

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**

| <u>Content Statement</u> | <u>CPI</u> | <u>Cumulative Progress Indicator</u> |
|---|------------|--|
| 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. |
| The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. | 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 new laws and policies over time at the local and national levels of United States government. |
| 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. | 6.1.4.A.4 | Explain how the United States government is organized and how the United States Constitution defines and checks the power of government. |
| | 6.1.4.A.5 | Distinguish the roles and responsibilities of the three branches of the national government. |
| | 6.1.4.A.6 | Explain how national and state governments share power in the federal system of government. |
| In a representative democracy, individuals elect representatives to act on the behalf of the people. | 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. |
| | 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. |
| The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights | 6.1.4.A.9 | Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). |
| | 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. |
| The United States democratic system requires active participation of its citizens. | 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. |
| | 6.1.4.A.12 | Explain the process of creating change at the local, state, or national level. |
| Immigrants can become and obtain the rights of American citizens. | 6.1.4.A.13 | Describe the process by which immigrants become United States citizens. |
| The world is comprised of nations that are similar to and different from the United States. | 6.1.4.A.14 | Describe how the world is divided into many nations that have their own governments, languages, customs, and laws. |
| In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges. | 6.1.4.A.15 | Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. |
| In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems. | 6.1.4.A.16 | Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need. |

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STRAND:**B. Geography, People, and the Environment**

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

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STRAND:**C. Economics, Innovation, and Technology**

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| People make decisions based on their needs, wants, and the availability of resources. | 6.1.4.C.1 | Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities. |
| | 6.1.4.C.2 | Distinguish between needs and wants and explain how scarcity 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. |
| | 6.1.4.C.5 | Explain the role of specialization in the production and exchange of goods and services. |
| Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes. | 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. |
| Availability of resources affects economic outcomes. | 6.1.4.C.9 | Compare and contrast how the availability of resources affects people across the world differently. |
| Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment. | 6.1.4.C.10 | Explain the role of money, savings, debt, and investment in individuals' lives |
| | 6.1.4.C.11 | Recognize the importance of setting long-term goals when making financial decisions within the community. |
| Creativity and innovation affect lifestyle, access to information, and the creation of new products and services. | 6.1.4.C.12 | Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. |
| | 6.1.4.C.13 | Examine the qualities of entrepreneurs in a capitalistic society. |
| Economic opportunities in New Jersey and other states are related to the availability of resources and technology. | 6.1.4.C.14 | 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. |
| | 6.1.4.C.15 | Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. |
| Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products. | 6.1.4.C.16 | Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. |
| | 6.1.4.C.17 | Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age. |
| | 6.1.4.C.18 | Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world. |

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STRAND:**D. History, Culture, and Perspectives**

| <u>Content Statement</u> | <u>CPI</u> | <u>Cumulative Progress Indicator</u> |
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| 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 Lenni 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. |
| Key historical events, documents, and individuals led to the development of our nation. | 6.1.4.D.4 | Explain how key events led to the creation of the United States and the state of New Jersey. |
| | 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. |
| Personal, family, and community history is a source of information for individuals about the people and places around them. | 6.1.4.D.10 | Describe how the influence of Native American groups, including the Lenni 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. |
| The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage. | 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. |
| Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. | 6.1.4.D.13 | Describe how culture is expressed through and influenced by the behavior of people. |
| American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States. | 6.1.4.D.14 | Trace how the American identity evolved over time. |
| Cultures struggle to maintain traditions in a changing society. | 6.1.4.D.15 | Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices |
| Prejudice and discrimination can be obstacles to understanding other cultures. | 6.1.4.D.16 | Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present |
| Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history. | 6.1.4.D.17 | Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. |
| 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. | 6.1.4.D.18 | Explain how an individual's beliefs, values, and traditions may reflect more than one culture. |
| 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. | 6.1.4.D.19 | Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. |
| | 6.1.4.D.20 | Describe why it is important to understand the perspectives of other cultures in an interconnected world. |