

**Main Criteria:** New Jersey Student Learning Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 1

**Correlation Options:** Show Correlated

**New Jersey Student Learning Standards**

**Science**

Grade: 1 - Adopted: 2020/Effective 2021

CONTENT AREA / STANDARD	1-LS.	Life Science
STRAND	1-LS1:	From Molecules to Organisms: Structures and Processes

CONTENT STATEMENT 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

**Social Studies Online**

Grade 2 - Land and Water Around Us

**New Jersey Student Learning Standards**

**Social Studies**

Grade: 1 - Adopted: 2020/Implement 2021

CONTENT AREA / STANDARD		Social Studies Practices
STRAND		Taking Informed Action

CONTENT STATEMENT After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

**Social Studies Online**

Grade 1 - All About Work

Grade 2 - Work and Money

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Civics and Political Institutions
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Local community and government leaders have roles and responsibilities to provide services for their community members.

INDICATOR 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.

**Social Studies Online**

Grade 2 - Work and Money

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Civics and Political Institutions

CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Rules for all to live by are a result of the actions of government, organizations, and individuals.

INDICATOR 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.

**Social Studies Online**  
 Grade 1 - Let's Learn About the Government  
 Grade 2 - Living Together  
 Grade 2 - Our Government At Work

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Civics and Political Institutions
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The actions of individuals and government affect decisions made for the common good.

INDICATOR 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

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 Grade 1 - All About Work  
 Grade 1 - Families and Neighbors  
 Grade 1 - The Earth Around Us  
 Grade 2 - Living Together  
 Grade 2 - Work and Money

INDICATOR 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

**Social Studies Online**  
 Grade 1 - Families and Neighbors  
 Grade 1 - The Earth Around Us  
 Grade 2 - Living Together  
 Grade 2 - Work and Money

INDICATOR 6.1.2.CivicsPI.6: Explain what government is and its function.

**Social Studies Online**  
 Grade 1 - Let's Learn About the Government  
 Grade 2 - Living Together  
 Grade 2 - Our Government At Work

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Participation and Deliberation
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		When all members of the group are given the opportunity to participate in the decision-making process everyone's voice is heard.

INDICATOR	6.1.2.Civi csPD.1:	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.  <b><u>Social Studies Online</u></b> <b>Grade 1 - Let's Learn About the Government</b> <b>Grade 2 - Our Government At Work</b>
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Democratic Principles
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).

INDICATOR	6.1.2.Civi csDP.1:	Explain how national symbols reflect on American values and principles.  <b><u>Social Studies Online</u></b> <b>Grade 1 - Let's Learn About the Government</b> <b>Grade 1 - Life Long Ago</b> <b>Grade 2 - Our Government At Work</b> <b>Washington, DC - Grades K - 5</b>
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INDICATOR	6.1.2.Civi csDP.3.	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.  <b><u>Social Studies Online</u></b> <b>Grade 1 - Families and Neighbors</b> <b>Grade 1 - Let's Learn About the Government</b> <b>Grade 1 - Life Long Ago</b> <b>Grade 2 - Our Government At Work</b> <b>Washington, DC - Grades K - 5</b>
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Processes and Rules
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.

INDICATOR	6.1.2.Civi csPR.1:	Determine what makes a good rule or law.  <b><u>Social Studies Online</u></b> <b>Grade 1 - Let's Learn About the Government</b> <b>Grade 2 - Living Together</b> <b>Grade 2 - Our Government At Work</b>
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INDICATOR	6.1.2.Civi csPR.2:	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.  <b><u>Social Studies Online</u></b> <b>Grade 1 - Let's Learn About the Government</b> <b>Grade 2 - Living Together</b> <b>Grade 2 - Our Government At Work</b>
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Processes and Rules
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Processes and rules should be fair, consistent, and respectful of the human rights of all people.

INDICATOR 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.

**Social Studies Online**

Grade 1 - Let's Learn About the Government

Grade 2 - Living Together

Grade 2 - Our Government At Work

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Civic Mindedness
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Certain character traits can help individuals become productive members of their community.

INDICATOR 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

**Social Studies Online**

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

INDICATOR 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).

**Social Studies Online**

Grade 1 - All About Work

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

Grade 2 - Work and Money

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Geography, People, and the Environment: Human Population Patterns
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Physical and human characteristics affect where people live (settle).

INDICATOR	6.1.2.Geo PP.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).  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - The Earth Around Us</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Paris - City of Light - Grades K - 5</a>
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Geography, People, and the Environment: Spatial Views of the World
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		A map is a symbolic representation of selected characteristics of a place.

INDICATOR	6.1.2.Geo .SV.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).  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Land and Water Around Us</a>
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INDICATOR	6.1.2.Geo o.SV.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).  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Land and Water Around Us</a>
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Geography, People, and the Environment: Spatial Views of the World
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Geographic data can be used to identify cultural and environmental characteristics of places.

INDICATOR	6.1.2.Geo .SV.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).  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Land and Water Around Us</a>
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Geography, People, and the Environment: Human Environment Interaction
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Environmental characteristics influence the how and where people live.

INDICATOR	6.1.2.Geo .HE.1:	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - The Earth Around Us</a> <a href="#">Grade 2 - Land and Water Around Us</a>
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INDICATOR	6.1.2.Geo o.HE.3:	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Washington, DC - Grades K - 5</a>
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Geography, People, and the Environment: Global Interconnections
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Global interconnections occur between human and physical systems across different regions of the world.

INDICATOR	6.1.2.Geo .GI.1:	Explain why and how people, goods, and ideas move from place to place.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Work and Money</a>
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Economics, Innovation, and Technology: Economic Ways of Thinking
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Individuals make decisions based on their needs, wants, and the availability of resources.

INDICATOR	6.1.2.EconET.1:	Explain the difference between needs and wants.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - All About Work</a> <a href="#">Grade 2 - Work and Money</a>
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INDICATOR	6.1.2.EconET.2:	Cite examples of choices people make when resources are scarce.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Work and Money</a>
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Economics, Innovation, and Technology: Economic Ways of Thinking
CONTENT STATEMENT		Core Idea

<b>CUMULATIVE PROGRESS INDICATOR</b>		<b>Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).</b>
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INDICATOR 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.

[Social Studies Online](#)  
[Grade 1 - All About Work](#)  
[Grade 2 - Work and Money](#)

<b>CONTENT AREA / STANDARD</b>	<b>6.1.</b>	<b>U.S. History: America in the World by the End of Grade 2</b>
<b>STRAND</b>		<b>Economics, Innovation, and Technology: Exchange and Markets</b>
<b>CONTENT STATEMENT</b>		<b>Core Idea</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>		<b>Goods and services are produced and exchanged in multiple ways.</b>

INDICATOR 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.

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[Grade 2 - Work and Money](#)

INDICATOR	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.
		<a href="#">Social Studies Online</a> <a href="#">Grade 1 - All About Work</a> <a href="#">Grade 2 - Work and Money</a>

INDICATOR 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).

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[Grade 1 - All About Work](#)  
[Grade 2 - Work and Money](#)

<b>CONTENT AREA / STANDARD</b>	<b>6.1.</b>	<b>U.S. History: America in the World by the End of Grade 2</b>
<b>STRAND</b>		<b>Economics, Innovation, and Technology: Global Economy</b>
<b>CONTENT STATEMENT</b>		<b>Core Idea</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>		<b>There are benefits to trading goods and services with other countries.</b>

INDICATOR 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.

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[Grade 2 - Work and Money](#)

<b>CONTENT AREA / STANDARD</b>	<b>6.1.</b>	<b>U.S. History: America in the World by the End of Grade 2</b>
<b>STRAND</b>		<b>History, Culture, and Perspectives: Continuity and Change</b>

CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historical timelines put events in chronological order to help people understand the past.

INDICATOR 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.

[Social Studies Online](#)

Grade 1 - The Earth Around Us

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		History, Culture, and Perspectives: Continuity and Change
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Understanding the past helps to make sense of the present.

INDICATOR 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

[Social Studies Online](#)

Grade 2 - Early Americans

Washington, DC - Grades K - 5

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		History, Culture, and Perspectives: Historical Sourcing and Evidence
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.

INDICATOR 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).

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Grade 1 - The Earth Around Us

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		History, Culture, and Perspectives: Claims and Argumentation
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historians create arguments outlining ideas or explanations based on evidence.



INDICATOR	6.1.2.HistoryCA.1:	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
		<a href="#">Social Studies Online</a> <a href="#">Grade 1 - The Earth Around Us</a>
CONTENT AREA / STANDARD	6.3.	Active Citizenship in the 21st Century by the End of Grade 2
STRAND		Civics, Government and Human Rights: Participation and Deliberation
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard.
INDICATOR	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.
		<a href="#">Social Studies Online</a> <a href="#">Grade 1 - All About Work</a> <a href="#">Grade 2 - Work and Money</a>