



Estell Manor School District

Social Studies Curriculum
Grade 3

Philosophy

Social Studies is the integrated study of the social sciences and humanities in order to promote civic understanding, patriotism, and the values of the American heritage. A well-established and comprehensive curricular program should include a combination of civics, US and world history, economics, geography, and cultures of the past and present. Once these ideals are understood, students will then be prepared for their futures.

As educators we are responsible to provide solid content, student-centered instructional methods and varied assessment. These shall include, internet and traditional methods of research, PBL's, teacher designed classroom activities, problem solving strategies, and text (as a guide). This curriculum is designed and aligned with the New Jersey Student Learning Standards and serves as a guide for educators.

For our 21st Century learners, the world has become much smaller with the use of the internet and increased communication possibilities. Students are able to access information more easily and are exposed to the tools needed to succeed in their educational journey. Being that the US is a democratic society, it is ever changing, diverse and full of opportunity. Such a society needs knowledgeable, thoughtful and ethical participation by its citizens in an effort to promote the common good and increase the general welfare of its citizens. Compliance with this curriculum will give our students the tools needed for success in their future.

When using the Social Studies curriculum provided, all students should be able to participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity. This map contains interdisciplinary connections to Language Arts, Math, Science, Physical Education, Art, Drama, and Theater. Students will learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

THIRD GRADE

Theme: "Our Community: New Jersey and Beyond"

CORE MATERIALS: Studies Weekly

UNIT	TIMELINE	STANDARDS	TOPICS	CORE IDEAS
GOVERNMENT AND CIVICS	Weeks 1-9	6.1.5.CivicsPI.1 6.1.5.CivicsPR.3 6.1.5.CivicsPR.4 6.1.5.HistoryCC.2 6.1.5.CivicsPI.3 6.1.5.CivicsPI.6 6.1.5.CivicsPI.7 6.1.5.CivicsPI.8 6.1.5.CivicsDP.2 6.1.5.CivicsDP.3 6.1.5.CivicsPR.1 6.1.5.CivicsHR.1 6.1.5.CivicsCM.6 6.1.5.HistoryCC.1 6.1.5.HistoryCC.3 6.1.5.HistoryCC.12 6.1.5.HistoryCC.13 6.1.5.CivicsPI.5 6.1.5.CivicsPD.3 6.1.5.CivicsDP.1 6.1.5.CivicsHR.4 6.1.5.CivicsCM.3 6.1.5.EconET.1 6.1.5.EconET.3 6.1.5.Civics.PI.2 6.1.5.Civics.PD.1 6.1.5.Civics.PD.2 6.1.5.Civics.CM.4	• Community • Demonstrating Respect • Government • Important Documents • Structure of Government • Conflict and Compromise • Citizens • Patriotism, National Symbols, Heroes and Holidays • Sources	Students will learn about community and government and their roles as citizens. They will explore patriotism and its symbols, holidays, events, and documents. They will also learn about different sources and the ways they are used to study history.

		6.1.5.HistoryCC.15 6.1.5.EconNM.1 6.1.5.CivicsHR.3 6.1.5.CivicsPR.2 6.1.5.HistoryCC.15 6.1.5.HistorySE.2		
GEOGRAPHY	Weeks 10-21	6.1.5.GeoSV.1 6.1.5.GeoSV.4 6.1.5.GeoPP.1 6.1.5.GeoSV.3 6.1.5.GeoPP.2 6.1.5.GeoPP.4 6.1.5.GeoSV.2 6.1.5.GeoHE.2 6.1.5.GeoHE.3 6.1.5.GeoPP.3 6.1.5.GeoPP.5 6.1.5.GeoPP.6 6.1.5.Geo.GI.1 6.1.5.Geo.GI.2 6.1.5.Geo.GI.4 6.1.5.EconNM.3 6.1.5.CivicsPD.3	• Map Skills • Five Themes of Geography • Location • Place: Physical and Human Characteristics • Human-Environment Interaction • Movement • Culture • Regions of the World • Regions of the United States	Students will explore the Five Themes of Geography including the physical and human characteristics of geography and their effects.
ECONOMICS	Weeks 22-26	6.1.5.EconET.3 6.1.5.EconEM.1 6.1.5.EconEM.2 6.1.5.EconET.1 6.1.5.EconET.2 6.1.5.EconEM.3 6.1.5.EconNM.6 6.1.5.GeoSV.2 6.1.5.EconEM.5 6.1.5.EconNM.5 6.1.5.EconET.1	• Wants and Needs • Resources • Producers and Consumers • Economic Principles • Personal Finances	Students will explore economic principles and examine the ways in which these principles affect communities and the world.

HISTORIC EVENTS AND PEOPLE	Week 27	6.1.5.HistoryUP.5	• Timelines	Students will explore the concept of time through people, events, and community.
INQUIRY	Weeks 28-31	6.1.5.EconET.1	• Developing Inquiries • Examining Evidence and Communicating Conclusions • Taking Action • Engaging in Inquiry	Students will engage in inquiry learning activities to examine and analyze evidence, communicate conclusions, and take action.
YEAR IN REVIEW	Week 32	All previously covered standards	• Summarize the year's content and learning	Students will summarize and reflect upon all of the social studies concepts that have been explored throughout the school year.
HOLIDAYS AND TRADITIONS	Ongoing/ As Time Allows	6.1.5.HistoryUP.7	• Varied	Students will explore national and international holidays, traditions, culture, and history.

Unit 1 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	√	CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5. A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5. E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.1.5. A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5. A.3	Use a graphic organizer to organize information about problem or issue.
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Unit 1: Making a Difference: Citizenship in New Jersey	Duration: September - October
Unit Summary Students will understand and expand upon the importance of citizenship regarding the relationships in progression from local, state, national and global. Students will further comprehend how citizens impact these communities and cause change.	
NJ Student Learning Standards	
6.1.4. A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. 6.1.4. A.12 Explain the process of creating change at the local, state, or national level. 6.3.4. D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions	
Interdisciplinary Skills RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.3.7 Conduct short research projects that build knowledge about a topic.	

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Technology

8.1.5. A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5. A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

8.1.5. A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5. E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

Essential Understanding

Students will understand that...

- The decisions of the state government affect local government and interact with federal law
- Various individuals and groups influence the way an issue affecting government is viewed and resolved.
- Active citizens respect different viewpoints and take actions that result in a more just and equitable society.

Essential Questions

- How can an individual or organization create change at the local, state, or national level?
- 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?
- How do responsible community members understand the structure, function and

	origin of the local, state, and federal government?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
A World With No Rules Project- Give the students the task to think why rules are important? Think about rules in our school, home, community, place of worship, sport activities, or your favorite board game. Make a slideshow, powerpoint, or brochure explaining the importance of rules in society. Map Project-Give the students a blank map of New Jersey. Students identify New Jersey's natural regions.	Formative Assessments • Teacher Observation • Performance Assessments • Exit Slips • Project Specific Rubrics Summative Assessments • Tests • Quizzes • Summary Benchmark Assessment • Social Studies benchmark Alternative Assessments • Wordle of Key Terms

	● Discussion Rubric ● Teacher Observations ● Sentence Frames ● Group Work/Class Work
Vocabulary Vote, council, separation of powers, democracy, representative, executive branch, judicial branch, legislative branch, governor, president, congress	
Knowledge and Skills	
Content	Skills
<i>Students will know....</i> ● How to take action to improve their community. ● How to identify their civic responsibilities. ● How to engage in conflict resolution.	<i>Students will be able to ...</i> ● Show how citizens work together to improve communities.

	• Actively participate in their community and civic endeavors. • Identify how people solve problems and the steps they follow. • Identify the process of creating change in their community. • Identify the branches of government and the roles they are responsible for in our country. • Collaborate with their peers and community to discuss changes that could be done to improve their community/school. • Vote on class procedures and decisions
Instructional Plan	
Suggested Activities	Resources
Students will create an interactive flipbook illustrating national symbols and meanings, levels/branches of government, congressional responsibilities, process of checks-and-balances, highlights government services, and describes presidential responsibilities.	Foldable flip book template

After reading <i>A More Perfect Union</i>, and <i>The Bill of Rights</i>, Students will collaborate and create a “Constitution” pertaining to the classroom rules and student responsibilities. This activity will emulate what the founding fathers created for our country.	http://teacher.scholastic.com/lessonrepro/lessonplans/profbooks/billrights.pdf Schoolhouse Rock What If Everybody Did That? Read Aloud by Ellen Javernick (can facilitate a discussion about the importance of rules in our society) <i>We the Kids</i> by David Catrow (can be used as an extension to have students create their own rules based on the U.S. Constitution)
Students will create the identity of the classroom and set up a framework of government lead by students with the guidance of the classroom teacher.	https://www.teacherspayteachers.com/Product/Classroom-Government-Simulation-Making-US-Government-Relevant-for-Kids-1531628
One Person Makes a Difference Activity - Read the mentor text, <i>If A Bus Could Talk</i> and discuss the unfair way that Rosa Parks was treated. Use this discussion to guide students into brainstorming what we can do to make the world a better place and record this on an anchor chart. Have students journal about what qualifies as “making a difference” to make our world a better place, about other people that have made a difference to help our world, and how each student can personally make a difference. Students can each make a poster to display about what they do or plan to do to make our world a better place and make a difference.	<i>If A Bus Could Talk</i> by Faith Ringgold
Literature	
Government <u>Voting</u> by Sarah De Caupa <u>The Declaration of Independence</u> by Elaine Landau	

My Grandma's the Mayor by Marjorie White Pellegrino
A More Perfect Union by Betsy Maestro and Guilio Maestro
How the U.S. Government Works by Syl Sobel
The Bill of Rights by Christine Taylor-Butler

Websites

<https://kids.usa.gov/>

<https://www.commonsense.org/education/blog/13-best-websites-and-games-for-us-history-and-civics>

<https://www.congressforkids.net/>

<https://www.brainpop.com/socialstudies/>

https://betterlesson.com/search?keyword=US%20government&from=autocomplete_submit

Modifications

Special Education Students / 504 *(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)* reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

English Language Learners

- Compare and contrast new community with community in country of origin
- Pre Teach vocabulary using visuals and gestures
- Chunk texts
- Graphic organizers

Gifted and Talented

- Higher level questioning
- Students design questions
- Choice of activity to extend learning
- Expose to sophisticated vocabulary

Basic Skills/Economically Disadvantaged/Students at Risk

- Provide small group instructions
- Pre-teach concepts
- Build background knowledge

Special Education/504

- Follow all IEP modifications/504 plan
- Provide student with specific graphic organizers to help them note take about the different levels of government
- Provide opportunity to draw solution strategies
- Provide students with notes from the lesson and discussions

Unit 2 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
X	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.

	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		√	CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.4.A.1	Demonstrate effective input of text and data using an input device.
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8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.1.4.A.2	Create a document with text formatting and graphics using a word processing program.
8.1.4.A.3	Create and present a multimedia presentation that includes graphics.

Unit 2: Settlement and Resources of New Jersey	Duration: November - December
Unit Summary Advancements in science and technology can have unintended consequences that impact individuals and/or societies especially the impact on our environment. Patterns of settlement across Earth's surface differ greatly from region to region over time.	
NJ Student Learning Standards	
6.1.4. B.7 Explain why some locations in NJ and the US are more suited for settlement than others. 6.1.4. B.8 Compare ways people choose to use and divide natural resources. 6.1.4. B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them. 6.1.4. D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of NJ.	
Interdisciplinary skills	
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	

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

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

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

W.3.7 Conduct short research projects that build knowledge about a topic.

Technology

8.1.4.A.1 Demonstrate effective input of text and data using an input device.

8.1.4.A.2 Create a document with text formatting and graphics using a word processing program.

8.1.4.A.3 Create and present a multimedia presentation that includes graphics.

8.1.5. E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Careers skills

9.1.4.A.2 Identify potential sources of income.

9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings	Essential Questions
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<i>Students will understand that...</i> • The Lenape living in NJ used resources in their environment. • The Native Americans developed their village around the geographical terrain good for farming, hunting, and preparing food. • NJ has a rich variety of landforms, including mountains, hills, and plains. • Many waterways throughout NJ provide transportation and recreational opportunities. • NJ has a temperate climate influenced by its nearness to the Atlantic Ocean and its distance from the equator.	• How does the land, water, and climate of NJ affect how people live? • How does New Jersey's resources provide jobs for its people? • How does the geography affect the patterns of settlement?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
• Add to region map of New Jersey to including natural resources and elevations. • Write a persuasive letter to their parents describing a certain landmark of interest that they would like to visit. • Suggested Problem-Based Learning Unit ○ Research the Lenni Lenape tribe to find out about their culture and see what influences are still seen today. ○ Students will complete a Lenape lap book.	Formative Assessments • Map Rubric • Teacher Observation • Performance Assessments • Exit Slips • Oral Assessments • Conferencing Summative Assessments

	• Tests • Quizzes • Projects Benchmark Assessment • Social Studies benchmark Alternative Assessments • Group Work/Class Discussion Rubric • Teacher Observ • Participation Rubric • Modified Tests/Quizzes/Classwork
Vocabulary Landforms, landscape, resources, waterway, topographical, interpret, Lenape, environment, settlement, culture, harvest	
Knowledge and Skills	
Content	Skills
<i>Students will know...</i> • How to recognize and differentiate between the landforms found in NJ. • How to comprehend a topographical map and understand the importance of them.	<i>Students will be able to ...</i> • Identify the landscape of NJ and its major landforms.

- The major resources that come from NJ and the importance of them.
- How to compare/contrast life of the Native Americans to the people of the 21st century.

- Describe how people use the waterways in NJ. Read and interpret a topographical map to better understand the land of NJ.
- Identify major natural resources and their importance in NJ.
- Summarize the role of the seasons and region in Lenape Life.
- Compare/contrast the daily tasks of Lenape children compared to the children of today.
- Describe how the Lenape living in NJ used the resources in their environment.
- Describe and summarize how and why the Native Americans developed their village around the geographical terrain good for farming, hunting, and preparing food.
- Analyze how the NJ temperate climate is influenced by its nearness to the Atlantic Ocean and its distance from the equator.
- Research and create a display about the Lenape people and their connection to NJ.

Instructional Plan

Suggested Activities	Resources
Students will be split into 2 groups in the class. As a class, create a chain of “pen pal” letters on google docs to each other. Letters will be written 1. From the point of view of a Lenape child illustrating the roles and responsibilities of the child in the tribe and 2. From the student’s modern point of view.	Prior knowledge of Lenape tribe, google doc access
Students will use molding clay, students will create a topographical map of New Jersey, identifying major landforms.	Molding clay, toothpicks, small labels
Students will create a brochure of New Jersey advertising to pilgrims why New Jersey is a great place to travel to. Students will be sure to highlight the importance of waterways and landscape of New Jersey to growing communities. Using the internet, students will import images from the internet to support their claims.	2 Manilla folders, taped together to form a trifold, internet access
Students will complete research project on the Lenape tribe food traditions. Using Microsoft Word, create a menu for Thanksgiving Dinner using accurate ingredients that were available to the Native Americans in New Jersey.	Internet access, Microsoft Word, Google Docs
Literature	
<u>Understanding Weather and Climate</u> by Edward Aguado <u>The Light in the Forest</u> by Conrad Richter <u>When the Shadbush Blooms</u> by Carla Messinger <u>A Braid of Lives: A Native American Childhood</u> by Nail Philip	
Websites	

http://www.lenapelifeways.org/lenape1.htm	http://www.nanticoke-lenape.info/history.htm
http://www.bigorrin.org/lenape_kids.htm	https://www.warpaths2peacepipes.com/indian-tribes/lenapi-tribe.htm
http://www.state.nj.us/state/historykids/NJHistoryKids.htm	http://geology.com/state-map/new-jersey.shtml
Modifications Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i> Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i>	
Suggested Options for Differentiation	
English Language Learners	

- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Preview lessons
- Graphic organizers
- Pre-teach key vocabulary
- Build background knowledge
- Use visuals

Gifted and Talented

- Higher level questioning
- Students design questions
- Choice board to extend learning

Basic Skills/Economically Disadvantaged/Students at Risk

- Highlight key words
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

Special Education/504

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide students with a map of New Jersey that they can use to color code as they learn about the difference parts and features of the state
- Provide students with a study guide before a test or quiz to help them prepare
- Group students in partnerships that will facilitate discussion and collaborative environments
- Pre-teach and model strategies to learn and practice new vocabulary words pertaining to the unit

Unit 3 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
X	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.4.A.1	Demonstrate effective input of text and data using an input device.
8.1.4.A.2	Create a document with text formatting and graphics using a word processing program
8.1.4.A.3	Create and present a multimedia presentation that includes graphics.

8.1.5. E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
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Unit 3: Impact of Ideas and Inventions in New Jersey	Duration: January - February
Unit Summary Creativity and innovation affect lifestyle, access to information, and the creation of new products and services. Economic opportunities in New Jersey and other states are related to the availability of resources and technology.	
NJ Student Learning Standards	
6.1.4. C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. 6.1.4. C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities. Interdisciplinary Skills RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. W.3.7 Conduct short research projects that build knowledge about a topic. SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Technology 8.1.4.A.1 Demonstrate effective input of text and data using an input device.	

8.1.4.A.2 Create a document with text formatting and graphics using a word processing program.

8.1.4.A.3 Create and present a multimedia presentation that includes graphics.

8.1.5. E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Career

9.1.4.A.2 Identify potential sources of income

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings	Essential Questions
<i>Students will understand that...</i> • Post war inventions led to change in New Jersey. • In New Jersey during the 1800's transportation developed, industries developed and reform improved people's lives.	• What post war inventions had the greatest impact on change in New Jersey? • How did transportation and industries improve the lives of people living in New Jersey?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments

Suggested Problem-Based Learning Unit What inventions are most important to us in our everyday lives? What if these inventions had never been invented? Inventions and their inventors have always been and will always be an important part of what shapes society. Think about famous inventors and inventions that came from New Jersey. You have been commissioned to write a story entitled, A Day in the Life Without... This story should describe how life would be different without that New Jersey inventor and invention. Your story can be shared with younger students and our classmates to better understand the impact that certain inventions and people in history have on our lives today.	Formative Assessments • Performance Assessments • Conferencing • Project Specific Rubrics Summative Assessments • Tests • Quizzes • Problem-Based Learning Units Benchmark Assessment • Social Studies benchmark assessment Alternative Assessments • Group Work/Class Discussion Rubric • Teacher Observation • Modified Tests/Quizzes/Classwork
Vocabulary Invention, innovation, transportation, contribute, railway, impact, prototype, model, inspiration, patent	
Knowledge and Skills	
Content	Skills
<i>Students will know...</i>	<i>Students will be able to ...</i>

- New Jersey was a center for innovation, and recognize various New Jerseyans responsible for their contributions towards innovation.
- The impact of transportation on development and economics.

- Explain why New Jersey can be considered a center for innovations
- Describe some inventions introduced by New Jerseyans
- Describe how new bridges, turnpikes, railroads, and steamboat travel improved transportation in New Jersey.
- Analyze the purpose and need for post war inventions and how they led to change in New Jersey.
- Research and discuss about how the 1800's transportation developed, industries developed and reform improved people's lives.
- Create a presentation about a NJ prominent figure and their impact on society.
- Compare/contrast the different regions of NJ based on their geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.

Instructional Plan

Suggested Activities	Resources
Students will create a nonfiction book with google slides identifying and describing New Jersey bridges, turnpikes, railroads, and waterways used for travel. In each of the sections includes the pros and cons to traveling that specific route.	Google slides, prior research on travel in NJ
Students will create a “museum” of inventions created by famous New Jersey inventors.	Various student-chosen materials for models, index cards for product descriptions. http://www.state.nj.us/state/historykids/teachersGuide.htm
Students will write a story about traveling through New Jersey. In the story, students will identify which roads, bridges, railroads, etc. they used to get from one town to another.	Map of New Jersey illustrating roads, bridges, railroads.
Students will write “MapQuest” style directions on how to get to a specific location of their choosing in New Jersey. Students should use their knowledge of keys and legends to indicate how many miles (approximately) on each road. Students may also choose which means of travel they want to illustrate (car, train, etc.)	Google Earth
Students will create a commercial and present to peers, advertising various inventions from New Jerseyans.	http://www.state.nj.us/state/historykids/teachersGuide.htm
Literature	
<u>What Do You Do With An Idea</u> by Kobi Yamada	

Who was Thomas Jefferson by Dennis Brindell Fradin
If I Build a Car by Chris Van Dusen

Websites

<http://www.njinvent.org/publications.html>

<https://njmonthly.com/articles/jersey-living/motherlode-of-invention/>

<http://www.onlyinyourstate.com/new-jersey/nj-inventions/>

<http://newjersey.hometownlocator.com/features/cultural,class,bridge.cfm>

Modifications

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

Suggested Options for Differentiation

English Language Learners

- Use cooperative learning
- Preview and explain new concepts and vocabulary
- Demonstrations
- Chunk texts
- Highlight key words

Gifted and Talented

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities

Basic Skills/Economically Disadvantaged/Students at Risk

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words

Modifications/Accommodations**Special Education/504**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan

- Read directions, tests/quizzes, and classwork aloud in a small group, rewording as needed
- Allow students to verbalize before beginning an assignment
- Help students to plan projects and goals with the teacher before beginning the assignment
- Provide visual and tactile instructional demonstrations
- Review concepts and important vocabulary from previous lessons before teaching new information
- Check for student understanding often with formal, informal, verbal, and nonverbal measures

Unit 4 will address the following 21st Century Life and Careers skills:

Check all that apply 21 st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.

	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility	√	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.4.A.1	Demonstrate effective input of text and data using an input device.
8.1.4.A.2	Create a document with text formatting and graphics using a word processing program
8.1.4.A.3	Create and present a multimedia presentation that includes graphics.
8.1.5. E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Unit 4: Crossroads to the American Revolution	Duration: March - April
Unit Summary 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. Students will explore the development of New Jersey government, the role of New Jersey in the American Revolution and the impact of Trans-Atlantic slavery on the state.	
NJ Student Learning Standards	
6.1.4. D.7 Explain the role Governor William Livingston played in the development 12 of New Jersey government. 6.1.4. D.8 Determine the significance of New Jersey's role in the American Revolution. 6.1.4. D.9 Explain the impact of Transatlantic slavery on New Jersey, the nation, and individuals. Interdisciplinary Skills RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	

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

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

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

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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

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

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Technology

8.1.4.A.1 Demonstrate effective input of text and data using an input device.

8.1.4.A.2 Create a document with text formatting and graphics using a word processing program.

8.1.4.A.3 Create and present a multimedia presentation that includes graphics.

8.1.5. A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

8.1.5. A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5. E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.
 CRP4. Communicate clearly and effectively and with reason.
 CRP7. Employ valid and reliable research strategies.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

1.1.5. C.1 Evaluate the characteristics of a well-made play in a variety of scripts and performances.

Essential Understandings	Essential Questions
<i>Students will understand that...</i> • Governor Livingston played an important role in the development of New Jersey government. • Victories at Trenton and Princeton were significant accomplishments for the state during the American Revolution. • Trans-Atlantic slavery impacted the economy on a national and state level.	• How did early leaders affect the development of New Jersey State Government? • How did New Jersey play an important role in the American Revolution? • How did transatlantic slavery impact individuals, New Jersey and the nation?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments

Suggested Problem-Based Learning Unit: What was the role of New Jersey in the Revolutionary War? Many travelers like to visit historic sites throughout the United States. In pairs or a group, students will create a brochure enticing tourists to visit various historic sites throughout the state and explore their significance as it relates to the Revolutionary War. Students should include a timeline of important events, a map of historic sites in New Jersey, and biographical information on any influential people involved in making the site historic.	Formative Assessments • Students write one minute summaries of lesson • Doodle map of learning • Act out a concept Summative Assessments • Unit Tests • Quizzes Benchmark Assessment • Social Studies benchmark assessment Alternative Assessments • Group Work/Class Discussion Rubric • Cloze exercises • Compose a cheer for historical figure • Drawing depicting time period
Vocabulary revolution, economic, development, government, governor, slave, Transatlantic slavery, colony, continental army, democracy, redcoat	
Knowledge and Skills	
Content	Skills

<i>Students will know....</i> • The role that Governor Livingston played in the development of New Jersey. • The importance of New Jersey's location to the American Revolution. • The effects that Trans-Atlantic slavery had on the economy.	<i>Students will be able to ...</i> • Analyze the effects that Governor Livingston had on the development of New Jersey government. • Locate and identify significant sites that played a role in the American Revolution. • Describe the effects that the slave trade had on the economy. • Research and write about Governor Livingston's impact on the state of NJ. • Explain and discuss the impact of transatlantic slavery on New Jersey, the nation, and individuals. • Formulate reasons why the victories at Trenton and Princeton were significant accomplishments for the state during the American Revolution. • Summarize and justify the importance of NJ's role in the American Revolution.
Instructional Plan	
Suggested Activities	Resources
Students will create a diary of a Continental Soldier. Students will describe life in the Continental Army during the winter encampments at Morristown. Students will also highlight the wardrobe that was	Lender, Mark E. The New Jersey Soldier. New Jersey's Revolutionary Experience, no. 3. Trenton: New Jersey Historical Commission,

worn by a continental soldier. Students can also create a story play based on this Continental Soldiers experiences. They can create a setting, costumes, and props to present this short play about his experiences in New Jersey. The play needs to include characters, the plot, theme, and mood.	1975. http://www.njstatelib.org/NJ_Information/Digital_Collections/Revolution/Soldier.pdf http://www.state.nj.us/state/historykids/pdfs/american_revolution/american_revolution_teacher.pdf
Students will locate key places on a map and analyze the factors that resulted in Washington's decision to locate two winter encampments at Morristown during the War for Independence.	Lender, Mark E. The New Jersey Soldier. New Jersey's Revolutionary Experience, no. 3. Trenton: New Jersey Historical Commission, 1975. http://www.njstatelib.org/NJ_Information/Digital_Collections/Revolution/Soldier.pdf http://www.state.nj.us/state/historykids/pdfs/american_revolution/american_revolution_teacher.pdf
Students will go on a virtual field trip of the Museum of the Revolution and read the historical fiction book "I Survived the American Revolution". Students will complete a book study..	"I Survived the American Revolution, 1776" by Lauren Tarshis www.scholastic.com/beyondthebattlefield
Students will create a biography about governor Livingston, being sure to focus on his role in the development of New Jersey government.	http://www.let.rug.nl/usa/biographies/william-livingston/
Students will create a brochure demonstrating New Jersey-specific locations that played a role in the American Revolution. In the brochure, students will indicate important landmarks and people that were involved in that specific location.	http://www.revolutionarywarnewjersey.com/new_jersey_revolutionary_war_sites/counties/ocean_county_revolutionary_war_sites.htm

Students will create original artwork in the style of Jacob Lawrence that tells about the life of Harriet Tubman.	https://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Harriet_Tubman_Illustrating_History
Literature	
<u>What is the Declaration of Independence</u> by Michael C. Harris <u>American Revolution</u> by Mary Pope Osborne <u>The Fighting Ground</u> by Avi <u>John, Paul, George, and Ben</u> by Lane Smith <u>Heroes of the Revolution</u> by Donald A. Smith & David Adler <u>Eyewitness: American Revolution</u> by Stuart Murray <u>Daniel at the Siege of Boston 1776</u> by Laurie Calkhoven	
Websites	
http://www.state.nj.us/state/historykids/NJHistoryKids.htm	http://www.state.nj.us/state/historykids/about.htm
https://njmonthly.com/articles/historic-jersey/freedoms-path-underground-railroad-nj/	http://www.american-historama.org/1829-1841-jacksonian-era/underground-railroad-map.htm
http://www.ducksters.com/history/american_revolution.php	http://mrnussbaum.com/american-revolution/
Modifications	

Special Education Students / 504 *(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)* reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

Suggested Options for Differentiation

English Language Learners

- Plan activities using role play and drama
- Have students present information with illustrations, comic strips, or other visual representations
- Use visuals
- Teacher check-ins
- Provide Word Wall
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Gifted and Talented

- Organize and offer flexible small group learning activities
- Teach cognitive and methodological skills
- Use centers

- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Basic Skills/Economically Disadvantaged/Students at Risk

- Graphic organizers
- Highlight key words
- Sentence starters
- Build background knowledge

Special Education/504

- Follow all IEP modifications/504 plan
- Provide visual aids to support concepts being taught
- Provide manipulatives or the opportunity to draw solution strategies
- Allow students to verbalize before beginning an assignment
- Use anchor charts in the classroom to support the concepts being taught and to use to review these ideas in future lessons
- Use graphic organizers to help students organize important information from a lesson
- Reword Directions

Technology

8.1.4.A.1	Demonstrate effective input of text and data using an input device.
8.1.4.A.2	Create a document with text formatting and graphics using a word processing program.
8.1.4.A.3	Create and present a multimedia presentation that includes graphics.

Unit 5: Perspectives Over Time	Duration: May - June
Unit Summary Personal, family, and community history is a source of information for individuals about the people and places around them; however people view and interpret events differently. Time and place greatly affect the experiences they have and the perspectives they hold.	
NJ Student Learning Standards	
6.1.4. D.11 Determine how local and state communities have changed over time, and explain the reasons for the changes. 6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. 6.3.4. A.4 Communicate with students from various countries about common issues of public concern and possible solutions.	
Interdisciplinary Skills RI.3.1 A Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

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

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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

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

Technology

8.1.4.A.1 Demonstrate effective input of text and data using an input device.

8.1.4.A.2 Create a document with text formatting and graphics using a word processing program.

8.1.4.A.3 Create and present a multimedia presentation that includes graphics.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings

Essential Questions

<i>Students will understand that...</i> • Different cultural groups have contributed to make our country what it is today. • Individual beliefs, values, and traditions may be reflected in more than one cultural group that makes up a unified community. • Cultural and ethnic celebrations are important to the diversity of communities.	• How has the presence of different cultural groups contributed to their communities? • How does individual interpretation of events affect a community? • Why are cultural celebrations in communities important? • How can individual actions serve the good of a community?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
Suggested Problem-Based Learning Unit: Have students work individually, in pairs or in groups to publish a community scrapbook, demonstrating how our town has changed over time. Themes might include community settlement, economy, culture, government, transportation, communication, and environment. Students work could be displayed in the school library.	Formative Assessments • Teacher • Observations • Performance • Assessments Exit Slips • Anecdotal Records • Oral Assessments/ Conferencing Daily • Classwork • Pre-Assessments Summative Assessments • Tests

	• Quizzes • Projects • Assessment of Problem-Based Learning Unit Benchmark Assessment • Social Studies benchmark assessment Alternative Assessments • Design a Tee Shirt • Create a Collage • Role plays • Modified Tests/Quizzes/Classwork • Social Studies notebook
Vocabulary diversity, culture, community, citizen, collaboration, values, traditions, inherent, perspective, promote, vote, region, responsibility, volunteer	
Knowledge and Skills	
Content	Skills
<i>Students will know....</i>	<i>Students will be able to ...</i>

- How to acquire the skills needed to be an active, informed citizen who value diversity and promote cultural understanding.
- They will be working collaboratively to address the challenges that are inherent in living in an interconnected world.

- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences and all of these people make a community.
- Become aware of individuals' relationships to people, places, and resources in the local community and beyond.
- Discuss and describe the different cultural groups have contributed to make our country what it is today.
- Compare/Contrast individual beliefs, values, and traditions that may be reflected in more than one cultural group that makes up a unified community.
- Evaluate their role in their community and as an informed citizen.
- Compare/contrast how communities have changed over time and why they have changed.
- Communicate with various students about common issues of public concern and possible solutions.
- Research and create a presentation about how they can solve problems in their community or world.

Instructional Plan	
Suggested Activities	Resources
Students will create a community newspaper that includes the different cultural events occurring in the community.	Chromebooks to research, google docs access
Students will host a cultural party where each student brings a traditional dish related to their family heritage.	Student background knowledge of individual heritage, parent participation.
Students will connect with a pen pal to discuss current events, people, places, and resources in their community.	Paper, pen, teacher connection to another classroom
Students will research an issue in their community and create a campaign with a solution to the issue, including a slogan and plan of action.	Poster board, computer, art supplies
Students will play various games from the around the world.	http://crystalandcomp.com/games-from-around-the-world/
Literature	
<u>The City Kid and The Suburb Kid</u> by Deb Pilutti <u>All Kinds of Families</u> by Mary Ann Hoberman <u>Community Workers</u> by Joanne Ruelos Diaz <u>Serving Your Community</u> by Christin Ditchfield <u>The Usborne Book of Peoples of the World</u> by Anna Claybourne	
Websites	

https://www.kidsmatter.edu.au/health-and-community/information-sheets/supporting-difference/cultural-differences/cultural	
Modifications Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i> Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i>	
Suggested Options for Differentiation	
English Language Learners ● Connect learning to students' knowledge and experience ● Use KWL charts ● Provide students with outline of lesson and questions ● Allow sufficient response time	

- Repeat and paraphrase important terms
- Frequently summarize key points
- Use visuals

Gifted and Talented

- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Organize and offer flexible small group learning activities
- Teach cognitive and methodological skills
- Use centers

Basic Skills/Economically Disadvantaged/Students at Risk

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons

Special Education/504

- Follow all IEP modifications/504 plan
- Modify assignments/ assessments as needed
- Reword directions
- Provide students with a study guide before a test or quiz to help them prepare
- Group students in partnerships that will facilitate discussion and collaborative environments
- Pre-teach and model strategies to learn and practice new vocabulary words pertaining to the unit

- Frequently monitor for understanding