

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

### 6.3 Active Citizenship in the 21<sup>st</sup> Century by the End of Grade 8

#### Civics, Government, and Human Rights: Civic and Political Institutions

Core Idea	Performance Expectations
Political and civil institutions impact all aspects of people’s lives.	<ul style="list-style-type: none"><li>6.1.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.</li></ul>
Governments have different structures which impact development (expansion) and civic participation.	<ul style="list-style-type: none"><li>6.1.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).</li><li>6.1.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.</li><li>6.1.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information.</li></ul>

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

Core Idea	Performance Expectations
Civic participation and deliberation are the responsibility of every member of society.	<ul style="list-style-type: none"><li>6.1.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</li><li>6.1.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.</li><li>6.1.8.CivicsPD.3: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.</li></ul>

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	<ul style="list-style-type: none"> <li>6.1.8.CivicsPD.4: Construct a claim as to why it is important for democracy that individuals to be informed by facts, aware of diverse viewpoints, and willing to take action on public issues.</li> </ul>
Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.	<ul style="list-style-type: none"> <li>6.1.8.CivicsPD.5: Construct a claim as to why it is important for democracy that individuals to be informed by facts, aware of diverse viewpoints, and willing to take action on public issues.</li> </ul>

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

Core Idea	Performance Expectations
The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.	<ul style="list-style-type: none"> <li>6.1.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.</li> <li>6.1.8.CivicsDP.2: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.</li> <li>6.1.8.CivicsDP.3: Take a position based on evidence to determine the extent and the limitations of First Amendment rights.</li> <li>6.1.8.CivicsDP.4: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.</li> </ul>

### Civics, Government, and Human Rights: Processes, Rules and Laws

Core Idea	Performance Expectations
In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.	<ul style="list-style-type: none"> <li>6.1.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.</li> <li>6.1.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</li> </ul>

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	<ul style="list-style-type: none"> <li>• 6.1.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</li> <li>• 6.1.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.</li> <li>• 6.1.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</li> <li>• 6.1.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.</li> </ul>
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**Civics, Government and Human Rights: Human and Civil Rights**

Core Idea	Performance Expectations
Fundamental rights are derived from the inherent worth of every individual, which include civil, political, social, economic, and cultural rights.	<ul style="list-style-type: none"> <li>• 6.1.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.</li> </ul>

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

Core Idea	Performance Expectations
Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals	<ul style="list-style-type: none"> <li>• 6.1.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action and take a position and support it (e.g., healthcare, education, transportation)</li> <li>• 6.1.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).</li> </ul>