Grade 1- Social Studies Curriculum- Unit Correlations to Instructional Standards

Content Area: **Social Studies**
Course(s): **Grade 1**
Time Period: **Full Year**
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New Jersey Student Learning Standards- Social Studies

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Unit #1: Rights and Responsibilities of Citizens

SOC.6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
SOC.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.
SOC.6.1.2.CivicsPI.3	Explain how individuals work with different levels of government to make rules.
SOC.6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
SOC.6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
SOC.6.1.2.CivicsPI.6	Explain what government is and its function.
SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
SOC.6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.
SOC.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.
SOC.6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
SOC.6.1.2.CivicsPR.1	Determine what makes a good rule or law.
SOC.6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
SOC.6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
SOC.6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.

SOC.6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
SOC.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).
SOC.6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
SOC.6.3.2.CivicsPD.1	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

Unit #2: Geography of the Community

SOC.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).
SOC.6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
SOC.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).
SOC.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 (way finding, thematic).
SOC.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).
SOC.6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
SOC.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).
SOC.6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
SOC.6.1.2.GeoHE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.
SOC.6.1.2.GeoGI.1	Explain why and how people, goods, and ideas move from place to place.
SOC.6.1.2.GeoGI.2	Use technology to understand the culture and physical characteristics of regions.

Unit #3: Symbols and Traditions of the United States?

SOC.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.
SOC.6.1.2.HistoryCC.2	Use a timeline of important events to make inferences about the "big picture" of history.
SOC.6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
SOC.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.
SOC.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.
SOC.6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

SOC.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.
SOC.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).
SOC.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).
SOC.6.1.2.HistoryCA.1	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

Unit #4: Life Today and Long Ago

SOC.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.
SOC.6.1.2.HistoryCC.2	Use a timeline of important events to make inferences about the "big picture" of history.
SOC.6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
SOC.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.
SOC.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.
SOC.6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
SOC.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.
SOC.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).
SOC.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).
SOC.6.1.2.HistoryCA.1	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

Unit #5: One Nation, Many People

SOC.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.
SOC.6.1.2.HistoryCC.2	Use a timeline of important events to make inferences about the "big picture" of history.
SOC.6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
SOC.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.
SOC.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.

SOC.6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
SOC.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.
SOC.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).
SOC.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).
SOC.6.1.2.HistoryCA.1	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

Unit #6: Work in the Community

SOC.6.1.2.EconET.1	Explain the difference between needs and wants.
SOC.6.1.2.EconET.2	Cite examples of choices people make when resources are scarce.
SOC.6.1.2.EconET.3	Describe how supply and demand influence price and output of products.
SOC.6.1.2.EconET.4	Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
SOC.6.1.2.EconET.5	Describe how local and state governments make decisions that affect individuals and the community.
SOC.6.1.2.EconEM.1	Describe the skills and knowledge required to produce specific goods and services.
SOC.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.
SOC.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).
SOC.6.1.2.EconNE.1	Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
SOC.6.1.2.EconNE.2	Describe examples of goods and services that governments provide.
SOC.6.1.2.EconGE.1	Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.
SOC.6.1.2.EconGE.2	Explain why people in one country trade goods and services with people in other countries.

Unit #7:

Unit #8:

Dimension 1: Developing Questions & Planning Inquiries

SOC.3-5.D1.1.3-5	Explain why compelling questions are important to others (e.g., peers, adults).
SOC.3-5.D1.2.3-5	Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
SOC.3-5.D1.3.3-5	Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.
SOC.3-5.D1.4.3-5	Explain how supporting questions help answer compelling questions in an inquiry.
SOC.3-5.D1.5.3-5	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.
SOC.K-2.D1.1.K-2	Explain why the compelling question is important to the student.
SOC.K-2.D1.2.K-2	Identify disciplinary ideas associated with a compelling question.
SOC.K-2.D1.3.K-2	Identify facts and concepts associated with a supporting question.
SOC.K-2.D1.4.K-2	Make connections between supporting questions and compelling questions.
SOC.K-2.D1.5.K-2	Determine the kinds of sources that will be helpful in answering compelling and supporting questions.

Dimension 2: Applying Disciplinary Concepts & Tools

Economics

SOC.3-5.D2.Civ.1.3-5	Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
SOC.3-5.D2.Civ.2.3-5	Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.
SOC.3-5.D2.Civ.3.3-5	Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
SOC.3-5.D2.Civ.4.3-5	Explain how groups of people make rules to create responsibilities and protect freedoms.
SOC.3-5.D2.Civ.5.3-5	Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
SOC.3-5.D2.Civ.6.3-5	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
SOC.3-5.D2.Civ.7.3-5	Apply civic virtues and democratic principles in school settings.
SOC.3-5.D2.Civ.8.3-5	Identify core civic virtues and democratic principles that guide government, society, and communities.
SOC.3-5.D2.Civ.9.3-5	Use deliberative processes when making decisions or reaching judgments as a group.
SOC.3-5.D2.Civ.10.3-5	Identify the beliefs, experiences, perspectives, and values that underlie their own and

	others' points of view about civic issues.
SOC.3-5.D2.Civ.11.3-5	Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.
SOC.3-5.D2.Civ.12.3-5	Explain how rules and laws change society and how people change rules and laws.
SOC.3-5.D2.Civ.13.3-5	Explain how policies are developed to address public problems.
SOC.3-5.D2.Civ.14.3-5	Illustrate historical and contemporary means of changing society.
SOC.K-2.D2.Civ.1.K-2	Describe roles and responsibilities of people in authority.
SOC.K-2.D2.Civ.2.K-2	Explain how all people, not just official leaders, play important roles in a community.
SOC.K-2.D2.Civ.3.K-2	Explain the need for and purposes of rules in various settings inside and outside of school.
SOC.K-2.D2.Civ.4.K-2	Begins in grades 3–5
SOC.K-2.D2.Civ.5.K-2	Explain what governments are and some of their functions.
SOC.K-2.D2.Civ.6.K-2	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
SOC.K-2.D2.Civ.7.K-2	Apply civic virtues when participating in school settings.
SOC.K-2.D2.Civ.8.K-2	Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.
SOC.K-2.D2.Civ.9.K-2	Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.
SOC.K-2.D2.Civ.10.K-2	Compare their own point of view with others' perspectives.
SOC.K-2.D2.Civ.11.K-2	Explain how people can work together to make decisions in the classroom.
SOC.K-2.D2.Civ.12.K-2	Identify and explain how rules function in public (classroom and school) settings.
SOC.K-2.D2.Civ.13.K-2	Begins in grades 3–5
SOC.K-2.D2.Civ.14.K-2	Describe how people have tried to improve their communities over time.

Civics

SOC.3-5.D2.Eco.1.3-5	Compare the benefits and costs of individual choices.
SOC.3-5.D2.Eco.2.3-5	Identify positive and negative incentives that influence the decisions people make.
SOC.3-5.D2.Eco.3.3-5	Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
SOC.3-5.D2.Eco.4.3-5	Explain why individuals and businesses specialize and trade.
SOC.3-5.D2.Eco.5.3-5	Explain the role of money in making exchange easier.
SOC.3-5.D2.Eco.6.3-5	Explain the relationship between investment in human capital, productivity, and future incomes.
SOC.3-5.D2.Eco.7.3-5	Explain how profits influence sellers in markets.
SOC.3-5.D2.Eco.8.3-5	Identify examples of external benefits and costs.
SOC.3-5.D2.Eco.9.3-5	Describe the role of other financial institutions in an economy.
SOC.3-5.D2.Eco.10.3-5	Explain what interest rates are.
SOC.3-5.D2.Eco.11.3-5	Explain the meaning of inflation, deflation, and unemployment.
SOC.3-5.D2.Eco.12.3-5	Explain the ways in which the government pays for the goods and services it provides.
SOC.3-5.D2.Eco.13.3-5	Describe ways people can increase productivity by using improved capital goods and improving their human capital.

SOC.3-5.D2.Eco.14.3-5	Explain how trade leads to increasing economic interdependence among nations.
SOC.3-5.D2.Eco.15.3-5	Explain the effects of increasing economic interdependence on different groups within participating nations.
SOC.K-2.D2.Eco.1.K-2	Explain how scarcity necessitates decision making.
SOC.K-2.D2.Eco.2.K-2	Identify the benefits and costs of making various personal decisions.
SOC.K-2.D2.Eco.3.K-2	Describe the skills and knowledge required to produce certain goods and services.
SOC.K-2.D2.Eco.4.K-2	Describe the goods and services that people in the local community produce and those that are produced in other communities.
SOC.K-2.D2.Eco.5.K-2	Identify prices of products in a local market.
SOC.K-2.D2.Eco.6.K-2	Explain how people earn income.
SOC.K-2.D2.Eco.7.K-2	Describe examples of costs of production.
SOC.K-2.D2.Eco.8.K-2	Begins in grades 3-5
SOC.K-2.D2.Eco.9.K-2	Describe the role of banks in an economy.
SOC.K-2.D2.Eco.10.K-2	Explain why people save.
SOC.K-2.D2.Eco.11.K-2	Begins in grades 3–5
SOC.K-2.D2.Eco.12.K-2	Describe examples of the goods and services that governments provide.
SOC.K-2.D2.Eco.13.K-2	Describe examples of capital goods and human capital.
SOC.K-2.D2.Eco.14.K-2	Describe why people in one country trade goods and services with people in other countries.
SOC.K-2.D2.Eco.15.K-2	Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.

Geography

SOC.3-5.D2.Geo.1.3-5	Construct maps and other graphic representations of both familiar and unfamiliar places.
SOC.3-5.D2.Geo.2.3-5	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
SOC.3-5.D2.Geo.3.3-5	Use maps of different scales to describe the locations of cultural and environmental characteristics.
SOC.3-5.D2.Geo.4.3-5	Explain how culture influences the way people modify and adapt to their environments.
SOC.3-5.D2.Geo.5.3-5	Explain how the cultural and environmental characteristics of places change over time.
SOC.3-5.D2.Geo.6.3-5	Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
SOC.3-5.D2.Geo.7.3-5	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
SOC.3-5.D2.Geo.8.3-5	Explain how human settlements and movements relate to the locations and use of various natural resources.
SOC.3-5.D2.Geo.9.3-5	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
SOC.3-5.D2.Geo.10.3-5	Explain why environmental characteristics vary among different world regions.
SOC.3-5.D2.Geo.11.3-5	Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.

SOC.3-5.D2.Geo.12.3-5	Explain how natural and human-made catastrophic events in one place affect people living in other places.
SOC.K-2.D2.Geo.1.K-2	Construct maps, graphs, and other representations of familiar places.
SOC.K-2.D2.Geo.2.K-2	Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
SOC.K-2.D2.Geo.3.K-2	Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.
SOC.K-2.D2.Geo.4.K-2	Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.
SOC.K-2.D2.Geo.5.K-2	Describe how human activities affect the cultural and environmental characteristics of places or regions.
SOC.K-2.D2.Geo.6.K-2	Identify some cultural and environmental characteristics of specific places.
SOC.K-2.D2.Geo.7.K-2	Explain why and how people, goods, and ideas move from place to place.
SOC.K-2.D2.Geo.8.K-2	Compare how people in different types of communities use local and distant environments to meet their daily needs.
SOC.K-2.D2.Geo.9.K-2	Describe the connections between the physical environment of a place and the economic activities found there.
SOC.K-2.D2.Geo.10.K-2	Describe changes in the physical and cultural characteristics of various world regions.
SOC.K-2.D2.Geo.11.K-2	Explain how the consumption of products connects people to distant places.
SOC.K-2.D2.Geo.12.K-2	Identify ways that a catastrophic disaster may affect people living in a place.

History

SOC.3-5.D2.His.1.3-5	Create and use a chronological sequence of related events to compare developments that happened at the same time.
SOC.3-5.D2.His.2.3-5	Compare life in specific historical time periods to life today.
SOC.3-5.D2.His.3.3-5	Generate questions about individuals and groups who have shaped significant historical changes and continuities.
SOC.3-5.D2.His.4.3-5	Explain why individuals and groups during the same historical period differed in their perspectives.
SOC.3-5.D2.His.5.3-5	Explain connections among historical contexts and people's perspectives at the time.
SOC.3-5.D2.His.6.3-5	Describe how people's perspectives shaped the historical sources they created.
SOC.3-5.D2.His.7.3-5	Begins in grades 9–12
SOC.3-5.D2.His.8.3-5	Begins in grades 9–12
SOC.3-5.D2.His.9.3-5	Summarize how different kinds of historical sources are used to explain events in the past.
SOC.3-5.D2.His.10.3-5	Compare information provided by different historical sources about the past.
SOC.3-5.D2.His.11.3-5	Infer the intended audience and purpose of a historical source from information within the source itself.
SOC.3-5.D2.His.12.3-5	Generate questions about multiple historical sources and their relationships to particular historical events and developments.
SOC.3-5.D2.His.13.3-5	Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
SOC.3-5.D2.His.14.3-5	Explain probable causes and effects of events and developments.

SOC.3-5.D2.His.15.3-5	Begins in grades 6–8
SOC.3-5.D2.His.16.3-5	Use evidence to develop a claim about the past.
SOC.3-5.D2.His.17.3-5	Summarize the central claim in a secondary work of history.
SOC.K-2.D2.His.1.K-2	Create a chronological sequence of multiple events.
SOC.K-2.D2.His.2.K-2	Compare life in the past to life today.
SOC.K-2.D2.His.3.K-2	Generate questions about individuals and groups who have shaped a significant historical change.
SOC.K-2.D2.His.4.K-2	Compare perspectives of people in the past to those of people in the present.
SOC.K-2.D2.His.5.K-2	Begins in grades 3–5
SOC.K-2.D2.His.6.K-2	Compare different accounts of the same historical event.
SOC.K-2.D2.His.7.K-2	Begins in grades 9–12
SOC.K-2.D2.His.8.K-2	Begins in grades 9–12
SOC.K-2.D2.His.9.K-2	Identify different kinds of historical sources.
SOC.K-2.D2.His.10.K-2	Explain how historical sources can be used to study the past.
SOC.K-2.D2.His.11.K-2	Identify the maker, date, and place of origin for a historical source from information within the source itself.
SOC.K-2.D2.His.12.K-2	Generate questions about a particular historical source as it relates to a particular historical event or development.
SOC.K-2.D2.His.13.K-2	Begins at grade 3–5
SOC.K-2.D2.His.14.K-2	Generate possible reasons for an event or development in the past.
SOC.K-2.D2.His.15.K-2	Begins in grades 6–8
SOC.K-2.D2.His.16.K-2	Select which reasons might be more likely than others to explain a historical event or development.
SOC.K-2.D2.His.17.K-2	Begins in grades 3–5

Dimension 3: Evaluating Sources & Using Evidence

SOC.3-5.D3.1.3-5	Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
SOC.3-5.D3.2.3-5	Use distinctions among fact and opinion to determine the credibility of multiple sources.
SOC.3-5.D3.3.3-5	Identify evidence that draws information from multiple sources in response to compelling questions.
SOC.3-5.D3.4.3-5	Use evidence to develop claims in response to compelling questions.
SOC.K-2.D3.1.K-2	Gather relevant information from one or two sources while using the origin and structure to guide the selection.
SOC.K-2.D3.2.K-2	Evaluate a source by distinguishing between fact and opinion.
SOC.K-2.D3.3.K-2	Begins in grades 3–5
SOC.K-2.D3.4.K-2	Begins in grades 3–5

Dimension 4: Communicating Conclusions & Taking Informed Action

SOC.3-5.D4.1.3-5	Construct arguments using claims and evidence from multiple sources.
SOC.3-5.D4.2.3-5	Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
SOC.3-5.D4.3.3-5	Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).
SOC.3-5.D4.4.3-5	Critique arguments.
SOC.3-5.D4.5.3-5	Critique explanations.
SOC.3-5.D4.6.3-5	Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
SOC.3-5.D4.7.3-5	Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.
SOC.3-5.D4.8.3-5	Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.
SOC.K-2.D4.1.K-2	Construct an argument with reasons.
SOC.K-2.D4.2.K-2	Construct explanations using correct sequence and relevant information.
SOC.K-2.D4.3.K-2	Present a summary of an argument using print, oral, and digital technologies.
SOC.K-2.D4.4.K-2	Ask and answer questions about arguments.
SOC.K-2.D4.5.K-2	Ask and answer questions about explanations.
SOC.K-2.D4.6.K-2	Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.
SOC.K-2.D4.7.K-2	Identify ways to take action to help address local, regional, and global problems.
SOC.K-2.D4.8.K-2	Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.

New Jersey Student Learning Standards: Reading

LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LA.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.RI.1.8	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
LA.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

LA.RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.

New Jersey Student Learning Standards: Writing

LA.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
LA.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LA.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
LA.W.1.4	(Begins in grade 3)
LA.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
LA.W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.W.1.9	(Begins in grade 4)
LA.W.1.10	(Begins in grade 3)

New Jersey Student Learning Standards: Career Readiness, Life Literacies & Key Skills

9.4 Life Literacies and Key Skills

TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.DC.1	Explain differences between ownership and sharing of information.
TECH.9.4.2.DC.2	Explain the importance of respecting digital content of others.
TECH.9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
TECH.9.4.2.DC.4	Compare information that should be kept private to information that might be made

	public.
TECH.9.4.2.DC.5	Explain what a digital footprint is and how it is created.
TECH.9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
TECH.9.4.2.DC.7	Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
TECH.9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
TECH.9.4.2.TL.2	Create a document using a word processing application.
TECH.9.4.2.TL.3	Enter information into a spreadsheet and sort the information.
TECH.9.4.2.TL.4	Navigate a virtual space to build context and describe the visual content.
TECH.9.4.2.TL.5	Describe the difference between real and virtual experiences.
TECH.9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
TECH.9.4.2.TL.7	Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).
TECH.9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
TECH.9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
TECH.9.4.2.IML.2	Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).
TECH.9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
TECH.9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Career Readiness, Life Literacies, and Key Skills Practices

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

9.2 Career Awareness

WRK.9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
WRK.9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.
WRK.9.1.2.CAP.3	Define entrepreneurship and social entrepreneurship.
WRK.9.1.2.CAP.4	List the potential rewards and risks to starting a business.

New Jersey Student Learning Standards- Computer Science & Design Thinking

CS.K-2.8.1.2.IC.1	Compare how individuals live and work before and after the implementation of new computing technology.
CS.K-2.8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
CS.K-2.8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
CS.K-2.8.1.2.NI.3	Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
CS.K-2.8.1.2.NI.4	Explain why access to devices need to be secured.
CS.K-2.8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.
CS.K-2.8.2.2.ED.1	Communicate the function of a product or device.
CS.K-2.8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
CS.K-2.8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.
CS.K-2.8.2.2.NT.1	Model and explain how a product works after taking it apart, identifying the relationship of each part, and putting it back together.
CS.K-2.8.2.2.NT.2	Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
CS.K-2.8.2.2.ETW.1	Classify products as resulting from nature or produced as a result of technology.
CS.K-2.8.2.2.ETW.2	Identify the natural resources needed to create a product.
CS.K-2.8.2.2.ETW.3	Describe or model the system used for recycling technology.
CS.K-2.8.2.2.ETW.4	Explain how the disposal of or reusing a product affects the local and global environment.
CS.K-2.8.2.2.ITH.1	Identify products that are designed to meet human wants or needs.
CS.K-2.8.2.2.ITH.2	Explain the purpose of a product and its value.
CS.K-2.8.2.2.ITH.3	Identify how technology impacts or improves life.
CS.K-2.8.2.2.ITH.4	Identify how various tools reduce work and improve daily tasks.
CS.K-2.8.2.2.ITH.5	Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.