbooks, and educational materials concerned with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African Americans to our society;**

b. to survey and catalog the extent and breadth of education concerning the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African Americans to our society presently being incorporated into the curricula and textbooks and taught in the school systems of the State; to inventory those African slave trade, American slavery, or relevant African American history memorials, exhibits and resources which should be incorporated into courses of study at educational institutions and schools throughout the State; and to assist the Department of State, the Department of Education and other State and educational agencies in the development and implementation of African slave trade, American slavery and African American history education programs;

c. to act as a liaison with textbook publishers, public and nonpublic schools, public and private nonprofit resource organizations, and members of the United States Senate and House of Representatives and the New Jersey Senate and General Assembly in order to facilitate the inclusion of the history of African slavery and of African Americans in this country in the curricula of public and nonpublic schools;

d. to compile a roster of individual volunteers who are willing to share their knowledge and experience in classrooms, seminars and workshops with students and teachers on the subject of the African slave trade, American slavery and the impact of slavery on our society today, and the contributions of African Americans to our country;

e. to coordinate events memorializing the African slave trade, American slavery and the history of African Americans in this country that reflect the contributions of African Americans in overcoming the burdens of slavery and its vestiges, and to seek volunteers who are willing and able to participate in commemorative events that will enhance student awareness of the significance of the African slave trade, American slavery, its historical impact, and the struggle for freedom;

f. to prepare reports for the Governor and the Legislature regarding its findings and recommendations on facilitating the inclusion of the African slave trade, American slavery studies, African American history and special programs in the educational system of the State;

g. to develop, in consultation with the Department of Education, curriculum guidelines for the teaching of information on the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to our country. Every board of education shall incorporate the information in an appropriate place in the curriculum of elementary and secondary school students; and

h. to solicit, receive, and accept appropriations, gifts and donations.

C.52:16A-89 Assistance to Amistad Commission.

4. a. The commission is authorized to call upon any department, office, division or agency of the State, or of any county, municipality or school district of the State, to supply such data, program reports and other information, personnel and assistance as it deems necessary to discharge its responsibilities under this act.

b. These departments, offices, divisions and agencies shall, to the extent possible and not inconsistent with any other law of this State, cooperate with the commission and shall furnish it with such information, personnel and assistance as may be necessary or helpful to accomplish the purposes of this act.

5. This act shall take effect immediately.

Approved August 28, 2002.

APPENDIX 2

New Jersey Core Curriculum Content Standards for Social Studies



NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR Social Studies



THE VISION

The vision of the social studies standards is one that fosters, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography. To achieve this vision, students must:

- ▶ Acquire a basic understanding and appreciation of American traditions and values based on knowledge of history and of the development and functioning of the American constitutional system of government;
- ▶ Develop critical thinking skills which enable them to function as lifelong learners and to examine and evaluate issues of importance to all Americans;
- ▶ Acquire basic literacy in the core disciplines of social studies and have the basic understandings needed to apply this knowledge to their lives as citizens;
- ▶ Understand world history as the context for United States history and as a record of the great civilizations and cultures of the past and present; and
- ▶ Participate in activities that enhance the common good and increase the general welfare.

In order to assist students to reach this vision, school district programs must:

- ▶ Embrace the idea that all students can learn at high levels;
- ▶ Promote the teaching of critical thinking but also include appropriate content knowledge;
- ▶ Value the needs of students as key elements in instructional planning;
- ▶ Include the full spectrum of social studies including civics, world history, United States and New Jersey history, economics, and geography;
- ▶ Provide adequate resources to all classrooms; and
- ▶ Connect curriculum and instruction to assessment through the use of both traditional objective tests and performance assessments.

The teaching of the standards and indicators should be approached through the various social science and human perspectives. This enables students to appreciate the complexities of social and historical issues.

THE REVISED STANDARDS

The purpose of social studies education is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible citizens and contributing members of their communities. The standards define social studies as the four disciplines of history, geography, civics, and economics. The teaching of social studies should include interdisciplinary connections among these areas. Social studies instruction can be based on one or more of these core disciplines or on a combination of these in the problem-solving or inquiry mode. This is frequently the basis of social studies activities in the classroom. In addition, these standards identify a common core of skills that are integral to the social studies disciplines.

The New Jersey standards provide visible structure to social studies education for students in grades kindergarten through twelve. Educators and practitioners developed the standards to focus on the essential knowledge and skills that all students need to function effectively in American society. A committee composed of teachers and administrators, as well as representatives from higher education and the New



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Jersey Department of Education, endeavored to make the original standards clearer, more relevant to today's world, and more consistent with current trends in social studies research and instruction. The standards review committee continued to structure the standards around the four social studies disciplines. This maintains and fosters the individuality that each subject area brings to classroom teachers and students and recognizes that interdisciplinary connections among the subject disciplines exist and should be encouraged whenever possible.

As part of the department's extensive standards review process, Achieve, Inc. evaluated the social studies standards in 2004. Many of their recommendations have been included in this document. Additionally, a number of New Jersey commissions, such as the Amistad Commission, the Italian American Heritage Commission, the Holocaust Commission, and the Asian Commission provided feedback and suggestions that enabled the department to develop cumulative progress indicators that are rigorous and specific.

N.J.S.A. 18A:35-1 requires that each district board of education adopt a two-year course of study at the high school level in the history of the United States, including the history of New Jersey and African-American history. The required courses must cover the content of Standard 6.4: United States and New Jersey History. In addition, the required courses must include the principles of government as outlined in Standard 6.2: Civics. The required courses must also include the history of the social, economic, and cultural development of the United States, as outlined in Standard 6.5: Economics and Standard 6.6: Geography. Pursuant to the statute, other historical events that represent the principles and ideals of United States citizens must be included. Many of these events are delineated in the standards. In support of these requirements, N.J.A.C. 6A:8-5, mandates district boards of education to adopt and implement requirements for a State-endorsed diploma that include at least 15 credits in social studies, of which 10 of those credits must address the content outlined above, and cover the content of standards 6.2, 6.4, 6.5, and 6.6. The remaining five credits must address world history as defined in Standard 6.3.

In addition, N.J.S.A. 18A:35-3 requires each board of education to adopt a course of study in the civics, geography, and history of New Jersey for all pupils in public elementary schools. In addition, every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum for all elementary and secondary students (N.J.S.A. 18A:35-28). These requirements must be considered as districts and schools develop curricular programs to meet these standards.

STANDARDS AND STRANDS

There are six social studies standards, each of which has a number of lettered strands. Strands are subtopics that help teachers and curriculum developers identify the chronology of the standards as well as specific content and skills. Each strand is further subdivided into cumulative progress indicators (CPIs) that provide the level of specificity necessary to develop local curriculum objectives within specific grade level clusters (e.g., K-2, 3-4, 5-8, 9-12). The CPIs are cumulative; that is, teachers should not reteach concepts and skills in previous grade levels. However, some students may require review and reinforcement in order to achieve the higher grade-level CPIs.

The CPIs include the essential core of social studies. Topics that are listed following the word "including" must be addressed in the local curriculum and taught. Many CPIs provide examples of topics that could be covered in the curriculum preceded by "e.g." These examples illustrate what is meant by the indicator. They are not meant to be a complete list of topics to be covered and should be further explored and expanded in local curriculum.



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These standards and their associated strands are:

6.1 Social Studies Skills

6.2 Civics

- A. Civic Life, Politics, and Government**
- B. American Values and Principles**
- C. The Constitution and American Democracy**
- D. Citizenship**
- E. International Education: Global Challenges, Cultures, and Connections**

6.3 World History

- A. The Birth of Civilization to 1000 BCE (BC)**
- B. Early Human Societies to 500 CE (AD)**
- C. Expanding Zones of Exchange and Interaction to 1400 CE (AD)**
- D. The Age of Global Encounters (1400-1750)**
- E. The Age of Revolutionary Change (1750-1914)**
- F. The Era of the Great Wars (1914-1945)**
- G. The Modern World (1945-1979)**
- H. Looking to the Future (1980-present)**

6.4 United States/New Jersey History

- A. Family and Community Life**
- B. State and Nation**
- C. Many Worlds Meet (to 1620)**
- D. Colonization and Settlement (1585-1763)**
- E. Revolution and the New Nation (1754-1820)**
- F. Expansion and Reform (1801-1861)**
- G. Civil War and Reconstruction (1850-1877)**
- H. The Industrial Revolution (1870-1900)**
- I. The Emergence of Modern America (1890-1930)**
- J. The Great Depression and World War II (1929-1945)**
- K. Postwar Years (1945-1970)**
- L. Contemporary America (1968-present)**

6.5 Economics

- A. Economic Literacy**
- B. Economics and Society**

6.6 Geography

- A. The World in Spatial Terms**
- B. Places and Regions**
- C. Physical Systems**
- D. Human Systems**
- E. Environment and Society**



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Standard 6.1

Social Studies Skills

ALL STUDENTS WILL UTILIZE HISTORICAL THINKING, PROBLEM SOLVING, AND RESEARCH SKILLS TO MAXIMIZE THEIR UNDERSTANDING OF CIVICS, HISTORY, GEOGRAPHY, AND ECONOMICS.

Descriptive Statement: The purpose of this standard is to develop the requisite skills needed to fully appreciate, comprehend, and apply knowledge of the other five social studies standards: civics, world history, United States and New Jersey history, geography, and economics. These skills must be integrated across all five standards. Students must understand basic concepts such as time, location, distance, and relationships and must be able to apply these concepts to the study of people, places, events, and issues. These skills focus on the importance of historical research as well as the need to distinguish fact from fiction and to understand cause and effect. These skills should not be taught in isolation; rather, students must use these skills in the study of all social studies disciplines.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

6.1.2 A. Social Studies Skills

1. Explain the concepts of long ago and far away.
2. Apply terms related to time including past, present, and future.
3. Identify sources of information on local, national, and international events (e.g., books, newspaper, TV, radio, Internet).
4. Retell events or stories with accuracy and appropriate sequencing.
5. Develop simple timelines.

*Building upon the knowledge and skills gained in the previous grades,
by the end of Grade 4 students will:*

6.1.4 A. Social Studies Skills

1. Explain how present events are connected to the past.
2. Apply terms related to time including years, decades, centuries, and generations.
3. Locate sources for the same information (e.g., weather forecast on TV, the Internet or in a newspaper).
4. Organize events in a time line.
5. Distinguish between an eyewitness account and a secondary account of an event.
6. Distinguish fact from fiction.



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*Building upon the knowledge and skills gained in the previous grades,
by the end of Grade 8 students will:*

6.1.8 A. Social Studies Skills

1. Analyze how events are related over time.
2. Use critical thinking skills to interpret events, recognize bias, point of view, and context.
3. Assess the credibility of primary and secondary sources.
4. Analyze data in order to see persons and events in context.
5. Examine current issues, events, or themes and relate them to past events.
6. Formulate questions based on information needs.
7. Use effective strategies for locating information.
8. Compare and contrast competing interpretations of current and historical events.
9. Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.
10. Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.
11. Summarize information in written, graphic, and oral formats.

*Building upon the knowledge and skills gained in the previous grades,
by the end of Grade 12 students will:*

6.1.12 A. Social Studies Skills

1. Analyze how historical events shape the modern world.
2. Formulate questions and hypotheses from multiple perspectives, using multiple sources.
3. Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
4. Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.
5. Evaluate current issues, events, or themes and trace their evolution through historical periods.
6. Apply problem-solving skills to national, state, or local issues and propose reasoned solutions.
7. Analyze social, political, and cultural change and evaluate the impact of each on local, state, national, and international issues and events.
8. Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss strategies used by the government, political candidates, and the media to communicate with the public.



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Standard 6.2

Civics

ALL STUDENTS WILL KNOW, UNDERSTAND AND APPRECIATE THE VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY AND THE RIGHTS, RESPONSIBILITIES, AND ROLES OF A CITIZEN IN THE NATION AND THE WORLD.

Descriptive Statement: The purpose of this standard is to prepare students to be informed, active, and responsible citizens in the American democratic republic. It is essential that students have an understanding of the historical foundations, underlying values, and principles upon which the American system of representative democracy is based. Before citizens can make informed, responsible decisions as voters, jurors, workers, consumers, and community residents, they must have an understanding and appreciation of the fundamental concepts, laws and documents which form the American heritage including the Declaration of Independence, the United States Constitution, and the New Jersey State Constitution. Students must understand how a representative democracy works and the value of citizen participation in the nation, state and local communities. In addition, students must also be prepared to serve as global citizens; that is, students must be aware that the United States has a significant impact on the rest of the world, and conversely, the rest of the world impacts the United States. Technological advances bring the world to our doorstep. International education enables students to broaden their understanding of global issues that impact their life as Americans.

The study of politics, government, and society should start in early elementary grades with the identification of the need for rules, laws, and structures for decision-making or governance, and proceed through upper elementary grades to identify key documents and ideas that express democratic principles. Intermediate students should examine the various forms of government, the functions of the various branches of our federal government, as well as local and state levels of government. They must understand the ongoing need to balance individual rights and public needs. High school students should build on their prior knowledge and skills by analyzing the scope of governmental power, the spectrum of political views, and how the United States functions in a global society. Students should be encouraged not only to learn about how government works but also to apply their knowledge and to use their critical thinking, listening, and speaking skills to better understand the value of citizen participation in a representative democracy.

Five major topics are addressed in the indicators and are reflected in the following questions:

- ▶ What is government and what should it do?
- ▶ What are the basic values and principles of American democracy?
- ▶ How does the government established by the Constitution embody the purposes, values, and principles of American democracy?
- ▶ What is the relationship of the United States to other nations and to world affairs?
- ▶ How can citizens and groups participate effectively in the democratic process?

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Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

6.2.2 A. Civic Life, Politics, and Government

1. Explain the need for rules, laws, and government.
2. Give examples of authority and recognize problems that might arise from lack of effective authority.
3. Describe how American citizens can participate in community and political life.
4. Explain that justice means fairness to all.
5. Explain that a responsibility means something you must or should do.
6. Explore basic concepts of diversity, tolerance, fairness, and respect for others.

6.2.2 B. American Values and Principles

1. Identify symbols of American values and beliefs such as the American Flag and the Statue of Liberty.

6.2.2 C. The Constitution and American Democracy

1. Identify community and government leaders (e.g., mayor, town council, President of the United States).

6.2.2 D. Citizenship

1. Identify examples of responsible citizenship in the school setting.
2. Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples.

6.2.2 E. International Education: Global Challenges, Cultures, and Connections

1. Explain that the United States is a diverse nation and one of many nations in the world.
2. Identify traditions and celebrations of various cultures (e.g., Chinese New Year, Cinco de Mayo).
3. Participate in activities such as dance, song, and games that represent various cultures.

*Building upon knowledge and skills gained in preceding grades,
by the end of Grade 4, students will:*

6.2.4 A. Civic Life, Politics, and Government

1. Describe the characteristics of an effective rule or law (e.g., achieves purpose, clear, fair, protects rights and the common good).
2. Differentiate between power and authority.
3. Recognize that government exists at the community, county, state, and federal levels.
4. Recognize national, state, and local legislators and government officials and explain how to contact them for help or to express an opinion.
5. Describe the contributions of voluntary associations and organizations in helping government provide for its citizens.

6.2.4 B. American Values and Principles

1. Identify the fundamental values and principles of American democracy expressed in the Pledge of Allegiance, the Declaration of Independence, the United States Constitution and the Bill of Rights, and the first New Jersey Constitution.
2. Explain the significance of symbols of American values and beliefs, including the Statue of Liberty, the Statue of Justice, the American Flag, and the national anthem.
3. Describe how American values and beliefs, such as equality of opportunity, fairness to all, equal justice, separation of church and state, and the rights guaranteed by the United States Constitution and the Bill of Rights, contribute to the continuation and improvement of American democracy.
4. Evaluate the importance of traditions, values, and beliefs which form a common American heritage in an increasingly diverse American society.



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6.2.4 C. The Constitution and American Democracy

1. Discuss how the Constitution describes how the United States government is organized and how it defines and limits the power of government.
2. Discuss how governmental bodies make decisions and explain the impact of those decisions on school and community life.
3. Identify major services provided by state and local government.
4. Delineate the respective roles of the three branches of the federal and state governments.

6.2.4 D. Citizenship

1. Explain that a citizen is a legally recognized member of the United States with rights and responsibilities, such as voting in elections and serving on juries.
2. Describe the significant characteristics of an effective citizen and discuss ways to influence public policy (e.g., serving in elected office, working on a campaign).
3. Describe the process by which immigrants can become United States citizens.

6.2.4 E. International Education: Global Challenges, Cultures, and Connections

1. Explain that the world is divided into many nations consisting of territory and people, with their own government, languages, customs, and laws.
2. Discuss how the United States interacts with other nations of the world through trade, treaties and agreements, diplomacy, cultural contacts, and sometimes through the use of military force.
3. Explain why it is important for nations to communicate and resolve disagreements through peaceful means.
4. Outline the purposes of the United Nations.
5. Identify current issues that may have a global impact (e.g., pollution, diseases) and discuss ways to address them.
6. Explain why it is important to understand diverse peoples, ideas, and cultures.
7. Explain that even within a culture, diversity may be affected by race, religion, or class.
8. Identify aspects of culture and heritage presented in literature, art, music, sport, or the media.
9. Examine common and diverse traits of other cultures and compare to their own culture.
10. Use technology to learn about students and their families in other countries through classroom links, email, and Internet research.
11. Define stereotyping and discuss how it impacts self-image and interpersonal relationships.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

6.2.8 A. Civic Life, Politics, and Government

1. Discuss the sources, purposes, and functions of law and the importance of the rule of law for the preservation of individual rights and the common good.
2. Describe the underlying values and principles of democracy and distinguish these from authoritarian forms of government.
3. Discuss the major characteristics of democratic governments.
4. Describe the processes of local government.
5. Discuss examples of domestic policies and agencies that impact American lives, including the Environmental Protection Agency (e.g., clean air and water), the Department of Labor (e.g., minimum wage) and the Internal Revenue Service (e.g., Social Security, income tax).
6. Explain how non-governmental organizations influence legislation and policies at the federal, state, and local levels.

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**6.2.8 B. American Values and Principles**

1. Analyze how certain values including individual rights, the common good, self-government, justice, equality and free inquiry are fundamental to American public life.
2. Describe representative government and explain how it works to protect the majority and the minority.
3. Describe the continuing struggle to bring all groups of Americans into the mainstream of society with the liberties and equality to which all are entitled, as exemplified by individuals such as Susan B. Anthony, Frederick Douglass, Nat Turner, Paul Robeson, and Cesar Chavez.

6.2.8 C. The Constitution and American Democracy

1. Discuss the major principles of the Constitution, including shared powers, checks and balances, separation of church and state, and federalism.
2. Compare and contrast the purposes, organization, functions, and interactions of the legislative, executive, and judicial branches of national, state, and local governments and independent regulatory agencies.
3. Discuss the role of political parties in the American democratic system including candidates, campaigns, financing, primary elections, and voting systems.
4. Discuss major historical and contemporary conflicts over United States constitutional principles, including judicial review in *Marbury v. Madison*, slavery in the *Dred Scott* Decision, separate but equal in *Plessy v. Ferguson*, and the rights of minorities in the Indian Removal Act.
5. Discuss major historical and contemporary conflicts over New Jersey constitutional principles (e.g., the impact of the New Jersey School Law of 1881 which required integration in the state's public schools, *Hedgepeth and Williams v. Trenton Board of Education*, the *Mount Laurel* Decision, *Jackman v. Bodine*, *Abbott v. Burke*).
6. Research contemporary issues involving the constitutional rights of American citizens and other individuals residing in the United States, including voting rights, habeas corpus, rights of the accused, and the Patriot Act.

6.2.8 D. Citizenship

1. Discuss the rights and responsibilities of American citizens, including obeying laws, paying taxes, serving on juries, and voting in local, state, and national elections.
2. Discuss how the rights of American citizens may be in conflict with each other (e.g., right to privacy vs. free press).
3. Describe major conflicts that have arisen from diversity (e.g., land and suffrage for Native Americans, civil rights, women's rights) and discuss how the conflicts have been addressed.
4. Explain the benefits, costs, and conflicts of a diverse nation.
5. Discuss basic contemporary issues involving the personal, political, and economic rights of American citizens (e.g., dress codes, sexual harassment, fair trial, free press, minimum wage).

6.2.8 E. International Education: Global Challenges, Cultures, and Connections

1. Analyze ways in which nation-states interact with one another through trade, diplomacy, cultural exchanges, treaties or agreements, humanitarian aid, economic incentives and sanctions, and the use or threat of military force.
2. Discuss factors that lead to a breakdown of order among nation-states (e.g., conflicts about national interests, ethnicity, and religion; competition for territory or resources; absence of effective means to enforce international law) and describe the consequences of the breakdown of order.
3. Compare and contrast the powers the Constitution gives to Congress, the President, the Senate Foreign Relations Committee, and the federal judiciary regarding foreign affairs.
4. Evaluate current United States foreign policy issues and strategies and their impact on the nation and the rest of the world.



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5. Discuss the purposes and functions of major international organizations (e.g., United Nations, World Health Organization, International Red Cross, Amnesty International) and the role of the United States within each.
6. Describe how one's heritage includes personal history and experiences, culture, customs, and family background.
7. Analyze how the life, culture, economics, politics, and the media of the United States impact the rest of the world.
8. Discuss how global challenges are interrelated, complex, and changing and that even local issues may have a global dimension (e.g., environmental issues, transportation).
9. Discuss how cultures may change and that individuals may identify with more than one culture.
10. Engage in activities that foster understanding of various cultures (e.g., clubs, dance groups, sports, travel, community celebrations).
11. Discuss the impact of the Internet and technology on global communication.
12. Discuss the impact of stereotyping on relationships, achievement, and life goals.
13. Analyze how prejudice and discrimination may lead to genocide as well as other acts of hatred and violence for the purposes of subjugation and exploitation.

*Building upon knowledge and skills gained in preceding grades,
by the end of Grade 12, students will:*

6.2.12 A. Civic Life, Politics, and Government

1. Analyze how reserved and jointly held powers in the United States Constitution result in tensions among the three branches of government and how these tensions are resolved (e.g., Marbury v. Madison-1803; Federalist #78; United States v. Nixon-1974, claims of Executive Privilege by Presidents Nixon, Clinton, and Bush).
2. Apply the concept of the rule of law to contemporary issues (e.g., impeachment of President Clinton, use of Executive Privilege, recess appointments to federal courts, the Senate's advise and consent process, and the use of litmus tests).
3. Analyze how individual responsibility and commitment to law are related to the stability of American society.
4. Evaluate competing ideas about the purpose of the national and state governments and how they have changed over time (e.g., the American version of federalism, the powers of the federal government and the states, differing interpretations of Article I, Sections 8-10).
5. Discuss how participation in civic and political life can contribute to the attainment of individual and public good.
6. Evaluate ways that national political parties influence the development of public policies and political platforms, including political action committees, McCain-Feingold Act, platform committees, and political campaigns.
7. Analyze how public opinion is measured and used in public debate (e.g., electronic polling, focus groups, Gallup polls, newspaper and television polls) and how public opinion can be influenced by the government and the media.

6.2.12 B. American Values and Principles

1. Analyze major historical events and important ideas that led to and sustained the constitutional government of the United States, including the Constitutional Convention of 1787, the Judiciary Act of 1789, the first Cabinet under George Washington, and Amendments 1-15.
2. Propose and justify new local, state, or federal governmental policies on a variety of contemporary issues (e.g., definition of marriage, voting systems and procedures, censorship, religion in public places).

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3. Describe historic and contemporary efforts to reduce discrepancies between ideals and reality in American public life, including Amendments 13-15, the Civil Rights Act of 1866 and 1875, the Abolitionist movement, the Civil War, and the end of slavery in the United States.
4. Discuss how a common and shared American civic culture is based on commitment to central ideas in founding-era documents (e.g., United States Constitution) and in core documents of subsequent periods of United States history (e.g., Washington's Farewell Address; Seneca Falls Declaration of Sentiments and Resolutions-1848; The Gettysburg Address; President Franklin Roosevelt's "Four Freedoms" speech -1941; President Kennedy's Inaugural Address-1961; the 17th, 19th, and 24th Amendments; Martin Luther King Jr.'s "I Have a Dream" speech and the "Letter from Birmingham Jail").
5. Analyze the successes of American society and disparities between American ideals and reality in American political, social, and economic life and suggest ways to address them (e.g., rights of minorities, women, physically and mentally challenged individuals, foreign born individuals).
6. Explore the importance and presence of voluntarism and philanthropy in America and examine the role of local, state, national, and international organizations such as the American Red Cross, the Salvation Army, and the Rotary.

6.2.12 C. The Constitution and American Democracy

1. Debate current issues and controversies involving the central ideas of the American constitutional system, including representative government (e.g., Electoral College and the popular vote), civic virtue (e.g., increasing voter turnout through registrations and campaigns), checks and balances, and limits on governmental power.
2. Analyze, through current and historical examples and Supreme Court cases, the scope of governmental power and how the constitutional distribution of responsibilities seeks to prevent the abuse of that power.
3. Compare the American system of representative government with systems in other democracies such as the parliamentary systems in England and France.
4. Compare and contrast the major constitutional and legal responsibilities of the federal government for domestic and foreign policy and describe how disagreements are resolved.
5. Describe the nature of political parties in America and how they reflect the spectrum of political views on current state and federal policy issues.
6. Explain the federal and state legislative process and analyze the influence of lobbying, advocacy groups, the media, and campaign finance on the development of laws and regulations.

6.2.12 D. Citizenship

1. Evaluate the characteristics needed for effective participation in civic and political life.
2. Compare and contrast the rights and responsibilities of government and its citizens as delineated in the United States Constitution, the New Jersey Constitution of 1947, and the United Nations' Universal Declaration of Human Rights.
3. Compare and contrast the benefits of American citizenship (e.g., habeas corpus, secret ballots, freedom of movement and expression) with those of citizens of other nations, including democratic and non-democratic countries.
4. Recommend ways that citizens can use knowledge of state or federal government policies and decision-making processes to influence the formation, development, or implementation of current public policy issues (e.g., First Amendment right to petition for redress of grievances).
5. Discuss how citizens can participate in the political process at the local, state, or national level (e.g., registering to vote, voting, attending meetings, contacting a representative, demonstrating, petitions, boycotting) and analyze how these forms of political participation influence public policy.



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6.2.12 E. International Education: Global Challenges, Cultures, and Connections

1. Compare and contrast key past and present United States foreign policy actions (e.g., diplomacy, economic aid, humanitarian aid, military aid) and positions (e.g., treaties, sanctions, interventions) and evaluate their consequences.
2. Analyze and evaluate United States foreign policy actions and positions, including the Monroe Doctrine, the Mexican Cession, the Truman Doctrine, the Cold War, the world-wide struggle against terrorism, and the Iraq War.
3. Describe how the world is organized politically into nation-states and alliances and how these interact with one another through organizations such as the European Union, North Atlantic Treaty Organization (NATO), the United Nations, the World Court, and the Group of Seven Industrialized Nations (G7).
4. Analyze and evaluate the interconnections of local, regional, and national issues with global challenges and issues, and recommend possible solutions.
5. Discuss how global interconnections can have both positive and negative consequences (e.g., international companies, transfer of jobs to foreign plants, international security and access to transportation).
6. Investigate a global challenge (e.g., hunger, AIDS, nuclear defense, global warming) in depth and over time, predict the impact if the current situation does not change, and offer possible solutions.
7. Participate in events to acquire understanding of complex global problems (e.g., Model United Nations, international simulations, field trips to government sites).
8. Justify an opinion or idea about a global issue while showing respect for divergent viewpoints.
9. Discuss the impact of technology, migration, the economy, politics, and urbanization on culture.
10. Compare and contrast common social and behavioral practices in various cultures (e.g., birth, marriage, death, gender issues, family structure, health issues).
11. Participate in activities that foster understanding and appreciation for diverse cultures (e.g., world language instruction, student exchange, clubs, international forums, community service, speaker programs, arts, sports).
12. Analyze the impact of communication networks, technology, transportation, and international business on global issues.
13. Analyze how the media presents cultural stereotypes and images and discuss how this impacts beliefs and behaviors.
14. Connect the concept of universal human rights to world events and issues.
15. Compare and contrast current and past genocidal acts and other acts of hatred and violence for the purposes of subjugation and exploitation (e.g., Holocaust, Native Americans, Irish famine, Armenia, Ukrainian collectivization, Cambodia, Rwanda) and discuss present and future actions by individuals and governments to prevent the reoccurrence of such events.

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STANDARD 6.3

World History

ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY
IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE
TO THE PRESENT AND THE FUTURE.

Descriptive Statement: This standard includes content relating to eight periods of world history, including:

- ▶ The Birth of Civilization to 1000 BCE (BC);
- ▶ Early Human Societies to 500 CE (AD);
- ▶ Developing Human Societies to 1400 CE (AD);
- ▶ The Age of Global Encounters (1400-1750);
- ▶ The Age of Revolutionary Change (1750-1914);
- ▶ The Era of the Great Wars (1914-1945);
- ▶ The Modern World (1945 to 1979); and
- ▶ Looking to the Future (1980-present).

The standards do not outline specific world history content and skills for students in grades K-4. Students in grades K-4 need to develop the social studies skills outlined in Standards 6.1 in order to understand the complex information presented in grades 5-8. Standard 6.2: Civics and Standard 6.4: United States and New Jersey History provide a foundation for the study of home, family, community, culture, international education, and global issues. In addition, as elementary students begin the study of a world language, they will learn about the history and culture of countries where the target language is spoken. Finally, the visual and performing arts standards require that students study works of art from various historical periods and diverse cultures. Thus, K-4 students will have multiple opportunities to study world history from different perspectives through a more integrated approach.

The Cumulative Progress Indicators (CPIs) are grouped primarily in two grade clusters, grades 5 to 8 and grades 9 to 12. In order to study the periods of history in more depth, students in grades five through eight study the first four periods, from the development of human civilization in prehistory to the beginning of the post-medieval world. Students in grades 9 through 12 study the last five periods from global encounters to the contemporary world. Throughout the teaching of history, teachers are encouraged to connect events being studied to similar occurrences at different times in history and to current events. Teachers should endeavor to address the following critical questions of historical study:

Are there general lessons to be learned from history?

How and why do societies change?

What is civilization and how has it been defined? Why do civilizations decline and perish?

Why is there political and social conflict?

How does religion influence the development of individual societies as well as global processes?

Are individuals as important as underlying structures in explaining change?

How have social institutions and groups failed to function in a positive way when people have behaved in cruel or inhumane ways?

How have people worked to combat instances of prejudice, cruelty, and discrimination?



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The history topics listed for each of the eight eras of world history are organized around the following geographic areas: Eastern Europe, Western Europe, East Asia, Africa, the Middle East, North America, and Latin/Mesoamerica. They are grouped around the following topics:

- ▶ Study of a particular civilization;
- ▶ Specific structures within the civilization (political, social, economic);
- ▶ Comparative civilizations/societies;
- ▶ Connections among civilizations;
- ▶ Global processes such as trade, conflict, and demographic change;
- ▶ World religions; and
- ▶ Humanities: arts, sciences, and culture.

Students need to learn critical and historical thinking as they study history and cultures, the role of geography and the development of social, economic and political structures throughout the world at various times. There should also be a balanced look at some of the political, social, cultural and technological changes that occurred in Europe, Africa, the Middle East and Asia and the Americas from earliest times to the present. Students should trace the evolution of selected important ideas, beliefs, practices, and technologies as they shaped major developments.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

Learn content and skills found in Standards 6.1 (Social Studies Skills) and 6.2 (Civics).

*Building upon the knowledge and skills gained in the preceding grades,
by the end of Grade 4, students will:*

Learn content and skills found in Standards 6.1 (Social Studies Skills) and 6.2 (Civics).

*Building upon knowledge and skills gained in the preceding grades,
by the end of Grade 8, students will:*

6.3.8 A. The Birth of Civilization to 1000 BCE

1. Describe the physical and cultural changes that shaped the earliest human communities as revealed through scientific methods, including:
 - ▶ Early hominid development, including the development of language and writing;
 - ▶ Migration and adaptation to new environments;
 - ▶ Differences between wild and domestic plants and animals;
 - ▶ Locations of agricultural settlements; and
 - ▶ Differences between hunter/gatherer, fishing, and agrarian communities.

⁷ Adapted from: Rabb, Theodore, 1999. History Matters. Newsletter of the National Council for History Education.

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2. Describe how environmental conditions impacted the development of different human communities (e.g., population centers, impact of the last Ice Age).
3. Compare and contrast the economic, political, and environmental factors (e.g., climate, trade, geography) that led to the development of major ancient civilizations including Mesopotamia (e.g., Hammurabi's Code), Egypt, the Indus Valley, the Yellow River, and Kush (Nubia).

6.3.8 B. Early Human Societies to 500CE

1. Explain the historical context, origins, beliefs, and moral teachings of the major world religions and philosophies, including:
 - ▶ The origins of Judaism and Christianity and the emergence of the Judeo-Christian tradition;
 - ▶ The influence of Confucianism, Daoism, and Buddhism on the formation of Chinese civilization;
 - ▶ Hinduism, the Aryan migrations, and the caste system in India; and
 - ▶ The influence of Buddhism in India.
2. Describe the political framework of Athenian society and its influence on modern society, including:
 - ▶ The influence of Athenian political ideals on public life;
 - ▶ The importance of participatory government;
 - ▶ The role of women in Athenian society, their rights under law, and possible reasons why democracy was limited to males; and
 - ▶ Athenian ideas and practices related to political freedom, national security, and justice.
3. Describe the social and political characteristics of the Greek city-states, including:
 - ▶ Similarities and differences between Athenian democracy and Spartan military aristocracy;
 - ▶ Location and political structure of the city-states;
 - ▶ Hierarchical relationships in Greek societies; and
 - ▶ Civic, economic, and social tasks performed by men and women of different classes.
4. Describe the significant contributions of ancient Greece to Western Civilization, including:
 - ▶ Characteristics of Classic Greek art and architecture and how they are reflected in modern art and architecture;
 - ▶ Socrates' values and ideas;
 - ▶ Philosophy, including Plato and Aristotle;
 - ▶ Greek Drama, including Sophocles and Euripides;
 - ▶ History, including Herodotus, Xenophon, and Thucydides; and
 - ▶ Greek mythology.
5. Discuss the cultural influences of Greece, Egypt, Persia, and India on Mediterranean cultures through assimilation, conquest, migration, and trade.
6. Discuss the origins and social framework of Roman society, including:
 - ▶ The geographic location of various ethnic groups on the Italian peninsula and their influence on early Roman society;
 - ▶ The legends of the founding of Rome and how they reflect the beliefs and values of its citizens; and
 - ▶ Daily life in Rome and Pompeii.
7. Describe the political and social framework of Roman society, including:
 - ▶ Political and social institutions of the Roman Republic and reasons for its transformation from Republic to Empire; and
 - ▶ The influence of key Roman leaders.
8. Analyze how shifts in the political framework of Roman society impacted the expansion of the empire and how this expansion transformed Roman society, economy, and culture.



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9. Discuss the political events that may have contributed to the decline of the Roman Empire, including internal divisions, significant battles, invasions, and political changes.
10. Describe the development of the Mayan civilization from agricultural community to an urban civilization, including the influence of the environment on agricultural methods, water utilization, and herding methods.
11. Describe the significant features of Mayan civilization, including the locations of Mayan city-states, road systems and sea routes, the role and status of elite men and women in Mayan society and their portrayal in Mayan architecture, the role of religion and ceremonial games in Mayan culture, and the structure and purpose of the Mayan pyramids.

6.3.8 C. Expanding Zones of Exchange and Interaction to 1400 CE

1. Discuss how Western civilization arose from a synthesis of Christianity and classical Greco-Roman civilization with the cultures of northern European peoples.
2. Discuss the spread of Islam in Southwest Asia, the Mediterranean region, and Northern Africa and the influence of Islamic ideas and practices on other cultures and social behavior, including:
 - ▶ The origin and development of Islamic law;
 - ▶ The significance of the Quran and the Five Pillars of Islam;
 - ▶ The diverse religious, cultural, and geographic factors that influenced the ability of the Muslim government to rule;
 - ▶ The split into Sunni and Shi'ite factions; and
 - ▶ The importance of Muslim civilization in mediating long-distance commercial, cultural, intellectual, and food crop exchange across Eurasia and parts of Africa.
3. Discuss the significance of the developing cultures of Asia, including the Golden Age in China and spread of Chinese civilization to Japan, Korea, and Southeast Asia and the rise of the Mongol Empire and its impact on the Kievan Rus.
4. Analyze the rise of the West African Empires of Ghana, Mali, and Songhay and compare with changes in Asia, Europe, and the Americas.
5. Analyze the relationships between Mesoamerican and Andean societies, including:
 - ▶ The growth of urban societies and urban planning;
 - ▶ Religions and rituals;
 - ▶ Governing structure and economy;
 - ▶ The construction of the Mesoamerican calendar; and
 - ▶ Similarities in agriculture, societal structures, and artisan crafts.
6. Explain the medieval origins of constitutional government in England (e.g., Edward I, Magna Carta, Model Parliament of 1295, Common Law).
7. Discuss the evolution of significant political, economic, social and cultural institutions and events that shaped European medieval society, including Catholic and Byzantine churches, feudalism and manorialism, the Crusades, the rise of cities, and changing technology.

6.3.8 D. The Age of Global Encounters (1400-1750)

1. Discuss factors that contributed to oceanic travel and exploration in the 15th and 16th centuries, including technological innovations in ship building, navigation, naval warfare, navigational inventions such as the compass, and the impact of wind currents on the major trade routes.
2. Describe the significant contributions of the Renaissance and Reformation to European society, including major achievements in literature, music, painting, sculpture, and architecture.
3. Compare the social and political elements of Incan and Aztec societies, including the major aspects of government, the role of religion, daily life, economy, and social organization.

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Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

6.3.12 A. The Birth of Civilization to 1000 BCE

Reinforce indicators from previous grade levels.

6.3.12 B. Early Human Societies to 500 CE

Reinforce indicators from previous grade levels.

6.3.12 C. Expanding Zones of Exchange and Interaction to 1400 CE

Reinforce indicators from previous grade levels.

6.3.12 D. The Age of Global Encounters (1400-1750)

1. Discuss the major developments in Asia, Africa, and the Americas, including China during the Ming and Qing Dynasty, Japan during the Tokugawa Period, the influence of Islam in shaping the political and social structure in the Middle East, including the Ottoman period, West Africa, including Mali and Songhay, India, including the Mughal Empire, and the impact of European arrival in the Americas.
2. Analyze and compare the ways that slavery and other forms of coerced labor or social bondage were practiced in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
3. Describe the significant social and cultural changes that took place during the Renaissance, including advances in printing press technology, the works of Renaissance writers and elements of Humanism, the revival of Greco-Roman art, architecture, and scholarship, and differing ideas on the role of women.
4. Describe the early influences on the Scientific Revolution and the Enlightenment, including:
 - ▶ Renaissance Humanism with emphasis on human reason as opposed to total reliance on faith;
 - ▶ Medieval theology;
 - ▶ New global knowledge; and
 - ▶ The use of reason and freedom of inquiry as challenges to authoritarianism, including the works of Montesquieu, Locke, and Jefferson.
5. Discuss the contributions of the Scientific Revolution to European society, including important discoveries in mathematics, physics, biology, and chemistry, and the significance of the scientific method advanced by Descartes and Bacon.
6. Discuss the major developments in European society and culture, including:
 - ▶ The Protestant Reformation as a result of the weakening of the Papacy and revolts against corruption in the Church;
 - ▶ Martin Luther and John Calvin as leaders of new sects that establish the importance of the individual conscience, including religious choice;
 - ▶ European explorations and the establishment of colonial empires;
 - ▶ Trans-Atlantic slave trade and its impact on Africa;
 - ▶ Commercial Revolution;
 - ▶ The English Revolution and the strengthening of Parliament as a countervailing force to the monarchy and importance of the balance of powers, including the Glorious Revolution and the English Bill of Rights;
 - ▶ Economic consequences of European expansion, including the role of the mercantilist economic theory, the commercial revolution, and the early growth of capitalism; and
 - ▶ The economic, social, religious, and political impact of the Plague.

6.3.12 E. The Age of Revolutionary Change (1750-1914)

1. Discuss the causes and consequences of political revolutions in the late 18th and early 19th centuries, including:
 - ▶ The impact of the American Revolution on global political thought;



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- ▶ The ideas and events that shaped the French Revolution (e.g., monarchy vs. social ideals of liberty, equality, and fraternity; political beliefs and writings; development of the empire);
 - ▶ The spread of revolutionary ideas through the Napoleonic period (e.g., Napoleonic Code);
 - ▶ The emergence of a politically active middle class and the rise of ideologies which questioned class structure in many European countries contributing to socialism and communism;
 - ▶ How the Industrial Revolution, based on new manufacturing processes and the availability of labor, began the preeminence of Europe in the world economy;
 - ▶ The concept of laissez-faire and the ideas of Adam Smith in *Wealth of Nations*;
 - ▶ Democratic and social reforms, including the struggle for women's rights and the expansion of parliamentary government; and
 - ▶ The rise of European nationalism, imperialism, and its effect on the European balance of power, particularly the unification of Italy and Germany.
2. Discuss how industrialization shaped social class (e.g., child labor, conditions of social class) and the development of labor organizations.
 3. Explain the main patterns of global change in colonizing Africa, Asia, the Middle East, and the Americas, including the Indian Ocean and Pan Asian economies prior to the rise of Europe.
 4. Trace the growth of independence movements and the rejection of colonialism including the Haitian Revolution and leaders such as Toussaint L'Ouverture, Simon Bolivar in Venezuela, and Jose Marti in Cuba.
 5. Evaluate the changes brought about by the Meiji Restoration period in Japan (e.g., modernization, changes in policies on Western influence).
 6. Describe how Christianity, Islam, and Buddhism spread during this period, including the areas of influence and reasons for the growth.
 7. Discuss events that shaped the social structure of Russia in the 19th and early 20th century, including:
 - ▶ Peasants, aristocracy, and serfdom;
 - ▶ Czarist reforms and the abolition of serfdom;
 - ▶ Relations with the Ottoman Empire; and
 - ▶ Development of the Trans-Siberian railroad and other forms of modernization.

6.3.12 F. The Era of the Great Wars (1914-1945)

1. Analyze the causes and aftermath of World War I, including:
 - ▶ The growth of European nationalism and increased competition for resources and markets;
 - ▶ Technology and the changing face of war;
 - ▶ The Russian Revolutions of 1905 and 1917 and the creation of the Soviet Union (e.g., Lenin's political ideology, Marxist economic policies, Stalin's policies on industrialization);
 - ▶ The League of Nations and the effects of the Versailles Conference on Europe, Africa, Asia, and the Middle East;
 - ▶ Nationalism and propaganda; and
 - ▶ Disintegration of the Ottoman Empire.
2. Analyze the background causes and global consequences of actions leading to World War II, including:
 - ▶ The Great Depression, including the Stock Market Crash of 1929, massive business and bank failures, and 12 million lost jobs;
 - ▶ The rise of totalitarian governments in the Soviet Union, Germany, and Italy;
 - ▶ The fall of the democratic Weimar Republic and the rise of Nazism and European anti-Semitism resulting in the Holocaust and its impact on Jewish life and culture and European society;
 - ▶ Other twentieth century genocides, (e.g., Turkey/Armenia, Soviet forced collectivization in the Ukraine, Japan's occupations in China and Korea); and

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- ▶ Evaluate the importance of the beginning of the Atomic Age in science, the technological revolution, and the implications of military technology used in war.

6.3.12 G. The Modern World (1945-1979)

1. Analyze the transition from wartime alliances to new patterns of global conflict and cooperation, and the reconstruction of Europe and Asia, including:
 - ▶ The origin and major developments of the Cold War;
 - ▶ Communist takeover in China, Korea, and Vietnam and the creation of NATO, SEATO, and CENTO;
 - ▶ The formation, structure, and purpose of the United Nations;
 - ▶ The Truman Doctrine and the Marshall Plan;
 - ▶ The growth and decline of Communism in Eastern Europe;
 - ▶ The rise of nationalism and the beginning of nation-building movements in Africa, Latin America, and Asia;
 - ▶ The international arms race and nuclear proliferation; and
 - ▶ The non-aligned nations during the Cold War as the voice of the Third World.
2. Apply historical analysis to explain global political, economic, and social changes in the 20th century, including:
 - ▶ Growth and adaptation of Communism in China;
 - ▶ Japan's economic and political transformation and growth of East Asian economies;
 - ▶ Conflicts in Eastern Europe and the Middle East;
 - ▶ The Israel/Palestine conflict;
 - ▶ The impact of Gandhi and the nonviolence movement; and
 - ▶ Apartheid and South Africa.

6.3.12 H. Looking to the Future (1980-present)

1. Analyze global political, economic, and social changes in the 20th century, including:
 - ▶ The Gulf War;
 - ▶ The war in Iraq;
 - ▶ Growth of a world economy with the information, technological, and communications revolutions;
 - ▶ The oil crisis and impact of oil producing countries on world economy; and
 - ▶ The development of Third World nations.
2. Assess the growth of a worldwide economy of interdependent regions and the development of a dynamic new world order of increasingly interdependent regions, including NATO, the World Bank, the United Nations, the World Court, the North American Free Trade Agreement, and the European Economic Union, IMF and OPEC.
3. Evaluate the paradoxes and promises of the 21st century, including:
 - ▶ Technological growth;
 - ▶ Economic imbalance and social inequalities among the world's people;
 - ▶ New patterns of world migration shaped by international labor demands;
 - ▶ Global market, economy, trade, and communications;
 - ▶ Rapid population growth and increasing urbanization;
 - ▶ The growth of terrorism as a means of warfare; and
 - ▶ Democratic reform.
4. Analyze the development and effects of multinational corporations on trade, employment, and the environment.



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STANDARD 6.4

United States and New Jersey History

ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF UNITED STATES AND NEW JERSEY HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND FUTURE.

Descriptive statement: This standard introduces students in grades K-4 to the history of the United States and New Jersey through the study of family and community life. Through this study, students also become aware of many cultural traditions and heritages that contribute to the diversity of this country. As a foundation for further study in grades 5-8, students learn about important issues and personalities that have influenced the history of the state and the nation. Within the grades 5-12 cluster, students study the following ten periods in New Jersey and American history:

- ▶ Many Worlds Meet (to 1620);
- ▶ Colonization and Settlement (1585-1763);
- ▶ Revolution and the New Nation (1754-1820);
- ▶ Expansion and Reform (1801-1861);
- ▶ Civil War and Reconstruction (1850-1877);
- ▶ The Industrial Revolution (1870-1900);
- ▶ The Emergence of Modern America (1890-1930)
- ▶ The Great Depression and World War II (1929-1945);
- ▶ Postwar Years (1945-1970); and
- ▶ Contemporary America (1968-present).

Within the ten broad eras, the indicators cover the political, social, cultural, diplomatic, scientific/technological, and military aspects of United States history. Throughout the teaching of these periods, teachers are encouraged to connect events being studied to similar occurrences at different times in history and to current events. In addition, the study of New Jersey history provides an excellent laboratory for teaching major themes in American history. New Jersey history, and the many historical sites located throughout the state, provides close-at-hand, immediate examples that make American history real to students.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

6.4.2 A. Family and Community Life

1. Recognize change and continuity in their lives.
2. Describe their family history through two generations.
3. Compare family life today with long ago.
4. Tell about their family heritage using stories, songs, and drawings.

6.4.2 B. State and Nation

1. Recognize the names of major figures in American history, including George Washington, Abraham Lincoln, Sacajawea, Harriet Tubman, Susan B. Anthony, and Martin Luther King Jr.

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2. Discuss the contributions of important women, African Americans, and Native Americans to United States and New Jersey history.
3. Explain the historical significance of major national holidays (e.g. Independence Day, Labor Day) and American symbols.
4. Relate why important national buildings, statues, and monuments are associated with our national history.

*Building upon knowledge and skills gained in preceding grades,
by the end of Grade 4, students will:*

6.4.4 A. Family and Community Life

1. Discuss how families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, and celebrations.
2. Compare family life in a community of the past to life in a community of the present.
3. Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.
4. Discuss the history of their community, including the origins of its name, groups and individuals who lived there, and access to important places and buildings in the community.
5. Explain that Americans have come from different parts of the world and have a common American heritage, in addition to the heritage of the countries of origin.
6. Describe situations in which people from diverse backgrounds work together to solve common problems.

6.4.4 B. State and Nation

1. Compare the major early culture of the Lenape that existed in the region that became New Jersey prior to contact with the Europeans.
2. Discuss the reasons why revolutionary leaders, including George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston fought for independence from England.
3. Discuss New Jersey's role during the American Revolution.
4. Identify major documents and symbols in New Jersey and American history, including the Mayflower Compact, the Declaration of Independence, the United States Constitution, the New Jersey State Seal, and Martin Luther King Jr.'s "I Have a Dream" speech.
5. Identify and discuss major scientific discoveries and inventions, the scientists and inventors who developed them (e.g., Thomas Edison), and their impact on life today.
6. Discuss the experiences of immigrants who came to the United States and New Jersey, including reasons for immigrating, experiences at Ellis Island, and working and living conditions in America.
7. Describe the population shift from the farm to the city in New Jersey.
8. Discuss the value of the American national heritage including:
 - ▶ Diverse folklore and cultural contributions from New Jersey and other regions in the United States;
 - ▶ History and values celebrated in American songs, symbols, slogans, and major holidays; and
 - ▶ Historical preservation of primary documents, buildings, places of memory, and significant artifacts.

*Building upon knowledge and skills gained in preceding grades,
by the end of Grade 8, students will:*

6.4.8 A. Family and Community Life

Reinforce indicators from previous grade levels.

6.4.8 B. State and Nation

Reinforce indicators from previous grade levels.



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6.4.8 C. Many Worlds Meet (to 1620)

1. Discuss factors that stimulated European overseas explorations between the 15th and 17th centuries and the impact of that exploration on the modern world.
2. Trace the major land and water routes of the explorers.
3. Compare the political, social, economic, and religious systems of Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492 (e.g., civic values, population levels, family structure, communication, use of natural resources).
4. Discuss the characteristics of the Spanish and Portuguese exploration and conquest of the Americas, including Spanish interaction with the Incan and Aztec empires, expeditions in the American Southwest, and the social composition of early settlers and their motives for exploration and conquest.
5. Describe the migration of the ancestors of the Lenape Indians and their culture at the time of first contact with Europeans.
6. Compare and contrast historic Native American groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodland regions at the beginning of European exploration.
7. Analyze the cultures and interactions of peoples in the Americas, Western Europe, and Africa after 1450 including the transatlantic slave trade.
8. Discuss how millions of Africans, brought against their will from Central Africa to the Americas, including Brazil, Caribbean nations, North America and other destinations, retained their humanity, their families, and their cultures during enslavement.

6.4.8 D. Colonization and Settlement (1585-1763)

1. Analyze the political, social, and cultural characteristics of the English colonies.
2. Describe the political, religious, social, and economic institutions that emerged in Colonial America, including New Netherland and colonial New Jersey.
3. Explain the differences in colonization of the Americas by England, the Netherlands, France, and Spain, including governance, relation to the mother countries, and interactions with other colonies and Native Americans.
4. Examine the interactions between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances and conflicts.
5. Describe Native American resistance to colonization, including the Cherokee War against the English, the French and Indian War, and King George's War.
6. Identify factors that account for the establishment of African slavery in the Americas.
7. Discuss Spanish exploration, settlement, and missions in the American Southwest.

6.4.8 E. Revolution and the New Nation (1754-1820)

1. Discuss the background and major issues of the American Revolution, including the political and economic causes and consequences of the revolution.
2. Discuss the major events (e.g. Boston Tea Party, Battle of Trenton) and personalities (e.g., George Washington, John Adams, John Witherspoon, William Franklin, Benjamin Franklin, Thomas Jefferson) of the American Revolution.
3. Identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approving the Declaration of Independence (1776), the publication of "Common Sense," and major battles of the Revolutionary War.
4. Explain New Jersey's critical role in the American Revolution, including major battles, the involvement of women and African Americans, and the origins of the movement to abolish slavery.
5. Discuss the political and philosophical origins of the United States Constitution and its implementation in the 1790s.

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6. Describe and map American territorial expansions and the settlement of the frontier during this period.
7. Analyze the causes and consequences of continuing conflict between Native American tribes and colonists (e.g., Tecumseh's rebellion).
8. Discuss the background and major issues of the War of 1812 (e.g., sectional issues, role of Native Americans).

6.4.8 F. Expansion and Reform (1801-1861)

1. Describe the political, economic, and social changes in New Jersey and American society preceding the Civil War, including the early stages of industrialization, the growth of cities, and the political, legal, and social controversies surrounding the expansion of slavery.
2. Discuss American cultural, religious, and social reform movements in the antebellum period (e.g., abolitionists, the Second Great Awakening, the origins of the labor and women's movements).
3. Explain the concept of the Manifest Destiny and its relationship to the westward movement of settlers and territorial expansion, including the purchase of Florida (1819), the annexation of Texas (1845), the acquisition of the Oregon Territory (1846), and territorial acquisition resulting from the Mexican War (1846-1848).
4. Explain the characteristics of political and social reform movements in the antebellum period in New Jersey, including the 1844 State Constitution, the temperance movement, the abolition movement, and the women's rights movement.
5. Explain the importance of internal improvements on the transformation of New Jersey's economy through New Jersey's two canals and the Camden and Amboy Railroad.
6. Discuss the economic history of New Jersey, including growth of major industries and businesses, the lives of factory workers, and occupations of working people.
7. Compare political interests and views regarding the War of 1812 (e.g., US responses to shipping harassment, interests of Native Americans and white settlers in the Northwest Territory).
8. Discuss sectional compromises associated with westward expansion of slavery, such as the Missouri Compromise (1820) and the continued resistance to slavery by African Americans (e.g., Amistad Revolt).
9. Describe and map the continuing territorial expansion and settlement of the frontier, including the acquisition of new territories and conflicts with Native Americans, the Louisiana Purchase, the Lewis and Clark expedition, and the California gold rush.
10. Explain how state and federal policies influenced various Native American tribes (e.g., homeland vs. resettlement, Black Hawk War, Trail of Tears).
11. Understand the institution of slavery in the United States, resistance to it, and New Jersey's role in the Underground Railroad.

6.4.8 G. Civil War and Reconstruction (1850-1877)

1. Explain the major events, issues, and personalities of the American Civil War including:
 - ▶ The causes of the Civil War (e.g., slavery, states' rights);
 - ▶ The course and conduct of the war (e.g., Antietam, Vicksburg, Gettysburg);
 - ▶ Sectionalism;
 - ▶ The Dred Scott and other Supreme Court decisions;
 - ▶ The role of women;
 - ▶ The role of African Americans;
 - ▶ The Gettysburg Address;
 - ▶ The Emancipation Proclamation; and
 - ▶ Juneteenth Independence Day.



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2. Analyze different points of view in regard to New Jersey's role in the Civil War, including abolitionist sentiment in New Jersey and New Jersey's vote in the elections of 1860 and 1864.
3. Explain Reconstruction as a government action, how it worked, and its effects after the war.
4. Discuss the impact of retaliatory state laws and general Southern resistance to Reconstruction.
5. Discuss the Dawes Act of 1887, how it attempted to assimilate Native Americans by converting tribal lands to individual ownership, and its impact on Native Americans.

*Building upon knowledge and skills gained in preceding grades,
by the end of Grade 12, students will:*

6.4.12 A. Family and Community Life

Reinforce indicators from previous grade levels.

6.4.12 B. State and Nation

Reinforce indicators from previous grade levels.

6.4.12 C. Many Worlds Meet (to 1620)

Reinforce indicators from previous grade levels.

6.4.12 D. Colonization and Settlement (1585-1763)

1. Analyze the major issues of the colonial period, including European hegemony over North America and mercantilism and trade.
2. Analyze how American colonial experiences caused change in the economic institutions of Europe, Africa, and the native population by examining indentured servitude and slavery and the rights of men and women.
3. Analyze the cultural reactions and survival techniques used by enslaved Africans to maintain their family structure, culture, and faith.
4. Analyze the political, religious, social, and economic institutions that emerged in colonial New Jersey.
5. Discuss Spanish exploration, settlement, and missions in the American Southwest.

6.4.12 E. Revolution and the New Nation (1754-1820)

1. Discuss the social, political, and religious aspects of the American Revolution, including key decisions leading to the Revolution, efforts by Parliament and the colonies to prevent revolution, the ideas of different religious denominations, and the economic and social differences of Loyalists, Patriots, and those who remained neutral.
2. Analyze the social and economic impact of the Revolutionary War, including problems of financing the war (e.g., wartime inflation, hoarding and profiteering), the impact of the war on women and African Americans, and the personal and economic hardships on families involved with the war.
3. Discuss the involvement of European nations during the Revolution and how their involvement influenced the outcome and aftermath (e.g., the assistance of France and Spain, how the self-interests of France and Spain differed from the United States after the war, the contributions of European military leaders, the creation of the Alien Sedition Acts).
4. Analyze strategic elements used during the Revolutionary War, discuss turning points during the war, and explain how the Americans won the war against superior resources.
5. Analyze New Jersey's role in the American Revolution, including New Jersey's Constitution of 1776 as a revolutionary document, why some New Jerseyans became Loyalists, and the Battles of Trenton, Princeton, and Monmouth.
6. Compare and contrast the major philosophical and historical influences on the development of the Constitution (e.g., Washington's Farewell Address (1796), Locke's Second Treatise, the ideas of Alexander Hamilton, James Madison, Thomas Jefferson, and William Paterson).

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7. Describe the early evolution of the system of government and political parties in the United States (e.g., presidential elections of 1792, 1796, 1800).
8. Discuss the implementation of the federal government under the United States Constitution during the presidency of George Washington.
9. Describe the origin and development of the political parties, the Federalists, and the Democratic Republicans (1793-1801).

6.4.12 F. Expansion and Reform (1801-1861)

1. Discuss the political interests and views of the War of 1812 (e.g., US responses to shipping harassment, role of Native Americans, role of white settlers in the Northwest Territory, congressional positions for and against the war).
2. Analyze American territorial expansion during this period, including the reasons for and consequences of the Louisiana Purchase, the Monroe Doctrine, Manifest Destiny, the Mexican War, the settlement of the frontier, and conflicts with Native-Americans.
3. Analyze the political, economic, and social changes in New Jersey prior to the Civil War, including the growth of New Jersey's cities, New Jersey's 1844 Constitution, the early stages of industrialization including Alexander Hamilton and the Society for the Establishment of Useful Manufacturing, and the political and economic implications of the transportation monopolies.
4. Compare and contrast the characteristics of cultural, religious, and social reform movements in the antebellum period, including the abolition movement, the public school movement, the temperance movement, and the women's rights movement (e.g., Seneca Falls Declaration of Sentiments).

6.4.12 G. Civil War and Reconstruction (1850-1877)

1. Analyze key issues, events, and personalities of the Civil War period, including New Jersey's role in the Abolitionist Movement and the national elections, the development of the Jersey Shore, and the roles of women and children in New Jersey factories.
2. Assess the continuing social and political issues following the Civil War, including the various Reconstruction plans, the amendments to the United States Constitution, and the women's suffrage movement.
3. Describe New Jersey's role in the post-Civil War era, including New Jersey's votes on the 13th, 14th, and 15th amendments to the United States Constitution.

6.4.12 H. The Industrial Revolution (1870-1900)

1. Analyze and evaluate key events, people, and groups associated with industrialization and its impact on urbanization, immigration, farmers, the labor movement, social reform, and government regulation including:
 - ▶ Inventions such as the telephone and electric light;
 - ▶ The formation of Standard Oil Trust;
 - ▶ The Interstate Commerce Act; and
 - ▶ The Sherman Anti-Trust Act.
2. Analyze the development of industrialization in America and New Jersey during this period and the resulting transformation of the country, including the construction of the transcontinental railroad, the introduction of mechanized farming, the rise of corporations and organized labor, and the growth of cities.
3. Analyze social and political trends in post Reconstruction America, including immigration restrictions, Jim Crow Laws and racial segregation, the rise of extra legal organizations such as the Ku Klux Klan, and the Plessy v. Ferguson decision.
4. Describe the economic development by which the United States became a major industrial power in the world and analyze the factors that contributed to industrialization.



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5. Discuss the causes and consequences of the Spanish-American War (e.g., United States' justifications, the role of the United States in Cuba, impact on international relations, the acquisition of new territories).
6. Discuss elements that contributed to late 19th century expansionist foreign policy, including racial ideology, missionary zeal, nationalism, domestic tensions, and economic interests.

6.4.12 I. The Emergence of Modern America (1890-1930)

1. Analyze the Roosevelt Corollary to the Monroe Doctrine (1904) and explain how it modified the Monroe Doctrine (1823), justifying a new direction in United States foreign policy.
2. Discuss the rise of the Progressive Movement, including the relationship between Progressivism and the Populist Movement, Woodrow Wilson as Governor of New Jersey, anti-trust reform, the woman suffrage movement (e.g., Alice Paul), and municipal reform (e.g., Frank Hague).
3. Analyze United States foreign policy through World War I, including relations with Japan and China, the Spanish, Cuban, American War, and the building of the Panama Canal.
4. Describe the major events, personalities, and decisions of World War I, including the causes of United States involvement, social conditions on the home front, significant battles, Wilson's peace plan, and isolationism.
5. Explore and evaluate the role of New Jersey industry in World War I.
6. Analyze President Woodrow Wilson's "Fourteen Points" Address to Congress (1918) and explain how it differed from proposals by French and British leaders for a treaty to conclude World War I.
7. Discuss the ratification of the Versailles Treaty and United States non-participation in the League of Nations.
8. Compare and contrast the social, cultural, and technological changes in the inter-war period, including the changing role of women, the rise of a consumer economy, the resurgence of nativism and racial violence, the Harlem Renaissance, and the Great Migration of African Americans to New Jersey from the south.
9. Discuss the working conditions in the Paterson silk mills and the strike of 1913.
10. Discuss the creation of social, labor, political, and economic advocacy organizations and institutions, including the National Association for the Advancement of Colored People (NAACP), the AFL/CIO and other labor organizations, and the Women's Christian Temperance Union (WCTU).
11. Discuss the role of Chief Sitting Bull, the outcome and impact of the Wounded Knee Tragedy of 1890, and the suppression of the American Indian revivalist movement known as Ghost Dance.

6.4.12 J. The Great Depression and World War II (1929-1945)

1. Explain the economic impact of the Hawley-Smoot Tariff (1930).
2. Describe how the Great Depression and the New Deal of Franklin D. Roosevelt transformed America, including the growth of the federal government, the rise of the Welfare State, and industrial unionism.
3. Analyze how the Great Depression and the New Deal transformed New Jersey, including Work Progress Administration (WPA) projects in New Jersey, the Jersey Homesteads, and New Deal projects.
4. Discuss how the Depression contributed to the development of Social Security, the National Labor Relations Board (NLRB), and the Federal Deposit Insurance Corporation (FDIC).
5. Compare and contrast key events and people involved with the causes, course, and consequences of World War II, including:
 - ▶ Axis Powers;
 - ▶ Allied Forces;
 - ▶ Pearl Harbor;
 - ▶ Battle of Midway;

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- ▶ D-Day Invasion;
 - ▶ Yalta Conference;
 - ▶ Potsdam Conference;
 - ▶ Douglas MacArthur;
 - ▶ Dwight Eisenhower;
 - ▶ George Marshall;
 - ▶ Winston Churchill;
 - ▶ J. Robert Oppenheimer and the Manhattan Project;
 - ▶ Franklin D. Roosevelt;
 - ▶ Harry Truman; and
 - ▶ Joseph Stalin and the role of the USSR.
6. Describe the political background leading to American involvement in World War II, the course of the war in Europe and Asia, the mobilization of women and African Americans into the military and related industries, the segregated military, the use of the Atom Bomb, and the founding of the United Nations.
7. Describe New Jersey's role in World War II, including:
- ▶ The recruitment of Japanese-Americans from wartime detention camps to work at Seabrook Farm;
 - ▶ The role of women in defense industries;
 - ▶ Key military installations in New Jersey;
 - ▶ The role of the Battleship New Jersey; and
 - ▶ The contributions of Albert Einstein.

6.4.12 K. Postwar Years (1945-1970s)

1. Discuss how American policies following World War II developed as a result of the failures experienced and lessons learned after World War I.
2. Explain changes in the post war society of the United States and New Jersey, including the impact of television, the interstate highway system, the growth of the suburbs, and the democratization of education.
3. Interpret political trends in post-war New Jersey, including the New Jersey State Constitution of 1947, the impact of legal cases such as *Hedgepeth and Williams v. Trenton Board of Education* on the banning of segregation in the schools under the new State Constitution, the development and impact of New Jersey's Law Against Discrimination (P.L. 1945, c.169), and the shift of political power from rural and urban areas to the suburbs.
4. Analyze United States foreign policy during the Cold War period, including US/USSR relations, United States reaction to the Soviet subjugation of Eastern Europe, the Truman Doctrine, the Marshall Plan, the Korean and Vietnam Wars, and relations with China.
5. Analyze political trends in post war America, including major United States Supreme Court decisions and the administrations of Harry Truman, Dwight D. Eisenhower, John F. Kennedy, and Lyndon B. Johnson.
6. Analyze the Civil Rights and Women's Movements, including the Montgomery Bus Boycott, the Civil Rights Act (1957 and 1964), the Little Rock Schools Crisis, the Voting Rights Act, *Brown v. Board of Education*, the formation of the National Council of La Raza (NCLR), the American Indian Movement (AIM), the formation of the National Organization for Women (NOW), and the passing of Title IX.
7. Describe how changes in federal policy impacted immigration to New Jersey and America, including the shift in places of origin from Western Europe to Latin America, the Caribbean, and Asia.



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6.4.12 L. Contemporary America (1968-present)

1. Examine the administration of American presidents, beginning with President Richard M. Nixon, as a means to analyze political and economic issues in contemporary America, including domestic policy and international affairs.
2. Investigate the economic and social patterns in contemporary New Jersey, including shifts in immigration patterns, urban decline and renewal, important New Jersey Supreme Court rulings (e.g., Mount Laurel decision), and the issue of preserving open space.
3. Describe the growth of the technology and pharmaceutical industries in New Jersey.
4. Analyze United States domestic policies, including the civil rights movement, affirmative action, the labor and women's movements, conservatism vs. liberalism, the post-industrial economy, free trade, and international trade agreements such as the North American Free Trade Agreement (NAFTA) and General Agreement on Tariffs and Trade (GATT).
5. Compare and contrast key events and people associated with foreign policy, including the fall of communism and the Soviet Union and the end of the Cold War, the Cuban Missile Crisis, United States involvement in Haiti, Somalia, Bosnia, Herzegovina, and Kosovo, the Iran Hostage Crisis, and the war on terrorism.
6. Compare and contrast population trends and immigration and migration patterns in the United States (e.g., growth of Hispanic population, demographic and residential mobility).
7. Discuss major contemporary social issues, such as the evolution of governmental rights for individuals with disabilities, multiculturalism, bilingual education, gay rights, free expression in the media, and the modern feminist movement.

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 STANDARD 6.5
Economics

ALL STUDENTS WILL ACQUIRE AN UNDERSTANDING OF KEY ECONOMIC PRINCIPLES.

Descriptive Statement: Economics is the study of human behavior in relation to scarce resources. It is also about responsible citizenship. Effective economic decisions within the roles of consumer, producer, saver, and investor are more likely to be made if students understand economic concepts and their applications. The understanding of economic principles, concepts, and analytical tools is also essential for career development and financial success in the 21st century. Our students live in a world of increasing global interdependence.

Students also need to understand that the economic decisions of institutions, governments, and individuals can have immediate and far-reaching impacts. Another goal of this standard is to provide students with the necessary economic knowledge and skills for a full understanding of political, social, and historical events. These events are often incompletely or inadequately understood without a firm grasp of their economic components. For example, no modern election is without economic aspects and, in fact, economic issues have dominated many recent elections. Therefore, it is essential that New Jersey's schools provide all students with a strong foundation in the social science of economics.

This standard addresses two strands across grades K-12:

- A. Economic Literacy
- B. Economics and Society

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

6.5.2 A. Economic Literacy

1. Identify the basic goods and services a family needs for everyday life.
2. Explain how the products individuals eat, wear, and use impact their health and safety and the environment.
3. Identify various forms of currency (e.g., penny, nickel, quarter, dollar).
4. Explain what it means to "save" money.

6.5.2 B. Economics and Society

1. Identify various jobs and explain how workers in these jobs receive income for their work.

*Building upon the knowledge and skills gained in the preceding grades,
by the end of Grade 4, students will:*

6.5.4 A. Economic Literacy

1. Distinguish between goods (e.g., objects) and services (e.g., activities).
2. Distinguish between a want and a need and explain how to choose needed goods and services.
3. Explain the three functions of money in the economy.
 - ▶ Medium of exchange (e.g., buying)
 - ▶ Measure of value (e.g., price comparison)
 - ▶ Store of value (e.g., saving)



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4. Discuss how natural, human, and capital resources are used to produce goods and to provide services.
5. Explain that prices are the money value of goods and services and that prices change as a result of supply and demand.
6. Define consumers as buyers and producers as workers and sellers.
7. Explain that people can improve their ability to earn income by gaining new knowledge, skills, and experiences.
8. Describe how to earn and save money in order to purchase a needed or desired item.

6.5.4 B. Economics and Society

1. Explain that some essential goods and services are provided by the government, such as roads, schools, parks, police, and fire protection.
2. Describe products and services that are developed, manufactured, or grown in New Jersey.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

6.5.8 A. Economic Literacy

1. Discuss how needs and wants change as one ages and the impact of planning, spending and saving.
2. Explain the law of supply and demand.
3. Compare ways to save money, including checking and savings accounts, stocks and bonds, and the relationship between risk and return in investments.
4. Describe the role credit plays in the economy and explain the difference in cost between cash and credit purchases.
5. Discuss the economic growth of a nation in terms of increasing productivity, investment in physical capital, and investment in human capital.
6. Describe how private industry acquires material and energy resources, provides jobs, raises financial capital, manages production processes, and markets goods and services that create wealth in order to meet consumer and industrial requirements.
7. Discuss how innovation, entrepreneurship, competition, customer satisfaction, and continuous improvement in productivity are responsible for the rise in the standard of living in the United States and other countries with market economies.
8. Compare and contrast the characteristics of the three basic economic systems: traditional or barter and trade, market capitalism, and command (e.g., communism).
9. Explain what taxes are, how they are collected, and how tax dollars are used by local, state, and national governments to provide goods and services.

6.5.8 B. Economics and Society

1. Discuss how meeting the needs and wants of a growing world population impacts the environment and economic growth.
2. Describe the many ways federal, state, and local governments raise funds to meet the need for public facilities and government services.
3. Discuss how societies have been affected by industrialization and by different political and economic philosophies.
4. Describe how inventions and innovations have improved standards of living over the course of history.
5. Compare and contrast various careers, examining educational requirements and costs, salary and benefits, longevity, impact on society and the economy, and demand.
6. Analyze and give examples of how business and industry influence the buying decisions of consumers through advertising.
7. Discuss the need for ethical behavior in economic decisions and financial transactions.

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*Building upon knowledge and skills gained in preceding grades,
by the end of Grade 12, students will:*

6.5.12 A. Economic Literacy

1. Describe different types of local, state, and federal taxes such as sales, income, and social security, discuss how deductions, exemptions, and credits reduce taxable income, and explain the difference between a progressive and regressive tax.
2. Describe the purposes of social security and Medicare.
3. Explain and interpret basic economic indicators, including Gross Domestic Product (GDP), Consumer Price Index (CPI) the rate of economic growth, the poverty rate, the deficit and national debt, and the trade deficit.
4. Identify entrepreneurs in the community and describe the risks and rewards of starting a new business.
5. Discuss how a market economy experiences periodic business cycles of prosperity and recession and that the federal government can adjust taxes, interest rates, spending, and other policies to help restore economic health.
6. Analyze federal and state budgets, and discuss the proportional share of government spending to major elements such as education, social programs, public safety, military, foreign aid, and welfare.
7. Analyze the impact of supply and demand on market adjustments and prices (e.g., real estate and interest rates).
8. Define basic terms associated with international trade such as imports, exports, quotas, embargoes, tariffs, and free trade.
9. Compare and contrast forms of insurance that protect individuals from loss or damage (e.g., life, property, health, disability, personal liability, bank deposits).
10. Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries.

6.5.12 B. Economics and Society

1. Compare and contrast the roles of the United States government and the private sector in the United States economy (e.g., Federal Reserve System, United States Mint, Stock Exchange).
2. Evaluate international trade principles and policies.
3. Analyze labor and environmental issues affecting American citizens raised by economic globalization and free trade pacts.
4. Discuss the value and role of free and fair competition versus the social need for cooperation and how business, industry, and government try to reconcile these goals.
5. Analyze the importance of economic issues to politics and be able to distinguish the economic views of different political parties.
6. Analyze the connections and potential effects of the widening gap between the rich and the poor in the United States, the decline in labor union membership since 1950, rapidly advancing technology, globalization, and problems of public schools.
7. Compare and contrast the causes and consequences of discrimination in markets, employment, housing, business, and financial transactions.
8. Evaluate the activities and impact in various countries of major international institutions including the World Bank, the International Monetary Fund, and the World Trade Organization.
9. Describe how clearly defined and enforced property rights (e.g., copyright laws, patents) are essential to a market economy.



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STANDARD 6.6

Geography

ALL STUDENTS WILL APPLY UNDERSTANDING KNOWLEDGE OF SPATIAL RELATIONSHIPS AND OTHER GEOGRAPHIC SKILLS TO UNDERSTAND HUMAN BEHAVIOR IN RELATION TO THE PHYSICAL AND CULTURAL ENVIRONMENT.

Descriptive Statement: The study of geography is based on the principle that thinking in and understanding spatial terms will enable students to understand the many relationships of place, people, and environments. By taking an active, questioning approach to the world around them, students learn to devise their own mental worldview. As students engage in critical thinking to interpret patterns in the evolution of significant historic events and the movement of human populations on the Earth's surface, their understanding of geography, history, economics, and civics deepens. Furthermore, the use of geographic tools and technology assists students to understand the reasons for, and the economic, political and social consequences of, human impact on the environment in different areas of the world.

This section is organized around five strands adapted from the National Geography Standards.

- A. The World in Spatial Terms
- B. Places and Regions
- C. Physical Systems
- D. Human Systems
- E. Environment and Society

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

6.6.2 A. The World in Spatial Terms

1. Explain the spatial concepts of location, distance and direction, including:
 - ▶ The location of school, home, neighborhood, community, state, and country;
 - ▶ The relative location of the community and places within it; and
 - ▶ The location of continents and oceans.
2. Explain that the globe is a model of the Earth and maps are representations of local and distant places.
3. Demonstrate basic globe and map skills.

6.6.2 B. Places and Regions

1. Describe the physical features of places and regions as on a simple scale.
2. Describe the physical and human characteristics of places.

6.6.2 C. Physical Systems

1. Recognize that the relationship of the Earth to the sun affects weather conditions, climate, and seasons.

6.6.2 D. Human Systems

1. Identify the types of transportation used to move goods and people and people
2. Identify the modes of communication used to transmit ideas.

6.6.2 E. Environment and Society

1. Describe the role of resources such as air, land, water, and plants in everyday life.
2. Describe the impact of weather on everyday life.

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3. Act on small-scale, personalized environmental issues such as littering and recycling, and explain why such actions are important.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

6.6.4 A. The World in Spatial Terms

1. Use physical and political maps to identify locations and spatial relationships of places within local and nearby communities.
2. Describe and demonstrate different ways to measure distance (e.g., miles, kilometers, time).
3. Estimate distances between two places on a map using a scale of miles.
4. Identify the major cities of New Jersey, the United States, and the world.
5. Identify the major countries, continents, bodies of water, and mountain ranges of the world.
6. Locate time zones, latitude, longitude, and the global grid.

6.6.4 B. Places and Regions

1. Identify the physical and human characteristics of places and regions in New Jersey and the United States (e.g., landforms, climate, vegetation, housing).
2. Explain changes in places and regions over time and the consequences of those changes.
3. Describe the geography of New Jersey.
4. Discuss factors involved in the development of cities (e.g., transportation, food, marketplace, religion, military protection).

6.6.4 C. Physical Systems

1. Describe the basic components of the Earth's physical systems, including landforms, water, erosion, weather, and climate and discuss their impact on human development.

6.6.4 D. Human Systems

1. Describe the development of transportation and communication networks in New Jersey and the United States.
2. Identify the distribution and characteristics of populations for different regions of New Jersey and the United States.

6.6.4 E. Environment and Society

1. Differentiate between living and non-living natural resources.
2. Explain the nature, characteristics, and distribution of renewable and non-renewable resources.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

6.6.8 A. The World in Spatial Terms

1. Distinguish among the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and the utility of each in solving problems.
2. Translate maps into appropriate spatial graphics to display geographical information.
3. Explain the spatial concepts of relative and absolute location and distance.
4. Estimate distances between two places on a map using a scale of miles, and use cardinal and intermediate directions when referring to a relative location.
5. Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.
6. Distinguish among the major map types, including physical, political, topographic, and demographic.
7. Explain the distribution of major human and physical features at country and global scales.



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8. Use thematic maps to describe places (e.g., patterns of population, diseases, rainfall).
9. Describe and distinguish among the various map projections, including size, shape, distance, and direction.
10. Describe location technologies, such as Geographic Information Systems (GIS) and Global Positioning Systems (GPS).
11. Describe the significance of the major cities of New Jersey, the United States, and the world.

6.6.8 B. Places and Regions

1. Compare and contrast the physical and human characteristics of places in regions in New Jersey, the United States, and the world.
2. Describe how regions change over time.
3. Compare the natural characteristics used to define a region.
4. Explain how regional systems are interconnected (e.g., watersheds, trade, transportation systems).
5. Discuss how the geography of New Jersey impacts transportation, industry, and community development.
6. Discuss the similarities and differences among rural, suburban, and urban communities.
7. Describe the types of regions and the influence and effects of region labels including:
 - ▶ Formal regions: school districts, states;
 - ▶ Functional regions: marketing area of a newspaper, fan base of a sport team; and
 - ▶ Perceptual regions: the Bible Belt, the Riviera in southern France.

6.6.8 C. Physical Systems

1. Describe the characteristics and spatial distribution of major Earth ecosystems.
2. Discuss how ecosystems function locally and globally.
3. Predict effects of physical processes and changes on the Earth.
4. Discuss how the community and its environment function as an ecosystem.
5. Describe how the physical environment affects life in different regions (e.g., population density, architecture, transportation systems, industry, building materials, land use, recreation).

6.6.8 D. Human Systems

1. Discuss how technology affects the ways in which people perceive and use places and regions.
2. Analyze demographic characteristics to explain reasons for variations between populations.
3. Compare and contrast the primary geographic causes for world trade.
4. Analyze the patterns of settlement in different urban regions of the world.
5. Discuss how and why people cooperate, but also engage in conflict, to control the Earth's surface.
6. Compare the patterns and processes of past and present human migration.
7. Explain and identify examples of global interdependence.
8. Describe how physical and human characteristics of regions change over time.

6.6.8 E. Environment and Society

1. Discuss the environmental impacts or intended and unintended consequences of major technological changes (e.g., autos and fossil fuels, nuclear power and nuclear waste).
2. Analyze the impact of various human activities and social policies on the natural environment and describe how humans have attempted to solve environmental problems through adaptation and modification.
3. Compare and contrast conservation practices and alternatives for energy resources.
4. Compare and contrast various ecosystems and describe their interrelationship and interdependence.
5. Describe world, national, and local patterns of resource distribution and utilization, and discuss the political and social impact.

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6. Analyze the importance of natural and manufactured resources in New Jersey.
7. Delineate and evaluate the issues involved with sprawl, open space, and smart growth in New Jersey.

*Building upon knowledge and skills gained in preceding grades,
by the end of Grade 12, students will:*

6.6.12 A. The World in Spatial Terms

1. Discuss the application of geographic tools and supporting technologies, such as GIS, GPS, the Internet, and CD databases.
2. Use maps of physical and human characteristics of the world to answer complex geographical questions.
3. Analyze, explain, and solve geographical problems using maps, supporting technologies, and other graphical representations.
4. Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.
5. Apply spatial thinking to understand the interrelationship of history, geography, economics, and the environment, including domestic and international migrations, changing environmental preferences and settlement patterns, and frictions between population groups.

6.6.12 B. Places and Regions

1. Analyze and compare the functions and spatial arrangements of cities both locally and globally.
2. Evaluate how human interaction with the physical environment shapes the features of places and regions.
3. Analyze why places and regions are important factors to individual and social identity.

6.6.12 C. Physical Systems

1. Assess relationships between soil, climate, plant, and animal life and how this impacts the distribution of ecosystems.
2. Analyze the effects of both physical and human changes in ecosystems, such as acid rain, ozone layer, carbon-dioxide levels, and clean water issues.

6.6.12 D. Human Systems

1. Analyze the impact of human migration on physical and human systems.
2. Explain the spatial-technological processes of cultural convergence (cultural adaptations over distances) and divergence (separating effects of cultural diffusion over distances).
3. Analyze the historic movement patterns of people and their goods and their relationship to economic activity.
4. Analyze the processes that change urban areas.
5. Analyze how cooperation and conflict influence the control of economic, political, and social entities on Earth.



SOCIAL STUDIES



6.6.12 E. Environment and Society

1. Discuss the global impacts of human modification of the physical environment (e.g., the built environment).
2. Discuss the importance of maintaining biodiversity.
3. Analyze examples of changes in the physical environment that have altered the capacity of the environment to support human activity, including pollution, salinization, deforestation, species extinction, population growth, and natural disasters.
4. Compare and contrast the historical movement patterns of people and goods in the world, United States, and New Jersey and analyze the basis for increasing global interdependence.
5. Evaluate policies and programs related to the use of local, national and global resources.
6. Analyze the human need for respect for and informed management of all resources (sustainability), including human populations, energy, air, land, and water to insure that the Earth will support future generations.
7. Describe how and why historical and cultural knowledge can help to improve present and future environmental maintenance.
8. Delineate and evaluate the environmental impact of technological change in human history (e.g., printing press, electricity and electronics, automobiles, computer, and medical technology).

PRICE SCHEDULE

AMISTAD WEB-BASED CURRICULUM DEVELOPMENT Bid Number 09-X-20683

Refer to RFP Section 3.0 (Scope of Work) for task requirements and deliverables, Section 2.0 (Definitions) for a definition of "Firm, Fixed Price", and Section 4.4.6 (Price Schedule) for additional information regarding this Price Schedule.

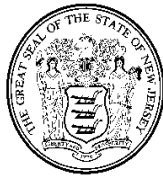
Bidder's Name: _____

Price Line	Deliverables	Firm, Fixed Price Total Price
1	Development of twelve (12) units of study per grade K-12	
2	Development of operational website hosted on the contractor's server	
Total* (Sum of Total Prices in Lines 1 and 2)		
3	Annual fee for hosting the website on the contractor's server	

*Total price shall not exceed \$200,000, exclusive of the annual fee for hosting. Bids with a total bid price that exceeds \$200,000 shall be determined to be non-responsive to the bid submission requirements. It is the intent to award a contract to that bid determined to be most advantageous to the State, price and other factors considered, that has a total bid price of \$200,000 or less, exclusive of the annual fee for hosting.

All work relative to the development of the web-based curriculum materials and the creation and development of the website shall be completed by the end of the first year following the commencement date of the contract. (Deliverables 1 and 2)

The only additional fees payable shall be those relative to hosting on the contractor's website. (Deliverable 3)



State of New Jersey

DEPARTMENT OF THE TREASURY
DIVISION OF PURCHASE AND PROPERTY
PURCHASE BUREAU
P.O. Box 230
TRENTON, NEW JERSEY 08625-0230

JON S. CORZINE
Governor

R. DAVID ROUSSEAU
State Treasurer

To: All Interested Bidders
Date: January 14, 2009

Re: RFP # 09-X-20683
Amistad Web-Based Curriculum Development, DOS
Bid Submission Due Date: January 23, 2009 (2:00 P.M.)

ADDENDUM #1

The following constitutes Addendum #1 to the above referenced solicitation. This addendum is divided into the following parts:

Part 1: Answers to questions

Part 2: Additions, deletions, clarifications, and modifications to the RFP

It is the bidder's responsibility to ensure that all changes are incorporated into the original RFP.

All other instructions, terms, and conditions of the RFP shall remain the same.

PART 1

**Amistad Web-Based Curriculum Development, DOS
Bid Number 09-X-20683**

Answers to Questions

#	Page #	RFP Section Reference	Question	Answer
1.			A. Who is the incumbent contractor? B. How much is budgeted for this project? C. Is this a new project?	A. There is no incumbent contractor. B. As stated in Section 3.1 a), the budget is \$200,000. C. Yes, this is a new project with a new contract.
2.		Cover Page	Please explain what is meant by "Subcontracting only"?	This is a contract with set aside subcontracting goals for small businesses. As noted on the Cover Page, refer to RFP Section 4.4.3.6 for more information. Additional information is found on page 4 Notice To Bidders.
3.		Cover Page	If subcontractors only are being solicited, is the insurance requirement handled by the actual contractor?	It is not true that only subcontractors are being solicited. Any contractor, regardless of size, may bid on this RFP as long as it is registered to conduct business with the State of New Jersey.
4.	7	1.3.3	Will we be given additional time to ask questions about the curriculum materials?	Anyone requesting an appointment to view materials has been given an appointment date and time. The Commission cannot answer direct questions regarding the materials. The samples are self explanatory.
5.		3.1 b	With reference to access for 619 schools: A. How many simultaneous users are expected? B. How many user logins and passwords? (One per district?) C. Does the contractor need to authenticate users district-wise or personally? D. Who will be maintaining the security?	A. The user passwords and logins are individual although a district may obtain an identification. B. Site capability must be able to accommodate individual teachers and authenticate each user. C. This site is a service to all the teachers in the State and in no manner be partitioned or parceled by the districts. D. The security of the site must be maintained by the contractor, who will maintain and host the site.

6.	13 & 15	3.2 & 3.4	<p>Section 3.2 states, "The contractor shall work closely with and abide by the approvals of the Amistad Commission's Curriculum Sub-committee regarding all teaching materials." In Section 3.4, the last paragraph states, "The contractor shall obtain the approval of the State Contract Manager prior to working on each of the deliverables itemized in Section 3.3." In each instance,</p> <p>A. What is the process for obtaining approval?</p> <p>B. What is the timeframe following submission within which approval should be received?</p>	<p>A. The Curriculum Sub-committee would meet regularly each week to approve and review all materials and the direction of the site.</p> <p>B. The contractor would be expected to have full disclosure of any content to be placed on the site and the Sub-committee would expediently review the materials and field any questions and/or concerns on a weekly basis via the required meetings with the State Contract Manager. Electronic submissions will help expedite the process.</p>
7.	13	3.3	<p>This states, "The contractor shall revise these lessons and use them as the web-based curriculum."</p> <p>A. What revisions are required?</p> <p>B. Is it simply formatting of text or do the lessons need revision based upon grade level, objectives, assessment, or any other part of the lessons?</p>	<p>A. The lessons need revision based upon grade level, objectives, assessment, or any grade and age appropriate clarifications and expansions. These revisions require the expertise of a seasoned Educator and/or Curriculum Specialist.</p> <p>B. It is not a question of mere formatting but of content revisions, addendums, and restructuring.</p>
8.	13	3.3.1	<p>This states, "The contractor shall develop twelve (12) units of study, divided by historical periods as specified in Section 6.4.12 of the Core Curriculum Content Standards for Social Studies." If the standards change during the term of this contract, what obligations will the contractor have to update the site content?</p>	<p>If the standards change during the construction of the site and the revisions, the site will need to be modified to reflect the changes to the State standards. The site constructed must remain an organic and current resource for the teachers in the State; it must at all time reflect the State's requisites for instruction.</p>
9.	14	3.3.1	<p>Section 3.3.1 states, "The Amistad Commission shall provide:" "c) Sample lesson plans". Section 3.3.2, states, "The contractor shall develop: "a) Baseline lesson plans". Please provide a definition or description of what is meant by "sample lesson plans" versus "baseline lesson plans".</p>	<p>They can be identified as one and the same. The lessons on this site will in no way constitute a year's worth of course instruction in any one grade; however, via the "sample" and/or "baseline" lesson plans that are provided as well as the course pacing materials for each grade with the primary and secondary resources, any teacher can learn how to structure the year in compliance to the mandate.</p>

10.	13	3.3.1	When referring to 12 Units of study per grade per standard 6.4 A-L does this mean 156 units (12 units x 13) per 3.3.1 of 20 components each or 3,120 components?	According to the standards each grade does not cover each unit. The units are covered according to the requisites for what students must know to proceed to the next grade as indicated in the cumulative progress indicators for each grade. The units that must be included are reflective of the units covered in each grade K-12.
11.	14	3.3.1 & 3.3.2	Section 3.3.1 states, "The Amistad Commission shall provide: a) Course pacing for K through 12". Section 3.3.2 states, "The contractor shall develop:", "e) Course pacing". Who is responsible for course pacing, the Amistad Commission or the contractor?	The Commission will develop and provide the detailed, overall K-12 course direction and pacing for the curriculum, which will dictate what the student should know by the completion of the 12 th grade. Each grade level will require a course pacing document and direction based on State standards and the overall course direction. The Commission has completed a detailed pacing document for grades 9-12 (U.S. History I and II). The elementary and middle school grades will be done by the contractor and require the expertise of an Educator and the approval of the Commission Sub-Committee.
12.	14	3.3.2	This states, "The contractor shall develop a website that is: b) Password-protected." Does this mean individual users must have their own unique usernames and passwords for site access or can a common username/password combination be used?	Each individual who logs onto the system will be given his/her own password and username. Registration of this information will allow for the collection of evaluative data and may be used for reporting and analysis.
13.	14	3.3.2	This states, "The contractor shall develop a website that is: e) Available with website registration in order to collect demographic information." Specifically, what demographic information is to be collected?	Examples of such information include school location, district information, grade taught, subject taught, name, how the site was found or came to be used, how often it is used, etc.
14.	15	3.3.2	Is there a minimum in the number of methods the contractor needs to prepare?	A choice of at least two (2) methods must be provided.
15.	15	3.3.2	Will all video and audio be provided by the Amistad Commission?	The Commission will provide the video and audio it has in its possession, and the contractor will be responsible for obtaining additional video and audio for the site as supporting primary and secondary materials.
16.	15	3.4	For the requirement to meet with the State Contract Manager weekly, then monthly, will the meetings take place in Trenton, at our facility, or via conference call?	That can be adjusted and negotiated between the State Contract Manager and the contractor; there is room for negotiation and flexibility in time, manner, and location.
17.	30	5.31.1	Is all material to be provided by the Amistad Commission considered free and clear, or will the Amistad Commission be responsible for securing any required copyrights?	The Commission will have to use materials that come free and clear or with intellectual property permissions for usage. The Commission does not have the financial means to secure copyrights at this juncture.

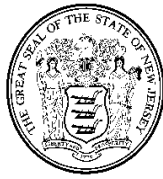
18.			Are all materials to be made downloadable including page content?	Yes.
19.			Is there a section of the bid proposal where a sample, relevant curriculum that was written by my firm can be submitted?	This may be referenced in the bid submission in Section 2 – Technical Proposal and submitted as an appendix.

PART 2

**Amistad Web-Based Curriculum Development, DOS
Bid Number 09-X-20683**

Additions, Deletions, Clarifications, and Modifications to the RFP

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State of New Jersey

DEPARTMENT OF THE TREASURY
DIVISION OF PURCHASE AND PROPERTY
PURCHASE BUREAU
P.O. Box 230
TRENTON, NEW JERSEY 08625-0230

JON S. CORZINE
Governor

R. DAVID ROUSSEAU
State Treasurer

To: All Interested Bidders
Date: January 14, 2009

Re: RFP # 09-X-20683
Amistad Web-Based Curriculum Development, DOS
Bid Submission Due Date: February 10, 2009 (2:00 P.M.)

ADDENDUM #2

The following constitutes Addendum #2 to the above referenced solicitation. This addendum is divided into the following parts:

Part 1: Answers to questions

Part 2: Additions, deletions, clarifications, and modifications to the RFP

It is the bidder's responsibility to ensure that all changes are incorporated into the original RFP.

All other instructions, terms, and conditions of the RFP shall remain the same.

PART 1

**Amistad Web-Based Curriculum Development, DOS
Bid Number 09-X-20683**

Answers to Questions

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PART 2

**Amistad Web-Based Curriculum Development, DOS
Bid Number 09-X-20683**

Additions, Deletions, Clarifications, and Modifications to the RFP

The Cover Page to Addendum #1 states, "Bid Submission Due Date: January 23, 2009 (2:00 P.M.)". This date is incorrect.

The correct statement is, "Bid Submission Due Date: February 10, 2009 (2:00 P.M.)".