



Nutley Public Schools

Social Studies 6th Grade

Unit 1: Unit Title: Founding Ideals of American Democracy	
Summary and Rationale	
<p>The United States has conducted one of the great experiments in self-government in human history. It sometime difficult for modern Americans to appreciate just how radical this experiment was at the time of the American Revolution and Constitutional Convention. In part, what made this experiment “radical” was the willingness of the Founders to take ideas and philosophies of government the rest of the world considered theoretical and give them practical expression within a constitutional structure. This unit examines the ideals and experiences that informed the Constitution and the Bill of Rights</p>	
Recommended Pacing	
<p>Approximately 14 Days</p>	
Standards	
NJ Student Learning Standards	
<i>CPI</i>	<i>CPI Description</i>
6.1.8.A.2.a	Determine the roles of religious freedom and participatory government in various North American colonies.
6.1.8.A.2.b	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions
6.1.8.A.2.c	Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
6.1.8.C.2.a	Compare the practice of slavery and indentured servitude in Colonial labor systems
6.1.8.C.2.b	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
6.1.8.D.2.a	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
6.1.8.D.2.b	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
6.1.8.A.3.a	Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
6.1.8.D.3.c	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
6.1.8.D.3.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
6.1.8.D.3.g	Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.
C3 Framework Inquiry Arc	

<i>Dimension 1 –Developing Questions and Planning Inquiries</i>		<i>Dimension 2 – Applying Disciplinary Concepts</i>	
<ul style="list-style-type: none"> • Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. • Explain how essential questions concerning the causes of the Revolutionary War are linked to important themes and issues in our history. • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify points of agreement and disagreement among scholars and participants in historical events regarding the causes and consequences of the Revolutionary War. • Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry 		<ul style="list-style-type: none"> • Economics • Geography • Civics • History 	
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>		<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>	
<ul style="list-style-type: none"> • Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility. • Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims. 		<ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives. • Critique the strengths and weaknesses of presented solutions to inquiries. • Possible examples include: <ul style="list-style-type: none"> o Informative and argumentative essays o Debates o Role playing 	
<i>C3 Framework Indicators (K-12 Pathways)</i>			
<i>C3 Indicator</i>		<i>C3 Indicator Description</i>	
D2.Civ.5-6-8	Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.		
D2.Civ.3.6-8	Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.		
D2.Civ.6.6-8	Describe the roles of political, civil, and economic organizations in shaping people’s lives.		
D2.Civ.10.6-8	Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.		
D2.Civ.11.6-8	Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.		
	Compare historical and contemporary means of changing societies,		

D2.Civ.14.6-8	and promoting the common good.
Common Core Standards	
<i>CCR</i>	<i>CCR Description</i>
RH.6-8-1	Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, casually).
RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
RG.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
WHST.6-8.1	Distinguish among fact, opinion, and reasoned judgment in a text.
WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
WHST.6-8.6	Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
Interdisciplinary Connections	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
•	
Instructional Focus	
Enduring Understanding(s)	
<ol style="list-style-type: none"> 1. Representative government and democratic principles were established in the American Colonies. 2. Religious freedom was the foundation of many colonial settlements. 3. The impact of the power struggle between Great Britain and the American colonies. 	
Essential Questions	
<ol style="list-style-type: none"> 1. Is it ethical for one nation to control a people that live in a distant territory? 2. What are natural rights? 3. How can natural/human rights best be protected? 4. What is the proper response when people from different cultures or backgrounds meet and interact? 5. What is the appropriate role of government? 6. Was the American Revolution justified? 7. Were the first American experiments at self-government successful? 8. Was Benjamin Franklin correct when he said about the compromises during the Constitutional Convention “...I consent, Sir, to this Constitution because I expect no better, and because I am not sure, that it is not the best” ? 9. Why do we need government? 10. What kind of government did the Founders want to create? 	

Themes
<ul style="list-style-type: none"> • Identity • Peopling • Politics and Power • American in the World • Ideas, Beliefs, and Culture
Suggested Inquiries:
<ul style="list-style-type: none"> • What were the <i>most important</i> ideas and values expressed and/or established in the Declaration of Independence and the Constitution? • Did the American Revolution live up to its ideals? • What was the impact of the American Revolution on politics, economy, and society? • Did the American Revolution and the Constitution establish and secure liberty? • Is the Constitution a living or static document?
Evidence of Learning (Assessments – parenthetical notes reference competencies)
<ul style="list-style-type: none"> • Essay (Research - Range of Resources) • DBQ (Problem Solving - Use of Information) • Project-based learning (Collaboration - Working Cooperatively) • Document-based multiple choice questions (Problem Solving - Approach to Solving) • Presentation - (Self-Awareness and Direction - Personal Management) • Discussion/- (Research/Communication - (Learning and Evaluation/Awareness of Audience and Stakeholders)
Objectives
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • The need for government • The idea of republican government • The constitutional government of Great Britain • The basic ideas in the Declaration of Independence • The problems leading up to the American Revolution • How the colonies governed themselves. • How the Articles of Confederation organized the first national government. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Articulate, with appropriate assistance, essential and supporting questions to guide inquiries. • Identify, evaluate, and utilize appropriate social studies resources. • Provide an informed, evidence-based solution to the inquiry in an appropriate assessment format. • Articulate an informed statement regarding the causes of the American Revolution. • Apply relevant historical evidence, both written and statistical, to historical debates regarding the essential question concerning the need for government.
Integration
Technology Integration and Use of Data
<ul style="list-style-type: none"> • Ipad Research • Chromebook Collaborative Research • Google Classroom • Powerpoint
Writing Integration
<ul style="list-style-type: none"> • Informative Writing

- Argumentative Writing
- Research-based Writing

Competencies

Collaboration: all

- Communication: all
- Research: all
- Problem Solving: all

Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

District-wide Resources

- We the People (Center for Civic Education)

Other Suggested Resources

- Written, oral, and statistical historical documents
- Maps
- Images, photographs, art, political cartoons
- Secondary historical sources and debates
- Brainpop
- Discovery Education
- Informational Text



Nutley Public Schools

Social Studies 6th Grade

Unit 2	
Unit Title: The Constitution and American Government	
Summary and Rationale	
<p>The Constitution of the United States was created as a plan for the new government of our country. We study the Constitution and its history to understand our government and how it works. Students need to know about our past to help them understand the rights and responsibilities that we have today.</p>	
Recommended Pacing	
<p>Approximately 14 Days</p>	
Standards	
NJ Student Learning Standards	
<u>CPI</u>	<u>CPI Description</u>
6.1.8.A.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e. consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.1.8.A.3.c	Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights
6.1.8.A.3.d	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
6.1.8.B.3.g	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
6.1.8.3.c	Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
6.1.8.C.3.a	Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
6.1.8.D.3.c	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
6.1.8.D.s.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
6.1.8.D.3.d	Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.
6.1.8.D.3.g	Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.
C3 Framework Inquiry Arc	

<i>Dimension 1 –Developing Questions and Planning Inquiries</i>		<i>Dimension 2 – Applying Disciplinary Concepts</i>	
<ul style="list-style-type: none"> • Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. • Explain how essential questions concerning the causes of the Revolutionary War are linked to important themes and issues in our history. • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify points of agreement and disagreement among scholars and participants in historical events regarding the causes and consequences of the Revolutionary War. • Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry 		<ul style="list-style-type: none"> • Economics • Geography • Civics • History 	
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>		<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>	
<p>Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility.</p> <ul style="list-style-type: none"> • Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims 		<ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives. • Critique the strengths and weaknesses of presented solutions to inquiries. • Possible examples include: <ul style="list-style-type: none"> o Informative and argumentative essays o Debates o Role playing 	
<i>C3 Framework Indicators (K-12 Pathways)</i>			
<i>C3 Indicator</i>		<i>C3 Indicator Description</i>	
D2.Civ.3.6-8		Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	
D2.Civ.4.6-8		Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels and in other countries.	
D2.Civ.5.6-8.		Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.	
D.2.Civ.8.6-8		Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.	
D2.Civ.11.6-8		Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.	
D2.Civ.14.6-8		Compare historical and contemporary means of changing societies, and promoting the common good.	

Common Core Standards	
<i>CCR</i>	<i>CCR Description</i>
RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.6-8.9	Distinguish among fact, opinion, and reasoned judgment in a text.
RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
WHST.6-8.1	Distinguish among fact, opinion, and reasoned judgment in a text.
WHST.6-8.6	Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
Interdisciplinary Connections	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
•	
Instructional Focus	
Enduring Understanding(s)	
<ol style="list-style-type: none"> 1. People develop systems to manage conflict and create order. 2. Conflict resolution can involve aggression, compromise, cooperation, and change. 3. Democratic societies must balance the rights and responsibilities of individuals with the common good. 	
Essential Questions	
<ol style="list-style-type: none"> 1. What is “freedom”? 2. What are human rights and how can they best be protected? 3. What is the appropriate relationship between the individual and the state? 4. To what extent should government power be limited? How can this best be achieved? 5. What challenges were faced in forming a new government? 6. Why is compromise important for growth? 7. How did the Articles of Confederation organize the first national government? 8. How did the Framers create a new Constitution? 9. How did the Framers balance power in the branches of government? 10. What rights does the Constitution protect? 	

<p>Themes</p> <ul style="list-style-type: none"> • Identity • Work, Exchange, and Technology • Peopling • Politics and Power • American in the World • Environment and Geography - Physical and Human • Ideas, Beliefs, and Culture
<p>Suggested Inquiries:</p> <ul style="list-style-type: none"> • Do we really have rights? If so, how can they best be protected? • To what extent should limits be placed on the federal government? The state and local governments? How can this best be achieved? • Is it true that “politics is the art of the possible”? When should representatives be willing to compromise? • Was Benjamin Franklin correct when he urged adoption of the Constitution with all of its compromises, by saying “Thus I consent, Sir, to this Constitution because I expect no better, and because I am not sure, that it is not the best”?
<p>Evidence of Learning (Assessments – parenthetical notes reference competencies)</p> <ul style="list-style-type: none"> • Essay (Research - Range of Resources) • DBQ (Problem Solving - Use of Information) • Project-based learning (Collaboration - Working Cooperatively) • Document-based multiple choice questions (Problem Solving - Approach to Solving) • Presentation - (Self-Awareness and Direction - Personal Management) • Discussion/- (Research/Communication - (Learning and Evaluation/Awareness of Audience and Stakeholders)
<p>Objectives</p> <p>Students will know or learn</p> <ul style="list-style-type: none"> • The purpose of the Articles of Confederation and its shortcomings. • The major compromises by the Founders to ratify the Constitution. • The understanding of checks and balances. • The guarantees of the Bill of Rights. • The responsibilities and powers of the three branches of government. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Articulate, with appropriate assistance, essential and supporting questions to guide inquiries. • Identify, evaluate, and utilize appropriate social studies resources. • Provide an informed, evidence-based solution to the inquiry in an appropriate assessment format. • Articulate an informed statement regarding the causes of the American Revolution. • Apply relevant historical evidence, both written and statistical, to historical debates regarding the essential question concerning the need for government.

Integration

Technology Integration and Use of Data

- Ipad Research
- Chromebook Collaborative Research
- Google Classroom
- Powerpoint

Writing Integration

- Informative Writing
- Argumentative Writing
- Research-based Writing

Competencies

Collaboration: all

- Communication: all
- Research: all
- Problem Solving: all

Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

District-wide Resources

- We the People (Center for Civic Education)

Other Suggested Resources

- Brainpop
- Discovery Education
- Informational Text
- Written, oral, and statistical historical documents
- Maps
- Images, photographs, art, political cartoons
- Secondary historical sources and debate



Nutley Public Schools

Social Studies (Grade or Course)

Unit 3: Unit Title: Practicing for Active Citizenship	
Summary and Rationale	
Civic education helps our students acquire and learn to use the skills, knowledge and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Our students need an understanding of our public and community issues. As citizens they need to participate in their communities. Students will be responsible, respectful, and have concerns for the rights of others.	
Recommended Pacing	
Approximately 14 Days	
Standards	
NJ Student Learning Standards	
<i>CPI</i>	<i>CPI Description</i>
6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
6.3.8.A.2	Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
6.3.8.D.1	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
C3 Framework Inquiry Arc	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>

<p>Students will:</p> <ul style="list-style-type: none"> • Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. • Explain how essential questions concerning the causes of the Revolutionary War are linked to important themes and issues in our history. • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify points of agreement and disagreement among scholars and participants in historical events regarding the causes and consequences of the Revolutionary War. • Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry 	<ul style="list-style-type: none"> • Economics • Geography • Civics • History
<p><i>Dimension 3 – Evaluating Sources and Using Evidence</i></p>	<p><i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i></p>
<p>Students will:</p> <ul style="list-style-type: none"> • Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility. • Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims 	<p>Students will:</p> <ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives. • Critique the strengths and weaknesses of presented solutions to inquiries. • Possible examples include: <ul style="list-style-type: none"> o Informative and argumentative essays o Debates <ul style="list-style-type: none"> • o Role playing
<p><i>C3 Framework Indicators (K-12 Pathways)</i></p>	
<p><u>C3 Indicator</u></p>	<p><u>C3 Indicator Description</u></p>
<p>D2.Civ.1.6-8.</p>	<p>Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.</p>
<p>D2.Civ.2.6-8.</p>	<p>Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office holders).</p>
<p>D2.Civ.6.6-8.</p>	<p>Describe the roles of political, civil, and economic organizations in shaping people’s lives.</p>
<p>D2.Civ.13.6-8.</p>	<p>Analyze the purposes, implementation, and consequences of public policies in multiple settings.</p>
<p>Common Core Standards</p>	
<p><u>CCR</u></p>	<p><u>CCR Description</u></p>
<p>RH.6-8-1</p>	<p>Cite specific textual evidence to support analysis of primary and secondary sources.</p>
<p>RH.6-8-5</p>	<p>Describe how a text presents information (e.g., sequentially, comparatively, casually).</p>
<p>RH.6-8.8</p>	<p>Distinguish among fact, opinion, and reasoned judgment in a text.</p>
<p>RH.6-8.9</p>	<p>Analyze the relationship between a primary and secondary source on the same topic.</p>

WHST.6-8.1	Distinguish among fact, opinion, and reasoned judgment in a text.
WHST.6-8.6	Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently
HST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
Interdisciplinary Connections	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
•	
Instructional Focus	
Enduring Understanding(s)	
<ul style="list-style-type: none"> • Federalism requires citizens to address their issues at the proper level of government. • In order to sustain a democracy, citizens must take an active role in government, including at the local level. • Effective citizenship requires the skills of identifying issues and all of the components to an issues, finding appropriate resources to gather factual evidence, and effective communication of a fact-based solution consistent with democratic principles and norms. 	
Essential Questions	
<ul style="list-style-type: none"> • What are the rights and responsibilities of citizenship? • What is civic virtue? • How might citizens participate in civic affairs? • How can citizens participate in solving community problems? 	
Themes	
<ul style="list-style-type: none"> • Work, Exchange, and Technology • Politics and Power • Ideas, Beliefs, and Culture 	
Suggested Inquiries:	
<ul style="list-style-type: none"> • What are the responsibilities of citizens? • How can we participate in government? • What can we do to make our community better? 	
Evidence of Learning (Assessments – parenthetical notes reference competencies)	
<ul style="list-style-type: none"> • Essay (Research - Range of Resources) • Project-based learning (Collaboration - Working Cooperatively) • Document-based multiple choice questions (Problem Solving - Approach to Solving) • Presentation - (Self-Awareness and Direction - Personal Management) • Discussion/- (Research/Communication) 	
Objectives	
Students will know or learn:	

- The idea of civic virtue.
- How communities function.
- How to solve community problems.

Students will be able to:

- Articulate, with appropriate assistance, essential and supporting questions to guide inquiries.
- Identify, evaluate, and utilize appropriate social studies resources.
- Provide an informed, evidence-based solution to the inquiry in an appropriate assessment format
- Apply relevant historical evidence, both written and statistical, to historical debates regarding the essential question concerning the need for government.

Integration

Technology Integration and Use of Data

- Ipad Research
- Chromebook Collaborative Research
- Google Classroom
- Powerpoint

Writing Integration

- Informative Writing
- Argumentative Writing
- Research-based Writing

Competencies

Collaboration: all

- Communication: all
- Research: all
- Problem Solving: all

Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

District-wide Resources

- Project Citizen (Center for Civic Education)

Other Suggested Resources

- Written, oral, and statistical historical documents
- Maps
- Images, photographs, art, political cartoons
- Secondary historical sources and debates
- Brainpop
- Discovery Education
- Informational Text
- Field trip



Nutley Public Schools

Social Studies 6th Grade

Unit 4	
Unit Title: Introduction to Economics	
Summary and Rationale	
<p>The study of economics is essential for students to learn about the production, distribution, and consumption of goods and services in our country, as well as throughout the world. In this unit students will build upon the concepts of scarcity, wants and needs, opportunity cost, supply and demand, and exchange, specialization of labor, and money to examine basic ideas underlying the structure of a market economy.</p>	
Recommended Pacing	
Approximately 14 Days	
Standards	
NJ Student Learning Standards	
<i>CPI</i>	<i>CPI Description</i>
6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
6.1.4.B10	Identify the major cities of New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible differences.
6.1.4.C.1	Apply <i>opportunity cost</i> (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
6.1.4.C.2	Distinguish between needs and wants and explain how <i>scarcity</i> and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.3	Explain why <i>incentives</i> vary between and among producers and consumers.
6.1.4.C.4	Describe how supply and demand influence price and output of products.
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
6.1.4.C.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
6.1.4.C.8	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
6.1.4.C.13	Examine the qualities of entrepreneurs in a <i>capitalistic</i> society.
6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.

6.3.8.C.1	Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).
C3 Framework Inquiry Arc	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. • Explain how essential questions concerning the causes of the Revolutionary War are linked to important themes and issues in our history. • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify points of agreement and disagreement among scholars and participants in historical events regarding the causes and consequences of the Revolutionary War. • Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of • resources for the inquiry	<ul style="list-style-type: none"> • Economics • Geography • Civics • History
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility. • Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple • sources to identify inconsistencies and the strengths and weakness of relevant claims.	<ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives. • Critique the strengths and weaknesses of presented solutions to inquiries. • Possible examples include: <ul style="list-style-type: none"> o Informative and argumentative essays o Debates <ul style="list-style-type: none"> • o Role playing
<i>C3 Framework Indicators (K-12 Pathways)</i>	
<i>C3 Indicator</i>	<i>C3 Indicator Description</i>
D2.Civ.1.6-8.	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
D2.Civ.6.6-8	Describe the roles of political, civil, and economic organizations in shaping people’s lives.
D2.Civ.10.6-8	Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

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Common Core Standards	
<u>CCR</u>	<u>CCR Description</u>
RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
WHST.6-8.1	Distinguish among fact, opinion, and reasoned judgment in a text.
WHST.6-8.6	Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
Interdisciplinary Connections	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
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Instructional Focus	
Enduring Understanding(s)	
<ol style="list-style-type: none"> 1. Decisions concerning the allocation and use of economic resources impact individuals and groups. 2. Local, national, and international relationships are affected by economic transactions. 	
Essential Questions	
<ol style="list-style-type: none"> 1. Why do we have money? 2. What does it mean to make a living? 3. How does something acquire a value? 4. What effect does the economy have on society? 5. How do economic systems affect your life and the lives of others? 6. How are economic resources distributed? 7. What impact does scarcity have on the production, distribution, and consumption. 	
Themes	
<ul style="list-style-type: none"> • Identity • Work, Exchange, and Technology • Peopling • Politics and Power • American in the World • Environment and Geography - Physical and Human 	

- Ideas, Beliefs, and Culture

Suggested Inquiries:

- How do we as consumers effect the economy?
- What is the Stock Market?

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Essay (Research - Range of Resources)
- Project-based learning (Collaboration - Working Cooperatively)
- Document-based multiple choice questions (Problem Solving - Approach to Solving)
- Presentation - (Self-Awareness and Direction - Personal Management)
- Discussion/- (Research/Communication)

Objectives

Students will know or learn:

- Economics
- The function of the Stock Market
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Students will be able to:

- Articulate, with appropriate assistance, essential and supporting questions to guide inquiries.
- Identify, evaluate, and utilize appropriate social studies resources.
- Provide an informed, evidence-based solution to the inquiry in an appropriate assessment format.

Integration

Technology Integration and Use of Data

- Ipad Research
- Chromebook Collaborative Research
- Google Classroom
- Powerpoint

Writing Integration

- Argument Writing
- Informative Writing
- Research-based Writing

Competencies

Collaboration: all

- Communication: all
- Research: all
- Problem Solving: all

Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

District-wide Resources

- Virtual Economics 4.5/EconEd link <https://www.econedlink.org/> (Center for Economic Education)

Other Suggested Resources

- Rutgers University EconKids <http://econkids.rutgers.edu/>
- Brainpop
- Discovery Education
- Informational Text
- Written, oral, and statistical historical documents

- Maps
- Images, photographs, art, political cartoons
- Secondary historical sources and debate