

Barrington  
School District

Haddon Heights  
School District

Lawnside  
School District

Merchantville  
School District

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**Course Name: Social Studies**

**Grade: 3rd**

Board Approved: **September 8, 2022**

\*All curriculum is aligned with the NJSLS in accordance with the Department's curriculum implementation timeline and includes all required components (NJ.A.C.6A:8).

# **New Jersey Student Learning Standards – Social Studies**

## **Social Studies**

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promotes learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

## **Mission**

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

## **Vision**

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world;  
and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

## **Intent and Spirit of the Social Studies Standards**

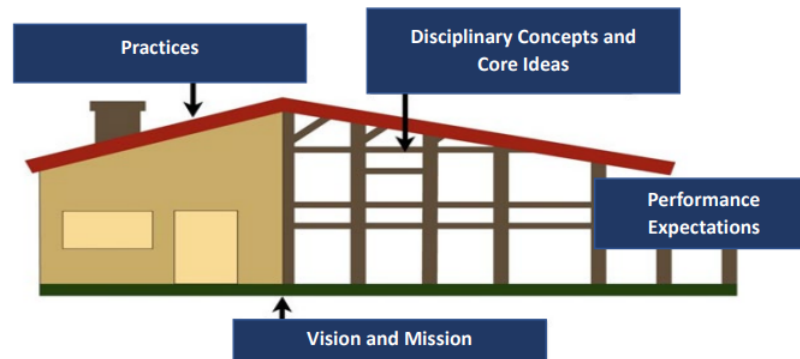
All students receive social studies instruction from Kindergarten through grade 12. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSL-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

## **Revised Standards**

## Framework for NJ Designed Standards

The design of this version of the NJSLS-SS is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of social studies as stated in the beginning of this document;
- foster greater coherence and increasingly complex understanding of social studies knowledge, skills, attitudes, and perspectives across grade bands;
- establish meaningful connections among the major areas of study within social studies;
- prioritize the important ideas and core processes that are central to social studies and have lasting value beyond the classroom; and
- reflect the habits of mind central to social studies that lead to post-secondary success



In this diagram:

- The Vision and Mission serve as the foundation for each content area's standards. They describe the important role of the discipline in the world and reflect the various statutes, regulations, and policy.
- The Performance Expectations are the studs and serve as the framework for what students should know and be able to do. They incorporate the knowledge and skills that are most important as students prepare for post-secondary success.
- The Disciplinary Concepts and Core Ideas are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grades 2, 5, 8, and 12).
- The Practices are the roof and represent two key ideas. Positioned as the top of the house, they represent the apex of learning. The goal is for students to internalize the practices (habits of mind) and be able to apply them to new situations outside the school environment. The practices span across all aspects of the standards and are an integral part of K-12 students' learning of the disciplines.

## Civics, Government, and Human Rights: Civic and Political Institutions

The study of civic and political institutions includes concepts of the law, politics, and government that are essential to understanding the important institutions of society and the principles these institutions are intended to reflect.

**By the end of grade 5**

- In a representative democracy, individuals play a role in how government functions.
- In a representative democracy, individuals elect representatives to act on the behalf of the people.
- Levels of government (i.e., local, state, and federal) have different powers and responsibilities.

**Civics, Government, and Human Rights: Participation and Deliberation**

Participation requires learning about public issues and determining how and when to take action to address them. Deliberation requires civic dispositions, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives that individuals should use when they interact with each other on public matters. Deliberation includes learning processes that enable citizens to engage in constructive, informed, and decisive dialogue about important public issues. Both participation and deliberation require an understanding of the diverse arguments regarding the underlying principles as well as founding documents and their meanings.

**By the end of grade 5**

- Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials).
- Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.
- A major role of citizens in a representative democracy is to make responsible decisions about who should govern

**Civics, Government, and Human Rights: Democratic Principles**

Understanding democratic principles, such as equality, freedom, liberty and respect for individual rights, and how they apply to both official institutions and informal interactions among citizens is a fundamental concept of being a citizen in a democratic republic.

**By the end of grade 5**

- Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.

**Civics, Government, and Human Rights: Processes and Rules**

Processes and rules are how groups of people make decisions, govern themselves, and address public problems. This includes problems at all scales, from a classroom to local, state, and national public policy to the agreements among nations. Additionally, this includes studying how various rules, processes, laws, and policies actually work, which requires an understanding of political systems and defining and addressing public problems.

**By the end of grade 5**

- There are different processes for establishing rules and laws. • Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.

### **Civics, Government and Human Rights: Human and Civil Rights**

Human rights are universal, inalienable, and interdependent claims that derive from the inherent worth of every individual. They are the birthright of every human being regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. These universal rights are not granted by states or governments but are inherent to every person.

#### **By the end of grade 5**

- It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.
- Individuals have the right to be safe and not to be bullied or discriminated against.

### **Civics, Government and Human Rights: Civic Mindedness**

Civic-mindedness is grounded in democratic principles and promotes civic virtues. Responsible citizens are informed and thoughtful, participate in their communities, act politically, and embrace civic dispositions. Important civic dispositions for a democratic society include civility, open-mindedness, compromise, and toleration of diversity. In a democratic society, individuals show concern for others' rights and welfare, fairness, trust in humanity and political systems, and a sense of public duty. The belief that one's own actions – alone or in combination with others – can make a difference is closely related to democratic principles and participation.

#### **By the end of grade 5**

- Certain dispositions help individuals contribute to the health of American democracy.

### **Geography, People and the Environment: Spatial Views of the World**

Spatial views of the world focus on the creation of maps and use of geospatial technologies. Creating maps and other geographical representations is an essential and enduring part of seeking new geographic knowledge that is personally and socially useful and that can be applied in making decisions and solving problems. Once maps or other representations are created, it prompts new questions concerning the locations, spaces, and patterns portrayed.

#### **By the end of grade 5**

- Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.

### **Geography, People and the Environment: Human Population Patterns**

Human population, patterns and movement focus on the size, composition, distribution, and movement of human populations and how they are fundamental and active features on Earth's surface. This includes understanding that the expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. Patterns and movements of population also relate to physical phenomena including climate variability, landforms, and locations of various natural hazards and their effects on population size, composition, and distribution.

#### **By the end of grade 5**

- Regions form and change as a result of unique physical conditions, economies, and cultures.
- Patterns of settlement differ markedly from region to region, place to place, and time to time.
- The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition.

### **Geography, People and the Environment: Human Environment Interaction**

Human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. Human-environment interactions happen both in specific places and across broad regions. Culture influences the locations and the types of interactions that occur. Earth's human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. These interactions result in a variety of spatial patterns that require careful observation, investigation, analysis, and explanation.

#### **By the end of grade 5**

- Environmental and cultural characteristics influence where and how people live.
- Human activity affects the cultural and environmental characteristics of places and regions.
- Cultural and environmental characteristics change over time.

### **Geography, People and the Environment: Global Interconnections**

Global interconnections occur in both human and physical systems. Earth is a set of interconnected ecosystems of which humans are an influential part. Many natural phenomena have no perceptible boundaries. For example, the oceans are one dynamic system. The atmosphere covers the entire planet. Land and water forms shift over geological eons. Many life forms diffuse from place to place and bring environmental changes with them. Humans have spread across the planet, along with their cultural practices, artifacts, languages, diseases, and other attributes. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time.

#### **By the end of grade 5**

- Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics.
- In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.

### **Economics, Innovation and Technology: Economic Ways of Thinking**

Economic decision making involves setting goals and identifying the resources available to achieve those goals. Economic decision-making includes weighing the additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision making.

#### **By the end of grade 5**

- Economic decision-making involves setting goals and identifying the resources available to achieve those goals.
- An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.

### **Economics, Innovation and Technology: Exchange and Markets**

Exchange is when people voluntarily exchange goods and services and expect to gain as a result of the trade. Markets exist to facilitate the exchange of goods and services. Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not.

#### **By the end of grade 5**

- The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.
- The exchange of goods and services can have negative and positive effects.

### **Economics, Innovation and Technology: National Economy**

The national economy includes studying how the changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standards of living. All markets working together influence economic growth and fluctuations in well-being. (Monetary and fiscal policies are often designed and used in attempts to moderate fluctuations and encourage growth under a wide variety of circumstances.)

#### **By the end of grade 5**

- The government uses a variety of tools to pay for the goods and services that it provides to individuals and communities.
- A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.

### **Economics, Innovation and Technology: Global Economy**

The global economy is the system of trade and industry across the world that has emerged due to globalization. Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. Understanding why people specialize and trade, and how that leads to increased economic interdependence, are fundamental steps in understanding how the world economy functions. While trade provides significant benefits, it is not without costs. Comparing those benefits and costs is essential in evaluating policies to influence trade among individuals and businesses in different countries.

#### **By the end of grade 5**

- Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.

### **History, Culture, and Perspectives: Continuity and Change**

Change and continuity over time require assessing similarities and differences between historical periods and between the past and present. It also involves understanding how a change in one area of life relates to a change in other areas, bringing together political, economic, intellectual, social, cultural and other factors. Understanding the interrelation of patterns of change requires evaluating the context within which events unfolded in order not to view events in isolation, and to be able to assess the significance of specific individuals, groups, and developments.

#### **By the end of grade 5**

- Chronological sequencing helps us track events over time.
- Interactions of people and events throughout history have shaped the world we experience today.

### **History, Culture, and Perspectives: Understanding Perspectives**

Understanding perspectives requires recognizing the multiplicity of points of view in the past, which makes it important to seek out a range of sources on any historical question. One must recognize that perspectives change over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today. Analyzing perspectives requires understanding how historical contexts shape people's perspectives.

#### **By the end of grade 5**

- Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.
- Events may be viewed differently based on one's perspective.
- Historical records are shaped by the society that the creator lived in.

### **History, Culture, and Perspectives: Historical Sourcing and Evidence**

Historical sourcing and evidence is based on a review of materials and sources from the past. Examining sources often leads to further questions as well as answers in a spiraling process of inquiry. Determining the values and limitations of sources is a process that involves taking into account features of the source itself, such as its creator, date, purpose, and content in order to assess the validity and reliability of the source.

#### **By the end of grade 5**

- There are a variety of sources that help us understand the past.
- Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.

### **History, Culture, and Perspectives: Claims and Argumentation**

Claims are statements, potentially arguable, about what is valid/true and about what should be done or believed. Claims can address issues of change over time, the relevance of sources, the perspectives of those involved and many other topics. Claims must be based on evidence. Argumentation is a social process of two or more people(s) making arguments, responding to one another and modifying or defending their positions accordingly. Arguments are claims backed by reasons that are supported by evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

#### **By the end of grade 5**

- Historians use evidence from multiple sources to support their claims and arguments about the past.

## **Social Studies Practices**

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life.

Practice	Description
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Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

## Standards in Action: Climate Change

At the core of social studies education is the goal to prepare students with the essential knowledge and skills to make their local and global communities a better place to live. The intent is for students to begin developing the requisite skills – information gathering and analysis, inquiry and critical thinking, communication, data analysis, and the appropriate use of technology and media – at the youngest grades for the purpose of actively engaging with complex problems and learning

how to take action in appropriate ways to confront persistent dilemmas and address global issues. As an example, leveraging climate change as an area of focus, provides an opportunity to design authentic learning experiences that are integrative of the disciplines within social studies, addresses an issue that has persisted across time and space, connects the past to the present and future, and leverages the use of disciplinary literacy skills to communicate their ideas and solutions for change. A well-designed social studies program addresses the totality of the human experience over time and space, and provides opportunities for students to engage in inquiry, develop and display data, synthesize findings, and make judgments. The NJSLSS provide a foundation for this type of learning. For example, the impact of human interactions on the environment is central to any course involving geographic concepts. However, new to this set of standards is a more intentional focus on addressing issues related to climate change. The intent is to foster learning experiences which involve students asking their own questions, seeking the perspectives of multiple stakeholders with diverse points of view, using geospatial technologies to gather data; all for the purpose of planning/proposing advocacy projects or analyzing current public policy regarding climate change and determining its effectiveness. Many of the standards that relate to climate change can be found in Standard 6.3, Active Citizenship in the 21st Century. Additionally, the Human Environment Interaction disciplinary concept and its associated performance expectations provide opportunities for students to engage with this topic.

## **Structure of the NJSLSS**

The organization and content of the 2020 NJSLSS reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses (N.J.A.C. 6A:8-5.1 (a) 1). In addition, there are performance expectations which reflect the Amistad and Holocaust mandates in all grade bands. There are three social studies standards:

- 6.1 U.S. History: America in the World: 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. Standard 6.1 U.S. History: America in the World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.
- 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code.
- 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. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code. The core ideas are derived from the disciplinary concepts and students’ understandings increase in sophistication over time as they engage with these ideas in new and varied contexts.

The *core ideas* are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.

The *performance expectations* describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

## **Coding of Performance Expectations**

To promote a unified vision of the NJSLS-SS, an abbreviated form of the disciplinary concepts is included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

### Civics, Government and Human Rights (Civics)

- Civic and Political Institutions (PI)
- Participation and Deliberation (PD)
- Democratic Principles (DP)
- Processes, Rules and Laws (PR)
- Human and Civil Rights (HR)
- Civic Mindedness (CM)

### Geography, People and the Environment (Geo)

- Spatial Views of the World (SV)
- Human Population Patterns (PP)
- Human Environment Interaction (HE)
- Global Interconnections (GI)

### Economics, Innovation and Technology (Econ)

- Economic Ways of Thinking (ET)
- Exchanges and Markets (EM)
- National Economy (NE)
- Global Economy (GE)

### History, Culture and Perspectives (History)

- Continuity and Change (CC)
- Understanding Perspectives (UP)
- Historical Sourcing and Evidence (SE)

- Claims and Argumentation (CA)

For Standards 6.1, grades K–2 and 3–5, and 6.3, all grades, the performance expectation code should be interpreted as follows (e.g., 6.1.2.CivicsCP.1):

<b>6.1</b>	<b>2</b>	<b>CivicsCP</b>	<b>1</b>
Standard number	By the end of grade	Strand Disciplinary Concept	Performance Expectation

## **About the NJSL-SS Eras**

The specific time periods (years) and names of the eras were informed by [National Standards for History](#).

### Standard 6.1 U.S. History: America in the World by the End of Grade 5

- Era 1 Three Worlds Meet (Beginnings to 1620)
- Era 2 Colonization and Settlement (1585–1763)

### Standard 6.1 U.S. History: America in the World by the End of Grade 8

- Era 3 Revolution and the New Nation (1754–1820s)
- Era 4 Expansion and Reform (1801–1861)
- Era 5 Civil War and Reconstruction (1850–1877)

### Standard 6.1 U.S. History: America in the World by the End of Grade 12

- Era 1 Colonization and Settlement (1585–1763)
- Era 2 Revolution and the New Nation (1754–1820s)
- Era 3 Expansion and Reform (1801–1861)
- Era 4 Civil War and Reconstruction (1850–1877)
- Era 5 The Development of the Industrial United States (1870–1900)
- Era 6 The Emergence of Modern America: Progressive Reforms (1890–1930)
- Era 7 The Emergence of Modern America: World War I (1890–1930)
- Era 8 The Emergence of Modern America: Roaring Twenties (1890–1930)
- Era 9 The Great Depression and World War II: The Great Depression (1929–1945)
- Era 10 The Great Depression and World War II: New Deal (1929–1945)
- Era 11 The Great Depression and World War II: World War II (1929–1945)
- Era 12 Postwar United States: Cold War (1945 to early 1970s)
- Era 13 Postwar United States: Civil Rights and Social Change (1945 to early 1970s)
- Era 14 Contemporary United States: Domestic Policies (1970–Today)
- Era 15 Contemporary United States: International Policies (1970–Today)
- Era 16 Contemporary United States: Interconnected Global Society (1970–Today)

### Standard 6.2 World History / Global Studies by the End of Grade 8

- Era 1 The Beginnings of Human Society
- Era 2 Early Civilizations and the Emergence of Pastoral People (4000–1000 BCE)
- Era 3 The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)
- Era 4 Expanding Exchanges and Encounters (500–1450 CE)

### Standard 6.2 World History / Global Studies by the End of Grade 12

- Era 1 Emergence of the First Global Age (1350–1770)
- Era 2 Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)
- Era 3 Age of Revolutions (1750–1914)
- Era 4 A Half-Century of Crisis and Achievement (1900-1945)
- Era 5 The 20th Century Since 1945 (1945-Today)
- Era 6 Contemporary Issues

## **The Role of Essential Questions**

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. Curriculum writers and educators are encouraged to use essential questions (or develop their own) to inform the creation of their social studies curriculum and learning experiences.

	<b>1. Civics</b>	<b>2. Geography</b>	<b>3. Human Dignity</b>	<b>4. Economics</b>	<b>5. History</b>	<b>6. Cultural Diversity</b>
GRADE 4	Why do we need government?  What is the common good (local-global) and how can individuals contribute to it?  What is a good leader and how do they make decisions?  Why do we have a democratic form of	How do people make choices about using natural resources?  How do people’s choices about how they use natural resources modify the environment?  How does the type of community you live in (rural, urban, suburban) affect the way you interact	How do people make positive change in their communities?  How can communities make decisions that respect the rights and dignity of all its members?  How do the choices that I make impact the wellbeing of others?	How can I be a responsible consumer?  What is scarcity and opportunity cost, and how do those concepts influence my economic decision-making?  How are producers and consumers around the world interconnected (markets)?	How and why have communities changed over time?  How has migration and immigration changed communities?  When we retell the past (history), whose story are we telling?  What are primary sources and how do	How have various cultures around the world utilized or adapted their environment to address needs and wants?  How does where you live affect how you live?  How and why have cultures changed over time?  What is an American?

	<p>government?</p> <p>What are my rights and responsibilities as a citizen?</p>	<p>with environment (five themes of geography)?</p> <p>What can maps, globes and other geographical resources tell us about the states and regions of the U.S.?</p> <p>What are the causes and effects of human movement around the world?</p> <p>Why is it important to take care of the earth?</p>	<p>What is the majority/minority group in a community, and how do they interact?</p>	<p>What makes prices go up and down (supply and demand, productivity)?</p>	<p>we use them to learn about history?</p>	<p>What has influenced the development of American culture (immigration)?</p> <p>Is America a melting pot, salad bowl (mosaic), or wok?</p>
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## New Jersey Administrative Code Summary and Statutes

### Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)).

### Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

N.J.A.C.6A:8-5.1 (a) 1. iv. At least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography and global content in all course offerings;

N.J.A.C.6 A:8-5.1 (a) 1. v. At least 2.5 credits in financial, economic, business, and entrepreneurial literacy, effective with 2010-2011 grade nine class  
 NJSA 18A:6-3 Requires secondary course of study in the United States Constitution

NJSA 18A:35-1,NJSA 18A:35-2 Requires 2 years of US History in high schools including history of New Jersey and of African-Americans

NJSA 18A:35-3 Requires course of study in civics, geography and history of New Jersey

NJSA 18A:35-4.1 Requires course of study in principles of humanity

NJSA 18A:35-2.1 Requires the State Department of Education to develop curriculum guidelines for the teaching of civics pursuant to NJSA 18A:35-1 and NJSA 18A:35-2.

Amistad Law: N.J.S.A. 18A 52:16A-88

Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Asian American and Pacific Islanders:18A:35-4.44

A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.

**2020 New Jersey Student Learning Standards – Social Studies**

**6.1 U.S. History: America in the World by the End of Grade 5:**

***Civics, Government, and Human Rights: Civics and Political Institutions***

<b>Core Idea</b>	<b>Performance Expectations</b>
In a representative democracy, individuals play a role in how government functions.	• 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations,

	<p>and families.</p> <ul style="list-style-type: none"> <li>• 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers)</li> </ul>
In a representative democracy, individuals elect representatives to act on the behalf of the people.	<ul style="list-style-type: none"> <li>• 6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</li> </ul>
Levels of government (i.e., local, state, and federal) have different powers and responsibilities.	<ul style="list-style-type: none"> <li>• 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.</li> <li>• 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.</li> <li>• 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.</li> <li>• 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.</li> <li>• 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.</li> <li>• 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.</li> </ul>

***Civics, Government, and Human Rights: Participation and Deliberation***

<b>Core Idea</b>	<b>Performance Expectations</b>
Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials)	<ul style="list-style-type: none"> <li>• 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.</li> <li>• 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).</li> </ul>
Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.	<ul style="list-style-type: none"> <li>• 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</li> </ul>
A major role of citizens in a representative democracy is to make responsible decisions about who should govern.	<ul style="list-style-type: none"> <li>• 6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.</li> </ul>



### ***Civics, Government, and Human Rights: Democratic Principles***

<b>Core Idea</b>	<b>Performance Expectations</b>
Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	<ul style="list-style-type: none"><li>• 6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).</li><li>• 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</li><li>• 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.</li></ul>

### ***Civics, Government, and Human Rights: Processes and Rules***

<b>Core Idea</b>	<b>Performance Expectations</b>
There are different processes for establishing rules and laws.	<ul style="list-style-type: none"><li>• 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</li><li>• 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.</li></ul>
Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.	<ul style="list-style-type: none"><li>• 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.</li><li>• 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.</li></ul>

### ***Civics, Government, and Human Rights: Human and Civil Rights***

<b>Core Idea</b>	<b>Performance Expectations</b>
It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.	<ul style="list-style-type: none"><li>• 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).</li><li>• 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.</li><li>• 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.</li></ul>

Individuals have the right to be safe and not to be bullied or discriminated against.	<ul style="list-style-type: none"> <li>• 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</li> </ul>
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***Civics, Government, and Human Rights: Civic Mindedness***

<b>Core Idea</b>	<b>Performance Expectations</b>
Certain dispositions help individuals contribute to the health of American democracy	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</li> <li>• 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.</li> <li>• 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.</li> <li>• 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.</li> </ul>

***Geography, People, and the Environment: Human Population Patterns***

<b>Core Idea</b>	<b>Performance Expectations</b>
Regions form and change as a result of unique physical characteristics conditions, economies, and cultures.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> </ul>
Patterns of settlement differ markedly from region to region, place to place, and time to time.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere</li> </ul>

<p>The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition</p>	<ul style="list-style-type: none"> <li>• 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</li> </ul>
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***Geography, People, and the Environment: Spatial Views of the World***

<p><b>Core Idea</b></p>	<p><b>Performance Expectations</b></p>
<p>Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.</p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> <li>• 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.</li> <li>• 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).</li> <li>• 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.</li> </ul>

***Geography, People, and the Environment: Human Environment Interaction***

<p><b>Core Idea</b></p>	<p><b>Performance Expectations</b></p>
<p>Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.</p>	<ul style="list-style-type: none"> <li>• 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.</li> <li>• 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</li> <li>• 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</li> </ul>

### ***Geography, People, and the Environment: Global Interconnections***

<b>Core Idea</b>	<b>Performance Expectations</b>
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	<ul style="list-style-type: none"><li>• 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.</li><li>• 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.</li><li>• 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</li><li>• 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</li></ul>

### ***Economics, Innovation, and Technology: Economic Ways of Thinking***

<b>Core Idea</b>	<b>Performance Expectations</b>
Economic decision making involves setting goals and identifying the resources available to achieve those goals.	<ul style="list-style-type: none"><li>• 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make</li></ul>
An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.	<ul style="list-style-type: none"><li>• 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.</li><li>• 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</li></ul>

### ***Economics, Innovation, and Technology: Exchange and Markets***

<b>Core Idea</b>	<b>Performance Expectations</b>
The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.	<ul style="list-style-type: none"><li>• 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.</li><li>• 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).</li><li>• 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.</li><li>• 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.</li></ul>

<p>The exchange of goods and services can have negative and positive effects.</p>	<ul style="list-style-type: none"> <li>• 6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.</li> <li>• 6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries</li> </ul>
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***Economics, Innovation, and Technology: National Economy***

<p><b>Core Idea</b></p>	<p><b>Performance Expectations</b></p>
<p>The government uses a variety of tools to pay for goods and services it provides to individuals and communities.</p>	<ul style="list-style-type: none"> <li>• 6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.</li> </ul>
<p>A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</li> <li>• 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</li> <li>• 6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.</li> <li>• 6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.</li> <li>• 6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</li> </ul>

***Economics, Innovation, and Technology: Global Economy***

<p><b>Core Idea</b></p>	<p><b>Performance Expectations</b></p>
<p>Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.</p>	<ul style="list-style-type: none"> <li>• 6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</li> <li>• 6.1.5.EconGE.2: 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.</li> <li>• 6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.</li> <li>• 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people</li> </ul>

- across the world differently.
- 6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.

***History, Culture, and Perspectives: Continuity and Change***

Core Idea	Performance Expectations
Chronological sequencing helps us track events over time.	<ul style="list-style-type: none"> <li>• 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.</li> <li>• 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.</li> </ul>
Interactions of people and events throughout history have shaped the world we experience today.	<ul style="list-style-type: none"> <li>• 6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</li> <li>• 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</li> <li>• 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</li> <li>• 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</li> <li>• 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</li> <li>• 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.</li> <li>• 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.</li> <li>• 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</li> <li>• 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.</li> <li>• 6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.</li> <li>• 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.</li> <li>• 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.</li> </ul>

- 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

***History, Culture, and Perspectives: Understanding Perspectives***

Core Idea	Performance Expectations
Events may be viewed differently based on one's perspective.	<ul style="list-style-type: none"> <li>• 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.</li> <li>• 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</li> <li>• 6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture. • 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</li> </ul>
Historical records are shaped by the society that the creator lived in.	<ul style="list-style-type: none"> <li>• 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</li> <li>• 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</li> <li>• 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</li> </ul>

***History, Culture, and Perspectives: Historical Sourcing and Evidence***

Core Idea	Performance Expectations
There are a variety of sources that help us understand the past.	<ul style="list-style-type: none"> <li>• 6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.</li> </ul>
Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.	<ul style="list-style-type: none"> <li>• 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.</li> </ul>

***History, Culture, and Perspectives: Claims and Argumentation***

Core Idea	Performance Expectations
Historians use evidence from multiple sources to support their claims and arguments about the past.	<ul style="list-style-type: none"> <li>•6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.</li> </ul>

### 6.3 Active Citizenship in the 21st Century by the end of Grade 5

#### *Civics, Government, and Human Rights: Participation and Deliberation*

Core Idea	Performance Expectations
Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.	<ul style="list-style-type: none"> <li>• 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.</li> <li>• 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue</li> </ul>
Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.	<ul style="list-style-type: none"> <li>• 6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.</li> </ul>

#### *Geography, People, and the Environment: Human Environment Interaction*

Core Idea	Performance Expectations
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	<ul style="list-style-type: none"> <li>• 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.</li> </ul>

#### *Geography, People, and the Environment: Global Interconnections*

Core Idea	Performance Expectations
In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.	<ul style="list-style-type: none"> <li>• 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.</li> </ul>



## *Economics, Innovation, and Technology: Economic Ways of Thinking*

Core Idea	Performance Expectations
Economic decision making involves setting goals and identifying the resources available to achieve those goals.	<ul style="list-style-type: none"> <li>• 6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.</li> </ul>

**STANDARD: 6.1 U.S. History: America in the World: 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.**

### **Unit 1: The Three Branches of Government**

ESTABLISHED GOAL	TRANSFER	
<p><b>6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</b></p> <p><b>6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g. voters, jurors, taxpayers).</b></p> <p><b>6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</b></p> <p><b>6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state, and across the United States.</b></p> <p><b>6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.</b></p> <p><b>6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.</b></p>	<p><i>Students will be able to independently use their knowledge to...</i></p> <ul style="list-style-type: none"> <li>• Recognize the United States democratic system requires active participation of its citizens.</li> <li>• Describe how government protects the rights and property of individuals.</li> <li>• Differentiate that government exists at various levels- the local (community-Barrington/Lawnside), state (New Jersey), and national (United States) levels.</li> <li>• Evaluate the basic principles held by American citizens include the rights to life, liberty, and the pursuit of happiness; and equality under the law.</li> </ul>	
	MEANING	
	<p><b>UNDERSTANDINGS</b> <i>Students will . . .</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.</li> <li>• Distinguish the roles and responsibilities of the three branches of the national government.</li> <li>• Explain how national and state governments share power in the federal system of government.</li> <li>• Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ol style="list-style-type: none"> <li>1. How does the Constitution prevent the government from abusing its power?</li> <li>2. What are the duties and responsibilities of the legislative, executive, and judicial branches of government?</li> <li>3. How does the system of checks and balances work to make the three branches of government responsible to each other and to the people?</li> </ol>

**6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.**

**6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.**

**6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.**

**6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.**

**6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).**

**6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.**

**6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.**

**6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).**

**6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).**

**6.1.5.CivicsPR.1: Compare procedures for**

interact with citizens at the local, state, or national level

making decisions in a variety of settings including classroom, school, government, and /or society.

6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### Unit 1: Grade Level 3 - Lessons

#### **Lesson 1 - Levels of government**

(6.1.5.CivicsPI.3;6.1.5.CivicsPI.4; 6.1.5.CivicsPI.5; 6.1.5.CivicsPI.6; 6.1.5.CivicsPD.1; 6.1.5.CivicsPD.2; 6.1.5.CivicsPD.3; 6.1.5.CivicsPD.4. 6.1.5.CivicsDP.1)

Government exists at the local (Town), county (Camden), state (New Jersey), and national (United States) levels. Discuss local government and identify the Mayor and Borough Council members. Identify the County Commissioners and explain their responsibilities. Identify state level government (Governor, State Senate, State Assembly), and discuss national level (President, Senate, House of Representatives). [Brainpop Local and State government](#)

#### **Lesson 2 - Branches of government**

(6.1.5.CivicsPI.3; 6.1.5.CivicsPI.4; 6.1.5.CivicsPI.5; 6.1.5.CivicsPI.6; 6.1.5.CivicsPI.8; 6.1.5.CivicsPI.9)

[Brainpop Branches of Government](#)

Introduce vocabulary associated with Branches of Government. Cut out vocab cards. Discuss words and what they mean. Play "Kahoot" vocab game. [Government](#)  
Identify the role of the Executive Branch of Government. Read "Executive Branch" in the Branches of Government.. Complete the activity with a partner, identifying information about the Executive Branch. Check answers together.

#### **Lesson 4 - Executive Branch**

6.1.5.CivicsPI.1; 6.1.5.CivicsPI.2; 6.1.5.CivicsPI.3; 6.1.5.CivicsPI.4; 6.1.5.CivicsPI.5; 6.1.5.CivicsPI.6; 6.1.5.CivicsPI.7; 6.1.5.CivicsPI.9;  
6.1.5.CivicsPD.1; 6.1.5.CivicsPD.4; 6.1.5.CivicsDP.1; 6.1.5.CivicsPR.1; 6.1.5.CivicsHR.3)

[Government Resources](#)

Identify the role of the Executive Branch of Government. Intro "My Government Flipbook". Fold and cut flaps. Review/recall info about the Exec Branch of Government.

**Lesson 5 - Legislative Branch**

(6.1.5.CivicsPI.1; 6.1.5.CivicsPI.2; 6.1.5.CivicsPI.3; 6.1.5.CivicsPI.4; 6.1.5.CivicsPI.5; 6.1.5.CivicsPI.6; 6.1.5.CivicsPI.7; 6.1.5.CivicsPI.8;  
6.1.5.CivicsPI.9; 6.1.5.CivicsPD.1; 6.1.5.CivicsPD.2; 6.1.5.CivicsPD.3; 6.1.5.CivicsPD.4; 6.1.5.CivicsDP.1; 6.1.5.CivicsPR.4)

Identify the role of the Legislative Branch of Government. Read information in Branches of Government.. Complete activity with a partner. If time remains, complete "Legislative Branch" in the "My Government Flipbook".

**Lesson 6 - Judicial Branch**

(6.1.5.CivicsPI.1; 6.1.5.CivicsPI.2; 6.1.5.CivicsPI.4; 6.1.5.CivicsPI.5; 6.1.5.CivicsPI.6; 6.1.5.CivicsPI.7; 6.1.5.CivicsPI.8; 6.1.5.CivicsPI.9;  
6.1.5.CivicsPD.2; 6.1.5.CivicsDP.1; 6.1.5.CivicsDP.2; 6.1.5.CivicsPR.1; 6.1.5.CivicsDP.2; 6.1.5.CivicsPR.1; 6.1.5.CivicsPR.3;  
6.1.5.CivicsPR.4; 6.1.5.CivicsHR.1; 6.1.5.CivicsHR.3)

Identify the role of the Judicial Branch of Government. Read the information and complete the activity with a partner. If time remains, add info about the Judicial Branch to our "My Government Flipbook".

**Lesson 7 - Three Branches of Government**

6.1.5.CivicsPI.1; 6.1.5.CivicsPI.2; 6.1.5.CivicsPI.3; 6.1.5.CivicsPI.4; 6.1.5.CivicsPI.5; 6.1.5.CivicsPI.6; 6.1.5.CivicsPI.7; 6.1.5.CivicsPI.8;  
6.1.5.CivicsPI.9; 6.1.5.CivicsPD.1; 6.1.5.CivicsPD.2; 6.1.5.CivicsPD.3; 6.1.5.CivicsPD.4; 6.1.5.CivicsDP.1; 6.1.5.CivicsDP.2; 6.1.5.CivicsPR.1;  
6.1.5.CivicsPR.3; 6.1.5.CivicsPR.4; 6.1.5.CivicsHR.1; 6.1.5.CivicsHR.3; 6.1.5.CivicsHR.4)

Review 3 Branches of Government. Identify roles in each of the three branches of Government. Prepare for assessment in the next class period. Play Kahoot! or another review game to identify roles of each branch. [Three Branches Quiz](#)

**Lesson 8 - Assessment**

Court Trial Project attached in suggested performance task

District/School Formative Assessment Plan		District/School Summative Assessment Plan	
<b>Think pair share</b> <b>Turn and talk</b> <b>Clock partners</b> <b>Exit/Admin ticket</b> <b>Round Robin</b> <b>Quizzes</b> <b>Homework</b> <b>Strategic questioning</b>		<i>Court Trial Project</i>	
Alternative Assessments			
Evaluative Criteria		Assessment Evidence	
<b>Suggested Performance Rubric:</b>  Marzano Proficiency Scale 4 - Advanced 3 - Achieving 2 - Developing 1 - Beginning		<b>Suggestion: Performance Task</b> <b>Fairy Tale Mock Trial</b> <a href="#">Fairy Tale Trial Learnquest</a>  <a href="#">Trial Preview Resource</a>	

District/School Texts		District/School Supplementary Resources
<p><i>Studies Weekly (Merchantville): Welcome to Second Grade &amp; Rules and Responsibility</i>  <i>Into Social Studies (Lawnside)</i>  <i>Social Studies Alive (Barrington)</i>            Teacher created resources</p>		<p><b>Into Social Studies</b>  <i>Unit 2 Magazine: Communities</i>  <i>Unit 4 Magazine: People and Environment</i>  <i>Unit 6 Magazine: Communities Change</i>  <i>Unit 11 Magazine: Role of Citizens</i>  <i>Unit 12 Magazine: How America Works</i>  <i>Unit 15 Magazine: Producers and Consumes</i>  <i>Unit 16 Magazine: Savings and Spending</i></p> <p><i>Scholastic News</i>  <i>Geography Spin</i>  <i>Brainpop/Brainpopjr.</i></p>
Interdisciplinary Connections		
<p><b>ELA</b>            R.L.3.1            R.I.3.1            R.I.3.2            R.L.3.2            R.I.3.3            R.L.3.3            W.3.1</p>	<p><b>Math</b>            3.MD.A.2            3.MP.1            3.MP.2            3.MP.3</p>	<p><b>Science</b></p>
<p><b>21st Century Skills/Career Education</b>            CRP2. Apply appropriate academic and technical skills.            CRP3. Attend to personal health and financial well-being.            CRP4. Communicate clearly and effectively and with reason.            CRP5. Consider the environmental, social and economic impacts of decisions.            CRP6. Demonstrate creativity and innovation.            CRP7. Employ valid and reliable research strategies.            CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.            CRP11. Use technology to enhance productivity.            CRP12. Work productively in teams while using cultural global competence.            9.2.4.A.2            9.3.GV.1</p>	<p><b>Technology</b>  <b>8.1</b></p>	

Modifications and Accommodations		
<b>Special Education Students</b> Small group Direct instruction restate/rephrase graphic organizers modified assignments chunking leveled text intentional grouping read text extended time breaks	<b>English Language Learners</b> Labels word banks visuals student friendly definitions extended time chunking intentional grouping	<b>Students at Risk of School Failure</b> leveled text graphic organizers modified assignments kinesthetic activities restate/rephrase chunking intentional grouping
<b>Gifted and Talented</b> extension project leveled text leadership roles intentional grouping Targeted learning from assessment	<b>Students with 504 Plans</b> breaks chunking preferential seating visual reminders restate/rephrase check-in/check-out system visual time	
Unit Duration: Instructional Days		
40 days		

**STANDARD: 6.1 U.S. History: America in the World: 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.**

## Unit 2: Natural Resources and Climate Impacts

ESTABLISHED GOALS	TRANSFER	
<b>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).</b>	<i>Students will be able to independently use their knowledge to...</i> <ul style="list-style-type: none"> <li>● Recognize map features including a title, map legend/key, and compass rose.</li> <li>● Investigate geographical regions based on their own characteristics. (coastal, mountain, valley, river, lake)</li> <li>● Evaluate characteristics to determine the use of natural resource, goods, and products.</li> <li>● Determine characteristics of climate and environment meet certain needs. (seasons)</li> <li>● Find out how archaeology is another way to understand that environment changes</li> </ul>	
	MEANING	
<b>6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships</b>	<b>UNDERSTANDINGS</b> <i>Students will</i>	<b>ESSENTIAL QUESTIONS</b>

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

**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.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.**

**6.1.5.GeoHE.2: Cite examples of how**

- Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- Compare and contrast ways people choose to use and distribute natural resources.

1. How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
2. Why are maps useful?
3. How can you use a map to explain locations and spatial relationships?
4. Why do you use a specific type of map(political vs.physical)?
5. How do the weather and climate of a region affect the land, living things, and economic activities?
6. What are the physical features of a region and why do they matter?

**technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).**

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

**6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.**

**6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.**

**6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.**

**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.EconEM.3: Describe how supply and demand influence price and output of products.**

**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.EconEM.5: Explain why individuals and societies trade, how trade functions, and the**



role of trade.

**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.EconNM.3:** Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

**6.1.5.EconNM.6:** Examine the qualities of entrepreneurs in a capitalistic society.

**6.1.5.EconNM.7:** Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

**6.1.5.EconGE.2:** 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.

**6.1.5.EconGE.3:** Use economic data to explain how trade leads to increasing economic interdependence among nations.

**6.1.5.EconGE.4:** Compare and contrast how the availability of resources affects people across the world differently.

### Unit 2: Grade 3 - Lessons

#### Lesson 1 - US Regions and Natural Resources - Part 1

(6.1.5.GeoSV.1; 6.1.5.GeoSV.2; 6.1.5.GeoSV.3; 6.1.5.GeoSV.4; 6.1.5.GeoPP.1; 6.1.5.GeoPP.2; 6.1.5.GeoPP.3; 6.1.5.GeoPP.4; 6.1.5.GeoHE.1; 6.1.5.GeoHE.2; 6.1.5.GeoGI.1; 6.1.5.GeoGI.4; 6.1.5.EconET.2; 6.1.5.EconET.3; 6.1.5.EconEM.1; 6.1.5.EconEM.2; 6.1.5.EconEM.3; 6.1.5.EconEM.4; 6.1.5.EconEM.5; 6.1.5.EconNM.2; 6.1.5.EconNM.3; 6.1.5.EconNM.6; 6.1.5.EconNM.7; 6.1.5.EconGE.2; 6.1.5.EconGE.3; 6.1.5.EconGE.4)

Goal - introduce student goal

The goal of your team is to give information about different regions in the US to companies who are looking for a place to start a new business. To do this you need to look at climate, physical features, natural resources, and man-made resources in different regions.

[Brainpop Landforms](#)

[Brainpop reading maps](#)  
[Brainpop Fast Land Changes](#)  
[Brainpop Slow Land Changes](#)  
[Brainpop Natural Resources](#)  
[Region Resources](#)  
[Region Resources](#)  
[Region Resources](#)  
[Region Resources](#)  
[Region Resources](#)  
[Region Resources](#)  
[Northeast Region Resources](#)  
[Southeast Region Resources](#)  
[Water/Landforms Resources](#)  
[Water/Landforms Resources](#)

### **Lesson 2 - US Regions and Natural Resources - Part 2**

(6.1.5.GeoSV.1; 6.1.5.GeoSV.2; 6.1.5.GeoSV.3; 6.1.5.GeoSV.4; 6.1.5.GeoPP.1; 6.1.5.GeoPP.2; 6.1.5.GeoPP.3; 6.1.5.GeoPP.4; 6.1.5.GeoHE.1; 6.1.5.GeoHE.2; 6.1.5.GeoGI.1; 6.1.5.GeoGI.4; 6.1.5.EconET.2; 6.1.5.EconET.3; 6.1.5.EconEM.1; 6.1.5.EconEM.2; 6.1.5.EconEM.3; 6.1.5.EconEM.4; 6.1.5.EconEM.5; 6.1.5.EconNM.2; 6.1.5.EconNM.3; 6.1.5.EconNM.6; 6.1.5.EconNM.7; 6.1.5.EconGE.2; 6.1.5.EconGE.3; 6.1.5.EconGE.4)

### **Career Video - Show from 0:28 - 1:16 or [Career Video](#)**

**Role-**You work for a marketing research company. A market research company collects information on different topics and gives it to their clients. You and your team will be doing research on different regions in the United States.

**Audience-**keeping your audience in mind- they are the owners of a company that is thinking of starting a new business in a new region. They will need the information you collect on different regions to make the best decision about their business.

### **Lesson 3 - US Regions and Natural Resources - Part 3**

(6.1.5.GeoSV.1; 6.1.5.GeoSV.2; 6.1.5.GeoSV.3; 6.1.5.GeoSV.4; 6.1.5.GeoPP.1; 6.1.5.GeoPP.2; 6.1.5.GeoPP.3; 6.1.5.GeoPP.4; 6.1.5.GeoHE.1; 6.1.5.GeoHE.2; 6.1.5.GeoGI.1; 6.1.5.GeoGI.4; 6.1.5.EconET.2; 6.1.5.EconET.3; 6.1.5.EconEM.1; 6.1.5.EconEM.2; 6.1.5.EconEM.3; 6.1.5.EconEM.4; 6.1.5.EconEM.5; 6.1.5.EconNM.2; 6.1.5.EconNM.3; 6.1.5.EconNM.6; 6.1.5.EconNM.7; 6.1.5.EconGE.2; 6.1.5.EconGE.3; 6.1.5.EconGE.4)

**Situation** - You work for a marketing research company and your team has been hired to conduct research on regions. Your research must show the different types of regions and the way the climates, physical features, natural resources and man-made resources affect life there. Regions are separated based on their physical characteristics and natural resources. The physical and environmental characteristics of a region affect the way humans and animals survive in a particular area. The climate in a particular region also can affect the community. For example, a community in a desert region would function in a very different manner than a community in a coastal region simply because their climates are very different.

**Create** - small groups for research activity.

### **Lesson 4 - US Regions and Natural Resources - Part 4**

(6.1.5.GeoSV.1; 6.1.5.GeoSV.2; 6.1.5.GeoSV.3; 6.1.5.GeoSV.4; 6.1.5.GeoPP.1; 6.1.5.GeoPP.2; 6.1.5.GeoPP.3; 6.1.5.GeoPP.4; 6.1.5.GeoHE.1; 6.1.5.GeoHE.2; 6.1.5.GeoGI.1; 6.1.5.GeoGI.4; 6.1.5.EconET.2; 6.1.5.EconET.3; 6.1.5.EconEM.1; 6.1.5.EconEM.2; 6.1.5.EconEM.3; 6.1.5.EconEM.4; 6.1.5.EconEM.5; 6.1.5.EconNM.2; 6.1.5.EconNM.3; 6.1.5.EconNM.6; 6.1.5.EconNM.7; 6.1.5.EconGE.2; 6.1.5.EconGE.3; 6.1.5.EconGE.4)

### **Guiding videos for conducting research**

[Guiding Video on Natural Resources](#)  
[Guiding Video Maps](#)

[Guiding Video Using Geographical Information](#)

[Guided Video Regions](#)

Collect questions to guide research.

What is the climate and weather within the region?

What are natural resources within the region?

What are man-made resources within the region?

How will you construct the map? (include title, key, compass rose, and a scale)

Map content- major crops, natural resources, larger cities, physical features such as mountains rivers plains, or plateaus

Research to find accurate facts and details about the region

**Lesson 5 - Presentation & Assessment**

(6.1.5.GeoSV.1; 6.1.5.GeoSV.2; 6.1.5.GeoSV.3; 6.1.5.GeoSV.4; 6.1.5.GeoPP.1; 6.1.5.GeoPP.2; 6.1.5.GeoPP.3; 6.1.5.GeoPP.4; 6.1.5.GeoHE.1; 6.1.5.GeoHE.2; 6.1.5.GeoGI.1; 6.1.5.GeoGI.4; 6.1.5.EconET.2; 6.1.5.EconET.3; 6.1.5.EconEM.1; 6.1.5.EconEM.2; 6.1.5.EconEM.3; 6.1.5.EconEM.4; 6.1.5.EconEM.5; 6.1.5.EconNM.2; 6.1.5.EconNM.3; 6.1.5.EconNM.6; 6.1.5.EconNM.7; 6.1.5.EconGE.2; 6.1.5.EconGE.3; 6.1.5.EconGE.4)

Each group should make a presentation (Brochure, Slideshow, Poster, E-photobook) based on given rubric. Have students peer evaluate each presentation.

**District/School Formative Assessment Plan**

Think pair share  
Turn and talk  
Clock partners  
Exit/Admin ticket  
Round Robin  
Quizzes  
Homework  
Strategic questioning

**District/School Summative Assessment Plan**

Market/Research project with a product of choice.  
[Brochure Rubric](#)  
[Powerpoint presentation Rubric](#)  
[Map Rubric](#)  
[E-photobook Rubric](#)

**Alternative Assessments**

**Evaluative Criteria**

**Assessment Evidence**

**Suggested Performance Rubric:**

Marzano Proficiency Scale

- 4 - Advanced:
- 3 - Achieving:
- 2 - Developing
- 1 - Beginning

**Suggestion: Performance Task**

When companies want to open a new business or store, they have to think about where to do it. Learning about different regions is the first thing the company will need to do. If they want to open a business somewhere, they have to make sure the location has the resources they need. They may want to look at the land features in a region. They will also have to make sure the weather and climate of the region are appropriate.

In this task, you work for a market research company that can find out all of this information about different regions in the United States. Other companies will be counting on you and your team to get them the information they need about different locations. Based on what you tell them, they can decide where to start a new business or open a new store.

**District/School Texts**

*Studies Weekly (Merchantville): Welcome to Second Grade & Rules and Responsibility*  
*Into Social Studies (Lawnside)*  
*Social Studies Alive (Barrington)*  
*Teacher created resources*

**District/School Supplementary Resources**

**Into Social Studies**  
*Unit 1 Magazine: Mapping Our World*  
*Unit 3 Magazine: U.S. Geography*  
*Unit 5 Magazine: Protecting Resources*  
  
*Scholastic News*  
*Geography Spin*  
*brainpop/brainpopjr.*

Interdisciplinary Connections		
<b>ELA</b> R.1.3.1 R.1.3.2 R.1.3.3 W.3.2	<b>Math</b> 3.MD.A.2	<b>Science</b> 3ESS2-1 3ESS2-2 3ESS3-1 3LS4-1
<b>21st Century Skills/Career Education</b> CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. 9.3.12.BM-MGT.3 9.3.12.BM-MGT.4 9.3.12.BM-MGT.5 9.3.12.BM-MGT.7 9.3.12.BM-MGT.8 9.3.MN.1 9.3.MK.1 9.3.MK.2 9.3.MK.9 9.3.MK.10 9.3.ST.1 9.3.ST.2 9.3.12.TD.1 9.3.12.TD.3	<b>Technology</b> <b>8.1</b> <b>8.2</b>	
Modifications and Accommodations		
<b>Special Education Students</b> <b>Small group</b> <b>Direct instruction</b> <b>restate/rephrase</b> <b>graphic organizers</b> <b>modified assignments</b> <b>chunking</b> <b>leveled text</b> <b>intentional grouping</b>	<b>English Language Learners</b> <b>Labels</b> <b>word banks</b> <b>visuals</b> <b>student friendly definitions</b> <b>extended time</b> <b>chunking</b> <b>intentional grouping</b>	<b>Special Education Students</b> <b>Small group</b> <b>Direct instruction</b> <b>restate/rephrase</b> <b>graphic organizers</b> <b>modified assignments</b> <b>chunking</b> <b>leveled text</b> <b>intentional grouping</b>

read text extended time breaks		read text extended time breaks
Gifted and Talented extension project leveled text leadership roles intentional grouping Targeted learning from assessment	Students with 504 Plans breaks chunking preferential seating visual reminders restate/rephrase check-in/check-out system visual time	
<b>Unit Duration: Instructional Days</b>		
40 days		

**STANDARD: 6.1 U.S. History: America in the World: 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.**

### Unit 3: Supply and Demand

ESTABLISHED GOALS	TRANSFER	
<p><b>6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.</b></p> <p><b>6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.</b></p> <p><b>6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</b></p> <p><b>6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.</b></p> <p><b>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).</b></p> <p><b>6.1.5.EconEM.3: Describe how supply and</b></p>	<p><i>Students will be able to independently use their knowledge to...</i></p> <ul style="list-style-type: none"> <li>● Consider the environmental, social and economic impacts of decisions.</li> <li>● Determine that resources are used to produce goods and services.</li> <li>● Identify people as both producers and consumers</li> <li>● Explain how producers of goods and services are influenced by natural, human, and capital resources.</li> <li>● Understand that people and regions specialize because they cannot produce everything they want.</li> <li>● Deduce that people must make economic choices because resources are limited (scarcity).</li> </ul>	
	MEANING	
	<p><b>UNDERSTANDINGS</b> <i>Students will</i></p> <ul style="list-style-type: none"> <li>● Explain why incentives vary between and among producers and consumers</li> <li>● Describe how supply and demand influence price and output of products.</li> <li>● Explain the role of specialization in the production and exchange of goods and services.</li> <li>● Explain the role of money, savings, debt, and investment in individuals' lives.</li> <li>● Recognize the importance of setting long-term goals when making financial decisions within the community.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ol style="list-style-type: none"> <li>1. How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources?</li> <li>2. What are the possible consequences of these decisions for individuals, groups, and societies?</li> <li>3. How have scientific and technological developments over the course of history changed the way people live and economies and governments function?</li> <li>4. What are goods?</li> </ol>

**demand influence price and output of products.**

**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.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.**

**6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.**

**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.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.**

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

**6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.**

**6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.**

**6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.**

5. What is a service?

6. What is a producer?

7. What is a consumer?

8. How does supply work?

9. How does demand work?

**6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.**

**6.1.5.EconGE.2: 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.**

**6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.**

**6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.**

### Unit 3: Grade 3 - Lessons

#### **Lesson 1 - Economic Terms & Vocabulary**

**(6.1.5.EconEM.2; 6.1.5.EconEM.3; 6.1.5.EconEM.1; 6.1.5.EconEM.3;)**

##### [Brainpop Goods and Services](#)

Introduce vocabulary in relation with a business plan (recipe, product name, accounting, competition, green choices, weather, financing, money box, focus groups, supplies, budget, branding, global reach, hours of operation, internet, merge, partnership, media attention, payment terms, press release, packaging, regulations, quality control, sales pitch, safety, security, and acquisitions)

##### [Lemonade Economics](#)

##### [Lemonade Economics](#)

##### [General Economics Read Passage/Quiz](#)

##### [Additional Economics Unit Materials](#)

#### **Lesson 2 - Product creation**

**(6.1.5.EconET.1; 6.1.5.EconET.2; 6.1.5.EconET.3; 6.1.5.EconEM.1; 6.1.5.EconEM.2; 6.1.5.EconEM.3; 6.1.5.EconEM.4; 6.1.5.EconEM.5; 6.1.5.EconNM.2; 6.1.5.EconNM.3; 6.1.5.EconNM.4; 6.1.5.EconNM.5; 6.1.5.EconNM.6; 6.1.5.EconGE.2; 6.1.5.EconGE.3; 6.1.5.EconGE.4)**

Come up with a company (business) name and a product name for lemonade that you would like to produce. What is the recipe you will use? What ingredients will you need? View the video “How to Make Lemonade” (<https://www.youtube.com/watch?v=COx5Bf0PsQs>) for help.

#### **Lesson 3 - Financing (Budgeting & Accounting)**

**6.1.5.EconET.1; 6.1.5.EconET.2; 6.1.5.EconET.3; 6.1.5.EconEM.6; 6.1.5.EconEM.3; 6.1.5.EconEM.4; 6.1.5.EconNM.2; 6.1.5.EconNM.3; 6.1.5.EconNM.5; 6.1.5.EconNM.6; 6.1.5.EconGE.2; 6.1.5.EconGE.4)**

Think about budgeting and determine a budget for a lemonade stand. Figure out (1) How much will it cost to produce the lemonade? (2) What ingredients will you need? (3) What other supplies will you need (cups, ice)? Create a list of supplies and keep an accounting log of all expenses. Be sure to consider all costs/expenses (<https://www.thebalancesmb.com/the-economics-of-the-lemonade-stand-infographic-1200708>).

#### **Lesson 4 - Marketing**

**(6.1.5.EconET.1; 6.1.5.EconET.2; 6.1.5.EconET.3; 6.1.5.EconEM.5; 6.1.5.EconEM.2; 6.1.5.EconNM.4; 6.1.5.EconNM.6; 6.1.5.EconNM.7; 6.1.5.EconGE.1)**

Discuss sales pitch and branding. Choose your pitch and branding. Create a poster or computer-generated advertisement. Key phrases or “jingles” are important. View “Name That Commercial Jingle” (<https://www.youtube.com/watch?v=t1vj1fXJO8o>). Discussion - Can you think of other creative advertisements & jingles? (<https://www.qualitylogoproducts.com/blog/the-catchiest-advertising-jingles-of-all-time/>). Be sure to consider things like a focus group, global reach, internet, marketing, media attention, press release, market research

#### **Lesson 5 - Packaging**

**(6.1.5.EconET.1; 6.1.5.EconET.2; 6.1.5.EconET.3; 6.1.5.EconEM.2; 6.1.5.EconEM.3; 6.1.5.EconEM.4; 6.1.5.EconNM.2; 6.1.5.EconNM.4; 6.1.5.EconNM.5; 6.1.5.EconNM.6; 6.1.5.EconGE.1; 6.1.5.EconGE.2; 6.1.5.EconGE.3; 6.1.5.EconGE.4)**

Question: How does packaging affect sales? View YouTube video “How Package Design Affects Sales” :(<https://www.youtube.com/watch?v=euacI5VTBhY>).

\*You may want to consider omitting the section from 1:54 to 2:37). Next, create the packaging for your product.

#### **Lesson 6 - Quality Control & Safety**

**(6.1.5.EconET.1; 6.1.5.EconET.2; 6.1.5.EconET.3; 6.1.5.EconEM.2; 6.1.5.EconEM.4; 6.1.5.EconNM.1; 6.1.5.EconNM.5; 6.1.5.EconNM.6; 6.1.5.EconNM.7; 6.1.5.EconGE.4)**

Question: What will you do for quality control, safety, and security for your stand? View YouTube video “Lemonade Stand Permit Fight”

(<https://www.youtube.com/watch?v=VvXP7sxz5rg>) for ideas. Next, create a quality control and safety plan.

#### **Lesson 7 - Competition & Partnerships**

**(6.1.5.EconET.1; 6.1.5.EconET.2; 6.1.5.EconET.3; 6.1.5.EconEM.4; 6.1.5.EconNM.4; 6.1.5.EconNM.5; 6.1.5.EconNM.6; 6.1.5.EconNM.7; 6.1.5.EconGE.1; 6.1.5.EconGE.2 ; 6.1.5.EconGE.3; 6.1.5.EconGE.4)**

Compare and contrast your competition, merging, and partnerships. View the video “These kids will teach You How to Run A Lemonade Stand”

([https://www.youtube.com/watch?v=DhLFOD0\\_FIM](https://www.youtube.com/watch?v=DhLFOD0_FIM))

#### **Lesson 8 - Location & distribution**

**(6.1.5.EconET.1; 6.1.5.EconET.2; 6.1.5.EconET.3; 6.1.5.EconEM.3; 6.1.5.EconEM.4; 6.1.5.EconNM.2; 6.1.5.EconNM.3; 6.1.5.EconNM.4; 6.1.5.EconNM.5; 6.1.5.EconNM.6; 6.1.5.EconNM.7; 6.1.5.EconGE.1; 6.1.5.EconGE.2; 6.1.5.EconGE.3; 6.1.5.EconGE.4)**

Question: How and where are you going to sell the lemonade? View the video: “How to Start a Lemonade Stand?” (<https://www.youtube.com/watch?v=0hJ6-Bk7dHW>).

Next, select a location and distribution method. Make sure to examine things like weather, traffic patterns, locations, and hours of operation

#### **Lesson 9 - Practice**

**(6.1.5.EconET.1; 6.1.5.EconET.2; 6.1.5.EconET.3; 6.1.5.EconEM.1; 6.1.5.EconEM.2; 6.1.5.EconEM.3; 6.1.5.EconEM.4; 6.1.5.EconEM.5; 6.1.5.EconNM.2; 6.1.5.EconNM.3; 6.1.5.EconNM.4; 6.1.5.EconNM.5; 6.1.5.EconNM.6; 6.1.5.EconNM.7; 6.1.5.EconGE.1; 6.1.5.EconGE.2; 6.1.5.EconGE.3; 6.1.5.EconGE.4)**

Use the “Lemonade Stand” game (<https://www.coolmathgames.com/0-lemonade-stand>) to help students understand the concept.

#### **Lesson 10 - Presentation of Business proposal**

**(6.1.5.EconET.1; 6.1.5.EconET.2; 6.1.5.EconET.3; 6.1.5.EconEM.1; 6.1.5.EconEM.2; 6.1.5.EconEM.3; 6.1.5.EconEM.4; 6.1.5.EconEM.5; 6.1.5.EconNM.2; 6.1.5.EconNM.3; 6.1.5.EconNM.4; 6.1.5.EconNM.5; 6.1.5.EconNM.6; 6.1.5.EconNM.7; 6.1.5.EconGE.1; 6.1.5.EconGE.2; 6.1.5.EconGE.3; 6.1.5.EconGE.4)**

Present your business plan proposal



<b>Think pair share</b> <b>Turn and talk</b> <b>Clock partners</b> <b>Exit/Admin ticket</b> <b>Round Robin</b> <b>Quizzes</b> <b>Homework</b> <b>Strategic questioning</b>	Business proposal plan
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<b>Alternative Assessments</b>
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<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
<b>Suggested Performance Rubric:</b>  Marzano Proficiency Scale 4 - Advanced 3 - Achieving 2 - Developing 1 - Beginning	<b>Suggestion: Performance Task</b>  Using your entrepreneurial skill create a business plan based on running your lemonade stand keeping in mind goods, service, producers, consumers, supply and demand.

<b>District/School Texts</b>	<b>District/School Supplementary Resources</b>
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<i>Studies Weekly (Merchantville): Welcome to Second Grade &amp; Rules and Responsibility</i> <i>Into Social Studies (Lawnside)</i> <i>Social Studies Alive (Barrington)</i> <i>Teacher created resources</i>	<b>Into Social Studies</b> <i>Unit 5 Magazine: Protecting Resources</i> <i>Unit 6 Magazine: Communities Change</i> <i>Unit 7 Magazine: Amazing Inventions</i> <i>Unit 15 Magazines: Producers and Consumers</i> <i>Unit 16 Magazines: Savings and Spending</i>  <a href="https://oakdome.com/k5/lesson-plans/excel/spreadsheet-lemonade-stand-profit-or-loss.php">https://oakdome.com/k5/lesson-plans/excel/spreadsheet-lemonade-stand-profit-or-loss.php</a>  <a href="https://static1.squarespace.com/static/57542d1b0442628dccc81967/t/589b69ed3a0411d90c1d3856/1486580207491/Lemonade+Day+Curriculum.doc.pdf">https://static1.squarespace.com/static/57542d1b0442628dccc81967/t/589b69ed3a0411d90c1d3856/1486580207491/Lemonade+Day+Curriculum.doc.pdf</a>  <a href="https://lemonadeday.org/">https://lemonadeday.org/</a>  <i>Scholastic News</i> <i>Geography Spin</i> <i>brainpop/brainpopjr.</i> <a href="#">Maps</a> <a href="#">State Maps</a>
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<b>Interdisciplinary Connections</b>
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<b>ELA</b> R.I.3.1 R.I.3.2 R.I.3.3	<b>Math</b> 3.NBT.A.1 3.NBT.A.2 3.OA.C.7	<b>Science</b> 3ESS2-1 3ESS2-2
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<p><b>21st Century Skills/Career Education</b>  CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason.  CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP10. Plan education and career paths aligned to personal goals.  CRP11. Use technology to enhance productivity.  CRP12. Work productively in teams while using cultural global competence.  9.1.4.A.1  9.1.4.A.2  9.1.4.A.3  9.2.4.A.1  9.3.12.AG.1  9.3.12BM.1  9.3.12.BM.3  9.3.12.BM.5  9.3.12.BM.6  9.3.12.BM-MGT.6  9.3.12.BM-MGT.8  9.3.12.FN.2</p>	<p>3.MD.A.2</p> <p><b>Technology</b>  <b>8.1</b></p>	<p>3ESS3-1</p>
<b>Modifications and Accommodations</b>		
<p><b>Special Education Students</b>  <b>Small group</b>  <b>Direct instruction</b>  <b>restate/rephrase</b>  <b>graphic organizers</b>  <b>modified assignments</b>  <b>chunking</b>  <b>leveled text</b></p>	<p><b>English Language Learners</b>  <b>Labels</b>  <b>word banks</b>  <b>visuals</b>  <b>student friendly definitions</b>  <b>extended time</b>  <b>chunking</b>  <b>intentional grouping</b></p>	<p><b>Special Education Students</b>  <b>Small group</b>  <b>Direct instruction</b>  <b>restate/rephrase</b>  <b>graphic organizers</b>  <b>modified assignments</b>  <b>chunking</b>  <b>leveled text</b></p>

intentional grouping read text extended time breaks		intentional grouping read text extended time breaks
Gifted and Talented extension project leveled text leadership roles intentional grouping Targeted learning from assessment	Students with 504 Plans breaks chunking preferential seating visual reminders restate/rephrase check-in/check-out system visual time	
<b>Unit Duration: Instructional Days</b>		
40 days		

**STANDARD: 6.1 U.S. History: America in the World: 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.**

### Unit 4: Understanding the purpose of founding documents

ESTABLISHED GOALS	TRANSFER	
<p><b>6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).</b></p> <p><b>6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</b></p> <p><b>6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American Colonies.</b></p> <p><b>6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</b></p> <p><b>6.1.5.CivicsPR.2: Describe the process by</b></p>	<p><i>The student will be able to independently use their knowledge to:</i></p> <ul style="list-style-type: none"> <li>Understand the documents (Mayflower Compact, Bill of Rights, Declaration of Independence, and the Constitution) that created the foundation of our existing government.</li> </ul>	
	MEANING	
	<p><b>UNDERSTANDINGS</b> <i>Students will</i></p> <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> <li>Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</li> <li>Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ol style="list-style-type: none"> <li>How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?</li> <li>How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</li> <li>What is the Bill of Rights?</li> <li>What is the Declaration of Independence?</li> <li>What is the Constitution?</li> <li>What is the Mayflower Compact?</li> </ol>

which immigrants can become United States citizens.

**6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.**

**6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.**

**6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).**

**6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.**

**6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.**

**6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.**

**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.**

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

**6.1.5.CivicsCM.3: Identify the types of**

7. What are civil rights? What was the Civil Rights movement?

8. What is suffrage?

behaviors that promote collaboration and problem solving with others who have different perspectives.

**6.1.5.CivicsCM.4:** Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.

**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.HistorySE.2:** Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

**6.1.5.HistoryCA.1:** Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

#### Unit 4: Grade 3 - Lessons

##### Lesson 1 - Direct Democracy

(6.1.5.Civic.DP.1; 6.1.5.CivicsDP.2; 6.1.5.CivicsDP.3; 6.1.5.CivicsPR.1; 6.1.5.CivicsHR.1; 6.1.5.CivicsCM.1; 6.1.5.CivicsCM.2; 6.1.5.CivicsCM.4; 6.1.5.CivicsCM.6; 6.1.5.HistorySE.2; 6.1.5.HistoryCA.1)

What is the Mayflower Compact? [Mayflower Compact](#)

Mayflower Compact influences - Direct democracy/Majority Rules

##### Lesson 2 - Founders of America

(6.1.5.Civic.DP.1; 6.1.5.CivicsDP.2; 6.1.5.CivicsDP.3; 6.1.5.CivicsHR.1; 6.1.5.CivicsCM.1; 6.1.5.CivicsCM.6; 6.1.5.HistorySE.2; 6.1.5.HistoryCA.1)

Who are the founding fathers? [Founding Fathers](#)

[Scroll down through the resources](#)

##### Lesson 3 - Declaration of Independence

(6.1.5.Civic.DP.1; 6.1.5.CivicsDP.2; 6.1.5.CivicsDP.3; 6.1.5.CivicsPR.1; 6.1.5.CivicsPR.3; 6.1.5.CivicsPR.4; 6.1.5.CivicsHR.1; 6.1.5.CivicsCM.1; 6.1.5.CivicsCM.2; 6.1.5.CivicsCM.3; 6.1.5.CivicsCM.6; 6.1.5.HistorySE.2; 6.1.5.HistoryCA.1)

What is the Declaration of Independence? [Declaration of Independence](#)

Declaration of Independence influences- Consent of the Governed and Individual/Minority Rights

[Amistad Website Teacher Resources](#)

[Separate is Never Equal read aloud](#)

[Lillian's Right to Vote: A Celebration of the Voting Rights Act 1965](#)

[Granddaddy's Turn A Journey to the Ballot Box](#)

#### **Lesson 4 - United States Constitution**

(6.1.5.Civic.DP.1; 6.1.5.CivicsDP.2; 6.1.5.CivicsDP.3; 6.1.5.CivicsPR.1; 6.1.5.CivicsPR.3; 6.1.5.CivicsPR.4; 6.1.5.CivicsHR.1; 6.1.5.CivicsCM.1; 6.1.5.CivicsCM.2; 6.1.5.CivicsCM.3; 6.1.5.CivicsCM.6; 6.1.5.HistorySE.2; 6.1.5.HistoryCA.1)

What is the Constitution? [Constitution](#)

[Scroll down through the resources](#)

#### **Lesson 5 - Bill of Rights**

(6.1.5.Civic.DP.1; 6.1.5.CivicsDP.2; 6.1.5.CivicsDP.3; 6.1.5.CivicsPR.1; 6.1.5.CivicsPR.3; 6.1.5.CivicsPR.4; 6.1.5.CivicsHR.1; 6.1.5.CivicsCM.1; 6.1.5.CivicsCM.2; 6.1.5.CivicsCM.3; 6.1.5.CivicsCM.6; 6.1.5.HistorySE.2; 6.1.5.HistoryCA.1)

What is the bill of Rights? [Bill of Rights Lesson](#)

[Ben's Guide to the Bill of Rights](#)

School House Rocks Bill of Rights

[How a law is made](#)

[Amistad Website Teacher Resources](#)

[Scroll down through the resources](#)

#### **Lesson 6 - Civil Rights - Part 1 (African-Americans)**

(6.1.5.Civic.DP.1; 6.1.5.CivicsDP.2; 6.1.5.CivicsPR.1; 6.1.5.CivicsPR.3; 6.1.5.CivicsPR.4; 6.1.5.CivicsHR.1; 6.1.5.CivicsHR.2; 6.1.5.CivicsHR.4; 6.1.5.CivicsCM.1; 6.1.5.CivicsCM.2; 6.1.5.CivicsCM.3; 6.1.5.CivicsCM.4; 6.1.5.CivicsCM.6; 6.1.5.HistorySE.2)

[Civil Rights Lesson Plans](#)

[Journey to Civil Rights](#)

[Civil Rights Lesson Plans & Resources](#)

#### **Lesson 7 - Civil Rights - Part 2 (Women's Suffrage)**

(6.1.5.Civic.DP.1; 6.1.5.CivicsDP.2; 6.1.5.CivicsPR.1; 6.1.5.CivicsPR.3; 6.1.5.CivicsPR.4; 6.1.5.CivicsHR.1; 6.1.5.CivicsHR.2; 6.1.5.CivicsHR.4; 6.1.5.CivicsCM.1; 6.1.5.CivicsCM.2; 6.1.5.CivicsCM.3; 6.1.5.CivicsCM.4; 6.1.5.CivicsCM.6; 6.1.5.HistorySE.2)

[Women's suffrage](#)

[Teaching the 19th Amendment](#)

#### **Lesson 8 - Civil Rights - Part 3 (Native Americans)**

(6.1.5.Civic.DP.1; 6.1.5.CivicsDP.2; 6.1.5.CivicsPR.1; 6.1.5.CivicsPR.3; 6.1.5.CivicsPR.4; 6.1.5.CivicsHR.1; 6.1.5.CivicsHR.2; 6.1.5.CivicsHR.4; 6.1.5.CivicsCM.1; 6.1.5.CivicsCM.2; 6.1.5.CivicsCM.3; 6.1.5.CivicsCM.4; 6.1.5.CivicsCM.6; 6.1.5.HistorySE.2)

[Native Americans](#)

[Native Americans for Kids](#)

[Understanding prejudice](#)

[Trail of Tears](#)

#### **Lesson 9- Civil Rights- Part 4 (Asian Americans and Pacific Islanders)**

(6.1.5.Civic.DP.1; 6.1.5.CivicsDP.2; 6.1.5.CivicsPR.1; 6.1.5.CivicsPR.3; 6.1.5.CivicsPR.4; 6.1.5.CivicsHR.1; 6.1.5.CivicsHR.2; 6.1.5.CivicsHR.4; 6.1.5.CivicsCM.1; 6.1.5.CivicsCM.2; 6.1.5.CivicsCM.3; 6.1.5.CivicsCM.4; 6.1.5.CivicsCM.6; 6.1.5.HistorySE.2)

[Asian Americans and Pacific Islanders](#)

[Understanding prejudice and protest](#)

[Time for Kids: Calling for Change: https://www.timeforkids.com/g56/calling-for-change-2/?rl=en-870](https://www.timeforkids.com/g56/calling-for-change-2/?rl=en-870)

**Beyond Activism: Social Justice :** <https://youtu.be/fo1Nu7fu30U>

**Lesson 10 - American Symbols, Monuments, & Holidays**  
(6.1.5.CivicsCM.1; 6.1.5.HistorySE.2)

Historical roles of symbols, monuments, holidays - [symbols, monuments, and holidays](#)

**National Symbols & Monuments**

**Lesson 11 - Assessment**

(6.1.5.Civic.DP.1; 6.1.5.CivicsDP.2; 6.1.5.CivicsDP.3; 6.1.5.CivicsPR.1; 6.1.5.CivicsPR.2; 6.1.5.CivicsPR.3; 6.1.5.CivicsPR.4; 6.1.5.CivicsHR.1; 6.1.5.CivicsHR.2; 6.1.5.CivicsHR.3; 6.1.5.CivicsHR.4; 6.1.5.CivicsCM.1; 6.1.5.CivicsCM.2; 6.1.5.CivicsCM.3; 6.1.5.CivicsCM.4; 6.1.5.CivicsCM.6; 6.1.5.HistorySE.2; 6.1.5.HistoryCA.1)

Evaluate information gathered from previous lessons. Form an opinion claim with evidence for which document you believe is the most important document. Host a debate based on your opinion essay.

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<b>Think pair share</b> <b>Turn and talk</b> <b>Clock partners</b> <b>Exit/Admin ticket</b> <b>Round Robin</b> <b>Quizzes</b> <b>Homework</b> <b>Strategic questioning</b>	Write an opinion essay with a claim and evidence of what document you believe is the most important United States document. Support your claim with evidence. Host a debate on which document was the most important document.

**Alternative Assessments**

Evaluative Criteria	Assessment Evidence
<b>Suggested Performance Rubric:</b>  Marzano Proficiency Scale 4 - Advanced 3 - Achieving 2 - Developing 1 - Beginning	<b>Suggestion: Performance Task</b>  <p style="text-align: center;"><b>Washington D.C. Tour Project</b></p> <p style="text-align: center;"><a href="https://www.socialstudies.org/publications/ssyl/march-april2011/founding_documents_and_national_symbols_a_third_grade_webquest">https://www.socialstudies.org/publications/ssyl/march-april2011/founding_documents_and_national_symbols_a_third_grade_webquest</a></p>

District/School Texts	District/School Supplementary Resources
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<i>Studies Weekly (Merchantville): Welcome to Second Grade &amp; Rules and Responsibility</i> <i>Into Social Studies (Lawnside)</i> <i>Social Studies Alive (Barrington)</i> <i>Teacher created resources</i>	<b>Into Social Studies</b> <i>Unit 8 Magazine: Ancient Civilization</i> <i>Unit 9 Magazine: The First People</i> <i>Unit 10 Magazine: Settling Land</i> <i>Unit 11 Magazine; Role of Citizens</i> <i>Unit 13 Magazine: American Heritage &amp; Culture</i> <i>Unit 14 Magazine: Culture Expressions Around The World</i>  <i>Scholastic News</i> <i>Geography Spin</i> <i>brainpop/brainpo jr.</i> <i>Time for Kids</i> <i>Aafe.org</i>
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Interdisciplinary Connections		
<b>ELA</b> R.I.3.1 R.I.3.2 R.I.3.3 R.I.3.8 W.3.1	<b>Math</b>	<b>Science</b>
<b>21st Century Skills/Career Education</b> CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. 9.2.4.A.2 9.3.GV.1 9.3.GV.4 9.3.GV-GOV.1 9.3.GV-GOV.2	<b>Technology</b> <b>8.1</b>	
Modifications and Accommodations		
<b>Special Education Students</b> <b>Small group</b> <b>Direct instruction</b> <b>restate/rephrase</b> <b>graphic organizers</b> <b>modified assignments</b> <b>chunking</b> <b>leveled text</b> <b>intentional grouping</b> <b>read text</b> <b>extended time</b> <b>breaks</b>	<b>English Language Learners</b> <b>Labels</b> <b>word banks</b> <b>visuals</b> <b>student friendly definitions</b> <b>extended time</b> <b>chunking</b> <b>intentional grouping</b>	<b>Special Education Students</b> <b>Small group</b> <b>Direct instruction</b> <b>restate/rephrase</b> <b>graphic organizers</b> <b>modified assignments</b> <b>chunking</b> <b>leveled text</b> <b>intentional grouping</b> <b>read text</b> <b>extended time</b> <b>breaks</b>
<b>Gifted and Talented</b> <b>extension project</b> <b>leveled text</b> <b>leadership roles</b> <b>intentional grouping</b>	<b>Students with 504 Plans</b> <b>breaks</b> <b>chunking</b> <b>preferential seating</b> <b>visual reminders</b>	



<b>Targeted learning from assessment</b>	restate/rephrase check-in/check-out system visual time	
<b>Unit Duration: Instructional Days</b>		
<i>40 days</i>		