

Standards		Weekly Issues
Kindergarten Standards		
6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).	Week 2 Authority Figures Week 3 What are Rules? Week 4 What are Laws? Week 5 Government
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.	Week 2 Authority Figures Week 4 What are Laws? Week 5 Government
6.1.2.CivicsPI.3	Explain how individuals work with different levels of government to make rules.	Week 2 Authority Figures Week 3 What are Rules? Week 4 What are Laws? Week 5 Government Week 8 Citizens
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.	Week 1 I Am a Member of a Community Week 2 Authority Figures Week 5 Government Week 7 Learning and Working Together Week 8 Citizens Week 9 Characteristics of Responsible Citizens
6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority	Week 1 I Am a Member of a Community Week 5 Government Week 8 Citizens
6.1.2.CivicsPI.6	Explain what government is and its function.	Week 2 Authority Figures Week 4 What are Laws? Week 5 Government
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.	Week 1 I Am a Member of a Community Week 2 Authority Figures Week 3 What are Rules? Week 5 Government Week 6 Important Documents Week 7 Learning and Working Together Week 8 Citizens Week 9 Characteristics of Responsible Citizens
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.	Week 3 What are Rules? Week 5 Government Week 6 Important Documents Week 7 Learning and Working Together Week 8 Citizens
6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.	Week 6 Important Documents Week 10 Patriotism Week 11 National Symbols Week 12 National Patriotic Holidays

Standards		Weekly Issues
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.	Week 2 Authority Figures Week 5 Government Week 6 Important Documents Week 7 Learning and Working Together
6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.	Week 6 Important Documents Week 10 Patriotism Week 11 National Symbols Week 12 National Patriotic Holidays
6.1.2.CivicsPR.1	Determine what makes a good rule or law.	Week 2 Authority Figures Week 3 What are Rules? Week 4 What are Laws? Week 5 Government
6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.	Week 2 Authority Figures Week 3 What are Rules? Week 4 What are Laws? Week 5 Government
6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.	Week 3 What are Rules? Week 4 What are Laws? Week 6 Important Documents
6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.	Week 2 Authority Figures Week 3 What are Rules? Week 4 What are Laws? Week 5 Government Week 6 Important Documents
6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.	Week 1 I Am a Member of a Community Week 6 Important Documents Week 7 Learning and Working Together Week 8 Citizens Week 9 Characteristics of Responsible Citizens
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).	Week 1 I Am a Member of a Community Week 7 Learning and Working Together Week 8 Citizens Week 9 Characteristics of Responsible Citizens Week 27 Culture
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.	Week 1 I Am a Member of a Community Week 7 Learning and Working Together Week 8 Citizens Week 9 Characteristics of Responsible Citizens Week 27 Culture
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	Week 16 Physical Characteristics of a Place Week 17 Weather Week 18 Human Characteristics of a Place

Standards		Weekly Issues
	weather, resource availability).	Week 19 My Place on the Map
6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains)	Week 13 Map Skills Week 16 Physical Characteristics of a Place
6.1.2.GeoSV.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).	Week 13 Map Skills Week 14 Location Week 15 Finding Places Around Me Week 19 My Place on the Map
6.1.2.GeoSV.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).	Week 13 Map Skills
6.1.2.GeoSV.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).	Week 13 Map Skills Week 14 Location Week 15 Finding Places Around Me Week 18 Human Characteristics of a Place Week 19 My Place on the Map
6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.	Week 17 Weather
6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).	Week 18 Human Characteristics of a Place
6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.	Week 17 Weather Week 18 Human Characteristics of a Place
6.1.2.GeoHE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.	Week 17 Weather
6.1.2.GeoGI.1	Explain why and how people, goods, and ideas move from place to place.	
6.1.2.GeoGI.2	Use technology to understand the culture and physical characteristics of regions.	Week 17 Weather Week 18 Human Characteristics of a Place Week 19 My Place on the Map
6.1.2.EconET.1	Explain the difference between needs and wants.	Week 29 Needs and Wants
6.1.2.EconET.2	Cite examples of choices people make when resources are scarce.	
6.1.2.EconET.3	Describe how supply and demand influence price and output of products.	

Standards		Weekly Issues
6.1.2.EconET.4	Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.	Week 32 Spending and Saving
6.1.2.EconET.5	Describe how local and state governments make decisions that affect individuals and the community.	
6.1.2.EconEM.1	Describe the skills and knowledge required to produce specific goods and services.	Week 30 Economics Week 31 Jobs
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.	Week 30 Economics Week 31 Jobs
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).	Week 30 Economics Week 32 Spending and Saving
6.1.2.EconNE.1	Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.	
6.1.2.EconNE.2	Describe examples of goods and services that governments provide.	Week 5 Government
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.	
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.	Week 22 Changes Over Time
6.1.2.HistoryCC.2	Use a timeline of important events to make inferences about the "big picture" of history.	Week 22 Changes Over Time
6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.	Week 6 Important Documents Week 22 Changes Over Time Week 23 History Week 24 Life Long Ago and Today Week 25 Inventors Week 26 Transportation Over Time
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.	Week 23 History

Standards		Weekly Issues
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.	Week 27 Culture Week 28 Holidays Around the World
6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.	
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.	Week 27 Culture Week 28 Holidays Around the World
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).	
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).	Week 22 Changes Over Time
6.1.2.HistoryCA.1	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).	Week 22 Changes Over Time

Standards		Weekly Issues
<b>1st Grade Standards</b>		
6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).	Week 2 Authority Figures Week 3 Rules and Laws Week 4 Government Week 5 Government Services
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.	Week 2 Authority Figures Week 4 Government Week 5 Government Services
6.1.2.CivicsPI.3	Explain how individuals work with different levels of government to make rules.	Week 2 Authority Figures Week 3 Rules and Laws Week 4 Government Week 8 Citizens
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.	Week 1 Community Week 2 Authority Figures Week 4 Government Week 8 Citizens Week 9 Characteristics of Responsible Citizens Week 10 Responsible Citizens in History
6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority	Week 1 Community Week 4 Government Week 8 Citizens
6.1.2.CivicsPI.6	Explain what government is and its function.	Week 2 Authority Figures Week 4 Government Week 5 Government Services
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.	Week 1 Community Week 2 Authority Figures Week 3 Rules and Laws Week 4 Government Week 7 Important Documents Week 8 Citizens Week 9 Characteristics of Responsible Citizens
6.1.2.CivicsPD.2	Establish a process for how individuals	Week 3 Rules and Laws



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	can effectively work together to make decisions.	Week 4 Government Week 7 Important Documents Week 8 Citizens
6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.	Week 6 Founders Week 7 Important Documents Week 11 Patriotism Week 12 National Patriotic Symbols Week 13 National Patriotic Holidays
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.	Week 2 Authority Figures Week 4 Government Week 6 Founders Week 7 Important Documents
6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.	Week 7 Important Documents Week 11 Patriotism Week 12 National Patriotic Symbols Week 13 National Patriotic Holidays Week 25 Culture
6.1.2.CivicsPR.1	Determine what makes a good rule or law.	Week 2 Authority Figures Week 3 Rules and Laws Week 4 Government
6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.	Week 2 Authority Figures Week 3 Rules and Laws Week 4 Government
6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.	Week 3 Rules and Laws Week 7 Important Documents
6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.	Week 2 Authority Figures Week 3 Rules and Laws Week 4 Government Week 7 Important Documents
6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.	Week 7 Important Documents Week 8 Citizens Week 9 Characteristics of Responsible Citizens Week 10 Responsible Citizens in History

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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).	Week 8 Citizens Week 9 Characteristics of Responsible Citizens Week 10 Responsible Citizens in History
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.	Week 8 Citizens Week 9 Characteristics of Responsible Citizens Week 25 Culture
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).	Week 16 Physical Characteristics of a Place Week 18 Adapting to Our Environment Week 19 Geography of Our Community
6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains)	Week 14 Map Skills Week 16 Physical Characteristics of a Place Week 19 Geography of Our Community
6.1.2.GeoSV.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).	Week 14 Map Skills Week 15 Location Week 19 Geography of Our Community
6.1.2.GeoSV.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).	Week 14 Map Skills Week 19 Geography of Our Community
6.1.2.GeoSV.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).	Week 14 Map Skills Week 15 Location Week 16 Physical Characteristics of a Place Week 17 Human Characteristics of a Place Week 19 Geography of Our Community
6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.	Week 16 Physical Characteristics of a Place Week 17 Human Characteristics of a Place Week 18 Adapting to Our Environment Week 19 Geography of Our Community
6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation,	Week 17 Human Characteristics of a Place Week 18 Adapting to Our Environment Week 19 Geography of Our Community



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	housing, dietary needs).	
6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.	Week 16 Physical Characteristics of a Place Week 17 Human Characteristics of a Place Week 18 Adapting to Our Environment Week 19 Geography of Our Community
6.1.2.GeoHE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.	Week 16 Physical Characteristics of a Place Week 19 Geography of Our Community
6.1.2.GeoGI.1	Explain why and how people, goods, and ideas move from place to place.	Week 17 Human Characteristics of a Place Week 24 Communication Over Time Week 25 Culture Week 30 Jobs Week 31 Workers Contribute to the Economy
6.1.2.GeoGI.2	Use technology to understand the culture and physical characteristics of regions.	Week 14 Map Skills Week 15 Location Week 18 Adapting to Our Environment Week 19 Geography of Our Community
6.1.2.EconET.1	Explain the difference between needs and wants.	Week 27 Needs and Wants
6.1.2.EconET.2	Cite examples of choices people make when resources are scarce.	Week 27 Needs and Wants Week 29 Economic Choices
6.1.2.EconET.3	Describe how supply and demand influence price and output of products.	Week 29 Economic Choices
6.1.2.EconET.4	Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.	Week 32 Spending and Saving
6.1.2.EconET.5	Describe how local and state governments make decisions that affect individuals and the community.	Week 2 Authority Figures Week 5 Government Services Week 19 Geography of Our Community Week 31 Workers Contribute to the Economy
6.1.2.EconEM.1	Describe the skills and knowledge required to produce specific goods and services.	Week 30 Jobs Week 31 Workers Contribute to the Economy
6.1.2.EconEM.2	Describe the goods and services that individuals and businesses in the local community produce and those that are	Week 19 Geography of Our Community Week 28 Economics Week 30 Jobs

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	produced in other communities.	Week 31 Workers Contribute to the Economy
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).	Week 27 Needs and Wants Week 28 Economics
6.1.2.EconNE.1	Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.	
6.1.2.EconNE.2	Describe examples of goods and services that governments provide.	Week 4 Government Week 5 Government Services
6.1.2.EconGE.1	Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.	Week 19 Geography of Our Community Week 31 Workers Contribute to the Economy
6.1.2.EconGE.2	Explain why people in one country trade goods and services with people in other countries.	Week 31 Workers Contribute to the Economy
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.	Week 21 Change Over Time
6.1.2.HistoryCC.2	Use a timeline of important events to make inferences about the "big picture" of history.	Week 21 Change Over Time
6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.	Week 6 Founders Week 7 Important Documents Week 10 Responsible Citizens in History Week 12 National Patriotic Symbols Week 21 Change Over Time Week 22 History Week 23 Life Long Ago and Today Week 24 Communication Over Time
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.	Week 22 History Week 23 Life Long Ago and Today Week 24 Communication Over Time

Standards		Weekly Issues
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.	Week 25 Culture
6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.	Week 10 Responsible Citizens in History
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.	Week 25 Culture Week 26 Folktales and Legends
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).	
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).	Week 21 Change Over Time
6.1.2.HistoryCA.1	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).	Week 21 Change Over Time Week 22 History Week 23 Life Long Ago and Today Week 24 Communication Over Time

Standards		Weekly Issues
<b>2nd Grade Standards</b>		
6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).	Week 4 Rules and Laws
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.	Week 4 Rules and Laws Week 10 Government Services
6.1.2.CivicsPI.3	Explain how individuals work with different levels of government to make rules.	Week 4 Rules and Laws Week 11 Citizenship Week 31 Solving Problems in Your Community
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.	Week 3 I Belong to a Community Week 5 Principles of Democracy Week 11 Citizenship Week 31 Solving Problems in Your Community
6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority	Week 3 I Belong to a Community Week 5 Principles of Democracy Week 7 The Purpose of Government Week 11 Citizenship Week 31 Solving Problems in Your Community
6.1.2.CivicsPI.6	Explain what government is and its function.	Week 7 The Purpose of Government Week 8 The Structure of National Government Week 9 Tribal, State, and Local Government Week 10 Government Services
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.	Week 3 I Belong to a Community Week 4 Rules and Laws Week 5 Principles of Democracy Week 6 Important Documents Week 8 The Structure of National Government Week 11 Citizenship Week 23 Culture Week 31 Solving Problems in Your Community
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.	Week 4 Rules and Laws Week 5 Principles of Democracy Week 6 Important Documents Week 11 Citizenship Week 31 Solving Problems in Your Community

Standards		Weekly Issues
		Community
6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.	Week 6 Important Documents Week 12 Patriotism Week 13 Patriotic Symbols Week 14 Founders Week 15 Memorials and Monuments Week 16 Patriotic Holidays
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.	Week 5 Principles of Democracy Week 6 Important Documents Week 9 Tribal, State, and Local Government Week 10 Government Services Week 14 Founders
6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.	Week 6 Important Documents Week 12 Patriotism Week 13 Patriotic Symbols Week 15 Memorials and Monuments Week 16 Patriotic Holidays
6.1.2.CivicsPR.1	Determine what makes a good rule or law.	Week 4 Rules and Laws
6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.	Week 4 Rules and Laws
6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.	Week 4 Rules and Laws Week 6 Important Documents
6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.	Week 4 Rules and Laws Week 6 Important Documents Week 7 The Purpose of Government
6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.	Week 5 Principles of Democracy Week 6 Important Documents Week 11 Citizenship Week 31 Solving Problems in Your Community
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).	Week 5 Principles of Democracy Week 11 Citizenship Week 31 Solving Problems in Your Community
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.	Week 5 Principles of Democracy Week 11 Citizenship Week 23 Culture Week 31 Solving Problems in Your Community
6.1.2.GeoPP.1	Explain the different physical and human	Week 19 Physical Features of Places

Standards		Weekly Issues
	characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).	Week 21 Humans and the Environment Week 22 Movement Week 24 Regions of the World
6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains)	Week 17 Map Skills Week 19 Physical Features of Places Week 24 Regions of the World
6.1.2.GeoSV.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).	Week 17 Map Skills Week 18 Location
6.1.2.GeoSV.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).	Week 17 Map Skills
6.1.2.GeoSV.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).	Week 17 Map Skills Week 18 Location Week 19 Physical Features of Places Week 20 Human Characteristics of Places Week 24 Regions of the World
6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.	Week 19 Physical Features of Places Week 20 Human Characteristics of Places Week 24 Regions of the World Week 31 Solving Problems in Your Community
6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).	Week 20 Human Characteristics of Places Week 21 Humans and the Environment Week 24 Regions of the World Week 31 Solving Problems in Your Community
6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.	Week 19 Physical Features of Places Week 20 Human Characteristics of Places Week 21 Humans and the Environment Week 24 Regions of the World Week 31 Solving Problems in Your Community
6.1.2.GeoHE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.	Week 19 Physical Features of Places Week 24 Regions of the World Week 25 Needs, Wants, and Resources Week 26 Economic Activity Week 31 Solving Problems in Your Community
6.1.2.GeoGI.1	Explain why and how people, goods, and ideas move from place to place.	Week 20 Human Characteristics of Places Week 21 Humans and the Environment



Standards		Weekly Issues
		Week 22 Movement Week 24 Regions of the World Week 31 Solving Problems in Your Community
6.1.2.GeoGI.2	Use technology to understand the culture and physical characteristics of regions.	Week 17 Map Skills Week 18 Location Week 24 Regions of the World Week 31 Solving Problems in Your Community
6.1.2.EconET.1	Explain the difference between needs and wants.	Week 25 Needs, Wants, and Resources Week 31 Solving Problems in Your Community
6.1.2.EconET.2	Cite examples of choices people make when resources are scarce.	Week 30 More Economic Principles Week 31 Solving Problems in Your Community
6.1.2.EconET.3	Describe how supply and demand influence price and output of products.	Week 30 More Economic Principles Week 31 Solving Problems in Your Community
6.1.2.EconET.4	Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.	Week 27 Economic Choices Week 31 Solving Problems in Your Community
6.1.2.EconET.5	Describe how local and state governments make decisions that affect individuals and the community.	Week 7 The Purpose of Government Week 8 The Structure of National Government Week 9 Tribal, State, and Local Government Week 10 Government Services Week 22 Movement Week 31 Solving Problems in Your Community
6.1.2.EconEM.1	Describe the skills and knowledge required to produce specific goods and services.	Week 28 Producers and Consumers
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.	Week 25 Needs, Wants, and Resources Week 26 Economic Activity Week 28 Producers and Consumers Week 30 More Economic Principles
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).	Week 27 Economic Choices Week 30 More Economic Principles Week 31 Solving Problems in Your Community
6.1.2.EconNE.1	Identify examples of human capital, physical capital, and natural resources that contribute to favorable	Week 22 Movement Week 25 Needs, Wants, and Resources

Standards		Weekly Issues
	economic conditions.	Week 26 Economic Activity
6.1.2.EconNE.2	Describe examples of goods and services that governments provide.	Week 7 The Purpose of Government Week 10 Government Services Week 29 Economic Principles
6.1.2.EconGE.1	Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.	Week 29 Economic Principles Week 31 Solving Problems in Your Community
6.1.2.EconGE.2	Explain why people in one country trade goods and services with people in other countries.	Week 29 Economic Principles
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.	#N/A
6.1.2.HistoryCC.2	Use a timeline of important events to make inferences about the "big picture" of history.	Week 31 Solving Problems in Your Community Week 32 Historical Figures
6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.	Week 6 Important Documents Week 13 Patriotic Symbols Week 14 Founders Week 15 Memorials and Monuments Week 16 Patriotic Holidays Week 22 Movement Week 31 Solving Problems in Your Community Week 32 Historical Figures
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.	Week 22 Movement Week 31 Solving Problems in Your Community Week 32 Historical Figures
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.	Week 23 Culture Week 32 Historical Figures
6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.	Week 15 Memorials and Monuments Week 31 Solving Problems in Your Community Week 32 Historical Figures
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.	Week 23 Culture Week 32 Historical Figures
6.1.2.HistorySE.2	Analyze a variety of sources describing the same event and make inferences about why the accounts are	Week 32 Historical Figures

Standards		Weekly Issues
	different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).	
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).	Week 31 Solving Problems in Your Community Week 32 Historical Figures
6.1.2.HistoryCA.1	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).	Week 21 Humans and the Environment Week 22 Movement Week 31 Solving Problems in Your Community Week 32 Historical Figures

Standards		Weekly Issues
<b>Civics, Government, and Human Rights</b>		
<b>6.1.5.CivicsPI.1:</b>	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.	1- Community
<b>6.1.5.CivicsPI.2:</b>	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).	5- Structure of Government
<b>6.1.5.CivicsPI.3:</b>	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.	5- Structure of Government
<b>6.1.5.CivicsPI.4:</b>	Describe the services our government provides the people in the community, state and across the United States.	5- Structure of Government
<b>6.1.5.CivicsPI.5:</b>	Explain how the government functions at the local, county, and state level.	3- Government
<b>6.1.5.CivicsPI.6:</b>	Distinguish the roles and responsibilities of the three branches of the national government.	5- Structure of Government
<b>6.1.5.CivicsPI.7:</b>	Explain how national and state governments share power in the federal system of government.	5- Structure of Government
<b>6.1.5.CivicsPI.8:</b>	Describe how the United States Constitution defines and limits the power of government.	4-Important Documents
<b>6.1.5.CivicsPI.9:</b>	Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.	3- Government
<b>6.1.5.CivicsPD.1:</b>	Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.	5- Structure of Government 7- Citizens
<b>6.1.5.CivicsPD.2:</b>	Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).	4- Important Documents 5- Structure of Government

Standards		Weekly Issues
<b>6.1.5.CivicsPD.3</b>	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.	1- Community 6- Conflict and Compromise 17- Culture
<b>6.1.5.CivicsPD.4</b>	Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.	
<b>6.1.5.Civic.DP.1</b>	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).	6- Conflict and Compromise
<b>6.1.5.CivicsDP.2</b>	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).	
<b>6.1.5.CivicsDP.3</b>	Describe the role of religious freedom and participatory government in various North American colonies.	
<b>6.1.5.CivicsPR.1</b>	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.	1- Community 4- Important Documents 6- Conflict and Compromise
<b>6.1.5.CivicsPR.2</b>	Describe the process by which immigrants can become United States citizens.	7- Citizens
<b>6.1.5.CivicsPR.3</b>	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.	1- Community
<b>6.1.5.CivicsPR.4</b>	Explain how policies are developed to address public problems.	3- Government 4- Important Documents
<b>6.1.5.CivicsHR.1</b>	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, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).	4- Important Documents

Standards		Weekly Issues
<b>6.1.5.CivicsHR.2</b>	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.	
<b>6.1.5.CivicsHR.3</b>	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	6- Conflict and Compromise
<b>6.1.5.CivicsHR.4</b>	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.	2- Demonstrating Respect
<b>6.1.5.CivicsCM.1</b>	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.	
<b>6.1.5.CivicsCM.2</b>	Use evidence from multiple sources to construct a claim about how self- discipline and civility contribute to the common good.	
<b>6.1.5.CivicsCM.3</b>	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.	
<b>6.1.5.CivicsCM.4</b>	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.	3- Government
<b>6.1.5.CivicsCM.5</b>	Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.	
<b>6.1.5.CivicsCM.6</b>	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.	



Standards		Weekly Issues
Geography, People and the Environment		
<b>6.1.5.GeoPP.1</b>	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.	11- Five Themes of geography 20- Regions of the US Part 1 21- Regions of the US Part 2
<b>6.1.5.GeoPP.2</b>	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.	13- Place: Physical Characteristics 20- Regions of the US Part 1 21- Regions of the US Part 2
<b>6.1.5.GeoPP.3</b>	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.	16- Movement
<b>6.1.5.GeoPP.4</b>	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.	14- Place: Human Characteristics
<b>6.1.5.GeoPP.5</b>	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.	16- Movement
<b>6.1.5.GeoPP.6</b>	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.	16- Movement
<b>6.1.5.GeoSV.1</b>	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).	10- Map Skills 11- Five Themes of Geography 12- Location 16- Movement
<b>6.1.5.GeoSV.2</b>	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.	15- Human-Environment Interaction 25- Economic Principles
<b>6.1.5.GeoSV.3</b>	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.	11- Five Themes of Geography 12- Place: Physical Characteristics

Standards		Weekly Issues
<b>6.1.5.GeoSV.4</b>	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).	10- Map Skills 13- Place: Physical Characteristics 15- Human-Environment Interaction 18- Regions of the World Part 1 19- Regions of the World Part 2 20- Regions of the US Part 1 21- Regions of the US Part 2
<b>6.1.5.GeoSV.5</b>	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.	
<b>6.1.5.GeoHE.1</b>	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.	
<b>6.1.5.GeoHE.2</b>	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).	15- Human Environment Interaction 16- Movement
<b>6.1.5.GeoHE.3</b>	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.	15- Human Environment Interaction
<b>6.1.5.GeoGI.1</b>	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.	16- Movement 17- Culture
<b>6.1.5.GeoGI.2</b>	Use historical maps to explain what led to the exploration of new water and land routes.	16- Movement
<b>6.1.5.GeoGI.3:</b>	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.	
<b>6.1.5.GeoGI.4</b>	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	16- Movement 17- Culture

Standards		Weekly Issues
<b>Economics, Innovation and Technology</b>		
<b>6.1.5.EconET.1</b>	Identify positive and negative incentives that influence the decisions people make.	23- Resources 24- Producers and Consumers 26- Personal Finances
<b>6.1.5.EconET.2</b>	Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.	24- Producers and Consumers 25- Economic Principles
<b>6.1.5.EconET.3</b>	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.	22- Wants and Needs 25- Economic Principles
<b>6.1.5.EconEM.1</b>	Explain why individuals and businesses specialize and trade.	22- Wants and Needs 24- Products and Consumers 25- Economic Principles
<b>6.1.5.EconEM.2</b>	Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).	23- Resources
<b>6.1.5.EconEM.3</b>	Describe how supply and demand influence price and output of products.	24- Producers and Consumers 25- Economic Principles
<b>6.1.5.EconEM.4</b>	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.	
<b>6.1.5.EconEM.5</b>	Explain why individuals and societies trade, how trade functions, and the role of trade.	25- Economic Principles
<b>6.1.5.EconEM.6</b>	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.	
<b>6.1.5.EconNM.1</b>	Explain the ways in which the government pays for the goods and services it provides.	5- Structure of Government
<b>6.1.5.EconNM.2</b>	Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.	
<b>6.1.5.EconNM.3</b>	Describe how the development of different	16- Movement

Standards		Weekly Issues
	transportation systems impacted the economies of New Jersey and the United States.	
<b>6.1.5.EconNM.4</b>	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.	
<b>6.1.5.EconNM.5</b>	Explain how the availability of private and public goods and services is influenced by the government and the global economy.	25- Economic Principles
<b>6.1.5.EconNM.6</b>	Examine the qualities of entrepreneurs in a capitalistic society.	24- Producers and Consumers
<b>6.1.5.EconNM.7</b>	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.	
<b>6.1.5.EconGE.1</b>	Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.	
<b>6.1.5.EconGE.2</b>	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.	
<b>6.1.5.EconGE.3</b>	Use economic data to explain how trade leads to increasing economic interdependence among nations.	
<b>6.1.5.EconGE.4</b>	Compare and contrast how the availability of resources affects people across the world differently.	
<b>6.1.5.EconGE.5</b>	Evaluate the economic impact of science and technology innovations on European exploration.	
<b>History, Culture and Perspectives</b>		
<b>6.1.5.HistoryCC.1</b>	Analyze key historical events from the past to explain	4- Important Documents

Standards		Weekly Issues
	how they led to the creation of the state of New Jersey and the United States.	
<b>6.1.5.HistoryCC.2</b>	Use a variety of sources to illustrate how the American identity has evolved over time.	
<b>6.1.5.HistoryCC.3</b>	Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.	9- Heroes and Holidays
<b>6.1.5.HistoryCC.4</b>	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.	
<b>6.1.5.HistoryCC.5</b>	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.	
<b>6.1.5.HistoryCC.6</b>	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.	
<b>6.1.5.HistoryCC.7</b>	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.	
<b>6.1.5.HistoryCC.8</b>	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.	
<b>6.1.5.HistoryCC.9</b>	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.	
<b>6.1.5.HistoryCC.10</b>	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.	
<b>6.1.5.HistoryCC.11</b>	Make evidence-based inferences to explain the	

Standards		Weekly Issues
	impact that belief systems and family structures of African, European, and Native American groups had on government structures.	
<b>6.1.5.HistoryCC.12</b>	Determine the roles of religious freedom and participatory government in various North American colonies.	
<b>6.1.5.HistoryCC.13</b>	Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.	
<b>6.1.5.HistoryCC.14</b>	Compare the practice of slavery and indentured servitude in Colonial labor systems.	
<b>6.1.5.HistoryCC.15</b>	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, the Bill of Rights).	4- Important Documents 8- Patriotism, National Symbols
<b>6.1.5.HistoryUP.1</b>	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.	
<b>6.1.5.HistoryUP.2</b>	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.	
<b>6.1.5.HistoryUP.3</b>	Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.	
<b>6.1.5.HistoryUP.4</b>	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.	
<b>6.1.5.HistoryUP.5</b>	Compare and contrast historians' interpretations of important historical ideas, resources and events.	27- Timelines
<b>6.1.5.HistoryUP.6</b>	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.	



Standards		Weekly Issues
<b>6.1.5.HistoryUP.7</b>	Describe why it is important to understand the perspectives of other cultures in an interconnected world.	
<b>6.1.5.HistorySE.1</b>	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.	
<b>6.1.5.HistorySE.2</b>	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.	8- Patriotism, National Symbols 9- Heroes and Holidays
<b>6.1.5.HistoryCA.1</b>	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.	
<b>6.3.5.CivicsPD.1</b>	Develop an action plan that addresses issues related to climate change and share with school and/or community members.	
<b>6.3.5.CivicsPD.2</b>	Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.	
<b>6.3.5.CivicsPD.3</b>	Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.	
<b>6.3.5.GeoHE.1</b>	Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.	15- Human-Environment Interaction
<b>6.3.5.GeoGI.1</b>	Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.	
<b>6.3.5.EconET.1</b>	Investigate an economic issue that impacts children	28- Developing Inquiries

Standards		Weekly Issues
	and propose a solution.	29- Examining evidence and Communicating Conclusions 30- Taking Action 31- Engage in Your Own Inquiry

Standards		Weekly Issues
Civics, Government, and Human Rights		
<b>6.1.5.CivicsPI.1:</b>	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.	1- Government 2- Important Documents 30- A New Nation
<b>6.1.5.CivicsPI.2:</b>	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).	1- Government 4- Citizens
<b>6.1.5.CivicsPI.3:</b>	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.	1- Government 2- Important Documents 4- Citizens
<b>6.1.5.CivicsPI.4:</b>	Describe the services our government provides the people in the community, state and across the United States.	1- Government
<b>6.1.5.CivicsPI.5:</b>	Explain how the government functions at the local, county, and state level.	
<b>6.1.5.CivicsPI.6:</b>	Distinguish the roles and responsibilities of the three branches of the national government.	1- Government 2- Important Documents
<b>6.1.5.CivicsPI.7:</b>	Explain how national and state governments share power in the federal system of government.	1- Government
<b>6.1.5.CivicsPI.8:</b>	Describe how the United States Constitution defines and limits the power of government.	2- Important Documents 3- Bill of Rights
<b>6.1.5.CivicsPI.9</b>	Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.	
<b>6.1.5.CivicsPD.1</b>	Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.	1- Government
<b>6.1.5.CivicsPD.2</b>	Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).	

Standards		Weekly Issues
<b>6.1.5.CivicsPD.3</b>	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.	
<b>6.1.5.CivicsPD.4</b>	Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.	4- Citizens
<b>6.1.5.Civic.DP.1:</b>	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).	1- Government
<b>6.1.5.CivicsDP.2</b>	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).	
<b>6.1.5.CivicsDP.3</b>	Describe the role of religious freedom and participatory government in various North American colonies.	3- Bill of Rights
<b>6.1.5.CivicsPR.1:</b>	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.	4- Citizens
<b>6.1.5.CivicsPR.2:</b>	Describe the process by which immigrants can become United States citizens.	4- Citizens
<b>6.1.5.CivicsPR.3:</b>	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.	
<b>6.1.5.CivicsPR.4:</b>	Explain how policies are developed to address public problems.	4- Citizens
<b>6.1.5.CivicsHR.1:</b>	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, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).	3- Bill of Rights

Standards		Weekly Issues
<b>6.1.5.CivicsHR.2:</b>	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.	
<b>6.1.5.CivicsHR.3:</b>	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.	
<b>6.1.5.CivicsHR.4:</b>	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.	
<b>6.1.5.CivicsCM.1</b>	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.	19- Problem Solving Inquiry
<b>6.1.5.CivicsCM.2</b>	Use evidence from multiple sources to construct a claim about how self- discipline and civility contribute to the common good.	19- Problem Solving Inquiry
<b>6.1.5.CivicsCM.3</b>	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.	19- Problem Solving Inquiry
<b>6.1.5.CivicsCM.4</b>	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.	5- Founders 19- Problem Solving Inquiry
<b>6.1.5.CivicsCM.5</b>	Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.	31- New Jersey People and Inventions
<b>6.1.5.CivicsCM.6</b>	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.	19- Problem Solving Inquiry
<b>Geography, People and the Environment</b>		
<b>6.1.5.GeoPP.1:</b>	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.	

Standards		Weekly Issues
<b>6.1.5.GeoPP.2:</b>	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.	11- New Jersey's Regions
<b>6.1.5.GeoPP.3:</b>	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.	10- Movement
<b>6.1.5.GeoPP.4:</b>	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.	8- Place 9- Human-Environment Interaction 10-Movement
<b>6.1.5.GeoPP.5:</b>	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.	21- The Vibrant Societies of Pre Columbian North America
<b>6.1.5.GeoPP.6:</b>	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.	23- Exploration 24- Colonization
<b>6.1.5.GeoSV.1:</b>	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).	6- Five Themes of Geography 7- Map Skills
<b>6.1.5.GeoSV.2:</b>	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.	8- Place 9- Human-Environment Interaction 12- Regions of the United States 13- Connections Between New Jersey, the U.S. and the World 16- Economic Principles
<b>6.1.5.GeoSV.3:</b>	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.	7- Map Skills 8- Place 9- Human-Environment Interaction
<b>6.1.5.GeoSV.4:</b>	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the	9- Human-Environment Interaction 10- Movement 12- Regions of the United States



Standards		Weekly Issues
	world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).	13- Connections Between New Jersey, the U.S. and the World
<b>6.1.5.GeoSV.5:</b>	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.	23- Exploration 24- Colonization 26- French and Indian War
<b>6.1.5.GeoHE.1:</b>	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.	9- Human-Environment Interaction 13- Connections Between New Jersey, the U.S. and the World
<b>6.1.5.GeoHE.2:</b>	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).	9- Human-Environment Interaction 13- Connections Between New Jersey, the U.S. and the World 23- Exploration
<b>6.1.5.GeoHE.3:</b>	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.	9- Human-Environment Interaction
<b>6.1.5.GeoGI.1:</b>	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.	10-Movement 23- Exploration 26 French and Indian War
<b>6.1.5.GeoGI.2:</b>	Use historical maps to explain what led to the exploration of new water and land routes.	23- Exploration 24- Colonization 30- A New Nation
<b>6.1.5.GeoGI.3:</b>	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.	23- Exploration 24- Colonization
<b>6.1.5.GeoGI.4:</b>	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	10- Movement
<b>Economics, Innovation and Technology</b>		
<b>6.1.5.EconET.1:</b>	Identify positive and negative incentives that	14- Needs and Wants

Standards		Weekly Issues
	influence the decisions people make.	16- Economic Principles
<b>6.1.5.EconET.2:</b>	Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.	16- Economic Principles
<b>6.1.5.EconET.3:</b>	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.	14- Needs and Wants 16- Economic Principles 27- The Road to Revolution
<b>6.1.5.EconEM.1:</b>	Explain why individuals and businesses specialize and trade.	15- Resources 16- Economic Principles 18- Economic Systems
<b>6.1.5.EconEM.2:</b>	Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).	15- Resources
<b>6.1.5.EconEM.3:</b>	Describe how supply and demand influence price and output of products.	16- Economic Principles
<b>6.1.5.EconEM.4:</b>	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.	11- New Jersey's Regions 17- New Jersey's Economics
<b>6.1.5.EconEM.5:</b>	Explain why individuals and societies trade, how trade functions, and the role of trade.	15- Resources 16- Economic Principles 18- Economic Systems
<b>6.1.5.EconEM.6:</b>	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.	23- Exploration
<b>6.1.5.EconNM.1:</b>	Explain the ways in which the government pays for the goods and services it provides.	1- Government 18- Economic Systems
<b>6.1.5.EconNM.2:</b>	Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic	17- New Jersey's Economics

Standards		Weekly Issues
	opportunities.	
<b>6.1.5.EconNM.3:</b>	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.	10- Movement 17- New Jersey's Economics
<b>6.1.5.EconNM.4:</b>	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.	23- Exploration
<b>6.1.5.EconNM.5:</b>	Explain how the availability of private and public goods and services is influenced by the government and the global economy.	1- Government 18- Economic Systems
<b>6.1.5.EconNM.6:</b>	Examine the qualities of entrepreneurs in a capitalistic society.	18- Economic Systems
<b>6.1.5.EconNM.7:</b>	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.	14- Needs and Wants
<b>6.1.5.EconGE.1:</b>	Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.	
<b>6.1.5.EconGE.2:</b>	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.	27- The Road to Revolution
<b>6.1.5.EconGE.3:</b>	Use economic data to explain how trade leads to increasing economic interdependence among nations.	
<b>6.1.5.EconGE.4:</b>	Compare and contrast how the availability of resources affects people across the world differently.	
<b>6.1.5.EconGE.5:</b>	Evaluate the economic impact of science and technology innovations on European exploration.	23- Exploration

Standards		Weekly Issues
<b>History, Culture and Perspectives</b>		
<b>6.1.5.HistoryCC.1</b>	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.	2- Important Documents 3- Bill of Rights 25- Founding of New Jersey 26- French and Indian War 27- The Road to Revolution 28- American Revolution Part 1 29-American Revolution Part 2 30- A New Nation
<b>6.1.5.HistoryCC.2</b>	Use a variety of sources to illustrate how the American identity has evolved over time.	24- Colonization 26- French and Indian War 27- The Road to Revolution 28- American Revolution Part 1 29-American Revolution Part 2 30- A New Nation 32- Stories of the Symbols
<b>6.1.5.HistoryCC.3</b>	Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.	5- Founders 25- Founding of New Jersey 26- French and Indian war 28- American Revolution Part 1 29-American Revolution Part 2 30- A New Nation
<b>6.1.5.HistoryCC.4</b>	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.	24- Colonization 26 French and Indian war 28- American Revolution Part 1 30- A New Nation
<b>6.1.5.HistoryCC.5</b>	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.	23- Exploration 24- Colonization 26 French and Indian War 28- American Revolution Part 1 29-American Revolution Part 2
<b>6.1.5.HistoryCC.6</b>	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.	22- Native Americans of New Jersey

Standards		Weekly Issues
<b>6.1.5.HistoryCC.7</b>	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.	24- Colonization
<b>6.1.5.HistoryCC.8</b>	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.	22- Native Americans of New Jersey
<b>6.1.5.HistoryCC.9</b>	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.	31- New Jersey People and Inventions
<b>6.1.5.HistoryCC.10:</b>	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.	23- Exploration 24- Colonization 26- French and Indian War
<b>6.1.5.HistoryCC.11:</b>	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.	23- Exploration 24- Colonization
<b>6.1.5.HistoryCC.12:</b>	Determine the roles of religious freedom and participatory government in various North American colonies.	24- Colonization
<b>6.1.5.HistoryCC.13:</b>	Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.	
<b>6.1.5.HistoryCC.14:</b>	Compare the practice of slavery and indentured servitude in Colonial labor systems.	24- Colonization
<b>6.1.5.HistoryCC.15:</b>	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, the Bill of Rights).	2- Important Documents 3- Bill of Rights 28- American Revolution Part 1 30- A New Nation
<b>6.1.5.HistoryUP.1:</b>	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.	23- Exploration 24- Colonization 25- Founding of New Jersey

Standards		Weekly Issues
<b>6.1.5.HistoryUP.2:</b>	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.	
<b>6.1.5.HistoryUP.3:</b>	Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.	23- Exploration
<b>6.1.5.HistoryUP.4:</b>	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.	21-The Vibrant Societies of Pre-Columbian North America 22-Native Americans of New Jersey
<b>6.1.5.HistoryUP.5:</b>	Compare and contrast historians' interpretations of important historical ideas, resources and events.	
<b>6.1.5.HistoryUP.6:</b>	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.	
<b>6.1.5.HistoryUP.7:</b>	Describe why it is important to understand the perspectives of other cultures in an interconnected world.	
<b>6.1.5.HistorySE.1:</b>	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.	23- Exploration 24- Colonization
<b>6.1.5.HistorySE.2:</b>	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.	2- Important Documents 32- Stories of the Symbols
<b>6.1.5.HistoryCA.1:</b>	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.	23- Exploration 24- Colonization
<b>6.3.5.CivicsPD.1</b>	Develop an action plan that addresses issues related to climate change and share with school and/or community members.	
<b>6.3.5.CivicsPD.2</b>	Use a variety of sources and data to identify the various perspectives and actions taken by individuals	

Standards		Weekly Issues
	involving a current or historical community, state, or national issue.	
<b>6.3.5.CivicsPD.3</b>	Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.	
<b>6.3.5.GeoHE.1</b>	Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.	
<b>6.3.5.GeoGI.1</b>	Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.	
<b>6.3.5.EconET.1</b>	Investigate an economic issue that impacts children and propose a solution.	



Standards		Weekly Issues
Civics, Government, and Human Rights		
<b>6.1.5.Civics PI.1:</b>	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.	13- The Acts of Parliament 14- The Actions of the Colonies 15- The Shot Heard Round the World
<b>6.1.5.Civics PI.2:</b>	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).	19- Constitution
<b>6.1.5.Civics PI.3:</b>	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.	19- Constitution
<b>6.1.5.Civics PI.4:</b>	Describe the services our government provides the people in the community, state and across the United States.	
<b>6.1.5.Civics PI.5:</b>	Explain how the government functions at the local, county, and state level.	
<b>6.1.5.Civics PI.6:</b>	Distinguish the roles and responsibilities of the three branches of the national government.	19- Constitution
<b>6.1.5.Civics PI.7:</b>	Explain how national and state governments share power in the federal system of government.	19- Constitution 20- The Bill of Rights
<b>6.1.5.Civics PI.8:</b>	Describe how the United States Constitution defines and limits the power of government.	19- Constitution 20- The Bill of Rights
<b>6.1.5.Civics PI.9:</b>	Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.	1- Governments Across Time 4- American Indian Government and Trade
<b>6.1.5.Civics PD.1:</b>	Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.	
<b>6.1.5.Civics PD.2:</b>	Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).	

Standards		Weekly Issues
<b>6.1.5.CivicsPD.3:</b>	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.	
<b>6.1.5.CivicsPD.4:</b>	Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.	
<b>6.1.5.CivicsDP.1:</b>	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).	
<b>6.1.5.CivicsDP.2:</b>	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).	10- Colonial Life 13- The Acts of Parliament 14- The Actions of the Colonies 26- The Cherokee Nation 27- Slavery in America 28- Abolition 29- Civil Rights Groups
<b>6.1.5.CivicsDP.3:</b>	Describe the role of religious freedom and participatory government in various North American colonies.	7- The Colonies and Their Founding 8- Jamestown 9- Plymouth 10- Colonial Life 13- The Acts of Parliament
<b>6.1.5.CivicsPR.1:</b>	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.	
<b>6.1.5.CivicsPR.2:</b>	Describe the process by which immigrants can become United States citizens.	
<b>6.1.5.CivicsPR.3:</b>	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.	
<b>6.1.5.CivicsPR.4:</b>	Explain how policies are developed to address public problems.	
<b>6.1.5.CivicsHR.1:</b>	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	19- Constitution 20- The Bill of Rights

Standards		Weekly Issues
	religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).	
<b>6.1.5.CivicsHR.2:</b>	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.	28- Abolition 30- Civil Rights Inquiry
<b>6.1.5.CivicsHR.3:</b>	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	
<b>6.1.5.CivicsHR.4:</b>	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.	
<b>6.1.5.CivicsCM.1:</b>	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.	
<b>6.1.5.CivicsCM.2:</b>	Use evidence from multiple sources to construct a claim about how self- discipline and civility contribute to the common good.	
<b>6.1.5.CivicsCM.3:</b>	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.	
<b>6.1.5.CivicsCM.4:</b>	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.	
<b>6.1.5.CivicsCM.5:</b>	Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.	
<b>6.1.5.CivicsCM.6:</b>	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.	
<b>Geography, People and the Environment</b>		

Standards		Weekly Issues
<b>6.1.5.GeoPP.1:</b>	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.	7- The Colonies and Their Founding 8- Jamestown 9- Plymouth 10- Colonial Life
<b>6.1.5.GeoPP.2:</b>	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.	7- The Colonies and Their Founding 8- Jamestown 9- Plymouth 10- Colonial Life
<b>6.1.5.GeoPP.3:</b>	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.	3- Life in the Americas 4- American Indian Government and Trade 5- The Age of Encounters 6- Consequences of Contact 7- The Colonies and Their FOunding
<b>6.1.5.GeoPP.4:</b>	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.	
<b>6.1.5.GeoPP.5:</b>	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.	3- Life in Americas 4- American Indian Government and Trade 24- American Indian Nations: The Cherokee Nation 26- The Cherokee Nation
<b>6.1.5.GeoPP.6:</b>	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.	7- The Colonies and Their Founding 8- Jamestown 9- Plymouth 10- Colonial Life 11- Clash of Empires 24- American Indian Nations: The Cherokee Nation 26- The Cherokee Nation 27- Slavery in America
<b>6.1.5.GeoSV.1:</b>	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).	

Standards		Weekly Issues
<b>6.1.5.GeoSV.2:</b>	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.	
<b>6.1.5.GeoSV.3:</b>	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.	
<b>6.1.5.GeoSV.4:</b>	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).	
<b>6.1.5.GeoSV.5:</b>	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.	3- Life in the Americas 4- American Indian Government and Trade 5- The Age of Encounters 6- Consequences of Contact 7- The Colonies and Their Founding 8- Jamestown 9- Plymouth 10- Colonial Life 11- Clash of Empires 12- Consequences of the French and Indian War
<b>6.1.5.GeoHE.1:</b>	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.	
<b>6.1.5.GeoHE.2:</b>	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).	5- The Age of Encounters 25- Movement and Growth
<b>6.1.5.GeoHE.3:</b>	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.	
<b>6.1.5.GeoGI.1:</b>	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.	3- Life in the Americas 4- American Indian Government and Trade 5- The Age of Encounters 6- Consequences of Contact 7- The Colonies and Their Founding

Standards		Weekly Issues
		8- Jamestown 9- Plymouth 10- Colonial Life 11- Clash of Empires 12- Consequences of the French and Indian War 21- New Nation 23- Expanding Borders 24- American Indian Nations: The Cherokee Nation 25- Movement and Growth 26- The Cherokee Nation 27- Slavery in America 28- Abolition
<b>6.1.5.GeoGI.2:</b>	Use historical maps to explain what led to the exploration of new water and land routes.	5- The Age of Encounters 23- Expanding Borders 24- American Indian Nations: The Cherokee Nation 25- Movement and Growth 26- The Cherokee Nation
<b>6.1.5.GeoGI.3:</b>	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.	10- Colonial Life
<b>6.1.5.GeoGI.4:</b>	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	
<b>Economics, Innovation and Technology</b>		
<b>6.1.5.EconET.1:</b>	Identify positive and negative incentives that influence the decisions people make.	10- Colonial Life 11- Clash of Empires
<b>6.1.5.EconET.2:</b>	Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.	
<b>6.1.5.EconET.3:</b>	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.	14- The Actions of the Colonies 15- The Shot Heard Round the World
<b>6.1.5.EconEM.1:</b>	Explain why individuals and businesses specialize and trade.	4- American Indian Government and Trade 10- Colonial Life
<b>6.1.5.EconEM.2:</b>	Identify examples of the variety of resources that are	6- Consequences of Contact

Standards		Weekly Issues
	used to produce goods and services (i.e., human capital, physical capital, natural resources).	7- The Colonies and Their Founding
<b>6.1.5.EconEM.3:</b>	Describe how supply and demand influence price and output of products.	
<b>6.1.5.EconEM.4:</b>	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.	
<b>6.1.5.EconEM.5:</b>	Explain why individuals and societies trade, how trade functions, and the role of trade.	4- American Indian Government and Trade 10- Colonial Life
<b>6.1.5.EconEM.6:</b>	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.	10- Colonial Life
<b>6.1.5.EconNM.1:</b>	Explain the ways in which the government pays for the goods and services it provides.	
<b>6.1.5.EconNM.2:</b>	Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.	
<b>6.1.5.EconNM.3:</b>	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.	25- Movement and Growth
<b>6.1.5.EconNM.4:</b>	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.	5- The Age of Encounters 25- Movement and Growth
<b>6.1.5.EconNM.5:</b>	Explain how the availability of private and public goods and services is influenced by the government and the global economy.	5- The Age of Encounters 6- Consequences of Contact 7- The Colonies and Their FOunding 8- Jamestown 9- Plymouth 10- Colonial Life 25- Movement and Growth



Standards		Weekly Issues
<b>6.1.5.EconNM.6:</b>	Examine the qualities of entrepreneurs in a capitalistic society.	25- Movement and Growth
<b>6.1.5.EconNM.7:</b>	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.	
<b>6.1.5.EconGE.1:</b>	Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.	2- National and Global Economy
<b>6.1.5.EconGE.2:</b>	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.	2- National and Global Economy
<b>6.1.5.EconGE.3:</b>	Use economic data to explain how trade leads to increasing economic interdependence among nations.	2- National and Global Economy
<b>6.1.5.EconGE.4:</b>	Compare and contrast how the availability of resources affects people across the world differently.	2- National and Global Economy
<b>6.1.5.EconGE.5:</b>	Evaluate the economic impact of science and technology innovations on European exploration.	5- The Age of Encounters 6- Consequences of Contact
<b>History, Culture and Perspectives</b>		
<b>6.1.5.HistoryCC.1:</b>	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.	5- The Age of Encounters 6- Consequences of Contact 7- The Colonies and Their FOUNding 8- Jamestown 9- Plymouth 10- Colonial Life 11- Clash of Empires 12- Consequences of the French and Indian War 13- The Acts of parliament 14- The Actions of the Colonies 15- The Shot Heard Round the World 16- Independence and Revolution: People 17- Independence and Revolution- The Military 18- Founders and Process 19- Constitution

Standards		Weekly Issues
		20- The Bill of Rights
<b>6.1.5.HistoryCC.2:</b>	Use a variety of sources to illustrate how the American identity has evolved over time.	13- The Acts of parliament 14- The Actions of the Colonies 15- The Shot Heard Round the World 16- Independence and Revolution: People 17- Independence and Revolution- The Military 18- Founders and Process 19- Constitution 20- The Bill of Rights 21- New Nation 23- Expanding Borders 24- American Indian Nations: The Cherokee Nation 25- Movement and Growth 26- The Cherokee Nation 27- Slavery in America 28- Abolition
<b>6.1.5.HistoryCC.3:</b>	Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.	11- Clash of Empires 12- Consequences of the French and Indian War 13- The Acts of parliament 14- The Actions of the Colonies 15- The Shot Heard Round the World 16- Independence and Revolution: People 17- Independence and Revolution- The Military 18- Founders and Process 19- Constitution 20- The Bill of Rights 21- New Nation
<b>6.1.5.HistoryCC.4:</b>	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.	3- Life in the Americas 4- American Indian Government and Trade 5- The Age of Encounters 6- Consequences of Contact 7- The Colonies and Their FOunding 8- Jamestown 9- Plymouth 10- Colonial Life 11- Clash of Empires 12- Consequences of the French and Indian War 26- The Cherokee Nation
<b>6.1.5.HistoryCC.5:</b>	Analyze the power struggle among European countries and determine its impact on people living in	5- The Age of Encounters 6- Consequences of Contact

Standards		Weekly Issues
	Europe and the Americas.	7- The Colonies and Their FOUNding 8- Jamestown 9- Plymouth 10- Colonial Life 11- Clash of Empires 12- Consequences of the French and Indian War
<b>6.1.5.HistoryCC.6:</b>	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.	
<b>6.1.5.HistoryCC.7:</b>	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.	27- Slavery in America 28- Abolition
<b>6.1.5.HistoryCC.8:</b>	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.	
<b>6.1.5.HistoryCC.9:</b>	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.	
<b>6.1.5.HistoryCC.10:</b>	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.	5- The Age of Encounters 6- Consequences of Contact 7- The Colonies and Their FOUNding 8- Jamestown 9- Plymouth 10- Colonial Life 11- Clash of Empires 12- Consequences of the French and Indian War
<b>6.1.5.HistoryCC.11:</b>	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.	23- Colonial Government Inquiry
<b>6.1.5.HistoryCC.12:</b>	Determine the roles of religious freedom and participatory government in various North American colonies.	23- Colonial Government Inquiry

Standards		Weekly Issues
<b>6.1.5.HistoryCC.13:</b>	Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.	23- Colonial Government Inquiry
<b>6.1.5.HistoryCC.14:</b>	Compare the practice of slavery and indentured servitude in Colonial labor systems.	7- The Colonies and Their FOunding 8- Jamestown 10- Colonial Life
<b>6.1.5.HistoryCC.15:</b>	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, the Bill of Rights).	7- The Colonies and Their FOunding 9- Plymouth 16- Independence and Revolution: People 18- Founders and Process 19- Constitution 20- The Bill of Rights 29- The House Divided by War
<b>6.1.5.HistoryUP.1:</b>	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.	7- The Colonies and Their FOunding 8- Jamestown 9- Plymouth 10- Colonial Life 25- Movement and Growth
<b>6.1.5.HistoryUP.2:</b>	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.	23- Colonial Government Inquiry
<b>6.1.5.HistoryUP.3:</b>	Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.	6- Consequences of Contact
<b>6.1.5.HistoryUP.4:</b>	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.	3- Life in the Americas 4- American Indian Government and Trade 10- Colonial Life 11- Clash of Empires
<b>6.1.5.HistoryUP.5:</b>	Compare and contrast historians' interpretations of important historical ideas, resources and events.	24- Inquiry Practice
<b>6.1.5.HistoryUP.6:</b>	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.	24- Inquiry Practice
<b>6.1.5.HistoryUP.7:</b>	Describe why it is important to understand the perspectives of other cultures in an interconnected world.	24- Inquiry Practice

Standards		Weekly Issues
<b>6.1.5.HistorySE.1:</b>	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.	5- The Age of Encounters 6- Consequences of Contact
<b>6.1.5.HistorySE.2:</b>	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.	
<b>6.1.5.HistoryCA.1:</b>	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.	7- The Colonies and Their Founding 8- Jamestown 9- Plymouth 10- Colonial Life
<b>6.3.5.CivicsPD.1</b>	Develop an action plan that addresses issues related to climate change and share with school and/or community members.	31- Climate Change Inquiry
<b>6.3.5.CivicsPD.2</b>	Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.	31- Climate Change Inquiry
<b>6.3.5.CivicsPD.3</b>	Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.	31- Climate Change Inquiry
<b>6.3.5.GeoHE.1</b>	Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.	31- Climate Change Inquiry
<b>6.3.5.GeoGI.1</b>	Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.	31- Climate Change Inquiry
<b>6.3.5.EconET.1</b>	Investigate an economic issue that impacts children and propose a solution.	

Week	Title	Standards Covered
<b>Unit 1: Communities</b>		
1	I Am a Member of a Community	<p>6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsPI.5 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority</p> <p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsCM.1 Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p>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).</p> <p>6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p>
2	Authority Figures	<p>6.1.2.CivicsPI.1 Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p>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.</p> <p>6.1.2.CivicsPI.3 Explain how individuals work with different levels of government to make rules.</p> <p>6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsPI.6 Explain what government is and its function.</p> <p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>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.</p> <p>6.1.2.CivicsPR.1 Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.2 Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p>6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p>

Week	Title	Standards Covered
3	What Are Rules?	<p>6.1.2.CivicsPI.1 Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p>6.1.2.CivicsPI.3 Explain how individuals work with different levels of government to make rules.</p> <p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.1 Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.2 Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p>6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p>
4	What Are Laws?	<p>6.1.2.CivicsPI.1 Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p>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.</p> <p>6.1.2.CivicsPI.3 Explain how individuals work with different levels of government to make rules.</p> <p>6.1.2.CivicsPI.6 Explain what government is and its function.</p> <p>6.1.2.CivicsPR.1 Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.2 Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p>6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p>
<b>Unit 2: Civics and Government</b>		
5	Government	<p>6.1.2.CivicsPI.1 Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p>



Week	Title	Standards Covered
		<p>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.</p> <p>6.1.2.CivicsPI.3 Explain how individuals work with different levels of government to make rules.</p> <p>6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsPI.5 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority</p> <p>6.1.2.CivicsPI.6 Explain what government is and its function.</p> <p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.</p> <p>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.</p> <p>6.1.2.CivicsPR.1 Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.2 Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p>6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p> <p>6.1.2.EconNE.2 Describe examples of goods and services that governments provide.</p>
6	Important Documents	<p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsDP.1 Explain how national symbols reflect on American values and principles.</p> <p>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.</p>

Week	Title	Standards Covered
		<p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p>6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p> <p>6.1.2.CivicsCM.1 Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p>6.1.2.HistoryCC.3 Make inferences about how past events, individuals, and innovations affect our current lives.</p>
7	Learning and Working Together	<p>6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.</p> <p>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.</p> <p>6.1.2.CivicsCM.1 Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p>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).</p> <p>6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p>
8	Citizens	<p>6.1.2.CivicsPI.3 Explain how individuals work with different levels of government to make rules.</p> <p>6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.</p>

Week	Title	Standards Covered
		<p>6.1.2.CivicsPI.5 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority</p> <p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsCM.1 Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p>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).</p> <p>6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p>
9	Characteristics of Responsible Citizens	<p>6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsCM.1 Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p>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).</p> <p>6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p>
<b>Unit 3: Symbols and Celebrations</b>		
10	Patriotism	<p>6.1.2.CivicsDP.1 Explain how national symbols reflect on American values and principles.</p> <p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p>
11	National Symbols	<p>6.1.2.CivicsDP.1 Explain how national symbols reflect on American values and principles.</p> <p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays</p>

Week	Title	Standards Covered
		reflect the shared values, principles, and beliefs of the American identity.
12	National Patriotic Holidays	<p>6.1.2.CivicsDP.1 Explain how national symbols reflect on American values and principles.</p> <p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p>
<b>Unit 4: Geography</b>		
13	Map Skills	<p>6.1.2.GeoSV.1 Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains)</p> <p>6.1.2.GeoSV.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).</p> <p>6.1.2.GeoSV.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).</p> <p>6.1.2.GeoSV.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).</p>
14	Location	<p>6.1.2.GeoSV.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).</p> <p>6.1.2.GeoSV.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).</p>
15	Finding Places Around Me	<p>6.1.2.GeoSV.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).</p> <p>6.1.2.GeoSV.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).</p>
16	Physical Characteristics of a Place	<p>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).</p> <p>6.1.2.GeoSV.1 Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains)</p>

Week	Title	Standards Covered
17	Weather	<p>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).</p> <p>6.1.2.GeoHE.1 Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</p> <p>6.1.2.GeoHE.3 Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p> <p>6.1.2.GeoHE.4 Investigate the relationship between the physical environment of a place and the economic activities found there.</p> <p>6.1.2.GeoGI.2 Use technology to understand the culture and physical characteristics of regions.</p>
18	Human Characteristics of a Place	<p>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).</p> <p>6.1.2.GeoSV.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).</p> <p>6.1.2.GeoHE.2 Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</p> <p>6.1.2.GeoHE.3 Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p> <p>6.1.2.GeoGI.2 Use technology to understand the culture and physical characteristics of regions.</p>
19	My Place on the Map	<p>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).</p> <p>6.1.2.GeoSV.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).</p> <p>6.1.2.GeoSV.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).</p>

Week	Title	Standards Covered
		6.1.2.GeoGI.2 Use technology to understand the culture and physical characteristics of regions.
<b>Unit 5: Time and Chronology</b>		
20	Calendars	
21	Words About Time	
22	Changes Over Time	<p>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.</p> <p>6.1.2.HistoryCC.2 Use a timeline of important events to make inferences about the big picture of history.</p> <p>6.1.2.HistoryCC.3 Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>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).</p> <p>6.1.2.HistoryCA.1 Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</p>
<b>Unit 6: History</b>		
23	History	<p>6.1.2.HistoryCC.3 Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>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.</p> <p>6.1.2.HistoryCA.1 Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</p>
24	Life Long Ago and Today	<p>6.1.2.HistoryCC.3 Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>6.1.2.HistoryCA.1 Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</p>
25	Inventors	<p>6.1.2.HistoryCC.3 Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>6.1.2.HistoryCA.1 Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</p>
26	Transportation Over Time	6.1.2.HistoryCC.3 Make inferences about how past events, individuals, and innovations affect our current lives.

Week	Title	Standards Covered
		6.1.2.HistoryCA.1 Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
<b>Unit 7: Culture</b>		
27	Culture	<p>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).</p> <p>6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>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.</p> <p>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.</p>
28	Holidays Around the World	<p>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.</p> <p>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.</p>
<b>Unit 8: Economics</b>		
29	Needs and Wants	6.1.2.EconET.1 Explain the difference between needs and wants.
30	Economics	<p>6.1.2.EconEM.1 Describe the skills and knowledge required to produce specific goods and services.</p> <p>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.</p> <p>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).</p>
31	Jobs	<p>6.1.2.EconEM.1 Describe the skills and knowledge required to produce specific goods and services.</p> <p>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.</p>
32	Spending and Saving	6.1.2.EconET.4 Explain the impact that decisions about savings, debt, and



Week	Title	Standards Covered
		<p>investment can have on individuals' lives.</p> <p>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).</p>

Week	Title	Standards Covered
<b>Unit 1: Communities</b>		
1	Community	<p>6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsPI.5 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority</p> <p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p>
2	Authority Figures	<p>6.1.2.CivicsPI.1 Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p>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.</p> <p>6.1.2.CivicsPI.3 Explain how individuals work with different levels of government to make rules.</p> <p>6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsPI.6 Explain what government is and its function.</p> <p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>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.</p> <p>6.1.2.CivicsPR.1 Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.2 Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p>6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p>

Week	Title	Standards Covered
		6.1.2.EconET.5 Describe how local and state governments make decisions that affect individuals and the community.
3	Rules and Laws	<p>6.1.2.CivicsPI.1 Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p>6.1.2.CivicsPI.3 Explain how individuals work with different levels of government to make rules.</p> <p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.1 Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.2 Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p>6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p>
<b>Unit 2: Civics and Governments</b>		
4	Government	<p>6.1.2.CivicsPI.1 Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p>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.</p> <p>6.1.2.CivicsPI.3 Explain how individuals work with different levels of government to make rules.</p> <p>6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsPI.5 Describe how communities work to accomplish</p>

Week	Title	Standards Covered
		<p>common tasks, establish responsibilities, and fulfill roles of authority</p> <p>6.1.2.CivicsPI.6 Explain what government is and its function.</p> <p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.</p> <p>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.</p> <p>6.1.2.CivicsPR.1 Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.2 Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p>6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p> <p>6.1.2.EconNE.2 Describe examples of goods and services that governments provide.</p>
5	Government Services	<p>6.1.2.CivicsPI.1 Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p>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.</p> <p>6.1.2.CivicsPI.6 Explain what government is and its function.</p> <p>6.1.2.EconET.5 Describe how local and state governments make decisions that affect individuals and the community.</p> <p>6.1.2.EconNE.2 Describe examples of goods and services that governments provide.</p>
6	Founders	<p>6.1.2.CivicsDP.1 Explain how national symbols reflect on American values and</p>

Week	Title	Standards Covered
		<p>principles.</p> <p>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.</p> <p>6.1.2.HistoryCC.3 Make inferences about how past events, individuals, and innovations affect our current lives.</p>
7	Important Documents	<p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsDP.1 Explain how national symbols reflect on American values and principles.</p> <p>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.</p> <p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p>6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p> <p>6.1.2.CivicsCM.1 Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p>6.1.2.HistoryCC.3 Make inferences about how past events, individuals, and innovations affect our current lives.</p>
8	Citizens	<p>6.1.2.CivicsPI.3 Explain how individuals work with different levels of government to make rules.</p>

Week	Title	Standards Covered
		<p>6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsPI.5 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority</p> <p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsCM.1 Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p>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).</p> <p>6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p>
9	Characteristics of Responsible Citizens	<p>6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsCM.1 Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p>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).</p> <p>6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p>
10	Responsible Citizens in History	<p>6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsCM.1 Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p>

Week	Title	Standards Covered
		<p>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).</p> <p>6.1.2.HistoryCC.3 Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>6.1.2.HistoryUP.3 Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</p>
<b>Unit 3: Symbols and Celebrations</b>		
11	Patriotism	<p>6.1.2.CivicsDP.1 Explain how national symbols reflect on American values and principles.</p> <p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p>
12	National Patriotic Symbols	<p>6.1.2.CivicsDP.1 Explain how national symbols reflect on American values and principles.</p> <p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p>6.1.2.HistoryCC.3 Make inferences about how past events, individuals, and innovations affect our current lives.</p>
13	National Patriotic Holidays	<p>6.1.2.CivicsDP.1 Explain how national symbols reflect on American values and principles.</p> <p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p>
<b>Unit 4: Geography</b>		
14	Map Skills	<p>6.1.2.GeoSV.1 Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains)</p> <p>6.1.2.GeoSV.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).</p> <p>6.1.2.GeoSV.3 Identify and describe the properties of a variety of maps</p>



Week	Title	Standards Covered
		<p>and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</p> <p>6.1.2.GeoSV.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).</p> <p>6.1.2.GeoGI.2 Use technology to understand the culture and physical characteristics of regions.</p>
15	Location	<p>6.1.2.GeoSV.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).</p> <p>6.1.2.GeoSV.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).</p> <p>6.1.2.GeoGI.2 Use technology to understand the culture and physical characteristics of regions.</p>
16	Physical Characteristics of a Place	<p>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).</p> <p>6.1.2.GeoSV.1 Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains)</p> <p>6.1.2.GeoSV.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).</p> <p>6.1.2.GeoHE.1 Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</p> <p>6.1.2.GeoHE.3 Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p> <p>6.1.2.GeoHE.4 Investigate the relationship between the physical environment of a place and the economic activities found there.</p>
17	Human Characteristics of a Place	<p>6.1.2.GeoSV.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).</p>

Week	Title	Standards Covered
		<p>6.1.2.GeoHE.1 Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</p> <p>6.1.2.GeoHE.2 Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</p> <p>6.1.2.GeoHE.3 Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p> <p>6.1.2.GeoGI.1 Explain why and how people, goods, and ideas move from place to place.</p>
18	Adapting to Our Environment	<p>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).</p> <p>6.1.2.GeoHE.1 Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</p> <p>6.1.2.GeoHE.2 Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</p> <p>6.1.2.GeoHE.3 Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p> <p>6.1.2.GeoGI.2 Use technology to understand the culture and physical characteristics of regions.</p>
19	Geography of Our Community	<p>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).</p> <p>6.1.2.GeoSV.1 Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains)</p> <p>6.1.2.GeoSV.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).</p>

Week	Title	Standards Covered
		<p>6.1.2.GeoSV.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).</p> <p>6.1.2.GeoSV.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).</p> <p>6.1.2.GeoHE.1 Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</p> <p>6.1.2.GeoHE.2 Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</p> <p>6.1.2.GeoHE.3 Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p> <p>6.1.2.GeoHE.4 Investigate the relationship between the physical environment of a place and the economic activities found there.</p> <p>6.1.2.GeoGI.2 Use technology to understand the culture and physical characteristics of regions.</p> <p>6.1.2.EconET.5 Describe how local and state governments make decisions that affect individuals and the community.</p> <p>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.</p> <p>6.1.2.EconGE.1 Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.</p>
<b>Unit 5: History</b>		
20	Calendars	
21	Changes Over Time	6.1.2.HistoryCC.1 Use multiple sources to create a chronological

Week	Title	Standards Covered
		<p>sequence of events that describes how and why your community has changed over time.</p> <p>6.1.2.HistoryCC.2 Use a timeline of important events to make inferences about the "big picture" of history.</p> <p>6.1.2.HistoryCC.3 Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>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).</p> <p>6.1.2.HistoryCA.1 Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</p>
22	History	<p>6.1.2.HistoryCC.3 Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>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.</p> <p>6.1.2.HistoryCA.1 Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</p>
23	Life Long Ago and Today	<p>6.1.2.HistoryCC.3 Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>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.</p> <p>6.1.2.HistoryCA.1 Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</p>
24	Communication Over Time	<p>6.1.2.GeoGI.1 Explain why and how people, goods, and ideas move from place to place.</p> <p>6.1.2.HistoryCC.3 Make inferences about how past events, individuals, and innovations affect our current lives.</p>

Week	Title	Standards Covered
		<p>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.</p> <p>6.1.2.HistoryCA.1 Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</p>
<b>Unit 6: Culture</b>		
25	Culture	<p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p>6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2.GeoGI.1 Explain why and how people, goods, and ideas move from place to place.</p> <p>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.</p> <p>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.</p>
26	Folktales and Legends	<p>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.</p>
<b>Unit 7: Economics</b>		
27	Needs and Wants	<p>6.1.2.EconET.1 Explain the difference between needs and wants.</p> <p>6.1.2.EconET.2 Cite examples of choices people make when resources are scarce.</p> <p>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).</p>
28	Economics	<p>6.1.2.EconEM.2 Describe the goods and services that individuals and businesses in the local community produce and those that are produced</p>

Week	Title	Standards Covered
		<p>in other communities.</p> <p>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).</p>
29	Economic Choices	<p>6.1.2.EconET.2 Cite examples of choices people make when resources are scarce.</p> <p>6.1.2.EconET.3 Describe how supply and demand influence price and output of products.</p>
30	Jobs	<p>6.1.2.GeoGI.1 Explain why and how people, goods, and ideas move from place to place.</p> <p>6.1.2.EconEM.1 Describe the skills and knowledge required to produce specific goods and services.</p> <p>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.</p>
31	Workers Contribute to the Economy	<p>6.1.2.GeoGI.1 Explain why and how people, goods, and ideas move from place to place.</p> <p>6.1.2.EconET.5 Describe how local and state governments make decisions that affect individuals and the community.</p> <p>6.1.2.EconEM.1 Describe the skills and knowledge required to produce specific goods and services.</p> <p>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.</p> <p>6.1.2.EconGE.1 Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.</p> <p>6.1.2.EconGE.2 Explain why people in one country trade goods and services with people in other countries.</p>
32	Spending and Saving	<p>6.1.2.EconET.4 Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.</p>

Week	Title	Standards Covered
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Week	Title	Standards Covered
<b>2nd Grade Standards</b>		
1	Sources	
2	Timelines	
3	I Belong to a Community	<p>6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsPI.5 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority</p> <p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p>
4	Rules and Laws	<p>6.1.2.CivicsPI.1 Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p>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.</p> <p>6.1.2.CivicsPI.3 Explain how individuals work with different levels of government to make rules.</p> <p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.1 Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.2 Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p>6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p>
5	Principles of Democracy	6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play

Week	Title	Standards Covered
		<p>important roles in a community.</p> <p>6.1.2.CivicsPI.5 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority</p> <p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.</p> <p>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.</p> <p>6.1.2.CivicsCM.1 Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p>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).</p> <p>6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p>
6	Important Documents	<p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsDP.1 Explain how national symbols reflect on American values and principles.</p> <p>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.</p> <p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p>6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p>

Week	Title	Standards Covered
		<p>6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p> <p>6.1.2.CivicsCM.1 Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p>6.1.2.HistoryCC.3 Make inferences about how past events, individuals, and innovations affect our current lives.</p>
7	The Purpose of Government	<p>6.1.2.CivicsPI.5 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority</p> <p>6.1.2.CivicsPI.6 Explain what government is and its function.</p> <p>6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p> <p>6.1.2.EconET.5 Describe how local and state governments make decisions that affect individuals and the community.</p> <p>6.1.2.EconNE.2 Describe examples of goods and services that governments provide.</p>
8	The Structure of National Government	<p>6.1.2.CivicsPI.6 Explain what government is and its function.</p> <p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.EconET.5 Describe how local and state governments make decisions that affect individuals and the community.</p>
9	Tribal, State, and Local Government	<p>6.1.2.CivicsPI.6 Explain what government is and its function.</p> <p>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.</p> <p>6.1.2.EconET.5 Describe how local and state governments make decisions that affect individuals and the community.</p>
10	Government Services	<p>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.</p>

Week	Title	Standards Covered
		<p>6.1.2.CivicsPI.6 Explain what government is and its function.</p> <p>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.</p> <p>6.1.2.EconET.5 Describe how local and state governments make decisions that affect individuals and the community.</p> <p>6.1.2.EconNE.2 Describe examples of goods and services that governments provide.</p>
11	Citizenship	<p>6.1.2.CivicsPI.3 Explain how individuals work with different levels of government to make rules.</p> <p>6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsPI.5 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority</p> <p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsCM.1 Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p>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).</p> <p>6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p>
12	Patriotism	<p>6.1.2.CivicsDP.1 Explain how national symbols reflect on American values and principles.</p> <p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American</p>

Week	Title	Standards Covered
		identity.
13	Patriotic Symbols	<p>6.1.2.CivicsDP.1 Explain how national symbols reflect on American values and principles.</p> <p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p>6.1.2.HistoryCC.3 Make inferences about how past events, individuals, and innovations affect our current lives.</p>
14	Founders	<p>6.1.2.CivicsDP.1 Explain how national symbols reflect on American values and principles.</p> <p>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.</p> <p>6.1.2.HistoryCC.3 Make inferences about how past events, individuals, and innovations affect our current lives.</p>
15	Memorials and Monuments	<p>6.1.2.CivicsDP.1 Explain how national symbols reflect on American values and principles.</p> <p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p>6.1.2.HistoryCC.3 Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>6.1.2.HistoryUP.3 Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</p>
16	Patriotic Holidays	<p>6.1.2.CivicsDP.1 Explain how national symbols reflect on American values and principles.</p> <p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p>6.1.2.HistoryCC.3 Make inferences about how past events, individuals, and innovations affect our current lives.</p>
17	Map Skills	<p>6.1.2.GeoSV.1 Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains)</p> <p>6.1.2.GeoSV.2 Describe how maps are created for a specific purpose</p>

Week	Title	Standards Covered
		<p>(e.g., school fire-drill map, route from home to school, learning centers in a classroom).</p> <p>6.1.2.GeoSV.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).</p> <p>6.1.2.GeoSV.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).</p> <p>6.1.2.GeoGI.2 Use technology to understand the culture and physical characteristics of regions.</p>
18	Location	<p>6.1.2.GeoSV.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).</p> <p>6.1.2.GeoSV.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).</p> <p>6.1.2.GeoGI.2 Use technology to understand the culture and physical characteristics of regions.</p>
19	Physical Features of Places	<p>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).</p> <p>6.1.2.GeoSV.1 Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains)</p> <p>6.1.2.GeoSV.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).</p> <p>6.1.2.GeoHE.1 Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</p> <p>6.1.2.GeoHE.3 Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p>

Week	Title	Standards Covered
		6.1.2.GeoHE.4 Investigate the relationship between the physical environment of a place and the economic activities found there.
20	Human Characteristics of Places	<p>6.1.2.GeoSV.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).</p> <p>6.1.2.GeoHE.1 Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</p> <p>6.1.2.GeoHE.2 Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</p> <p>6.1.2.GeoHE.3 Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p> <p>6.1.2.GeoGI.1 Explain why and how people, goods, and ideas move from place to place.</p>
21	Humans and the Environment	<p>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).</p> <p>6.1.2.GeoHE.2 Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</p> <p>6.1.2.GeoHE.3 Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p> <p>6.1.2.GeoGI.1 Explain why and how people, goods, and ideas move from place to place.</p> <p>6.1.2.HistoryCA.1 Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</p>
22	Movement	<p>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).</p> <p>6.1.2.GeoGI.1 Explain why and how people, goods, and ideas move from place to place.</p>



Week	Title	Standards Covered
		<p>6.1.2.EconET.5 Describe how local and state governments make decisions that affect individuals and the community.</p> <p>6.1.2.EconNE.1 Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.</p> <p>6.1.2.HistoryCC.3 Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>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.</p> <p>6.1.2.HistoryCA.1 Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</p>
23	Culture	<p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>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.</p> <p>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.</p>
24	Regions of the World	<p>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).</p> <p>6.1.2.GeoSV.1 Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains)</p> <p>6.1.2.GeoSV.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).</p>

Week	Title	Standards Covered
		<p>6.1.2.GeoHE.1 Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</p> <p>6.1.2.GeoHE.2 Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</p> <p>6.1.2.GeoHE.3 Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p> <p>6.1.2.GeoHE.4 Investigate the relationship between the physical environment of a place and the economic activities found there.</p> <p>6.1.2.GeoGI.1 Explain why and how people, goods, and ideas move from place to place.</p> <p>6.1.2.GeoGI.2 Use technology to understand the culture and physical characteristics of regions.</p>
25	Needs, Wants, and Resources	<p>6.1.2.GeoHE.4 Investigate the relationship between the physical environment of a place and the economic activities found there.</p> <p>6.1.2.EconET.1 Explain the difference between needs and wants.</p> <p>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.</p> <p>6.1.2.EconNE.1 Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.</p>
26	Economic Activity	<p>6.1.2.GeoHE.4 Investigate the relationship between the physical environment of a place and the economic activities found there.</p> <p>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.</p> <p>6.1.2.EconNE.1 Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.</p>

Week	Title	Standards Covered
27	Economic Choices	<p>6.1.2.EconET.4 Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.</p> <p>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).</p>
28	Producers and Consumers	<p>6.1.2.EconEM.1 Describe the skills and knowledge required to produce specific goods and services.</p> <p>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.</p>
29	Economic Principles	<p>6.1.2.EconNE.2 Describe examples of goods and services that governments provide.</p> <p>6.1.2.EconGE.1 Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.</p> <p>6.1.2.EconGE.2 Explain why people in one country trade goods and services with people in other countries.</p>
30	More Economic Principles	<p>6.1.2.EconET.2 Cite examples of choices people make when resources are scarce.</p> <p>6.1.2.EconET.3 Describe how supply and demand influence price and output of products.</p> <p>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.</p> <p>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).</p>
31	Solving Problems in Your Community	<p>6.1.2.CivicsPI.3 Explain how individuals work with different levels of government to make rules.</p> <p>6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsPI.5 Describe how communities work to accomplish</p>

Week	Title	Standards Covered
		<p>common tasks, establish responsibilities, and fulfill roles of authority</p> <p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsCM.1 Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p>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).</p> <p>6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2.GeoHE.1 Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</p> <p>6.1.2.GeoHE.2 Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</p> <p>6.1.2.GeoHE.3 Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p> <p>6.1.2.GeoHE.4 Investigate the relationship between the physical environment of a place and the economic activities found there.</p> <p>6.1.2.GeoGI.1 Explain why and how people, goods, and ideas move from place to place.</p> <p>6.1.2.GeoGI.2 Use technology to understand the culture and physical characteristics of regions.</p> <p>6.1.2.EconET.1 Explain the difference between needs and wants.</p>

Week	Title	Standards Covered
		<p>6.1.2.EconET.2 Cite examples of choices people make when resources are scarce.</p> <p>6.1.2.EconET.3 Describe how supply and demand influence price and output of products.</p> <p>6.1.2.EconET.4 Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.</p> <p>6.1.2.EconET.5 Describe how local and state governments make decisions that affect individuals and the community.</p> <p>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).</p> <p>6.1.2.EconGE.1 Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.</p> <p>6.1.2.HistoryCC.2 Use a timeline of important events to make inferences about the "big picture" of history.</p> <p>6.1.2.HistoryCC.3 Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>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.</p> <p>6.1.2.HistoryUP.3 Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</p> <p>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).</p> <p>6.1.2.HistoryCA.1 Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</p>
32	Historical Figures	6.1.2.HistoryCC.2 Use a timeline of important events to make inferences about

Week	Title	Standards Covered
		<p>the "big picture" of history.</p> <p>6.1.2.HistoryCC.3 Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>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.</p> <p>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.</p> <p>6.1.2.HistoryUP.3 Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</p> <p>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.</p> <p>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).</p> <p>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).</p> <p>6.1.2.HistoryCA.1 Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</p>

Week	Title	Standards Covered
<b>Civics and Government</b>		
1	Community	<p><b>6.1.5.CivicsPI.1</b> Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p><b>6.1.5.CivicsPD.3:</b> 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><b>6.1.5.CivicsPR.1:</b> Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</p> <p><b>6.1.5.CivicsPR.3</b> Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.</p>
2	Demonstrating Respect	<p><b>6.1.5.CivicsHR.4</b> Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p>
3	Government	<p><b>6.1.5.CivicsPI.5</b> Explain how government functions at the local, county, and state level.</p> <p><b>6.1.5.CivicsPI.9</b> Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.</p> <p><b>6.1.5.CivicsPR.4</b> Explain how policies are developed to address public problems.</p> <p><b>6.1.5.CivicsCM.4</b> Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.</p>
4	Important Documents	<p><b>6.1.5.Civics PI.8</b> Describe how the United States Constitution defines and limits the power of government.</p> <p><b>6.1.5.Civics PD.2</b> Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).</p> <p><b>6.1.5.CivicsPR.1</b> Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</p> <p><b>6.1.5.CivicsPR.4</b> Explain how policies are developed to address public problems.</p> <p><b>6.1.5.CivicsHR.1</b> 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, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).</p>



Week	Title	Standards Covered
		<p><b>6.1.5.HistoryCC.1</b> 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.</p> <p><b>6.1.5.HistoryCC.15</b> 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, the Bill of Rights).</p>
5	Structure of Government	<p><b>6.1.5.CivicsPI.3:</b> 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><b>6.1.5.CivicsPI.4:</b> Describe the services our government provides the people in the community, state and across the United States.</p> <p><b>6.1.5.CivicsPD.1:</b> Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.</p> <p><b>6.1.5.Civics PD.2</b> Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).</p> <p><b>6.1.5.EconNM.1:</b> Explain the ways in which the government pays for the goods and services it provides.</p> <p><b>6.1.5.CivicsPI.2:</b> Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers)</p> <p><b>6.1.5.CivicsPI.6:</b> Distinguish the roles and responsibilities of the three branches of the national government.</p> <p><b>6.1.5.CivicsPI.7:</b> Explain how national and state governments share power in the federal system of government.</p>
6	Conflict and Compromise	<p><b>6.1.5.CivicsPD.3:</b> 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><b>6.1.5.Civic.DP.1:</b> 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).</p> <p><b>6.1.5.CivicsPR.1:</b> Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</p> <p><b>6.1.5.CivicsHR.3</b> 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.</p>

Week	Title	Standards Covered
7	Citizens	<p><b>6.1.5.CivicsPD.1</b> Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.</p> <p><b>6.1.5.CivicsPR.2:</b> Describe the process by which immigrants can become United States citizens.</p>
8	Patriotism, National Symbols	<p><b>6.1.5.HistorySE.2:</b> Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p><b>6.1.5.HistoryCC.15:</b> 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, the Bill of Rights).</p>
9	Heroes and Holidays	<p><b>6.1.5.HistoryCC.3:</b> Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</p> <p><b>6.1.5.HistorySE.2:</b> Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.</p>
<b>Geography</b>		
10	Map Skills	<p><b>6.1.5.GeoSV.1</b> 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).</p> <p><b>6.1.5.GeoSV.4</b> 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).</p>
11	Five Themes of Geography	<p><b>6.1.5.GeoPP.1:</b> Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p><b>6.1.5.GeoSV.1:</b> 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).</p> <p><b>6.1.5.GeoSV.3:</b> Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</p>

Week	Title	Standards Covered
12	Location	<p><b>6.1.5.GeoSV.1:</b> 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).</p> <p><b>6.1.5.GeoSV.3:</b> Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</p>
13	Place: Physical Characteristics	<p><b>6.1.5.GeoPP.2:</b> 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><b>6.1.5.GeoSV.4:</b> 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).</p>
14	Place: Human Characteristics	<p><b>6.1.5.GeoPP.4:</b> Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.</p>
15	Human Environment Interaction	<p><b>6.3.5.GeoHE.1</b> Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.</p> <p><b>6.1.5.GeoSV.2</b> Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p><b>6.1.5.GeoSV.4</b> 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).</p> <p><b>6.1.5.GeoHE.2</b> Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</p> <p><b>6.1.5.GeoHE.3</b> Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p>
16	Movement	<p><b>6.1.5.GeoSV.1</b> 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).</p>

Week	Title	Standards Covered
		<p><b>6.1.5.GeoPP.3</b> Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</p> <p><b>6.1.5.GeoPP.5</b> Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</p> <p><b>6.1.5.GeoPP.6</b> Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p><b>6.1.5.GeoHE.2</b> Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</p> <p><b>6.1.5.GeoGI.1</b> Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p><b>6.1.5.GeoGI.2</b> Use historical maps to explain what led to the exploration of new water and land routes.</p> <p><b>6.1.5.GeoGI.4</b> Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p><b>6.1.5.EconNM.3</b> Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p>
17	Culture	<p><b>6.1.5.Civics PD.3</b> 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><b>6.1.5.GeoGI.1:</b> Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p><b>6.1.5.GeoGI.4:</b> Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p>
18	Regions of the World part 1	<b>6.1.5.GeoSV.4:</b> 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).
19	Regions of the World part 2	<b>6.1.5.GeoSV.4:</b> 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).
20	Regions of the US part 1	<b>6.1.5.GeoPP.1:</b> Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

Week	Title	Standards Covered
		<p><b>6.1.5.GeoPP.2:</b> 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><b>6.1.5.GeoSV.4:</b> 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).</p>
21	Regions of the US part 2	<p><b>6.1.5.GeoPP.1:</b> Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p><b>6.1.5.GeoPP.2:</b> 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><b>6.1.5.GeoSV.4:</b> 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).</p>
<b>Economics</b>		
22	Wants and Needs	<p><b>6.1.5.Econ ET.3</b> Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p><b>6.1.5.EconEM.1</b> Explain why individuals and businesses specialize and trade.</p>
23	Resources	<p><b>6.1.5.EconET.1:</b> Identify positive and negative incentives that influence the decisions people make.</p> <p><b>6.1.5.EconEM.2:</b> Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).</p>
24	Producers and Consumers	<p><b>6.1.5.Econ EM.1</b> Explain why individuals and businesses specialize and trade.</p> <p><b>6.1.5.EconET.1</b> Identify positive and negative incentives that influence the decisions people make.</p> <p><b>6.1.5.EconET.2</b> Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.</p> <p><b>6.1.5.EconEM.3</b> Describe how supply and demand influence price and output of products.</p> <p><b>6.1.5.EconNM.6</b> Examine the qualities of entrepreneurs in a capitalistic society.</p>

Week	Title	Standards Covered
25	Economic Principles	<p><b>6.1.5.Econ EM.3</b> Describe how supply and demand influence price and output of products.</p> <p><b>6.1.5.GeoSV.2</b> Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p><b>6.1.5.EconET.2</b> Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.</p> <p><b>6.1.5.EconET.3</b> Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p><b>6.1.5.EconEM.1</b> Explain why individuals and businesses specialize and trade.</p> <p><b>6.1.5.EconEM.5</b> Explain why individuals and societies trade, how trade functions, and the role of trade.</p> <p><b>6.1.5.EconNM.5</b> Explain how the availability of private and public goods and services is influenced by the government and the global economy.</p>
26	Personal Finances	<b>6.1.5.EconET.1:</b> Identify positive and negative incentives that influence the decisions people make.
<b>History</b>		
27	Timelines	<b>6.1.5.HistoryUP.5:</b> Compare and contrast historians' interpretations of important historical ideas, resources and events.
28	Developing Inquiries	<b>6.3.5.EconET.1</b> Investigate an economic issue that impacts children and propose a solution.
29	Examining Evidence and Communicating Conclusions	<b>6.3.5.EconET.1</b> Investigate an economic issue that impacts children and propose a solution.
30	Taking Action	<b>6.3.5.EconET.1</b> Investigate an economic issue that impacts children and propose a solution.
31	Engage in Your Own Inquiry	<b>6.3.5.EconET.1</b> Investigate an economic issue that impacts children and propose a solution.
32	Year in Review	

Week	Title	Standards Covered
<b>Civics and Government</b>		
1	Government	<p><b>6.1.5.CivicsPI.1</b> Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p><b>6.1.5.CivicsPI.2</b> Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).</p> <p><b>6.1.5.CivicsPI.3</b> 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><b>6.1.5.CivicsPI.4</b> Describe the services our government provides the people in the community, state and across the United States.</p> <p><b>6.1.5.CivicsPI.6</b> Distinguish the roles and responsibilities of the three branches of the national government.</p> <p><b>6.1.5.CivicsPI.7</b> Explain how national and state governments share power in the federal system of government.</p> <p><b>6.1.5.CivicsPD.1</b> Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.</p> <p><b>6.1.5.CivicsDP.1</b> 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).</p> <p><b>6.1.5.EconNM.1</b> Explain the ways in which the government pays for the goods and services it provides.</p> <p><b>6.1.5.EconNM.5</b> Explain how the availability of private and public goods and services is influenced by the government and the global economy.</p>
2	Important Documents	<p><b>6.1.5.CivicsPI.1</b> Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p><b>6.1.5.CivicsPI.3</b> 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><b>6.1.5.CivicsPI.6</b> Distinguish the roles and responsibilities of the three branches of the national government.</p> <p><b>6.1.5.CivicsPI.8</b> Describe how the United States Constitution defines and limits the power of government.</p>



Week	Title	Standards Covered
		<p><b>6.1.5.HistoryCC.15</b> 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, the Bill of Rights).</p> <p><b>6.1.5.HistorySE.2</b> Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.</p>
3	Bill of Rights	<p><b>6.1.5.CivicsPI.8</b> Describe how the United States Constitution defines and limits the power of government.</p> <p><b>6.1.5.CivicsDP.3</b> Describe the role of religious freedom and participatory government in various North American colonies.</p> <p><b>6.1.5.CivicsHR.1</b> 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, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).</p> <p><b>6.1.5.HistoryCC.15</b> 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, the Bill of Rights).</p>
4	Citizens	<p><b>6.1.5.CivicsPI.2</b> Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).</p> <p><b>6.1.5.CivicsPI.3</b> 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><b>6.1.5.CivicsPD.4</b> Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.</p> <p><b>6.1.5.CivicsPR.1</b> Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</p> <p><b>6.1.5.CivicsPR.2</b> Describe the process by which immigrants can become United States citizens.</p> <p><b>6.1.5.CivicsPR.4</b> Explain how policies are developed to address public problems.</p>
5	Founders	<p><b>6.1.5.HistoryCC.3:</b> Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</p>

Week	Title	Standards Covered
		<b>6.1.5.CivicsCM.4</b> Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
<b>Geography</b>		
6	Five Themes of Geography	<b>6.1.5.GeoSV.1</b> 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).
7	Map Skills	<p><b>6.1.5.GeoSV.1:</b> 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).</p> <p><b>6.1.5.GeoSV.3:</b> Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</p>
8	Place	<p><b>6.1.5.GeoPP.4</b> Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.</p> <p><b>6.1.5.GeoSV.2</b> Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p><b>6.1.5.GeoSV.3</b> Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</p>
9	Human-Environment Interaction	<p><b>6.1.5.GeoSV.2</b> Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p><b>6.1.5.GeoSV.3</b> Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</p> <p><b>6.1.5.GeoSV.4</b> 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).</p> <p><b>6.1.5.GeoHE.1</b> 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.</p>

Week	Title	Standards Covered
		<b>6.1.5.GeoHE.2</b> Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
10	Movement	<p><b>6.1.5.GeoPP.3</b> Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</p> <p><b>6.1.5.GeoPP.4</b> Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.</p> <p><b>6.1.5.GeoSV.4</b> 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).</p> <p><b>6.1.5.GeoGI.1</b> Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p><b>6.1.5.GeoGI.4</b> Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p><b>6.1.5.EconNM.3</b> Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p>
11	New Jersey's Regions	<p><b>6.1.5.Geo PP.2</b> 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><b>6.1.5.EconEM.4</b> 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.</p>
12	Regions of the United States	<p><b>6.1.5.GeoPP.1</b> Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p><b>6.1.5.GeoSV.2</b> Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p><b>6.1.5.GeoSV.4</b> 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).</p>
13	Connections Between New Jersey, the U.S. and	<b>6.1.5.GeoSV.2</b> Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other

Week	Title	Standards Covered
	the World	<p>countries.</p> <p><b>6.1.5.GeoSV.4</b> 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).</p> <p><b>6.1.5.GeoHE.1</b> 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.</p> <p><b>6.1.5.GeoHE.2</b> Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</p>
<b>Economics</b>		
14	Needs and Wants	<p><b>6.1.5.EconET.1</b> Identify positive and negative incentives that influence the decisions people make.</p> <p><b>6.1.5.EconET.3</b> Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p><b>6.1.5.EconNM.7</b> Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p>
15	Resources	<p><b>6.1.5.EconEM.1</b> Explain why individuals and businesses specialize and trade.</p> <p><b>6.1.5.EconEM.2</b> Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).</p> <p><b>6.1.5.EconEM.5</b> Explain why individuals and societies trade, how trade functions, and the role of trade.</p>
16	Economic Principles	<p><b>6.1.5.GeoSV.2</b> Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p><b>6.1.5.EconET.1</b> Identify positive and negative incentives that influence the decisions people make.</p> <p><b>6.1.5.EconET.2</b> Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.</p> <p><b>6.1.5.EconET.3</b> Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p>

Week	Title	Standards Covered
		<p><b>6.1.5.EconEM.1</b> Explain why individuals and businesses specialize and trade.</p> <p><b>6.1.5.EconEM.3</b> Describe how supply and demand influence price and output of products.</p> <p><b>6.1.5.EconEM.5</b> Explain why individuals and societies trade, how trade functions, and the role of trade.</p>
17	New Jersey's Economy	<p><b>6.1.5.EconEM.4</b> 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.</p> <p><b>6.1.5.EconNM.2</b> Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.</p> <p><b>6.1.5.EconNM.3</b> Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p>
18	Economic Systems	<p><b>6.1.5.EconEM.1</b> Explain why individuals and businesses specialize and trade.</p> <p><b>6.1.5.EconEM.5</b> Explain why individuals and societies trade, how trade functions, and the role of trade.</p> <p><b>6.1.5.EconNM.1</b> Explain the ways in which the government pays for the goods and services it provides.</p> <p><b>6.1.5.EconNM.5</b> Explain how the availability of private and public goods and services is influenced by the government and the global economy.</p> <p><b>6.1.5.EconNM.6</b> Examine the qualities of entrepreneurs in a capitalistic society.</p>
19	Problem Solving Inquiry	<p><b>6.1.5.CivicsCM.1</b> 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.</p> <p><b>6.1.5.CivicsCM.2</b> Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.</p> <p><b>6.1.5.CivicsCM.3</b> Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</p> <p><b>6.1.5.CivicsCM.4</b> Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.</p> <p><b>6.1.5.CivicsCM.6</b> Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.</p>
History		

Week	Title	Standards Covered
20	The Vibrant Societies of Pre-Columbian North America	<p><b>6.1.5.GeoPP.5</b> Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</p> <p><b>6.1.5.HistoryUP.4</b> Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p>
21	Life in Pre-Columbian North America	<p><b>6.1.5.GeoPP.5</b> Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</p> <p><b>6.1.5.GeoGI.1</b> Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p><b>6.1.5.GeoGI.2</b> Use historical maps to explain what led to the exploration of new water and land routes.</p> <p><b>6.1.5.EconEM.1</b> Explain why individuals and businesses specialize and trade.</p> <p><b>6.1.5.EconEM.5</b> Explain why individuals and societies trade, how trade functions, and the role of trade.</p> <p><b>6.1.5.HistoryUP.4</b> Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p>
22	Native Americans of New Jersey	<p><b>6.1.5.HistoryCC.6</b> 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.</p> <p><b>6.1.5.HistoryCC.8</b> 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.</p> <p><b>6.1.5.HistoryUP.4</b> Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p>
23	Exploration	<p><b>6.1.5.GeoPP.6</b> Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p><b>6.1.5.GeoSV.5</b> 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.</p> <p><b>6.1.5.GeoHE.2</b> Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</p> <p><b>6.1.5.GeoGI.1</b> Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p>

Week	Title	Standards Covered
		<p><b>6.1.5.GeoGI.2</b> Use historical maps to explain what led to the exploration of new water and land routes.</p> <p><b>6.1.5.GeoGI.3</b> Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</p> <p><b>6.1.5.EconEM.6</b> Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <p><b>6.1.5.EconNM.4</b> Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p><b>6.1.5.EconGE.5</b> Evaluate the economic impact of science and technology innovations on European exploration.</p> <p><b>6.1.5.HistoryCC.5</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p><b>6.1.5.HistoryCC.10</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p><b>6.1.5.HistoryUP.1</b> 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.</p> <p><b>6.1.5.HistoryUP.3</b> Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.</p> <p><b>6.1.5.HistorySE.1</b> 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.</p> <p><b>6.1.5.HistoryCA.1</b> Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.</p>
24	Colonization	<p><b>6.1.5.GeoPP.6</b> Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p><b>6.1.5.GeoSV.5</b> 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.</p> <p><b>6.1.5.GeoGI.2</b> Use historical maps to explain what led to the exploration of new water and land routes.</p> <p><b>6.1.5.GeoGI.3</b> Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</p>



Week	Title	Standards Covered
		<p><b>6.1.5.EconGE.5</b> Evaluate the economic impact of science and technology innovations on European exploration.</p> <p><b>6.1.5.HistoryCC.2</b> Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p><b>6.1.5.HistoryCC.4</b> Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p><b>6.1.5.HistoryCC.5</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p><b>6.1.5.HistoryCC.7</b> Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</p> <p><b>6.1.5.HistoryCC.10</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p><b>6.1.5.HistoryCC.14</b> Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <p><b>6.1.5.HistoryUP.1</b> 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.</p> <p><b>6.1.5.HistorySE.1</b> 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.</p> <p><b>6.1.5.HistoryCA.1</b> Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.</p>
25	Founding of New Jersey	<p><b>6.1.5.HistoryCC.1</b> 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.</p> <p><b>6.1.5.HistoryCC.3</b> Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</p> <p><b>6.1.5.HistoryUP.1</b> 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.</p>
26	French and Indian War	<p><b>6.1.5.GeoSV.5</b> Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and</p>

Week	Title	Standards Covered
		<p>Native American resulting in changes to conditions.</p> <p><b>6.1.5.GeoGI.1</b> Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p><b>6.1.5.HistoryCC.1</b> 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.</p> <p><b>6.1.5.HistoryCC.2</b> Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p><b>6.1.5.HistoryCC.2</b> Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p><b>6.1.5.HistoryCC.3</b> Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</p> <p><b>6.1.5.HistoryCC.4</b> Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p><b>6.1.5.HistoryCC.5</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p><b>6.1.5.HistoryCC.10</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p>
27	The Road to Revolution	<p><b>6.1.5.EconET.3</b> Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p><b>6.1.5.EconGE.2</b> 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> <p><b>6.1.5.HistoryCC.1</b> 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.</p> <p><b>6.1.5.HistoryCC.2</b> Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p><b>6.1.5.HistoryCC.3</b> Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</p>
28	American Revolution Part 1	<p><b>6.1.5.HistoryCC.1</b> 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.</p> <p><b>6.1.5.HistoryCC.2</b> Use a variety of sources to illustrate how the American identity has evolved over time.</p>

Week	Title	Standards Covered
		<p><b>6.1.5.HistoryCC.3</b> Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</p> <p><b>6.1.5.HistoryCC.4</b> Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p><b>6.1.5.HistoryCC.5</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p><b>6.1.5.HistoryCC.15</b> 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, the Bill of Rights).</p>
29	American Revolution Part 2	<p><b>6.1.5.HistoryCC.1</b> 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.</p> <p><b>6.1.5.HistoryCC.2</b> Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p><b>6.1.5.HistoryCC.3</b> Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</p> <p><b>6.1.5.HistoryCC.5</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p>
30	A New Nation	<p><b>6.1.5.CivicsPI.1</b> Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p><b>6.1.5.GeoGI.2</b> Use historical maps to explain what led to the exploration of new water and land routes.</p> <p><b>6.1.5.HistoryCC.1</b> 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.</p> <p><b>6.1.5.HistoryCC.2</b> Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p><b>6.1.5.HistoryCC.3</b> Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</p> <p><b>6.1.5.HistoryCC.4</b> Use evidence to document how the interactions among African, European, and Native American groups impacted their respective</p>

Week	Title	Standards Covered
		<p>cultures.</p> <p><b>6.1.5.HistoryCC.15</b> 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, the Bill of Rights).</p>
31	New Jersey People and Inventions	<p><b>6.1.5.HistoryCC.9</b> Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.</p> <p><b>6.1.5.CivicsCM.5</b> Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.</p>
32	Stories of the Symbols	<p><b>6.1.5.HistoryCC.2</b> Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p><b>6.1.5.HistorySE.2</b> Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.</p>

Week	Title	Standards Covered
<b>Unit 1: Review</b>		
1	Governments Across Time	<b>6.1.5.CivicsPI.9</b> Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
2	National and Global Economy	<p><b>6.1.5.EconGE.1</b> Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</p> <p><b>6.1.5.EconGE.2</b> 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> <p><b>6.1.5.EconGE.3</b> Use economic data to explain how trade leads to increasing economic interdependence among nations.</p> <p><b>6.1.5.EconGE.4</b> Compare and contrast how the availability of resources affects people across the world differently.</p>
<b>Unit 2: Native American Cultures</b>		
3	Life in the Americas	<p><b>6.1.5.GeoPP.3</b> Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</p> <p><b>6.1.5.GeoPP.5</b> Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</p> <p><b>6.1.5.GeoSV.5</b> 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.</p> <p><b>6.1.5.GeoGI.1</b> Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p><b>6.1.5.HistoryCC.4</b> Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p><b>6.1.5.HistoryUP.4</b> Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p>
4	American Indian Government and Trade	<p><b>6.1.5.CivicsPI.9</b> Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.</p> <p><b>6.1.5.GeoPP.3</b> Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</p> <p><b>6.1.5.GeoPP.5</b> Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</p>

Week	Title	Standards Covered
		<p><b>6.1.5.GeoSV.5</b> 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.</p> <p><b>6.1.5.GeoGI.1</b> Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p><b>6.1.5.EconEM.1</b> Explain why individuals and businesses specialize and trade.</p> <p><b>6.1.5.EconEM.5</b> Explain why individuals and societies trade, how trade functions, and the role of trade.</p> <p><b>6.1.5.HistoryCC.4</b> Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p><b>6.1.5.HistoryUP.4</b> Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p>
<b>Unit 3: Exploration</b>		
5	The Age of Encounters	<p><b>6.1.5.GeoPP.3</b> Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</p> <p><b>6.1.5.GeoSV.5</b> 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.</p> <p><b>6.1.5.GeoHE.2</b> Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</p> <p><b>6.1.5.GeoGI.1</b> Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p><b>6.1.5.GeoGI.2</b> Use historical maps to explain what led to the exploration of new water and land routes.</p> <p><b>6.1.5.EconNM.4</b> Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p><b>6.1.5.EconNM.5</b> Explain how the availability of private and public goods and services is influenced by the government and the global economy.</p> <p><b>6.1.5.EconGE.5</b> Evaluate the economic impact of science and technology innovations on European exploration.</p> <p><b>6.1.5.HistoryCC.1</b> 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.</p>

Week	Title	Standards Covered
		<p><b>6.1.5.HistoryCC.4</b> Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p><b>6.1.5.HistoryCC.5</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p><b>6.1.5.HistoryCC.10</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p><b>6.1.5.HistorySE.1</b> 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.</p>
6	Consequences of Contact	<p><b>6.1.5.GeoPP.3</b> Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</p> <p><b>6.1.5.GeoSV.5</b> 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.</p> <p><b>6.1.5.GeoGI.1</b> Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p><b>6.1.5.EconEM.2</b> Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).</p> <p><b>6.1.5.EconNM.5</b> Explain how the availability of private and public goods and services is influenced by the government and the global economy.</p> <p><b>6.1.5.EconGE.5</b> Evaluate the economic impact of science and technology innovations on European exploration.</p> <p><b>6.1.5.HistoryCC.1</b> 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.</p> <p><b>6.1.5.HistoryCC.4</b> Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p><b>6.1.5.HistoryCC.5</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p><b>6.1.5.HistoryCC.10</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p><b>6.1.5.HistoryUP.3</b> Use multiple perspectives to evaluate the impact of the</p>



Week	Title	Standards Covered
		<p>Columbian Exchange on ecology, agriculture, and culture.</p> <p><b>6.1.5.HistorySE.1</b> 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.</p>
<b>Unit 4: Colonization</b>		
7	The Colonies and Their Founding	<p><b>6.1.5.CivicsDP.3</b> Describe the role of religious freedom and participatory government in various North American colonies.</p> <p><b>6.1.5.Geo PP.1</b> Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p><b>6.1.5.Geo PP.2</b> 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><b>6.1.5.GeoPP.3</b> Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</p> <p><b>6.1.5.GeoPP.6</b> Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p><b>6.1.5.GeoSV.5</b> 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.</p> <p><b>6.1.5.GeoGI.1</b> Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p><b>6.1.5.EconEM.2</b> Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).</p> <p><b>6.1.5.EconNM.5</b> Explain how the availability of private and public goods and services is influenced by the government and the global economy.</p> <p><b>6.1.5.HistoryCC.1</b> 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.</p> <p><b>6.1.5.HistoryCC.4</b> Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p><b>6.1.5.HistoryCC.5</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p>

Week	Title	Standards Covered
		<p><b>6.1.5.HistoryCC.10</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p><b>6.1.5.HistoryCC.14</b> Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <p><b>6.1.5.HistoryCC.15</b> 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, the Bill of Rights).</p> <p><b>6.1.5.HistoryUP.1</b> 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.</p> <p><b>6.1.5.HistoryCA.1</b> Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.</p>
8	Jamestown	<p><b>6.1.5.CivicsDP.3</b> Describe the role of religious freedom and participatory government in various North American colonies.</p> <p><b>6.1.5.Geo PP.1</b> Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p><b>6.1.5.Geo PP.2</b> 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><b>6.1.5.GeoPP.6</b> Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p><b>6.1.5.GeoSV.5</b> 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.</p> <p><b>6.1.5.GeoGI.1</b> Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p><b>6.1.5.EconNM.5</b> Explain how the availability of private and public goods and services is influenced by the government and the global economy.</p> <p><b>6.1.5.HistoryCC.1</b> 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.</p> <p><b>6.1.5.HistoryCC.4</b> Use evidence to document how the interactions among African, European, and Native American groups impacted their respective</p>

Week	Title	Standards Covered
		<p>cultures.</p> <p><b>6.1.5.HistoryCC.5</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p><b>6.1.5.HistoryCC.10</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p><b>6.1.5.HistoryCC.14</b> Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <p><b>6.1.5.HistoryUP.1</b> 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.</p> <p><b>6.1.5.HistoryCA.1</b> Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.</p>
9	Plymouth	<p><b>6.1.5.CivicsDP.3</b> Describe the role of religious freedom and participatory government in various North American colonies.</p> <p><b>6.1.5.Geo PP.1</b> Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p><b>6.1.5.Geo PP.2</b> 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><b>6.1.5.GeoPP.6</b> Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p><b>6.1.5.GeoSV.5</b> 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.</p> <p><b>6.1.5.GeoGI.1</b> Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p><b>6.1.5.EconNM.5</b> Explain how the availability of private and public goods and services is influenced by the government and the global economy.</p> <p><b>6.1.5.HistoryCC.1</b> 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.</p> <p><b>6.1.5.HistoryCC.4</b> Use evidence to document how the interactions among African, European, and Native American groups impacted their respective</p>

Week	Title	Standards Covered
		<p>cultures.</p> <p><b>6.1.5.HistoryCC.5</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p><b>6.1.5.HistoryCC.10</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p><b>6.1.5.HistoryCC.15</b> 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, the Bill of Rights).</p> <p><b>6.1.5.HistoryUP.1</b> 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.</p> <p><b>6.1.5.HistoryCA.1</b> Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.</p>
10	Colonial Life	<p><b>6.1.5.CivicsDP.2</b> Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p><b>6.1.5.CivicsDP.3</b> Describe the role of religious freedom and participatory government in various North American colonies.</p> <p><b>6.1.5.Geo PP.1</b> Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p><b>6.1.5.Geo PP.2</b> 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><b>6.1.5.GeoPP.6</b> Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p><b>6.1.5.GeoSV.5</b> 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.</p> <p><b>6.1.5.GeoGI.1</b> Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p><b>6.1.5.GeoGI.3</b> Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</p> <p><b>6.1.5.EconET.1</b> Identify positive and negative incentives that influence the</p>

Week	Title	Standards Covered
		<p>decisions people make.</p> <p><b>6.1.5.EconEM.1</b> Explain why individuals and businesses specialize and trade.</p> <p><b>6.1.5.EconEM.5</b> Explain why individuals and societies trade, how trade functions, and the role of trade.</p> <p><b>6.1.5.EconEM.6</b> Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <p><b>6.1.5.EconNM.5</b> Explain how the availability of private and public goods and services is influenced by the government and the global economy.</p> <p><b>6.1.5.HistoryCC.1</b> 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.</p> <p><b>6.1.5.HistoryCC.4</b> Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p><b>6.1.5.HistoryCC.5</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p><b>6.1.5.HistoryCC.10</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p><b>6.1.5.HistoryCC.14</b> Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <p><b>6.1.5.HistoryUP.1</b> 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.</p> <p><b>6.1.5.HistoryUP.4</b> Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p> <p><b>6.1.5.HistoryCA.1</b> Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.</p>
<b>Unit 5: French and Indian War</b>		
11	Clash of Empires	<p><b>6.1.5.GeoPP.6</b> Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p><b>6.1.5.GeoSV.5</b> 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.</p>

Week	Title	Standards Covered
		<p><b>6.1.5.GeoGI.1</b> Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p><b>6.1.5.EconET.1</b> Identify positive and negative incentives that influence the decisions people make.</p> <p><b>6.1.5.HistoryCC.1</b> 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.</p> <p><b>6.1.5.HistoryCC.3</b> Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</p> <p><b>6.1.5.HistoryCC.4</b> Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p><b>6.1.5.HistoryCC.5</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p><b>6.1.5.HistoryCC.10</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p><b>6.1.5.HistoryUP.4</b> Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p>
12	Consequences of the French and Indian War	<p><b>6.1.5.GeoSV.5</b> 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.</p> <p><b>6.1.5.GeoGI.1</b> Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p><b>6.1.5.HistoryCC.1</b> 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.</p> <p><b>6.1.5.HistoryCC.3</b> Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</p> <p><b>6.1.5.HistoryCC.4</b> Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p><b>6.1.5.HistoryCC.5</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p><b>6.1.5.HistoryCC.10</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p>



Week	Title	Standards Covered
<b>Unit 6: Road to Revolution</b>		
13	The Acts of Parliament	<p><b>6.1.5.Civics PI.1</b> Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p><b>6.1.5.CivicsDP.2</b> Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p><b>6.1.5.CivicsDP.3</b> Describe the role of religious freedom and participatory government in various North American colonies.</p> <p><b>6.1.5.HistoryCC.1</b> 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.</p> <p><b>6.1.5.HistoryCC.2</b> Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p><b>6.1.5.HistoryCC.3</b> Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</p>
14	The Actions of the Colonies	<p><b>6.1.5.Civics PI.1</b> Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p><b>6.1.5.CivicsDP.2</b> Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p><b>6.1.5.EconET.3</b> Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p><b>6.1.5.HistoryCC.1</b> 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.</p> <p><b>6.1.5.HistoryCC.2</b> Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p><b>6.1.5.HistoryCC.3</b> Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</p>
15	The Shot Heard Round the World	<p><b>6.1.5.Civics PI.1</b> Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p><b>6.1.5.EconET.3</b> Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p>



Week	Title	Standards Covered
		<p><b>6.1.5.HistoryCC.1</b> 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.</p> <p><b>6.1.5.HistoryCC.2</b> Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p><b>6.1.5.HistoryCC.3</b> Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</p>
<b>Unit 7: Revolution</b>		
16	Independence and Revolution: People	<p><b>6.1.5.HistoryCC.1</b> 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.</p> <p><b>6.1.5.HistoryCC.2</b> Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p><b>6.1.5.HistoryCC.3</b> Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</p> <p><b>6.1.5.HistoryCC.15</b> 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, the Bill of Rights).</p>
17	Independence and Revolution: The Military	<p><b>6.1.5.HistoryCC.1</b> 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.</p> <p><b>6.1.5.HistoryCC.2</b> Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p><b>6.1.5.HistoryCC.3</b> Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</p>
<b>Unit 8: The New Nation</b>		

Week	Title	Standards Covered
18	Founders and Process	<p><b>6.1.5.HistoryCC.1</b> 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.</p> <p><b>6.1.5.HistoryCC.2</b> Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p><b>6.1.5.HistoryCC.3</b> Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</p> <p><b>6.1.5.HistoryCC.15</b> 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, the Bill of Rights).</p>
19	Constitution	<p><b>6.1.5.Civics PI.2</b> Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).</p> <p><b>6.1.5.Civics PI.3</b> 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><b>6.1.5.Civics PI.6</b> Distinguish the roles and responsibilities of the three branches of the national government.</p> <p><b>6.1.5.Civics PI.7</b> Explain how national and state governments share power in the federal system of government.</p> <p><b>6.1.5.Civics PI.8</b> Describe how the United States Constitution defines and limits the power of government.</p> <p><b>6.1.5.CivicsHR.1</b> 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, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).</p> <p><b>6.1.5.HistoryCC.1</b> 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.</p> <p><b>6.1.5.HistoryCC.2</b> Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p><b>6.1.5.HistoryCC.3</b> Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</p> <p><b>6.1.5.HistoryCC.15</b> 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, the Bill of Rights).</p>

Week	Title	Standards Covered
20	The Bill of Rights	<p><b>6.1.5.Civics PI.7</b> Explain how national and state governments share power in the federal system of government.</p> <p><b>6.1.5.Civics PI.8</b> Describe how the United States Constitution defines and limits the power of government.</p> <p><b>6.1.5.CivicsHR.1</b> 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, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).</p> <p><b>6.1.5.HistoryCC.1</b> 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.</p> <p><b>6.1.5.HistoryCC.2</b> Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p><b>6.1.5.HistoryCC.3</b> Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</p> <p><b>6.1.5.HistoryCC.15</b> 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, the Bill of Rights).</p>
21	New Nation	<p><b>6.1.5.GeoGI.1</b> Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p><b>6.1.5.HistoryCC.2</b> Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p><b>6.1.5.HistoryCC.3</b> Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</p>
<b>Unit 9: Inquiry</b>		
22	Developing Question and Planning Inquiries	
23	Colonial Government Inquiry	<p><b>6.1.5.HistoryCC.11</b> 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.</p> <p><b>6.1.5.HistoryCC.12</b> Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p><b>6.1.5.HistoryCC.13</b> Craft a claim explaining how the development of early government structures impacted the evolution of American politics and</p>

Week	Title	Standards Covered
		institutions. <b>6.1.5.HistoryUP.2</b> Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
24	Inquiry Practice	6.1.5.HistoryUP.5 Compare and contrast historians' interpretations of important historical ideas, resources and events.  6.1.5.HistoryUP.6 Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.  6.1.5.HistoryUP.7 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
<b>Unit 10: Expansion and Growth</b>		
25	Movement and Growth	<b>6.1.5.GeoHE.2</b> Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).  <b>6.1.5.GeoGI.1</b> Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.  <b>6.1.5.GeoGI.2</b> Use historical maps to explain what led to the exploration of new water and land routes.  <b>6.1.5.EconNM.3</b> Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.  <b>6.1.5.EconNM.4</b> Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.  <b>6.1.5.EconNM.5</b> Explain how the availability of private and public goods and services is influenced by the government and the global economy.  <b>6.1.5.EconNM.6</b> Examine the qualities of entrepreneurs in a capitalistic society.  <b>6.1.5.HistoryCC.2</b> Use a variety of sources to illustrate how the American identity has evolved over time.  <b>6.1.5.HistoryUP.1</b> 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.
26	The Cherokee Nation	<b>6.1.5.CivicsDP.2</b> Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

Week	Title	Standards Covered
		<p><b>6.1.5.GeoPP.5</b> Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</p> <p><b>6.1.5.GeoPP.6</b> Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p><b>6.1.5.GeoGI.1</b> Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p><b>6.1.5.GeoGI.2</b> Use historical maps to explain what led to the exploration of new water and land routes.</p> <p><b>6.1.5.HistoryCC.2</b> Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p><b>6.1.5.HistoryCC.4</b> Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p>
<b>Unit 11: Slavery in America</b>		
27	Slavery in America	<p><b>6.1.5.CivicsDP.2</b> Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p><b>6.1.5.GeoPP.6</b> Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p><b>6.1.5.GeoGI.1</b> Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p><b>6.1.5.HistoryCC.2</b> Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p><b>6.1.5.HistoryCC.7</b> Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</p>
28	Abolition	<p><b>6.1.5.CivicsDP.2</b> Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p><b>6.1.5.CivicsHR.2</b> 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.</p> <p><b>6.1.5.GeoGI.1</b> Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p><b>6.1.5.HistoryCC.2</b> Use a variety of sources to illustrate how the American</p>

Week	Title	Standards Covered
		identity has evolved over time. <b>6.1.5.HistoryCC.7</b> Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
<b>Unit 12: Civil Rights</b>		
29	Civil Rights Groups	<b>6.1.5.CivicsDP.2</b> Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
30	Civil Rights Inquiry	<b>6.1.5.CivicsHR.2</b> 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.
<b>Unit 13: Climate Change</b>		
31	Climate Change Inquiry	<p><b>6.3.5.CivicsPD.1</b> Develop an action plan that addresses issues related to climate change and share with school and/or community members.</p> <p><b>6.3.5.CivicsPD.2</b> Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.</p> <p><b>6.3.5.CivicsPD.3</b> Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.</p> <p><b>6.3.5.GeoHE.1</b> Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.</p> <p><b>6.3.5.GeoGI.1</b> Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.</p>
<b>Unit 14: Foundations of the Holocaust</b>		
32	The Holocaust	<p><b>New Jersey Mandate- Holocaust Law: N.J.S.A. 18A:35-28</b></p> <p>Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p>