



**Draft 2020 New Jersey Student Learning Standards– Social Studies**

**6.1 U.S. History: America in the World by the End of Grade 5**

**Civics, Government and Human Rights: Civics and Political Institutions**

Core Idea	Performance Expectations
<p>In a democracy, individuals play a role in how government functions.</p>	<ul style="list-style-type: none"> <li>• 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</li> <li>• 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).</li> </ul>
<p>In a representative democracy, individuals elect representatives to act on the behalf of the people.</p>	<ul style="list-style-type: none"> <li>• 6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</li> </ul>
<p>Levels of government (i.e., local, state, and federal) have different powers and responsibilities.</p>	<ul style="list-style-type: none"> <li>• 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.</li> <li>• 6.1.5.CivicsPI.5: Distinguish the responsibilities and powers of government officials at various levels and branches of government.</li> <li>• 6.1.5.CivicsPI.6: Explain how national and state governments share power in the federal system of government.</li> <li>• 6.1.5.CivicsPI.7: Describe how the United States Constitution defines how government is organized.</li> <li>• 6.1.5.CivicsPI.8: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.</li> </ul>

## Draft New Jersey Student Learning Standards – Social Studies

### Civics, Government and Human Rights: Participation and Deliberation

Core Idea	Performance Expectations
Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials).	<ul style="list-style-type: none"> <li>• 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.</li> <li>• 6.1.5.CivicsPD.2: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.</li> <li>• 6.1.5.CivicsPD.3: Explain how the fundamental rights of the individual and the common good of the country depend upon all members of society exercising their civic responsibilities at the community, state, national, and global levels.</li> <li>• 6.1.5.CivicsPD.4: Explain the process of creating change at the local, state, or national level.</li> <li>• 6.1.5.CivicsPD.5: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights).</li> </ul>
Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.	<ul style="list-style-type: none"> <li>• 6.1.5.CivicsPD.6: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</li> </ul>

### Civics, Government and Human Rights: Democratic Principles

Core Idea	Performance Expectations
Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	<ul style="list-style-type: none"> <li>• 6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).</li> <li>• 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</li> <li>• 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.</li> </ul>

**Draft New Jersey Student Learning Standards – Social Studies**

**Civics, Government and Human Rights: Processes and Rules**

Core Idea	Performance Expectations
There are different processes for establishing rules and laws.	<ul style="list-style-type: none"> <li>• 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</li> <li>• 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.</li> </ul>
Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.	<ul style="list-style-type: none"> <li>• 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.</li> <li>• 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.</li> </ul>

**Civics, Government and Human Rights: Human and Civil Rights**

Core Idea	Performance Expectations
It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.	<ul style="list-style-type: none"> <li>• 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process).</li> <li>• 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.</li> <li>• 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.</li> </ul>

## Draft New Jersey Student Learning Standards – Social Studies

### Civics, Government and Human Rights: Civic Mindedness

Core Idea	Performance Expectations
Certain dispositions help individuals contribute to the health of American democracy.	<ul style="list-style-type: none"> <li>• 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.</li> <li>• 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.</li> <li>• 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</li> <li>• 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.</li> </ul>

### Geography, People and the Environment: Human Population Patterns

Core Idea	Performance Expectations
Regions form and change as a result of unique physical characteristics conditions, economies, and cultures.	<ul style="list-style-type: none"> <li>• 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</li> <li>• 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</li> </ul>
Patterns of settlement differ markedly from region to region, place to place, and time to time.	<ul style="list-style-type: none"> <li>• 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</li> <li>• 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.</li> <li>• 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</li> </ul>
The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.	<ul style="list-style-type: none"> <li>• 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</li> </ul>

## Draft New Jersey Student Learning Standards – Social Studies

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

Core Idea	Performance Expectations
Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	<ul style="list-style-type: none"> <li>• 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).</li> <li>• 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</li> <li>• 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</li> <li>• 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).</li> <li>• 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.</li> </ul>

### Geography, People and the Environment: Human Environment Interaction

Core Idea	Performance Expectations
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	<ul style="list-style-type: none"> <li>• 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.</li> <li>• 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</li> <li>• 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</li> </ul>

## Draft New Jersey Student Learning Standards – Social Studies

### Geography, People and the Environment: Global Interconnections

Core Idea	Performance Expectations
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	<ul style="list-style-type: none"> <li>• 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</li> <li>• 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.</li> <li>• 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</li> <li>• 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</li> </ul>

### Economics, Innovation and Technology: Economic Ways of Thinking

Core Idea	Performance Expectations
Economic decision making involves setting goals and identifying the resources available to achieve those goals.	<ul style="list-style-type: none"> <li>• 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.</li> </ul>
An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.	<ul style="list-style-type: none"> <li>• 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.</li> <li>• 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</li> </ul>

## Draft New Jersey Student Learning Standards – Social Studies

### Economics, Innovation and Technology: Exchange and Markets

Core Idea	Performance Expectations
The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.	<ul style="list-style-type: none"> <li>• 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.</li> <li>• 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).</li> <li>• 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.</li> <li>• 6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.</li> </ul>
The exchange of goods and services can have negative and positive effects.	<ul style="list-style-type: none"> <li>• 6.1.5.EconEM.1: Explain why individuals and societies trade, how trade functions, and the role of trade.</li> <li>• 6.1.5.EconEM.2: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</li> <li>• 6.1.5.EconEM.3: Analyze the impact of triangular trade on multiple nations and groups.</li> </ul>

### Economics, Innovation and Technology: National Economy

Core Idea	Performance Expectations
The government uses a variety of tools to pay for goods and services it provides to individuals and communities.	<ul style="list-style-type: none"> <li>• 6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.</li> </ul>
A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.	<ul style="list-style-type: none"> <li>• 6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.</li> <li>• 6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</li> <li>• 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</li> <li>• 6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.</li> <li>• 6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.</li> </ul>

## Draft New Jersey Student Learning Standards – Social Studies

Core Idea	Performance Expectations
	<ul style="list-style-type: none"> <li>• 6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</li> </ul>

### Economics, Innovation and Technology: Global Economy

Core Idea	Performance Expectations
Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.	<ul style="list-style-type: none"> <li>• 6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</li> <li>• 6.1.5.EconGE.2: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</li> <li>• 6.1.5.EconGE.3: 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.</li> <li>• 6.1.5.EconGE.4: Use economic data to explain how trade leads to increasing economic interdependence among nations.</li> <li>• 6.1.5.EconGE.5: Compare and contrast how the availability of resources affects people across the world differently.</li> <li>• 6.1.5.EconGE.6: Evaluate the economic impact of science and technology innovations on European exploration.</li> </ul>

### History, Culture, and Perspectives: Continuity and Change

Core Idea	Performance Expectations
Chronological sequencing helps us understand the interrelationship of historical events.	<ul style="list-style-type: none"> <li>• 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.</li> <li>• 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.</li> </ul>

## Draft New Jersey Student Learning Standards – Social Studies

Core Idea	Performance Expectations
<p>Interactions of people and events have shaped the world we experience today.</p>	<ul style="list-style-type: none"> <li>• 6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</li> <li>• 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</li> <li>• 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</li> <li>• 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</li> <li>• 6.1.5.HistoryCC.7; Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</li> <li>• 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</li> <li>• 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.</li> <li>• 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</li> <li>• 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.</li> <li>• 6.1.5.HistoryCC.12; Determine the roles of religious freedom and participatory government in various North American colonies.</li> <li>• 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.</li> <li>• 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.</li> </ul>

## Draft New Jersey Student Learning Standards – Social Studies

### History, Culture, and Perspectives: Understanding Perspectives

Core Idea	Performance Expectations
Events may be viewed differently based on one's perspective.	<ul style="list-style-type: none"> <li>• 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.</li> <li>• 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</li> <li>• 6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.</li> <li>• 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</li> </ul>
Historical records are shaped by the society that the creator lived in.	<ul style="list-style-type: none"> <li>• 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</li> <li>• 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</li> <li>• 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</li> </ul>

### History, Culture, and Perspectives: Historical Sourcing and Evidence

Core Idea	Performance Expectations
There are a variety of sources that help us understand the past.	<ul style="list-style-type: none"> <li>• 6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.</li> </ul>
Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.	<ul style="list-style-type: none"> <li>• 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.</li> </ul>

## Draft New Jersey Student Learning Standards – Social Studies

### History, Culture, and Perspectives: Claims and Argumentation

Core Idea	Performance Expectations
Historians use evidence from multiple sources to support their claims and arguments about the past.	<ul style="list-style-type: none"><li>• 6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.</li></ul>