

**Green Township School District  
Kindergarten Social Studies Benchmarks**

Report Card Indicators			
<b>6.1 U.S. History: America in the World:</b>			
All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.			
<b>6.1.4.A Civics, Government, and Human Rights</b>		<b>MP #1</b>	<b>MP #2</b>
6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.	<ul style="list-style-type: none"> <li>Explain how rules and laws created by community protect the rights of people</li> </ul>		
	<ul style="list-style-type: none"> <li>Explain how rules and laws created by community help resolve conflicts</li> </ul>		
	<ul style="list-style-type: none"> <li>Explain how rules and laws created by community promote the common good</li> </ul>		
	<ul style="list-style-type: none"> <li>Explain how rules and laws created by state government protect the rights of people</li> </ul>		
	<ul style="list-style-type: none"> <li>Explain how rules and laws created by state government help resolve conflicts</li> </ul>		
	<ul style="list-style-type: none"> <li>Explain how rules and laws created by state government promote the common good</li> </ul>		
	<ul style="list-style-type: none"> <li>Explain how rules and laws created by national governments protect the rights of people</li> </ul>		
	<ul style="list-style-type: none"> <li>Explain how rules and laws created by national governments help resolve conflicts</li> </ul>		
	<ul style="list-style-type: none"> <li>Explain how rules and laws created by national governments promote the common good</li> </ul>		

6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.	<ul style="list-style-type: none"> <li>• Determine how “fairness” has influenced new laws and policies over time at the local levels of United States government</li> </ul>			
	<ul style="list-style-type: none"> <li>• Determine how “equality” has influenced new laws and policies over time at the local levels of United States government.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Determine how the “common good” has influenced new laws and policies over time at the local levels of United States government.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Determine how “fairness” has influenced new laws and policies over time at the national levels of United States government</li> </ul>			
	<ul style="list-style-type: none"> <li>• Determine how “equality” has influenced new laws and policies over time at the national levels of United States government.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Determine how the “common good” has influenced new laws and policies over time at the national levels of United States government.</li> </ul>			
6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.	<ul style="list-style-type: none"> <li>• Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change</li> </ul>			
	<ul style="list-style-type: none"> <li>• Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders inspired social activism in subsequent generations.</li> </ul>			

<b>B. Geography, People, and the Environment</b>		<b>MP #1</b>	<b>MP #2</b>	<b>MP #3</b>
6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.	<ul style="list-style-type: none"> <li>• Compare information that can be found on different types of maps</li> </ul>			
	<ul style="list-style-type: none"> <li>• Contrast information that can be found on different types of maps</li> </ul>			
	<ul style="list-style-type: none"> <li>• Determine how the information t found on different types of</li> </ul>			

	maps may be useful.			
6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States	<ul style="list-style-type: none"> <li>Describe how landforms have impacted where and how people live and work in different regions of New Jersey</li> </ul>			
	<ul style="list-style-type: none"> <li>Describe how climate and weather have impacted where and how people live and work in different regions of New Jersey</li> </ul>			
	<ul style="list-style-type: none"> <li>Describe how availability of resources have impacted where and how people live and work in different regions of New Jersey</li> </ul>			
	<ul style="list-style-type: none"> <li>Describe how landforms have impacted where and how people live and work in different regions of the United States</li> </ul>			
	<ul style="list-style-type: none"> <li>Describe how climate and weather have impacted where and how people live and work in different regions of the United States</li> </ul>			
	<ul style="list-style-type: none"> <li>Describe how availability of resources have impacted where and how people live and work in different regions of the United States</li> </ul>			
6.1.4.B.8 Compare ways people choose to use and distribute natural resources.	<ul style="list-style-type: none"> <li>Compare ways people choose to use natural resources.</li> </ul>			
	<ul style="list-style-type: none"> <li>Compare ways people choose to distribute natural resources.</li> </ul>			
<b>D. History, Culture, and Perspectives</b>		<b>MP #1</b>	<b>MP #2</b>	<b>MP #3</b>
6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.	<ul style="list-style-type: none"> <li>Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey</li> </ul>			
	<ul style="list-style-type: none"> <li>Describe the challenges encountered by various groups who voluntarily and involuntarily immigrated to New Jersey</li> </ul>			
	<ul style="list-style-type: none"> <li>Summarize reasons why various groups, voluntarily and involuntarily, immigrated to America</li> </ul>			
	<ul style="list-style-type: none"> <li>Describe the challenges encountered by various groups who voluntarily and involuntarily immigrated to America</li> </ul>			

6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.	<ul style="list-style-type: none"> <li>● Explain how key events led to the creation of the United States</li> </ul>			
	<ul style="list-style-type: none"> <li>● Explain how key events led to the creation of the state of New Jersey.</li> </ul>			
6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.	<ul style="list-style-type: none"> <li>● Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.</li> </ul>			
6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.	<ul style="list-style-type: none"> <li>● Describe the civic leadership qualities and historical contributions of George Washington toward the development of the United States government.</li> </ul>			
	<ul style="list-style-type: none"> <li>● Describe the civic leadership qualities and historical contributions of Thomas Jefferson toward the development of the United States government.</li> </ul>			
	<ul style="list-style-type: none"> <li>● Describe the civic leadership qualities and historical contributions of Benjamin Franklin toward the development of the United States government.</li> </ul>			
6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.	<ul style="list-style-type: none"> <li>● Determine how local communities have changed over time</li> </ul>			
	<ul style="list-style-type: none"> <li>● Explain the reasons for changes of local communities over time</li> </ul>			
	<ul style="list-style-type: none"> <li>● Determine how state communities have changed over time</li> </ul>			
	<ul style="list-style-type: none"> <li>● Explain the reasons for changes of state communities over time</li> </ul>			
6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people	<ul style="list-style-type: none"> <li>● Describe how culture is expressed through the behavior of people</li> </ul>			
	<ul style="list-style-type: none"> <li>● Describe how culture is influenced by the behavior of people</li> </ul>			

<p>6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p>	<ul style="list-style-type: none"> <li>● Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</li> </ul>			
<p>6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p>	<ul style="list-style-type: none"> <li>● Describe how stereotyping and prejudice can lead to conflict, using examples from the past</li> </ul>			
	<ul style="list-style-type: none"> <li>● Describe how stereotyping and prejudice can lead to conflict, using examples from the present.</li> </ul>			
<p>6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p>	<ul style="list-style-type: none"> <li>● Explain the role of historical symbols and how they affect the American identity.</li> </ul>			
	<ul style="list-style-type: none"> <li>● Explain the role of monuments and how they affect the American identity.</li> </ul>			
	<ul style="list-style-type: none"> <li>● Explain the role of holidays and how they affect the American identity.</li> </ul>			
<p>6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</p>	<ul style="list-style-type: none"> <li>● Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</li> </ul>			
<p>6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p>	<ul style="list-style-type: none"> <li>● Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</li> </ul>			
<p>6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world</p>	<ul style="list-style-type: none"> <li>● Describe why it is important to understand the perspectives of other cultures in an interconnected world</li> </ul>			

**6.3 Active Citizenship in the 21st Century:**

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

<b>A. Civics, Government, and Human Rights</b>		<b>MP #1</b>	<b>MP #2</b>	<b>MP #3</b>
6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling)	<ul style="list-style-type: none"> <li>Determine what makes a good rule or law</li> </ul>			
	<ul style="list-style-type: none"> <li>Apply the understanding of what makes a good rule or law to rules and laws in your school or community (e.g., bike helmet, recycling)</li> </ul>			
6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials	<ul style="list-style-type: none"> <li>Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials</li> </ul>			
6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue	<ul style="list-style-type: none"> <li>Select a local issue and develop a group action plan to inform school and/or community members about the issue</li> </ul>			
6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.	<ul style="list-style-type: none"> <li>Communicate with students from various countries about common issues of public concern and possible solutions.</li> </ul>			
<b>B. Geography, People and the Environment</b>		<b>MP #1</b>	<b>MP #2</b>	<b>MP #3</b>
6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the	<ul style="list-style-type: none"> <li>Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.</li> </ul>			

local or state level and propose possible solutions.				
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