

CURRICULUM

FOR

SOCIAL STUDIES

GRADE 3

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Stephanie Holobinko, Program Supervisor of Assessment and Social Studies

The Board acknowledges the following who contributed to the preparation of this curriculum.

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Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
Social Studies
Grade 3

Date of Board Adoption:
September 20, 2022

RAHWAY PUBLIC SCHOOLS CURRICULUM

Social Studies: Grade 3

PACING GUIDE

Unit	Title	Pacing
1	Communities & the Environment in Our Country and the World	10 weeks
2	People, Communities, and Changes Over Time	10 weeks
3	American Citizens, Symbols, and Government	10 weeks
4	Economics and Communities	10 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> • Provide scaffolded vocabulary and vocabulary lists. • Provide extra visual and verbal cues and prompts. • Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. • Provide links to audio files and utilize video clips. • Provide graphic organizers and/or checklists. • Provide modified rubrics. • Provide a copy of teaching notes, especially any key terms, in advance. • Allow additional time to complete assignments and/or assessments. • Provide shorter writing assignments. • Provide sentence starters. • Utilize small group instruction. • Utilize Think-Pair-Share structure. • Check for understanding frequently. • Have student restate information. • Support auditory presentations with visuals. • Weekly home-school communication tools (notebook, daily log, phone calls or email messages). • Provide study sheets and teacher outlines prior to assessments. • Quiet corner or room to calm down and relax when anxious. • Reduction of distractions. • Permit answers to be dictated. • Hands-on activities. • Use of manipulatives. • Assign preferential seating. • No penalty for spelling errors or sloppy handwriting. • Follow a routine/schedule. • Provide student with rest breaks. • Use verbal and visual cues regarding directions and staying on task. • Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> • Provide scaffolded vocabulary and vocabulary lists. • Differentiate reading levels of texts (e.g., Newsela). • Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. • Provide extra visual and verbal cues and prompts. • Provide links to audio files and utilize video clips. • Provide graphic organizers and/or checklists. • Provide modified rubrics. • Provide a copy of teaching notes, especially any key terms, in advance. • Provide students with additional information to supplement notes. • Modify questioning techniques and provide a reduced number of questions or items on tests. • Allow additional time to complete assignments and/or assessments. • Provide shorter writing assignments. • Provide sentence starters. • Utilize small group instruction. • Utilize Think-Pair-Share structure. • Check for understanding frequently. • Have student restate information. • Support auditory presentations with visuals. • Provide study sheets and teacher outlines prior to assessments. • Use of manipulatives. • Have students work with partners or in groups for reading, presentations, assignments, and analyses. • Assign appropriate roles in collaborative work. • Assign preferential seating. • Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> • Differentiate reading levels of texts (e.g., Newsela). • Offer students additional texts with higher lexile levels. • Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. • Allow for independent reading, research, and projects. • Accelerate or compact the curriculum. • Offer higher-level thinking questions for deeper analysis. • Offer more rigorous materials/tasks/prompts. • Increase number and complexity of sources. • Assign group research and presentations to teach the class. • Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> • Provide extended time. • Assign preferential seating. • Assign peer buddy who the student can work with. • Check for understanding frequently. • Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). • Have student repeat directions. • Make vocabulary words available during classwork and exams. • Use study guides/checklists to organize information. • Repeat directions. • Increase one-on-one conferencing. • Allow student to listen to an audio version of the text. • Give directions in small, distinct steps. • Allow copying from paper/book. • Give student a copy of the class notes.

	<ul style="list-style-type: none"> • Provide written and oral instructions. • Differentiate reading levels of texts (e.g., Newsela). • Shorten assignments. • Read directions aloud to student. • Give oral clues or prompts. • Record or type assignments. • Adapt worksheets/packets. • Create alternate assignments. • Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted. • Allow student to resubmit assignments. • Use small group instruction. • Simplify language. • Provide scaffolded vocabulary and vocabulary lists. • Demonstrate concepts possibly through the use of visuals. • Use manipulatives. • Emphasize critical information by highlighting it for the student. • Use graphic organizers. • Pre-teach or pre-view vocabulary. • Provide student with a list of prompts or sentence starters that they can use when completing a written assignment. • Provide audio versions of the textbooks. • Highlight textbooks/study guides. • Use supplementary materials. • Give assistance in note taking • Use adapted/modified textbooks. • Allow use of computer/word processor. • Allow student to answer orally, give extended time (time-and-a-half). • Allow tests to be given in a separate location (with the ESL teacher). • Allow additional time to complete assignments and/or assessments. • Read question to student to clarify. • Provide a definition or synonym for words on a test that do not impact the validity of the exam. • Modify the format of assessments. • Shorten test length or require only selected test items. • Create alternative assessments. • On an exam other than a spelling test, don't take points off for spelling errors.
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UNIT OVERVIEW

Content Area: SOCIAL STUDIES

Unit Title: Communities & the Environment in Our Country and the World

Target Course/Grade Level: Social Studies-Grade 3

Unit Summary: In this unit, students will explore different communities in the United States and throughout the world. They will learn about where people have built cities and towns and why they have built them there. Students will also understand how communities have grown and changed over time. Additionally, students will investigate how communities impact the environment and how the environment has impacted communities.

Approximate Length of Unit: 10 weeks (one marking period)

LEARNING TARGETS

NJ Student Learning Standards:

Civics:

- 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
- 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

Geography:

- 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5.GeoPP.2: 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.
- 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
- 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps, and globes to measure distances and determine time zones, and locations using latitude and longitude.
- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

- 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.
- 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.

Economy:

- 6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
- 6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
- 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

History:

- 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5.CR1d).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Interdisciplinary Connections and Standards:

Arts: Visual Arts

- VA.3-5.1.5.5.Cr1 Generating and conceptualizing ideas.
- VA.3-4.1.5.5.Cn11 Relating artistic ideas and works within social, cultural and historical contexts to deepen understanding.

Computer Science and Design Thinking:

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

English Language Arts:

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6. Distinguish their own point of view from that of the author of a text.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6. Speak in complete sentences when appropriate to task.

Unit Understandings:

Students will understand that...

- Urban, suburban and rural are types of communities.
- Communities exist throughout the world.
- People often build communities near water.
- Communities sometimes start at places where people meet.
- Over time, different groups of people may build communities near the same place.
- Some people build towns so they will be near resources.
- The leaders of a country think about the location before they build a government.
- Some things in a community change and some things stay the same.
- Communities can change either quickly or slowly.
- People adapt to the environment in which they live.
- People change their environments to meet their needs.
- Environmental challenges exist and how they affect people in different communities.
- People express their culture in many different ways.

Unit Essential Questions:

- Why Does it Matter Where We Live?
- What is our relationship with our environment?
- Where is my community and what is it like?
- How does my community fit in with my country?
- How is my community affected by the water and land around it?
- How do resources impact a community?
- How does the environment change the way people live?
- How do people change the environment?
(Climate Change)

Knowledge and Skills:

Students will know...

- **Key Terms:** Climate, Community, Elevation, Erosion, Humidity, Landform, Natural Resources, Population, Precipitation, Region, Urban, Suburban, Rural, Northeast, Southeast, Midwest, Southwest, West, Atmosphere, Deforestation, Ecosystem, Endangered, Extinct, Habitat, Hydroelectric dam, Natural Disaster, Ozone layer, and Technology
- **Key People:** Ptolemy, Liliuokalani, Fanny Bullock Workman, William Seward, Pete McCloskey, Teddy Roosevelt, Winona LaDuke, Wangari Maathai **AAH**, **AAPI**
- Interpret the information on a map.
- How to compare and contrast communities
- Recognize the causes and effects of people on their environment.
- How to perform a picture analysis.
- How to properly analyze sources.
- Inspect, find evidence, and make connections between communities and environments.
- How to sequence events.
- How to analyze multiple perspectives.
- How to analyze and evaluate primary and secondary sources.

Students will be able to...

- Locate and describe communities.
- Identify the 50 states on a map.
- Understand the Compass Rose.
- Locate the regions of the US.
- Identify the climate in a community.
- Identify the physical characteristics of a community.
- Locate and describe the location, climate, and physical characteristics of Rahway.
- Understand how resources impact communities (land, water).
- Explain the importance of Earth Day (April 22).
- Describe how people adapt to their environment.
- Describe how people change the land.
- Understand and explain natural disasters.
- Describe pollution.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Inquiry projects (Understanding your Community or Improving the Environment)
- Quizzes/ Tests
- Homework
- Class Discussions
- Essays
- Map work
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Inquiry projects (Understanding your community or Improving the environment)
- Think Pair Share
- Classroom Discussions
- Class activities: Find out what environmental challenges we face today and who are the people trying to make a difference.
- Writing (group activity): Different cultures of Rahway. Students brainstorm questions and then interview each other to find out about the cultures in our class. Share.
- Read aloud

RESOURCES

Teacher Resources:

- Teacher Edition-IMPACT Social Studies: Our Communities
- Inquiry Journal (Through CLEVER, McGraw Hill)
- Research Companion (Through CLEVER, McGraw Hill)
- IMPACT Explorer Magazine (Through CLEVER, McGraw Hill)
- [IMPACT News](#)
- [IMPACT Inquiry Projects](#)
- [IMPACT Videos](#)
- [IMPACT Song Connections](#)
- [BrainPOPJr.](#)
- [LBD](#)
- Books/stories related to environments and communities

- [US Regions \(Fill In\)](#)
- [Urban, Suburban, & Rural](#)
- [Map Skills National Geographic](#)
- [Reading a Map](#)
- [Compass Rose](#)
- [ReadWorks](#)
 - [Climate Change](#)
 - [Human Changes to the Environment](#)
 - [How the Ancestral Puebloans Adapted to a Changing Climate](#)
- [Rahway Community Link](#)
- [Map of 50 States](#)
- Online Teacher Lesson Center
- Online Student Center
- Online Chapter extension and activities for each chapter listed above
- Multimedia formats (powtoon, flipgrid, padlet, quizlet)

Equipment Needed:

- Textbook-Impact Social Studies: Our Communities
- Computer/Chromebook
 - CLEVER APP

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: People, Communities, and Changes Over Time

Target Course/Grade Level: Social Studies-Grade 3

Unit Summary: In this unit, students will explore how a community's culture makes it unique. They will study what different cultures are found in U.S. communities, and how immigrants add to a community's culture. Students will also investigate the similarities and differences between two communities and what connects communities throughout the world. In addition, students will investigate how and why communities grow and study how communities can change as well.

Approximate Length of Unit: 10 weeks (one marking period)

LEARNING TARGETS

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9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5.CR1d).

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8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

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claim.

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RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

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W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6. Speak in complete sentences when appropriate to task.

Unit Understandings:

Students will understand that... (AAH, AAPI)

- People express their culture in many different ways.
- Immigrants contribute to a community's culture.
- The role of different cultures in their communities, country and around the world.
- People show their culture through storytelling, music, art, dance, food and religion.
- Conflict and cooperation shaped early communities.
- People and events change communities.

Unit Essential Questions:

- What makes a community unique?
- How does the past impact the present?
- What is culture?
- How do people express their culture?
- What do immigrants add to a community?

- What can comparing different communities tell us about global cultures?
- What connects communities throughout the world?
- How did conflict and cooperation shape early communities?
- What makes a community grow?
- How do communities of the past compare to today?
- How can people and events change communities?
- What can comparing different communities tell us about how communities change over time?
- What makes my community special?

Knowledge and Skills:

Students will know...

- **Key Terms:** Apartheid, Artifact, Citizen, Culture, Ethnic group, Folktale, Heritage, Oral Tradition, Pioneer, Tolerance
- **Key People:** Sandra Cisneros, Keith Haring, Gloria Estefan, Harper Lee, Booker T. Washington, Marie Curie, Joseph Pulitzer, Alice Ball (AAH)
- How to recognize and interpret a world map.
- How to compare and contrast cultures around the world.
- Recognize the causes and effects of change in communities.
- How to perform a picture analysis.
- How to properly analyze sources.
- Inspect, find evidence, and make connections between communities and cultures.
- How to sequence events.
- How to analyze multiple perspectives.
- How to analyze and evaluate primary and secondary sources.

Students will be able to...

- Recognize and locate areas on a World Map.
- Understand the connections between cultures and ethnicities. AAH, AAPI
- Identify and describe cultures from across the globe. AAH, AAPI
- Analyze the similarities and differences in schools and families around the world. AAH, AAPI
- Recognize holiday and community celebrations. AAH, AAPI

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Inquiry projects (Planning a Cultural Event or Community Timeline)
- Quizzes/ Tests
- Homework
- Class Discussions
- Essays

- Teacher Observation
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Inquiry projects (Understanding your community or Improving the environment)
- Think Pair Share
- Classroom Discussions
- Connect to science: Research an endangered animal and find out what the environmental impact is and how human interaction with the environment caused the species to become endangered.
- Writing (group activity): Different cultures of Rahway. Students brainstorm questions and then interview each other to find out about the cultures in our class. Share.

RESOURCES

Teacher Resources:

- Teacher Edition-IMPACT Social Studies: Our Communities
- Inquiry Journal (Through CLEVER, McGraw Hill)
- Research Companion (Through CLEVER, McGraw Hill)
- IMPACT Explorer Magazine (Through CLEVER, McGraw Hill)
- [IMPACT News](#)
- [IMPACT Inquiry Projects](#)
- [IMPACT Videos](#)
- [IMPACT Song Connections](#)
- [BrainPOPJr.](#)
- [LBD](#)
- Books/stories related to culture and communities
- Online Teacher Lesson Center
- Online Student Center
- Online Chapter extension and activities for each chapter listed above
- Multimedia formats (powtoon, flipgrid, padlet, quizlet)
- [Readworks](#)
 - [People of the Far North](#)
 - [India](#)
 - [What's the Big Idea about Anthropology? : Studying Cultures](#)

Equipment Needed:

- Textbook-Impact Social Studies: Our Communities
- Computer/Chromebook
 - CLEVER APP

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: American Citizens, Symbols, and Government

Target Course/Grade Level: Social Studies-Grade 3

Unit Summary: In this unit, students will learn about the three branches of government and how they work together. They will also explore how communities in the United States govern themselves. Students will learn about citizenship and what it means to be a hero or good citizen. They will learn that rules and laws are important to the common good of a community and that people can make choices by voting. Students will also compare and contrast the organization of local, state, and national governments

Approximate Length of Unit: 10 weeks (one marking period)

LEARNING TARGETS

NJ Student Learning Standards:

Civics:

6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.

6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

Geography:

6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

6.1.5.GeoPP.2: 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.

6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps, and globes to measure distances and determine time zones, and locations using latitude and longitude.

6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial

and other photographs, GPS).

6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.

6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.

Economy:

6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.

6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).

6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

History:

6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5.CR1d).

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Interdisciplinary Connections and Standards:

Arts: Visual Arts

VA.3-5.1.5.5.Cr1 Generating and conceptualizing ideas.

VA.3-4.1.5.5.Cn11 Relating artistic ideas and works within social, cultural and historical contexts to deepen understanding.

Computer Science and Design Thinking:

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

English Language Arts:

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6. Distinguish their own point of view from that of the author of a text.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6. Speak in complete sentences when appropriate to task.

Unit Understandings:

Students will understand that...

- What a hero is and give examples of people who are heroes.
- What makes a good citizen and how they make the community strong.
- People make communities a good place to live.
- Rules and laws are made to help everyone in a community.
- Elections are an important part of the democratic process for choosing our leaders.
- Voting is a way of making a choice.
- Each state has its own government that affects the lives of its citizens.
- A governor is the leader of a state.
- Governments have different responsibilities.

- The United States Constitution is a set of laws that describes how our country is set up and the rights of the citizens.
- There are different parts of the government.
- Communities need local government.

Unit Essential Questions:

- Why do governments and citizens need each other?
- What makes democracy work?
- What are the different parts of government?
- Why do we need local governments?
- Why do we follow rules?
- How have heroes helped communities?
- How can you help your community?

Knowledge and Skills:

Students will know...

- **Key Terms:** Compromise, Executive branch, federal, hero, Judicial branch, jury, justice, Legislative branch, rights, and volunteer
- **Key People:** Alexander Hamilton, Cesar Chavez, Thurgood Marshall, Sally Ride, Eleanor Roosevelt, Ann Hutchinson **AAH**
- What makes democracy work.
- What the different parts of government are.
- Why communities need local government.
- The importance of following the rules.
- How heroes have helped communities.

Students will be able to...

- Explain why the Constitution was written.
- Detail important events that led to the writing of the U.S. Constitution.
- Describe what it means to be a representative democracy.
- Recognize the Articles of Confederation.
- Examine governments from around the world.
- Describe the 3 branches of government and how they work together.
- Identify services provided by state and local governments.
- Voting- Evaluate and make connections between the roles of elected representatives at the local and state level.
- Tell why volunteer service helps our country or community.
- Explain the difference between rules and laws.
- Identify heroes that took action and how they made a difference.
- Describe the ways people work together to solve problems in a community.
- Describe the characteristics of a good citizen.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Inquiry projects (Creating a Classroom Constitution)
- Quizzes/ Tests
- Homework
- Class Discussions
- Essays
- Teacher Observation
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Inquiry projects (Creating a Classroom Constitution)
- Think Pair Share
- Classroom Discussions
- Journal Writing-“If I were the President of the United States...”
- Character Education
- Mock Elections-Students will hold mock elections during presidential races (or for governor) to better understand how the election process works.
- Write a Classroom Constitution-Students will work in small groups to write a class constitution that they will follow for the year.
- Computer research on one of the national symbols of our country. Students will research a national symbol and present their findings to the class with an oral presentation.
- Journal Writing-Students will write a paragraph that will persuade all citizens to vote.
- Design Activity-Students work in small groups to design a classroom flag.
- Read alouds

RESOURCES

Teacher Resources:

- Teacher Edition-IMPACT Social Studies: Our Communities
- Inquiry Journal (Through CLEVER, McGraw Hill)
- Research Companion (Through CLEVER, McGraw Hill)
- IMPACT Explorer Magazine (Through CLEVER, McGraw Hill)
- [IMPACT News](#)
- [IMPACT Inquiry Projects](#)

- [IMPACT Videos](#)
- [IMPACT Song Connections](#)
- [BrainPOPJr.](#)
- [LBD](#)
- Books/stories related to culture and communities
- [Readworks](#)
 - [Amelia Boynton Robinson](#) AAH
 - [A Courtroom in the Classroom](#)
- [Who Represents You in Trenton?](#)
- [Presidents' Roles and Responsibilities](#)
- [What Makes a Hero?](#)

Equipment Needed:

- Textbook-Impact Social Studies: Our Communities
- Computer/Chromebook
 - CLEVER APP

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Economics and Communities

Target Course/Grade Level: Social Studies-Grade 3

Unit Summary: In this unit, students learn about economics and the resources businesses use to make profits for themselves and help strengthen their community's economy. The students will explore the economic choices made in buying products and services and how communities can use their resources. Additionally, students will learn about supply and demand and what can make a community's economy change.

Approximate Length of Unit: 10 weeks (one marking period)

LEARNING TARGETS

NJ Student Learning Standards: Civics:

- 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
- 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

Geography:

- 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5.GeoPP.2: 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.
- 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
- 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps, and globes to measure distances and determine time zones, and locations using latitude and longitude.
- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

- 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.
- 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.

Economy:

- 6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
- 6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
- 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

History:

- 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5.CR1d).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.1.5.EG.1: Explain and give examples of what is meant by the term "tax."
- 9.1.5.EG.2: Describe how tax monies are spent.
- 9.1.5.EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.
- 9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.
- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).
- 9.2.5.CAP.2: Identify how you might like to earn an income.

Interdisciplinary Connections and Standards:

Arts: Visual Arts

- VA.3-5.1.5.5.Cr1 Generating and conceptualizing ideas.
- VA.3-4.1.5.5.Cn11 Relating artistic ideas and works within social, cultural and historical contexts to

deepen understanding.

Computer Science and Design Thinking:

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

English Language Arts:

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6. Distinguish their own point of view from that of the author of a text.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6. Speak in complete sentences when appropriate to task.

Math:

4.NBT.2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

4.MD.A.2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

4.NF.C.7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of

comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.

Unit Understandings:

Students will understand...

- The meaning of economics
- What goods and services are.
- How goods and services have changed over time.
- How people use trade to get the goods they want and need.
- How people earn and use money.
- Supply and demand.

Unit Essential Questions:

- How do people in a community meet their needs and wants?
- How can communities use their resources?
- How do businesses and communities provide goods and services?
- How do people get what they want and need?
- What makes a community's economy change?
- How can you use money wisely?

Knowledge and Skills:

Students will know...

- **Key Terms:** benefits, capital resource, economy, entrepreneur, export, human capital, human resources, import, scarcity, specialized
- **Key People:** Steve Jobs, Cher Wang, Oprah Winfrey, Jerry Yang **AAH**, **AAP**
- How people work together to make a product.
- How communities use their resources.
- How businesses and communities provide goods and services.
- How people get what they want and need.
- What makes a community's economy change.

Students will be able to...

- Define economics.
- Name the types of resources businesses use and be able to describe how they are used.
- Explain what goods and services are.
- Recognize the ways local businesses help people meet their needs.
- Describe how goods and services have changed over time.
- Describe how people use trade to get the goods they want and need.
- Describe how trade helps people get what they need.
- Compare and contrast how people shopped in the past with the ways people shop today.
- Explain how people earn and use money.
- Explain the basic steps involved in manufacturing most products today.
- Describe the types of resources needed to make most products.
- Identify ways people earn money.
- Comprehend the marketing process.
- Distinguish between a product and a service.
- Analyze the concept of supply and demand.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Inquiry projects (Blogging About Local Businesses)
- Quizzes/ Tests
- Homework
- Class Discussions
- Essays
- Teacher Observation
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Inquiry projects (Blogging About Local Businesses)
- Think Pair Share
- Classroom Discussions
- Write an advertisement for a product or service of their choice.
- Journal Writing-Students will write a paragraph about why people are the most important resource for a successful business.
- Read alouds

RESOURCES

Teacher Resources:

- Teacher Edition-IMPACT Social Studies: Our Communities
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- Research Companion (Through CLEVER, McGraw Hill)
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- [IMPACT Videos](#)
- [IMPACT Song Connections](#)
- [BrainPOPJr.](#)
- [LBD](#)
- Books/stories related to culture and communities
- [ReadWorks Lynn Nottage](#) AAH

- Online Teacher Lesson Center
- Online Student Center
- Online Chapter extension and activities for each chapter listed above
- Multimedia formats (powtoon, flipgrid, padlet, quizlet)

Equipment Needed:

- Textbook-Impact Social Studies: Our Communities
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