

Draft 2020 New Jersey Student Learning Standards – Social Studies 6.1

U.S. History: America in the World by the End of Grade 2

Civics, Government and Human Rights: Civics and Political Institutions

Core Idea	Performance Expectations
Local community and government leaders have roles and responsibilities to provide services for its community members.	<ul style="list-style-type: none"> • 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council). • 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
Rules for all to live by are a result of the actions of government, organizations, and individuals.	<ul style="list-style-type: none"> • 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.
The actions of individuals and government affect decisions made for the common good.	<ul style="list-style-type: none"> • 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. • 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. • 6.1.2.CivicsPI.6: Explain what government is and its function.

Civics, Government and Human Rights: Participation and Deliberation

Core Idea	Performance Expectations
When all members of the group are given the opportunity to participate in the decision-making process everyone’s voice is heard.	<ul style="list-style-type: none"> • 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. • 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Civics, Government and Human Rights: Democratic Principles

Core Idea	Performance Expectations
<p>The principles this country was founded upon contribute to how communities function (e.g., authority, rights, fairness, responsibility, privacy, freedom to make choices).</p>	<ul style="list-style-type: none"> • 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. • 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities. • 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

Civics, Government and Human Rights: Processes and Rules

Core Idea	Performance Expectations
<p>Rules and laws are established for our safety and well-being.</p>	<ul style="list-style-type: none"> • 6.1.2.CivicsPR.1: Determine what makes a good rule or law. • 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws in school and communities are needed. • 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
<p>Ideal processes and rules are designed to be fair, consistent, and respectful of all people’s rights.</p>	<ul style="list-style-type: none"> • 6.1.2.CivicsPR.4: Explain how individuals can work together to make decisions in the classroom.

Civics, Government and Human Rights: Civic Mindedness

Core Idea	Performance Expectations
<p>Certain character traits can help individuals become productive members of their community.</p>	<ul style="list-style-type: none"> • 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. • 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

Core Idea	Performance Expectations
	<ul style="list-style-type: none"> • 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Geography, People and the Environment: Human Population Patterns

Core Idea	Performance Expectations
Physical and human characteristics affect where people live (settle).	<ul style="list-style-type: none"> • 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

Geography, People and the Environment: Spatial Views of the World

Core Idea	Performance Expectations
A map is a symbolic representation of selected characteristics of a place.	<ul style="list-style-type: none"> • 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). • 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom). • 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
Geographic data can be used to identify cultural and environmental characteristics of places.	<ul style="list-style-type: none"> • 6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student’s assigned seat in the classroom, needs more thought).

Geography, People and the Environment: Human Environment Interaction

Core Idea	Performance Expectations
Environmental characteristics influence the how and where people live.	<ul style="list-style-type: none"> • 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. • 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). • 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States. • 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.

Geography, People and the Environment: Global Interconnections

Core Idea	Performance Expectations
Global interconnections occur between human and physical systems across different regions of the world.	<ul style="list-style-type: none"> • 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place. • 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

Economics, Innovation and Technology: Economic Ways of Thinking

Core Idea	Performance Expectations
Individuals make decisions based on their needs, wants, and the availability of resources.	<ul style="list-style-type: none"> • 6.1.2.EconET.1: Explain the difference between needs and wants. • 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.
Limited resources influence choices.	<ul style="list-style-type: none"> • 6.1.2.EconET.3: Describe how supply and demand influence price and output of products.
Effective decision-making skills can help when individuals and governments make economic	<ul style="list-style-type: none"> • 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.

Core Idea	Performance Expectations
decisions (e.g., saving, spending, acquiring debt, investing).	<ul style="list-style-type: none"> 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.

Economics, Innovation and Technology: Exchange and Markets

Core Idea	Performance Expectations
Goods and services are produced and exchanged in multiple ways.	<ul style="list-style-type: none"> 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services. 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities. 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

Economics, Innovation and Technology: National Economy

Core Idea	Performance Expectations
The availability of resources influences current and future economic conditions.	<ul style="list-style-type: none"> 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
Governments play an economic role in the lives of individuals and communities.	<ul style="list-style-type: none"> 6.1.2.EconNE.2: Describe examples of goods and services that governments provide.

Economics, Innovation and Technology: Global Economy

Core Idea	Performance Expectations
There are benefits to trading goods and services with other countries.	<ul style="list-style-type: none"> • 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically. • 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.

History, Culture, and Perspectives: Continuity and Change

Core Idea	Performance Expectations
Historical timelines put events in chronological order to help people understand the past.	<ul style="list-style-type: none"> • 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time. • 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
Understanding the past helps to make sense of the present.	<ul style="list-style-type: none"> • 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

History, Culture, and Perspectives: Understanding Perspectives

Core Idea	Performance Expectations
Two or more individuals can have a different understanding of the same event.	<ul style="list-style-type: none"> • 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.	<ul style="list-style-type: none"> • 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture. • 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

History, Culture, and Perspectives: Historical Sourcing and Evidence

Core Idea	Performance Expectations
The nature of history involves stories of the past preserved in a variety of sources.	<ul style="list-style-type: none"> • 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. • 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.	<ul style="list-style-type: none"> • 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).

History, Culture, and Perspectives: Claims and Argumentation

Core Idea	Performance Expectations
Historians create arguments to put forth ideas or explanations based on evidence.	<ul style="list-style-type: none"> • 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).