

Township of Union Public Schools
Administration Building

K - 5

CURRICULUM GUIDE APPROVAL REQUEST FORM

Please present the attached guide to the Board of Education for approval. The guide has been reviewed by all involved parties and is aligned with the New Jersey Core Curriculum Content Standards.

Title: **Social Studies**

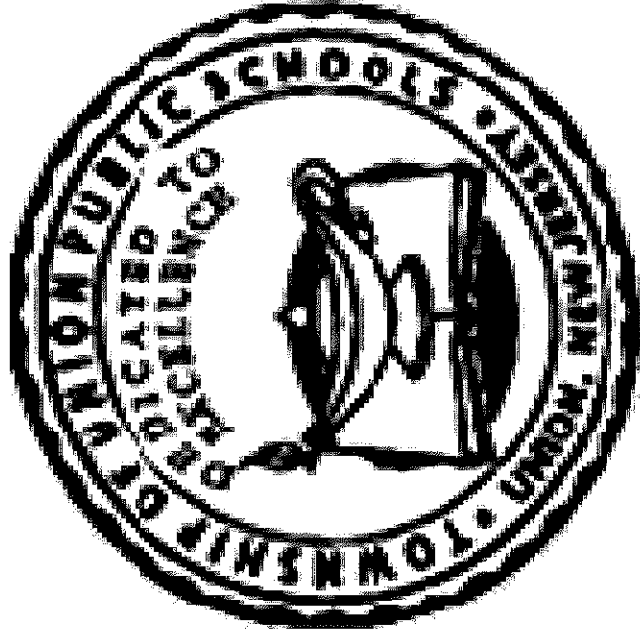
Department/Grade: **Grade 1**

Supervisor: **Maureen Corbett**

Submission Date: **May 5, 2015**

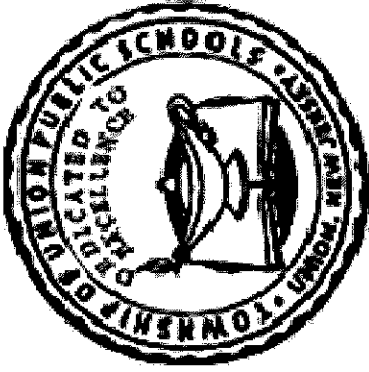
Board Approval Date:

TOWNSHIP OF UNION PUBLIC SCHOOLS



Social Studies
Grade 1

Curriculum Guide
2015



Board Members

David Arminio, President

Vito Nufrio, Vice President

Guy Francis

Richard Galante

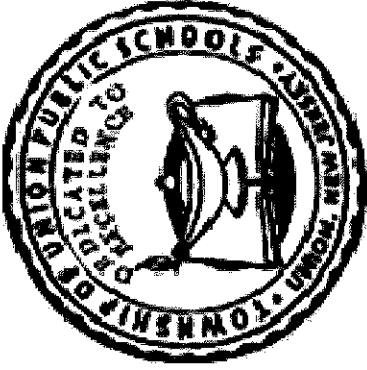
Thomas Layden

Lois Jackson

Angel Salcedo

Nancy Zuena

Ronald McDowell



TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

District Superintendent *Mr. Gregory Tatum*

Assistant Superintendent *Dr. Noreen Lishak*

Director of Student Information/Technology *Ms. Ann M. Hart*

Director of Special Services *Ms. Kim Conti*

Director of Athletics, Physical Education and Nurses *Ms. Linda Ionta*

DEPARTMENT SUPERVISORS

12 Month

School Counseling K - 12.....	Nicole Ahern
Special Services: PreK - 8.....	Sherry Gallanter
Special Services: 9 - 12	Joseph Seugling
Special Services: PreK - 8.....	Donna Wozniak

10-Month

Pre K-2 English/Math/Science/SS.....	Maureen Corbett
Social Studies: 6 - 12, Business 9-12.....	Libby Galante
English: 2 - 5, Social Studies: 2 - 5	Robert Ghiretti
Science: 6 - 12/NCLB.....	Maureen Guilfoyle
Career Ed, World Lang., ESL, Computers, G&T.....	Yvonne Lorenzo
English: 6-12.....	Mary Malyska
Mathematics: 2 - 5, Science: 2 - 5.....	Theresa Matthews
Mathematics: 6-12.....	Jason Mauriello
Art, Music K - 12.....	Ron Rago

Curriculum Committee
Social Studies

Lindsay Conneely
ToniAnn Titmas

Table of Contents

<i>Title Page</i>	
<i>Board Members</i>	
<i>Administration</i>	
<i>Department Supervisors</i>	
<i>Curriculum Committee</i>	
<i>Table of Content</i>	
<i>District Mission/Philosophy Statement</i>	
<i>District Goals</i>	
<i>Course Description</i>	
<i>Recommended Texts</i>	
<i>Curriculum Units</i>	
<i>Appendix: Common Core State Standards</i>	

Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

Teachers will use an interdisciplinary approach to these content areas with emphasis on the process skills outlined in the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (“the standards”) represent the next generation of K-12 standards designed to prepare all students for success in college, career, and life by the time they graduate from high school.

Recommended Textbooks

Macmillan/McGraw-Hill Timelinks:

Economics

History

Geography

Citizenship

Culture

Curriculum Units

Unit 1: Culture: Family and Neighbors

Unit 2: Geography: All about Earth

Unit 3: History: Life Long Ago

Unit 4: Economics: All about Work

Unit 5: Citizenship: Our Government

Pacing Guide- Course

<i><u>Content</u></i>	<i>Number of Days</i>
<i><u>Unit 1:</u> September/October</i>	<i>4 weeks total</i>
<i><u>Unit 2:</u> November/December</i>	<i>4 weeks total</i>
<i><u>Unit 3:</u> January/February</i>	<i>4 weeks total</i>
<i><u>Unit 4:</u> March/April</i>	<i>4 weeks total</i>
<i><u>Unit 5:</u> May/June</i>	<i>4 weeks total</i>

NJ CCS- Social Studies

Standard

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

Standard

6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Standard

6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit 1: Culture: Family and Neighbors

Essential Questions	NJCCCS Standards	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Who are our families and neighbors?</p>	<p>6.1 6.2 6.3</p>	<ol style="list-style-type: none"> 1. Understand that family members, and classmates can all teach us how to act responsibly. 2. Understand that at times, certain events bring families together. 3. Understand that there are similar reasons for having rules at home and school. 4. Understand that people rely on their neighbors. 5. Understand that America has many different customs because Americans have come from all over the world, bringing the customs of their home countries with them. <p><u>Critical Thinking Objectives</u></p> <ol style="list-style-type: none"> 6. Understand why rules are important. 	<ul style="list-style-type: none"> • Have students create a small map of their neighborhood and share with the class. • Have students draw a map of the school or classroom. • Discuss national celebrations (Independence Day, Martin Luther King Jr. Day, etc.) • Have students write a sentence about a celebration they share with their family. • Organize the class into groups and have the students create a list of rules for the classroom. • Have a "Heritage Day" by having the students bring in their "home country's" flag, and a food from the country. 	<p><u>Formative: Exit Cards,</u> Observations, informal questions, conferencing (unit questions in T.E.)</p> <p><u>Performance Assessment: Culture</u> <u>Activity:</u> Have students create a book of customs they have at home. Present to class.</p> <p><u>Writing:</u> Have students write about their families and Neighbors. Rubric located on Teacher Guide page 32W.</p> <p><u>Summative: Unit Assessment</u></p>

Unit 2: Geography: All About Earth

Essential Questions	NJCCCS Standards	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do we learn about where we live?</p>	<p>6.2 6.3</p>	<ol style="list-style-type: none"> 1. Understand that whether a person lives in the city, suburbs, in a town, or on a farm, they are part of a community. 2. Understand that communities and transportation is changing. 3. Understand that the Earth is made up of land and water, with different landforms and bodies of water. 4. Understand the weather and the four seasons. 5. Identify natural resources and recycling. 6. Understand the connection among community, state, country, continents and Earth. 	<ul style="list-style-type: none"> • Draw a picture of what it would look like in the suburbs. • Create a list of crops that people would grow on a farm. Plant some crops outside the school. • Draw a diagram of a form of transportation. • Put students in groups and have them create an imaginary island with different landforms and bodies of water. • Brainstorm ideas about different things that can be recycled at home and in school. • Create a flow chart that includes their address, neighborhood, community, state, country, continent, and Earth. 	<p><u>Formative:</u> Exit Cards, Observations, informal questions, conferencing (unit questions in T.E.)</p> <p><u>Performance Assessment:</u> Color a World Map: Have students color the oceans blue on a world map and the landforms green. Find North America and draw a house to show where they live.</p> <p><u>Writing:</u> Have students write answering, "How do we learn about where we live?" Rubric located on Teacher Guide page 38W.</p> <p><u>Summative:</u> Unit Assessment</p>

Unit 3: History: Life Long Ago

Essential Questions	NJCCCS Standards	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How did people live long ago?</p>	<p>6.1 6.2</p>	<p>Understand the difference and similarities between how people lived long ago and how they live today.</p> <p>Understand that there are similarities between our lives today and the lives of Native Americans long ago.</p> <p>Understand the purposes and effects of exploration</p> <p>Understand why the Pilgrims came to America and how they survived.</p> <p>Understand what freedom is and how Americans have been fighting for freedom since the start of the country</p>	<p>Invite a senior guest into the classroom to assist students compare and contrast life 50 years ago with today (i.e. schools, technology, grocery pricing) Students can complete a Venn Diagram.</p> <p>Use Google Images; Native Americans, Cherokee, Chippewa, Lenape. Students will make observations about the photos and infer what life was like long ago as a Native American. Students can decide if they would like to live during that time and support with reasons.</p> <p>"Explore" an upper grade classroom or other foreign area in the school. Students can create a map (diagram) and discuss what new things they discovered. Connect with lesson vocabulary.</p> <p>Have students and parents bring in various dishes that might have been served at the first Thanksgiving. Invite building staff to join (i.e. principal, librarian, special area teacher) Students can dress as pilgrims (paper hats, etc.) Connect with lesson- modify appropriately.</p> <p>Have students draw/color an American Flag on a sheet of paper. On the back, have the students compile a list of what we are free to do in the United States (i.e. vote, religion/worship, speech etc.)</p>	<p><u>Formative:</u> Exit Cards, Observations, informal questions, conferencing (unit questions in T.E.)</p> <p><u>Performance Assessment:</u> Make a Mobile: Draw pictures of people, places, and events form long ago. Turn each picture over and write a sentence telling what you learned. Attach a picture to a coat hanger. Present to class.</p> <p><u>Writing:</u> Have students answer the Big Idea Question: How Did People Live Long Ago? Use Unit 3 Scoring Rubric</p> <p><u>Summative:</u> Unit Assessment</p>

Unit 4: Economics: All About Work

Essential Questions	NJCCCS Standards	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Why do people work?</p>	<p>6.2 6.3</p>	<p>Understand what money is and why it important to save it.</p> <p>Understand the difference between a need and a want.</p> <p>Understand what work is and the different kinds of work people do.</p> <p>Understand that goods are made, bought, and traded.</p>	<p>Use monopoly money or google free play money templates. During the Unit, explain to students they are going to be pretend employees. Pay them with play money for good deeds, class jobs, completing assignments, etc. During the course allow them to use money to buy pencils, erasers, paper, candy etc., but allow them to save for better items such as time on computer, free time, or homework pass. (building concept)</p> <p>Continue to use above activity to reinforce concept of needs and wants. Ex. Pencil=Need; Free time=want Students can list their needs and wants. i.e. video games, toys, clothes, food.</p> <p>Walk through the school- list different jobs: Cafeteria Staff, Custodian, Principal, Different Teachers, Aids, Assistants, Librarian, Nurse, Secretaries, Crossing Guards, and Bus Drivers. Students can also share jobs their parents, grandparents, uncle/aunts, etc. have and jobs they would like to have when they are older.</p> <p>Place students in groups. Each group will represent a "factory". Each group can make a "good" using craft items. Samples: (book marks, rulers, decorated pencils, ornaments, etc.) Students can "trade" with other students or use play money to sell and purchase "goods".</p>	<p><u>Formative:</u> Exit Cards, Observations, informal questions, conferencing (unit questions in T.E.)</p> <p><u>Performance Assessment:</u> Make a book about work: Draw pictures of people working at different jobs; write the names of the jobs under the pictures; make a cover for the book; present the work the people in the book do.</p> <p><u>Writing:</u> Have students answer the Big Idea Question: Why do people work? Use Unit 4 Scoring Rubric</p> <p><u>Summative:</u> Unit Assessment</p>

Unit 5: Citizenship: Our Government

Essential Questions	NJCCCS Standards	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How do we get along together?	6.1 6.2 6.3	<p>Understand what the Declaration of Independence is and why we celebrate on July 4.</p> <p>Understand what a government is and the importance of the Constitution.</p> <p>Understand laws and what they are for and that some are state and community laws.</p> <p>Understand the importance of being a good citizen and the purpose of voting.</p> <p>Understand that we have many leaders who have different roles.</p> <p>Understand some of the symbols that represent the USA and what they stand for.</p>	<p>Invite students to make a list of things they would do to celebrate Fourth of July. Draw pictures and write sentences explaining their plan. Compile a list of ideas for discussion.</p> <p>Tell children that when something is unfair it can hurt feelings and when something is fair it feels good. Tell brief stories demonstrating someone solving a problem fairly and unfairly. After each story, ask children to draw a picture of how they feel about the story.</p> <p>Write 10 state or community laws of slips of paper. Organize students into groups of 2 or 3, selecting a slip of paper. Each group will create a skit that shows people obeying the law written on the slip of paper. The remaining class will name the law.</p> <p>Have students brainstorm rules they would like to see made in their school. Conduct a formal vote on each selected one, recording the votes next to each suggestion. Discuss the voting results with children.</p> <p>Have students create a poster- for the president, the governor, or the mayor. Have them include the person's name, job duties, and other important information.</p> <p>Have students create a symbol for themselves or family, using clay to sculpt, draw, or use other materials. Invite them to show and explain their symbol to the class.</p>	<p><u>Formative:</u> Exit Cards, Observations, informal questions, conferencing (unit questions in T.E.)</p> <p><u>Performance Assessment:</u> Government Activity: Vote for a Class Flag: Tell which symbols you would like to see on your flag. Vote for the symbol you like the best. Use the symbol to draw your class flag.</p> <p><u>Writing:</u> Have students answer the Big Idea Question: How do we get along together? Use Unit 5 Scoring Rubric</p> <p><u>Summative:</u> Unit Assessment</p>

Social Studies Skills Table

Essential Question: What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Social Studies Skill	K-4	5-8	9-12
Chronological Thinking	<p>Place key historical events and people in historical eras using timelines.</p> <p>Explain how the present is connected to the past.</p>	<p>Construct timelines of the events occurring during major eras.</p> <p>Explain how major events are related to one another in time.</p>	<p>Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.</p> <p>Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.</p>
Spatial Thinking	<p>Determine locations of places and interpret information available on maps and globes.</p> <p>Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.</p>	<p>Select and use various geographic representations to compare information about people, places, regions, and environments.</p> <p>Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</p>	<p>Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.</p> <p>Relate current events to the physical and human characteristics of places and regions.</p>
Critical Thinking	<p>Distinguish fact from fiction.</p> <p>Identify and use a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.).</p>	<p>Compare and contrast differing interpretations of current and historical events.</p> <p>Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.</p>	<p>Distinguish valid arguments from false arguments when interpreting current and historical events.</p> <p>Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.</p>
Presentational Skills	<p>Use evidence to support an idea in a written and/or oral format.</p>	<p>Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</p>	<p>Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.</p>

NJ CCS- Social Studies

2009 New Jersey Core Curriculum Content Standards - Social Studies

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

Strand		A. Civics, Government, and Human Rights	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Citizenship begins with becoming a contributing member of the classroom community.	6.1.P. A.1	Demonstrate an understanding of rules by following most classroom routines.
		6.1.P. A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.
		6.1.P. A.3	Demonstrate appropriate behavior when collaborating with others.
4	Rules and laws are developed to protect people's rights and the security and welfare of society.	6.1.4. A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
		6.1.4. A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
	American constitutional government is based on principles of limited government, shared authority, fairness, and equality.	6.1.4. A.3	Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of United States government.

<p>There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.</p>	<p>6.1.4. A.4 Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.</p> <p>6.1.4. A.5 Distinguish the roles and responsibilities of the three branches of the national government.</p> <p>6.1.4. A.6 Explain how national and state governments share power in the federal system of government.</p>
<p>In a representative democracy, individuals elect representatives to act on the behalf of the people.</p>	<p>6.1.4. A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</p> <p>6.1.4. A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.</p>
<p>The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</p>	<p>6.1.4. A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.</p> <p>6.1.4. A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p>
<p>The United States democratic system requires active participation of its citizens.</p>	<p>6.1.4. A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p> <p>6.1.4. A.12 Explain the process of creating change at the local, state, or national level.</p>

<p>Immigrants can become and obtain the rights of American citizens.</p>	<p>6.1.4. A.13</p>	<p>Describe the process by which immigrants become United States citizens.</p>
<p>The world is comprised of nations that are similar to and different from the United States.</p>	<p>6.1.4. A.14</p>	<p>Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</p>
<p>In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.</p>	<p>6.1.4. A.15</p>	<p>Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p>
<p>In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.</p>	<p>6.1.4. A.16</p>	<p>Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.</p>

Content Area		Social Studies	
Standard	<p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>		
B. Geography, People, and the Environment			
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Everyone is part of a larger neighborhood and community.	6.1.P.B.1	Develop an awareness of the physical features of the neighborhood/community.
		6.1.P.B.2	Identify, discuss, and role-play the duties of a range of community workers.
4	Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.	6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
		6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
		6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.

<p>Places are jointly characterized by their physical and human properties.</p>	<p>6.1.4.B.4</p>	<p>Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p>
<p>The physical environment can both accommodate and be endangered by human activities.</p>	<p>6.1.4.B.5</p>	<p>Describe how human interaction impacts the environment in New Jersey and the United States.</p>
<p>Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</p>	<p>6.1.4.B.6</p>	<p>Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.</p>
<p>Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.</p>	<p>6.1.4.B.7</p>	<p>Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p>
<p>Advancements in science and technology can have unintended consequences that impact individuals and/or societies.</p>	<p>6.1.4.B.8</p>	<p>Compare ways people choose to use and divide natural resources.</p>
<p>Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.</p>	<p>6.1.4.B.9</p>	<p>Relate advances in science and technology to environmental concerns, and to actions taken to address them.</p>
<p>Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.</p>	<p>6.1.4.B.10</p>	<p>Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.</p>

Strand		C. Economics, Innovation, and Technology	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
4	People make decisions based on their needs, wants, and the availability of resources.	6.1.4.C.1	Apply <u>opportunity cost</u> to evaluate individuals' decisions, including ones made in their communities.
		6.1.4.C.2	Distinguish between needs and wants and explain how <u>scarcity</u> and choice influence decisions made by individuals, communities, and nations.
	Economics is a driving force for the occurrence of various events and phenomena in societies.	6.1.4.C.3	Explain why incentives vary between and among producers and consumers.
		6.1.4.C.4	Describe how supply and demand influence price and output of products.
	Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.	6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
		6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
		6.1.4.C.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
		6.1.4.C.8	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

<p>Availability of resources affects economic outcomes.</p>	<p>6.1.4.C .9</p>	<p>Compare and contrast how access to and use of resources affects people across the world differently.</p>
<p>Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.</p>	<p>6.1.4.C .10</p>	<p>Explain the role of money, savings, debt, and investment in individuals' lives.</p>
<p>Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.</p>	<p>6.1.4.C .11</p>	<p>Recognize the importance of setting long-term goals when making financial decisions within the community.</p>
<p>Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.</p>	<p>6.1.4.C .12</p>	<p>Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.</p>
<p>Economic opportunities in New Jersey and other states are related to the availability of resources and technology.</p>	<p>6.1.4.C .13</p>	<p>Determine the qualities of entrepreneurs in a <u>capitalistic</u> society.</p>
<p>Economic opportunities in New Jersey and other states are related to the availability of resources and technology.</p>	<p>6.1.4.C .14</p>	<p>Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.</p>
<p>Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.</p>	<p>6.1.4.C .15</p>	<p>Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p>
<p>Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.</p>	<p>6.1.4.C .16</p>	<p>Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p>
<p>Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.</p>	<p>6.1.4.C .17</p>	<p>Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.</p>
<p>Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.</p>	<p>6.1.4.C .18</p>	<p>Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</p>

Strand		D. History, Culture, and Perspectives	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Individuals and families have unique characteristics.	6.1.P.D.1	Describe characteristics of oneself, one's family, and others.
		6.1.P.D.2	Demonstrate an understanding of family roles and traditions.
	There are many different cultures within the classroom and community.	6.1.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play).
		6.1.P.D.4	Learn about and respect other cultures within the classroom and community.
4	Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.	6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Leni Lenape of New Jersey.
		6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
	6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.	
	6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.	
	Key historical events, documents, and individuals led to the development of our nation.		

6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
6.1.4.D.7	Explain the role Governor William Livingston played in the development of New Jersey government.
6.1.4.D.8	Determine the significance of New Jersey's role in the American Revolution.
6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
6.1.4.D.10	Describe how the influence of Native American groups, including the Leni Lenape culture, is manifested in different regions of New Jersey.
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
	Personal, family, and community history is a source of information for individuals about the people and places around them.
	The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.

<p>Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.</p>	<p>6.1.4.D.13</p>	<p>Describe how culture is expressed through and influenced by the behavior of people.</p>
<p>American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.</p>	<p>6.1.4.D.14</p>	<p>Trace how the American identity evolved over time.</p>
<p>Cultures struggle to maintain traditions in a changing society.</p>	<p>6.1.4.D.15</p>	<p>Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p>
<p>Prejudice and discrimination can be obstacles to understanding other cultures.</p>	<p>6.1.4.D.16</p>	<p>Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p>
<p>Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.</p>	<p>6.1.4.D.17</p>	<p>Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p>
<p>The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.</p>	<p>6.1.4.D.18</p>	<p>Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</p>
<p>People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.</p>	<p>6.1.4.D.19</p>	<p>Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p>
<p></p>	<p>6.1.4.D.20</p>	<p>Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>

Content Area

Social Studies

Standard

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Grade Level

By the end of grade 4

Active citizens in the 21st century:

- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Are aware of their relationships to people, places, and resources in the local community and beyond.
- Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
- Develop strategies to reach consensus and resolve conflict.

Content Statement

Demonstrate understanding of the need for fairness and take appropriate action against unfairness.

Strand	CPI#	Cumulative Progress Indicator (CPI)
A. Civics, Government, and Human Rights	6.3.4.A.1	Evaluate what makes a good rule or law.
	6.3.4.A.2	Contact local officials and community members to acquire information and/or discuss local issues.
	6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.
	6.3.4.A.4	Communicate with students from various countries about common issues of public concern and possible solutions.
B. Geography, People and the Environment	6.3.4.B.1	Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
C. Economics, Innovation, and Technology	6.3.4.C.1	Develop and implement a group initiative that addresses an economic issue impacting children.
D. History, Culture, and Perspectives	6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.