Board Approval Date: 8/23/22
Course Title: Grade 3 Social Studies - Our Community and Beyond
Course Description: Students make sense of the world by studying their own community and examining how humans shape the land, government and economy of their country.

Course Sequence & Pacing			
Week	Marking Period 1	**Week**	Marking Period 2
1	Understanding the Geography of the World Finding Places in the United States	6	Understanding Our Economy Choices in a Free Market
2	Geography and the Way We Live Native Americans and Their Environments	7	Using Money Wisely The United States and Global Trade
3	Settling in the United States Diversity in the United States	8	Providing Public Services Government in the United States
4	Making Communities Better Cultures Around the World	9	Citizenship and Participation Making a Difference in the World
5	Culminating Project and Unit Assessment	10	Culminating Project and Unit Assessment

Stage 1 Desired Results

Unit One: Geography

Unit Summary: Students will create a three-dimensional model of Earth to demonstrate geography skills. Students will build and use a compass to locate U.S. landmarks. Students design a brochure that illustrates the geography of your community. Students will find hidden objects that reveal how Native Americans interacted with their environments.
Students will conduct an inquiry to explain what Liberty State Park reveals about how humans interact with geography.

Unit Learning Targets

NJSLS Standards:

- 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
- 6.1.5.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 - c*limate change*
- 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.
- 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including *climate change* and propose possible solutions.

Social Studies Practices:

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.

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.

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

Computer Science & Design Thinking (*CS & DT*):

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim. Many factors influence the accuracy of inferences and predictions.

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

Interdisciplinary Connections

Reading:

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

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

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

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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

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

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

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key detail no s presented in two texts on the same topic.

Writing:

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

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

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

Speaking and Listening:

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.3.4. 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.

Mathematics:

3.MD.A. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

3.MD. B. Represent and interpret data.

Science:

3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season

3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.

Climate Change:

Holocaust & Amistad:

Unit Essential Questions:	**Unit Enduring Understandings:**
• How can maps help us learn about a particular place in the world? • How do geographic characteristics, such as landforms, climate and weather, and availability of resources influence culture around the world? • How does technology assist us in understanding our world?	• A basic understanding of the locations of continents and oceans is needed to begin to study geography. • Climate, physical features and natural resources of a region affect how people live. • Technology tools assist in enhancing our visual and perceptual understanding of the world's geography.
Students will know:	**Students will be able to:**
• The four cardinal directions and maps skills. • map key, scale, symbol • continent	• Create a 3D representation of the Earth using appropriate labels, components and landmarks including continents and oceans

• equator • ocean • prime meridian • border • capital • country • geography • state • continent • climate • natural resources, physical features • climate change, pollution, conservation.	• Distinguish between types of climate around the world • Discuss climate change and its impact on their community. • Use conventional maps as well as GPS to locate a place on Earth. • Identify how climate, landforms and resources shape cultures. • Use appropriate content specific vocabulary when speaking and writing about geography.

Stage 2 Assessment Evidence

Summative Assessments:

- Inquiry Project - Conduct an inquiry to explain what Liberty State Park reveals about how humans interact with geography using photos from the 1970's and today.
- Create a brochure about the geography of Wall Township including physical features, natural resources, climate and location.
- District created multiple choice, matching and essay assessment.

Formative Assessments:

- TCI Lesson 1 - Show What You Know - Students create a map to show the location of their community.
- TCI Lesson 2 - Show What You Know - Students design, draw, and label a landmark for their community.
- TCI Lesson 3 - Show What You Know - Students think about the physical features, climate, and natural resources of their community. Students draw two ways that their family has adapted to their community's geography.
- TCI Lesson 4 - Show What You Know - Students choose one Native American artifact from a list to analyze. Research the artifact, and respond to questions about the artifact and its origin and environment.

- Vocabulary quiz
- Map Skills quiz
- Class discussions
- Teacher observations
- Activity book entries

Common Benchmark Assessments:

- District created multiple choice, matching and essay assessment.

Alternative Assessments:

- Inquiry Project - Conduct an inquiry to explain what Liberty State Park reveals about how humans interact with geography using photos from the 1970's and today.
- Create a brochure about the geography of Wall Township including physical features, natural resources, climate and location.
- Additional ELL and G&T examples listed in Accommodations/Modifications

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, People with Disabilities, Diversity, Equity & Inclusion [DEI)*	***Timeframe*** *(Days or Weeks)*
6.1.5.GeoPP.1; 6.1.5.GeoPP.4 RI.3.1; W.3.2; W.3.7; W.3.8; W.3.10; SL.3.1; SL.3.3	• Conduct an inquiry to explain how Liberty State Park relates to geography and how humans interact with geography.	To be completed Before/During/After TCI Unit 1 lessons • Gather visual evidence • Develop Compelling Questions • Collect Evidence • Build Additional Content Knowledge • Construct an Argument • Take Informed Action (Design a product and display to class)	4 days
6.1.5.GeoSV.1; 6.1.5.GeoSV.2; 6.1.5.GeoSV.3	• Demonstrate understanding of maps skills.	• Create a 3 dimensional model of the Earth. • Label the equator, prime meridian, continents and oceans on map.	2 days

6.1.5 GeoSV.4; *6.1.5.GeoPP.1;* *6.1.5.GeoPP.4;* *RI.3.4;* *SL.3.1*		• Apply vocabulary terms when discussing, writing, examining and creating visual representations of geographic locations.	
6.1.5.GeoSV.1; *6.1.5.GeoSV.2;* *RI.3.4*	• Demonstrate understanding of maps skills.	• Build a compass rose and use it to find six landmarks across the country. • Apply vocabulary terms when discussing, writing, examining and creating visual representations of geographic locations.	2 days
6.1.5.GeoPP.2	• Locate New Jersey and Wall Township on a map of the United States (ELL word bank, cognates)	• Create a map of the eastern United States and locate New Jersey and Wall Township using all map skills taught.	1 day
6.1.5.GeoPP.1 *; SL.3.1*	• Explain the impact of geographical features such as climate, physical features and natural resources on people's lives around the country.	• Study the geographical features of 4 regions in the United States and explain how each region affects the lives of the people who live there. • Compare and contrast regions in the United States with regard to geographical features.	3 days
6.1.5.GeoPP.4; *SL.3.4*	• Identify and discuss the geographic characteristics of Wall, NJ and the United States. (G&T example)	• Research different regions in New Jersey and complete a GO with physical features and resources Identify the region Wall Township is in and keep notes on those characteristics.	2 days
6.1.5.GeoPP.2; *SL.3.1;* *SL.3.4*	• Understand the impact humans have on their environment including	• Discuss ways humans impact the geography of their environments. (G&T - example)	2 days

	ways climate change has affected the Earth	• Research how climate change has changed the resources and physical features of the Earth and apply these findings to New Jersey.	
6.1.5.GeoSV3; *6.3.5.GeoGI.1;* *W.3.2;* *W.3.7;* *8.1.5.DA.3*	• Navigate between conventional and digital representations of the Earth, New Jersey and Wall, NJ	• Locate specific places on the Earth using Google Earth on a chromebook. Locate specific places on the Earth using a mmap. Evaluate the need for both by writing an informative essay using skills and material learned in this unnut.	4 days

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
World/National/State/Local Maps	
Globe	
TCI: *Social Studies Alive! Our Community and Beyond,* 2022	Online components, Student Journals, Activity Cards; Social Studies Stories;
Epic Books - Leveled readers on Map Skills	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology

- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Additional time
- differentiated instruction/reading (A/B feature on TCI)

Lesson-Specific Supports for Students with Disabilities:

Lesson 1: Consider reducing the length of the required responses. For example, in Hands-On Activity: Modeling Earth, ask students to write the names of three continents instead of seven in their Activity Notes, or allow their partners to help them with the labeling. Students may also benefit from an open book assessment.
Lesson 2: During Hands-On Activity: Scale Puzzles, have students work in pairs or groups to complete their maps and determine the distances between locations.
Lesson 3: Have students complete Hands-On Activity: Exploring Geography and Our Community and Hands-On Activity: Exploring Other Communities in a "jigsaw" fashion—they become experts and share their knowledge with the rest of the class. Students then work together to combine their sections to complete the activity. For example, during Hands-On Activity: Exploring Other Communities, have students complete the Activity Notes for only one community. Allow students to record the information for the other communities when you review students' responses with the whole class.
Lesson 4: For Hands-On Activity: Observing Native American Environments, modify the Activity Notes and have students record only one way each Native American group adapted to their environment. Assist them with providing examples if needed. For Show What You Know, consider practicing the skill of providing evidence for claims by using topics that are relatable and meaningful to students, such as "Dogs make great pets" or "Cartoons can be educational." Ask them to support the claim with their reasoning and evidence. This will help students complete the claims and evidence assignment with more success and confidence. If needed, model one example using a Native American artifact from the lesson.

Specific Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Lesson-Specific Supports for Gifted & Talented Students:

Lesson 1: After students complete Extension: Space Voyage Part 2, ask them to create a flight plan for the spacecraft as it approaches North America from the east and lands in their own community. Have them create a map of the spacecraft's route and illustrate it with pictures of what the astronauts might see during their flight home. You may also wish to challenge students to create diagrams and maps from memory. For instance, have them draw the four hemispheres, the equator, and the prime meridian; the outline of the United States; and the outline of their state, with their own community labeled within the state outline. They can then use their Activity Notes to check their work.

Lesson 2: Have students plan a road trip across the United States. They must visit at least three unique locations, plot and label them on a map, and use a map scale to estimate the total distance they will travel. Encourage students to use cardinal and intermediate directions to describe their route.

Lesson 3: During Hands-On Activity: Exploring Geography and Our Community, have students working in pairs or groups create a commercial to go with their brochure. Students write a script for a commercial no more than 30 seconds in length and present their commercial for the class. To add interest to their presentations, suggest they use props and costumes. (Remind students to think about the climate of the community they are writing about as well as the kinds of work and recreational opportunities that might exist there.)After students have read Reading Further, extend the idea of map grids to include the global grid made up of the lines of latitude and longitude. Point out the latitude and longitude lines on several maps, and explain how these lines help us pinpoint locations on Earth. Have students use a globe, atlas, or online resources to find the nearest coordinates of some major world communities, such
as New York City, Los Angeles, Mexico City, Buenos Aires, London, Cairo, Delhi, Shanghai, and Tokyo.

Lesson 4: Have students further research two Native American cultural regions. For each region, have them identify two additional artifacts that could be found there. Ask them to create or draw the artifacts and generate a short paragraph or presentation that explains how each artifact was used in the cultural region. (Option: Consider using these artifacts in a class game based on Show What You Know. Display each new artifact and see if students can identify which region it belongs to and why.)

Specific Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Lesson-Specific Supports for ELL Students:

Lesson 1: Support students' acquisition of new vocabulary. Create a word bank for the social studies vocabulary in the lesson as well as other words that may cause students difficulty, such as astronaut and government. Also, have students use pictures and manipulatives, such as a globe or maps, to further explore the meanings of terms.
Throughout the lesson, including the assessment, encourage students to use the Glossary.
Lesson 2: As part of the Preview, choose several terms and work with students to create word tiers. Show students how to draw the tiers, and ask them questions to talk them through the process of filling in the lower tiers. This tip will also be helpful for students with special needs. Before or during the Preview, make the audio available to students in a Listening Center. Encourage students to listen to the audio and practice pointing out the directions as they are named in the song. This will reinforce the vocabulary and the concept of cardinal directions.

Lesson 3: For each section, allow students to talk to each other first before asking them to share their responses out loud with the rest of the class. Be sure to use the visuals throughout the lesson. Explicitly pointing to the different vocabulary terms; their location on the visuals can provide the support students in learning these new terms.

Lesson 4: Before beginning the lesson, practice reading each Native American tribe name aloud with students. Pre-teach the terms students will need to know for the Preview: continent, plain, physical features, environment, basin, swamplands, and any others with which students are likely to be unfamiliar. Have students label their sketches of the six different environments with captions to increase language acquisition. For Show What You Know, help students complete their Activity Notes more successfully by practicing with simple, student-friendly examples in advance.

Consider completing one of the artifacts together as an example. Alternatively, an adult can provide the claim or the evidence, and students can then respond to the other questions in a guided practice format. Provide sentence starters as needed.

Specific Strategies and Practices that Support Students with **504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan. 504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Students **Students at Risk of Failure**

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction Work Alone Choice - Group Work Choice

Stage 1 Desired Results

Unit Two: History

Unit Summary: Students will analyze primary sources to explore immigration throughout U.S. History. Students will study the characteristics of culture and play a game themed on your community. Students will honor a citizen-leader who improved their community. Students will travel virtually to other countries to learn about their cultures. Students will conduct an inquiry to investigate how history and culture influence your community.

Unit Learning Targets

NJSLS Standards:

- 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.
- 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.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- 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.
- 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.3 Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5.GeoGI.4 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.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.
- 6.1.5.HistoryCC.2 Use a variety of sources to illustrate how the American identity has evolved over time.
- 6.1.5.HistoryCC.4 Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- 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.

- 6.1.5.HistoryCC.7 Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- 6.1.5.HistoryCC.14 Compare the practice of slavery and indentured servitude in Colonial labor systems.
- 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.
- 6.1.5.HistoryUP.2 Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.5.HistoryUP.4 Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- 6.1.5.HistoryUP.5 Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 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.
- 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.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.

Social Studies Practices:

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.

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 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.

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Computer Science & Design Thinking (*CS & DT*):

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats. 8.1.2.DA.2:

Store, copy, search, retrieve, modify, and delete data using a computing device.

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

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

Interdisciplinary Connections:

Reading

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.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6 Distinguish their own point of view from that of the author of a text
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic RF.3.4
Read with sufficient accuracy and fluency to support comprehension.
RF.3.4.A Read grade-level text with purpose and understanding.
RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

W7 Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.
W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W10 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 tasks, purposes, and audiences.

Speaking and Listening

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.3.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.3.1.B Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1.D Explain their own ideas and understanding in light of the discussion.
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.

Climate Change:

Holocaust & Amistad:

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.

6.1.5.HistoryCC.4 Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

6.1.5.HistoryCC.7 Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.

6.1.5.HistoryCC.14 Compare the practice of slavery and indentured servitude in Colonial labor systems.

Unit Essential Questions: ● How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? ● How do people become part of our country?	**Unit Enduring Understandings:** ● The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition. ● Environmental and cultural characteristics influence where and how people live.

● What different groups of people make up our culture? ● How do people improve their communities? ● How are people around the world alike and different?	● Human activity affects the cultural and environmental characteristics of places and regions. ● Cultural and environmental characteristics change over time.

Students will know:	**Students will be able to:**
• The continents and countries on a map • The difference between primary and secondary sources. • immigration • culture • diversity • citizen • discriminate • immigrant • culture • diverse • boycott • citizenship • common good • disabled • strike • environment	• Analyze why and how people immigrate to the United States. • Compare benefits and drawbacks of immigrating to the United States. • Draw conclusions from primary and secondary sources. • Identify specific examples of cultural diversity. • Identify cultural contributions of diverse groups to our communities. • Identify how six individuals solved problems to improve the lives of people in their own communities and in communities around the country. • Explain why all individuals share a responsibility for making their community a better place to live. • Research and describe the contributions of someone who has improved life in the local community. • Identify the locations of continents and countries around the world. • Analyze cultural artifacts to identify what they reveal about ways of life. • Compare and contrast various ways of life.

Stage 2 Assessment Evidence

Summative Assessments:

- Unit 2 Inquiry Project - Conduct an inquiry to explain how history and culture help shape your community.
- District created multiple choice, matching, and essay question assessment.

Formative Assessments:

- TCI Lesson 5 - Show What You Know - Compare the Opportunities and Challenges of Immigration
- TCI Lesson 6 - Show What You Know - Students find and share cultural objects from the community.
- TCI Lesson 7 - Show What You Know - Students will research someone who has made a difference in their community and then design a plaque to honor them.
- TCI Lesson 8 - Show What You Know - Students will compare the environments and cultures of two of the students that they learned about in the culture stations.
- Vocabulary Quiz
- Class Discussions
- Teacher Observations
- Activity Book/Student Journal entries

Common Benchmark Assessments:

- District created multiple choice, matching, and essay question assessment.

Alternative Assessments:

- Unit 2 Inquiry Project - Conduct an inquiry to explain how history and culture help shape your community.
- Project - Study the Community - How did Native Americans Live in Our Community? Research to find out which Native American group lived in our community. Draw a picture showing what one of their villages may have looked like. You will consider the natural resources the local Native American group used and how they changed the natural environment. Fill out a table with some of the beliefs, customs, songs, and folklore of the group. List the resources that you used for research. Share your findings with the class.
- Project - Study the Community - How have People in Our Community Used Land over Time? Students start by looking at how local geography has changed. Research how people have changed your community's geography over time. Put the events in a chart on the timeline, and then share the timeline with the class.

- Project - Study the Community - How have People in Our Community Used Land over Time? Students start by looking at how local geography has changed. Research how people have changed your community's geography over time. Put the events in a chart on the timeline, and then share the timeline with the class.
- Project - Study the Community - How Does Your Community Compare with Others? Students will work with the teacher to find an internet pen pal in a different community. Students use the prewriting table to get ideas for your first email. Students will write and send their email.
- Additional ELL and G&T examples listed in Accommodations/Modifications

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** *(Days or Weeks)*
6.1.5.HistorySE.2; 6.1.5.GeoPP.6; 6.1.5.HistoryCC.1; 6.1.5.HistoryCC.2; 6.1.5.HistoryUP.1; 6.1.5.HistoryUP.5; RI.3.1; W.3.2; W.3.7; W.3.8; W.3.10; SL.3.1; SL.3.3	• Conduct an inquiry to explain how history and culture shape the community.	To be completed Before/During/After TCI Unit 2 lessons • Gather visual evidence • Develop Compelling Questions • Collect Evidence • Build Additional Content Knowledge • Construct an Argument • Take Informed Action (Design a product and display to class)	4 days
6.1.5.GeoPP.3; 6.1.5.GeoPP.5; 6.1.5.GeoPP.6; 6.1.5.GeoGI.1; 6.1.5.GeoGI.3; 6.1.5.GeoGI.4; 6.1.5.GeoSV.5; 6.1.5.HistoryCC.1;	• Analyze why and how people immigrate to the United States. • Compare benefits and drawbacks of immigrating to the United States.	• TPS about how it feels to move to a new place. • Listen to audio clips from immigrants about their experiences. • Vocabulary Activity - partners • Hands-On Activity - Analyzing Primary Sources	3 days

6.1.5.HistoryCC.2; 6.1.5.HistoryCC.4; 6.1.5.HistoryCC.6; 6.1.5.HistoryCC.7; 6.1.5.HistoryCC.14; 6.1.5.HistoryUP.1; 6.1.5.HistoryUP.2; 6.1.5.HistoryUP.4 6.1.5.HistoryUP.5; 6.1.5.HistoryUP.6; 6.1.5.HistorySE.1; 6.1.5.CivicsHR.3; 6.1.5.CivicsHR.4; 6.1.5.CivicsPD.3; 6.1.5.CivicsPR.2; RI.3.4; RI.3.7; SL.3.1	• Draw conclusions from primary and secondary sources.	• Show what you Know (Formative Assessment) Compare the opportunities and challenges of immigration. • Apply vocabulary terms when discussing, writing, examining, and creating visual representations.	
6.1.5.HistoryCC.1l 6.1.5.HistoryCC.2; 6.1.5.HistoryCC.11; 6.1.5.HistoryUP.1; 6.1.5.HistoryUP.2; 6.1.5.HistoryUP.4; 6.1.5.HistoryUP.5; 6.1.5.HistoryUP.7; 6.1.5.HistorySE.2; 6.1.5.GeoPP.4; 6.1.5.GeoPP.6; 6.1.5.GeoGI.3; 6.1.5.GeoGI.4; 6.1.5.CivicsCM.1; RI.3.4; RI.3.7; SL.3.1	• Identify specific examples of cultural diversity. • Identify cultural contributions of diverse groups to our communities.	• Preview Activity - Discover what culture is and look for examples of culture in an image. • Vocabulary Activity - partners • Hands-On Activity: Categories of Culture. Explore cultural diversity by watching a video, and identifying the contributions of different cultures in the categories of foods, languages, holidays, traditions, and the arts. • Students conduct research on their own community, and record one more example in each category. • Hands-On Activity: The Culture Game. Students play a game to brainstorm cultural contributions in the community.	4 days

		• Show What You Know (Formative Assessment) Students find and share cultural objects from the community. • Apply vocabulary terms when discussing, writing, examining, and creating visual representations. • (G&T) Project - Study the Community (TCI Lesson 6) - How did Native Americans Live in Our Community? Research to find out which Native American group lived in our community. Draw a picture showing what one of their villages may have looked like. You will consider the natural resources the local Native American group used and how they changed the natural environment. Fill out a table with some of the beliefs, customs, songs, and folklore of the group. List the resources that you used for research. Share your findings with the class. • (G&T) TCI Lesson 6 - Extension - Students ask questions for inquiry about culture and diversity in their own community. Students think about where they might be able to find answers to their questions. Students work on their own or in a group to research at least three questions. Write a paragraph for each question and cite sources.	
6.1.5.Civics PI.1; *6.1.5.Civics PI.2;* *6.3.5.Civics PD.1;*	• Identify how six individuals solved problems to improve	• Preview Activity -View/discuss an image and listen to the story of how Rosa Parks	3 days

6.1.5.CivicsPD.3; 6.1.5.Civics DP.2; 6.1.5.Civics HR.2; 6.1.5.Civics HR.3; 6.1.5.Civics HR.4; 6.1.5.HistoryCC.1; 6.1.5.HistoryCC.2; 6.1.5.CivicsCM.1; 6.1.5.CivicsCM.2; 6.1.5.CivicsCM.6; 6.1.5.CivicsPR.1; 6.1.5.CivicsPR.3; 6.1.5.HistoryUP.5; 6.1.5.HistoryUP.6; 6.1.5.HistoryUP.7; 6.3.5.GeoHE.1; RI.3.4; RI.3.7; SL.3.1	the lives of people in their own communities and in communities around the country. ● Explain why all individuals share a responsibility for making their community a better place to live. ● Research and describe the contributions of someone who has improved life in the local community.	confronted the problem of segregation in her community. (Amistad) ● Vocabulary Activity - partners ● Hands-On Activity: Students will work in groups to create human monuments honoring the contributions of six individuals whose actions made a difference in the lives of people in their own community and around the country. ● Extension - Students groups present monuments to class and ask questions about how people have improved their communities. ● Show What You Know (Formative Assessment) Students will research someone who has made a difference in their community and then design a plaque to honor them. ● Apply vocabulary terms when discussing, writing, examining, and creating visual representations. ● (G&T) Project - Study the Community (TCI Lesson 7) - How have People in Our Community Used Land over Time? Students start by looking at how local geography has changed. Research how people have changed your community's geography over time. Put the events in a chart on the timeline, and then share the timeline with the class.	
6.1.5.GeoPP.2; 6.1.5.GeoPP.4; 6.1.5.GeoPP.5; 6.1.5.GeoSV.4;	● Identify the locations of continents and countries around the world.	● Preview Activity - Students will watch a video and discuss ways of life that are similar to and different from their own.	4 days

6.1.5.GeoGI.4; RI.3.4; RI.3.7; SL.3.1	• Analyze cultural artifacts to identify what they reveal about ways of life. • Compare and contrast various ways of life.	• Vocabulary Activity - partners • Review and identify the location of the seven continents. • Hands-On Activity: Visiting a Culture around the World. With a partner, travel (virtually) around the world to meet students from six different cultures. Students will visit six culture stations and research life in other countries/continents. Students will share what they have learned with the class. • Show What You Know (Formative Assessment). Students will compare the environments and cultures of two of the students that they learned about in the culture stations. • Apply vocabulary terms when discussing, writing, examining, and creating visual representations. • (G&T) Project - Study the Community (TCI Lesson 8) How Does Your Community Compare with Others? Students will work with the teacher to find an internet pen pal in a different community. Students use the prewriting table to get ideas for your first email. Students will write and send their email.	

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
TCI: Social Studies Alive! Our Community and Beyond, 2022	Online components, Student Journals, Activity Cards; Social Studies Stories; Station Cards;
World/USA/State/Local Maps	
Epic Books - Leveled Readers on Immigration, Citizenship, Native Americans, Cultures Around the World	
Reading A-Z - Leveled Readers on Immigration, Citizenship, Native Americans, Cultures Around the World	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Lesson-Specific Supports for Students with Disabilities:

Lesson 5: Help students draw conclusions from primary and secondary sources throughout the lesson by pairing them strategically, either in heterogeneous pairs or in a pair with adult support. Ask students to share their conclusions orally and provide reasons for their thinking. For Hands-On Activity: Analyzing Primary Sources, help students write down the main idea of each section in the Activity Notes.

Lesson 6: During the Preview, create five posters, one for each of these categories of culture: foods, languages, holidays, traditions, and arts. Write the category in the middle of the poster and then have students brainstorm words and images that will help them remember what each category describes. Post these around the classroom to use throughout the remaining activities. During Hands-On Activity: Categories of Culture, provide students with a mixed-up list of examples of each of the categories from the reading. Students can use this list as a word bank as they play the game and complete their Activity Notes.
Lesson 7: Modify Hands-On Activity: Creating Human Monuments according to students' specific needs. Pair students strategically during the monument activity and assign roles with students' strengths and abilities in mind. For Show What You Know, have plenty of resources available with information about people who have made a difference in your community or even in your school. Allow students to work with partners to create the plaques.
Lesson 8: While students are completing their Activity Notes during Hands-On Activity: Visiting a Culture Around the World, allow them to find just one similarity or one difference instead of two. This reduces the number of items they are looking for and the writing load. You might also reduce the expected amount of writing for the Show What You Know activity, allowing students to include more visuals instead.

Specific Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Lesson-Specific Supports for G&T Students:

Lesson 5: Ask students to compare opportunities and challenges of immigrating to the United States. They can also compare and contrast Angel Island and Ellis Island using a Venn diagram or other graphic organizer. As part of the lesson in general, students can bring to life one or more of the immigrant stories related to Angel Island or Ellis Island,
or a story from their own family, by creating a multimedia product of their choice.

Lesson 6: Organize an in-person or virtual cultural fair. For an in-person fair, encourage students to create displays that illustrate examples of culture. Students can decide how to arrange the items, such as by cultural category or by country of origin. They can also create invitations for other grades to come see the exhibits and/or create a video of the fair. For a virtual fair, have students create videos or multimedia presentations about cultures from around the world.
Lesson 7: Ask students to determine what all six people in the lesson have in common. Use a Venn diagram or other organizer to compare and contrast the lives of two or more of the six individuals. Have students work together to create a single grand monument to honor all the people discussed in the lesson. Ask them how they might incorporate all these people into one monument and what a plaque for the monument would say. Students can write their own version of the plaque or create a piece of writing from the perspective of the monument. Alternatively, allow students to design and present human monuments that include several local people they identified during the Show What You Know activity.
Lesson 8: Have students research the histories and cultures of their own communities. Alternatively, give them choice and voice in researching other cultures and/or communities that are meaningful to them. Encourage students to interview long-time community residents as resources. Students can create products that demonstrate how events from the past influence what their communities are like today.

Specific Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Lesson-Specific Supports for ELL Students:

Lesson 5: The Preview Activity asks students to think of a time when they have moved to a new place. Be mindful of those whose families have had any negative experiences relocating to a new place. Ask students if they know someone who immigrated to the United States in the past. If so, encourage students to interview their immigrant relatives and share their stories with the class. This will bring students' real-life experiences into the lesson.

Lesson 6: Explore the cultural diversity of your students by inviting them to share the foods, languages, holidays, traditions, and arts from their family's native country as part of the Preview or either Hands-On Activity. During Hands-On Activity: The Culture Game, have students draw pictures of the cultural contributions their groups come up with. Students conduct research during the Extension and Study Your Community activities. Have resources available,
such as websites or magazines, with images representing different cultures in case students need assistance coming up with picture ideas.

Lesson 7: Before the Preview Activity, explain what a monument is and provide examples. If possible, find examples from students' native countries. In Extension: Presenting Monuments, as groups present their human monuments, provide sentence starters to help students ask questions about how the individuals improved their community. For Show What You Know, allow students to choose someone they are familiar with as the person they are honoring.
Alternatively, if students are new to the community, encourage them to choose someone who made a difference in their previous home community. In addition, permit students to draw pictures and write key words for the plaque instead of complete sentences.

Lesson 8: Review the names and locations of the continents. Define the concept of culture by giving concrete and specific examples from around the world, including students' countries of origin. For the pen pal assignment in Study Your Community, have students record their ideas using a digital voice recorder or voice type, or allow students to partner up and create their pen pal communications together

Specific Strategies and Practices that Support Students with **504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan. 504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Students **Students at Risk of Failure**

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction Work Alone Choice - Group Work Choice

Stage 1 Desired Results

Unit Three: Economics

Unit Summary: Students experience being a buyer and seller in a marketplace and explore real-life economic situations. Students discover how trade markets around the world are interconnected.

Unit Learning Targets

NJSLS Standards:

- 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.
- 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
- 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter)
- 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
- 6.1.2.EconNE.2: Describe examples of goods and services that governments provide.
- 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.
- 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.

Social Studies Practices:

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.

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors 9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals.

9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.

9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.

9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.

Computer Science & Design Thinking

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

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Interdisciplinary Connections ELA, Math, VPA, etc Keep Here

Reading

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

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

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

RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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

RI.3.7: Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate

understanding of the text (e.g., where, when, why, and how key events occur). RF.3.4:
Read with sufficient accuracy and fluency to support comprehension. RF.3.4.A: Read
grade-level text with purpose and understanding.
RF.3.4.C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2.A: Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
W.3.2.B: Develop the topic with facts, definitions, and details.
W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.3.7: Conduct short research projects that build knowledge about a topic.
W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking and Listening

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.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
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.

Language

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Climate Change: *(Science, CS, CLKS, VPA, SS, WL) Embedded in learning activities*	
Holocaust & Amistad: *(ELA & SS ONLY) Embedded in learning activities*	
Unit Essential Questions: ● How do individuals and businesses make decisions about spending and saving money? ● *Why do prices change in our economy?* ● How does global trade affect our economy?	**Unit Enduring Understandings:** ● Individuals and businesses make decisions about spending and saving money based on available resources and economic conditions. ● In a free market economy prices are set by the actions of buyers and sellers through supply and demand. ● Global trade is the exchange of goods and services between countries and is controlled by supply and demand of products and services.
Students will know: ● economy ● free market economy ● goods ● market ● demand ● incentive ● profit ● supply ● interest ● invest ● global trade ● manufactured	**Students will be able to:** ● Explain how goods and services are bought and sold at market. ● Analyze how scarcity forces people to make decisions. ● Describe the free market economy of the United States. ● Explain the effects of supply and demand on prices. ● Analyze reasons for high and low prices of goods and services in the local community ● Describe why and how people save money. ● Decide how to allocate money to various budget categories. ● Analyze a simulated pattern of global trade.

Stage 2 Assessment Evidence

Summative Assessments:

- Inquiry Project: Conduct an inquiry to explain how scarcity affects the economic choices people make in a global economy.
- Participate in a debate about real-world economic situations.
- District created multiple-choice, matching and essay assessment

Formative Assessments:

- TCI Lesson 9 - Show What You Know - Identify and describe a free market economy based on its attributes.
- TCI Lesson 10 - Show What You Know- Evaluate how supply and demand affect prices in your community.
- TCI Lesson 11- Show What You Know- Develop a plan for how you can invest in your future.
- TCI Lesson 12- Show What You Know- Research and map items in your own community that are products of global trade.
- Vocabulary quiz
- Class discussions
- Teacher Observations
- Activity Book Entries

Common Benchmark Assessments:

- District created multiple-choice, matching, and essay question assessment

Alternative Assessments:

- Budget Project: Create a budget that demonstrates how availability of resources affects choices.
- Becoming an Entrepreneur Research Project: Research and create a presentation of successful entrepreneurs and their contributions to the global economy.
- Additional ELL and G&T examples listed in Accommodations/Modifications

Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** *(Days or Weeks)*
6.1.2.EconEM.1 *6.1.2.EconEM.2* *6.1.2.EconEM.3* *6.1.2.EconNE.1* *6.1.2.EconNE.2* *6.1.2.EconGE.1* *6.1.2.EconGE.2*	• Conduct an inquiry to explain how choices people make are affected by available resources.	To be completed Before/During/After TCI Unit 3 lessons • Gather visual evidence • Develop Compelling Questions • Collect Evidence • Build Additional Content Knowledge • Construct an Argument • Take Informed Action (Design a presentation for the class)	4 days

6.1.5.EconET.2 *6.1.5.EconET.3* *6.1.5.EconEM.2* *RI.3.1.* *RI.3.4.* *SL1.* *SL4.*	• Explain how goods and services are bought and sold at market. • Analyze how scarcity forces people to make decisions and that decisions have benefits and costs.	• Preview Activity: Create a collage of words and images about the economy. Gather ideas from a video introducing economic images. • Examine different marketplace scenarios and act out skits that show the different roles people play. • Apply vocabulary terms when discussing, writing, and performing skits. • (G&T) TCI Lesson 9 Extension: Researching our Economy: Students choose a question for inquiry, research, and evaluation.	3 days
6.1.5.EconET.2 *6.1.5.EconET.3* *6.1.5.EconEM.2* *RI.3.1.* *RI.3.4.* *SL1.* *SL4.*	• Identify the interests of buyers and sellers in a market with respect to price.	• Preview Activity: Analyze economic concepts about a good or service recently purchased. • Hands-On Activity: The Fruit Market Game: Create different marketplaces that show the relationship between supply and demand.	3 days

	• Explain the effects of supply and demand on prices. • Analyze reasons for high and low prices of goods and services in the local community.	• Extension Activity: Predicting Prices: Predict how prices will change in situations that affect supply and demand. • Apply vocabulary terms when discussing and writing. • Study Your Community: How Can We Prepare for Work in Our Community? Analyze how human contributions are one of your community's future resources.	

6.1.5.EconET.1 *6.1.5.EconET.3* *6.1.5.EconEM.* *6.1.5.EconNE.1* *6.1.5.EconNE.2* *6.1.5.EconNE.6* *6.1.5.EconNE.7* *RI.3.1* *RI.3.3* *RI.3.4* *W.3.7* *SL1.* *SL4.*	• Describe why and how people save money. • Analyze various financial situations and debate the best course of action to take. • Construct and present arguments with evidence. • Critique arguments and vote after considering different points of view.	• Analyze a variety of situations dealing with money and create arguments to explain decision making in each situation. • Present decisions to the class for discussion • Study ways that people save money and how businesses invest their money to help grow the business.	3 days
6.1.5.EconET.1 *6.1.5.EconET.2* *6.1.5.EconET.3* *6.1.5.EconEM.2* *RI.3.1.* *RI.3.4.* *SL1.* *SL4.*	• Decide how to allocate money to various budget categories.	• Create a budget for savings, entertainment, food, clothing, and charity. • (G&T) Project: (TCI Lesson 11) Study your Community: What Economic Issues are Important to Our Community? Research economic issues in the local community. Brainstorm solutions to these issues and present actions that could be taken in the community.	1 day

6.1.5.EconGE.1 *6.1.5.EconGE.2* *6.1.5.EconGE.3* *6.1.5.EconGE.4* *6.1.5.EconGE.5* *6.1.5.EconET.3* *6.1.5.EconEM.2* *RI.3.1.* *RI.3.4* *W.3.2* *SL1* *SL4*	• Analyze a simulated pattern of global trade. • Identify different perspectives about global trade.	• Preview Activity: Identify and ask questions about familiar items that are made or grown in other countries. • Play a global trading game to simulate a trade web that connects countries around the world. • Study the benefits and costs of global trade. • Identify different points of view about trade, and then write an argument analyzing global trade.	3 days

6.1.5.EconGE.1 *6.1.5.EconGE.2* *6.1.5.EconGE.3* *6.1.5.EconGE.4* *6.1.5.EconGE.5* *6.1.5.EconET.3* *6.1.5.EconEM.2* *RI.3.6* *RI.3.7* *W.3.7*	• Identify products sold in the local community that are involved in global trade.	• Study Your Community: Research products from New Jersey that are involved in global trade.	1 day

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
TCI: Social Studies Alive! Our Community and Beyond, 2022	Online components, Student Journals, Activity Cards; Social Studies Stories; Station Cards;
Epic Books - Leveled Readers on Economy, Global Markets, Goods & Services, Creating a Budget, and Entrepreneurs.	
Reading A-Z - Leveled Readers on Economy, Global Markets, Goods & Services, Creating a Budget, and Entrepreneurs.	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Lesson-Specific Supports for Students with Disabilities:

Lesson 9: Instead of having students brainstorm a question and write it on Handout A after each image/section, save Handout A until Phase 5. Then, conduct a class brainstorming session in which students generate questions about our economy. At this point, facilitate a discussion so that students can identify some questions they are interested in but that also can be easily researched. During the inquiry arc research assignment, divide students into mixed-ability pairs. You may wish to provide specific sources for students to use during their research. You may also want to provide a completed sample argument and presentation.

Lesson 10: Pair students strategically for the Hands-On Activity so they feel confident and successful making collaborative decisions on how to spend their money. For the Show What You Know, ensure that students with special education needs have adequate support to complete the assignment. For example, you can provide a grocery advertisement with prices on it, encourage students to make the activity a family project, or assign partners to do the investigation together.

Lesson 11: During Hands-On Activity: Creating a Budget, make sure students have manipulatives to use for this lesson. Instead of having students debate all four choices in each money situation, eliminate one or two of the choices so they can more easily focus on the remaining options. During the second activity where groups allocate money tokens to budget categories, conduct a think-aloud in which you talk through one of the categories yourself. Then do the second category together as a class. Finally, allow groups to debate the rest of the categories on their own.

Lesson 12: Explicitly model each activity's steps. During the Preview Activity, look at the map as a class first. Point out Ecuador on the map. Then model searching for the reference to Ecuador in the text of the Introduction. Highlight the sentence, "As part of your breakfast, you could eat a banana that was grown in Ecuador." Then sketch a simple illustration of a banana next to the leader line coming from Ecuador.
For Hands-On Activity: Perspectives on Trade, help students locate relevant portions of the text that will help them answer the viewpoints about global trade. For example, for "Person in the United States who buys a watch made in Switzerland," you might point out these lines in Section 5: "Global trade allows people to buy things from all over the world. It allows people to buy quality goods and goods that are low-cost."

Specific Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Lesson-Specific Supports for Gifted and Talented Students:

Lesson 9: Build upon the Preview by asking students to create a collage of words from the act-it-outs. As they watch groups perform, have them practice note-taking skills by recording key words, actions, and learning from the performances. Then, have them turn their notes into another collage of words with color and images that relate to their work. Students can use a Project-Based Learning (PBL) strategy of creating "Driving Questions" in Steps 1 and 2 of the Extension.
Provide these three sentence stems to help them create Driving Questions:
1. Question Starter (Example: How can I...)
2. Challenge (Example: create a garage sale...)
3. Audience (Example: that community shoppers will want to buy from?)

Driving Question Examples: How do I create a garage sale that community shoppers will want to buy from? How do I plan a school carnival that will raise money for our school? How can I build a lemonade stand that my neighbors will stop at and buy lemonade from? How do restaurants know how much food to order so customers want to eat it and it doesn't get wasted? How can someone start a booth at a farmer's market that will make a large profit?

Lesson 10: Have students search for real-world examples of items they are interested in that are low supply/high demand and vice versa. For example, they may notice that during the holiday season, many items are in short supply with very high demand, while other items are marked down because the supply is high and demand is low. Students might also notice that new items, especially in technology, are often examples of high demand and low supply. There are many toys that are great examples of this. Encourage students to interview adults to get further examples. Have students make a presentation that shows items from the real world that are high demand/low supply and low demand/high supply.

Lesson 11: Many major financial institutions have financial literacy activities for elementary students. Ask your local bank, or look online, for some of these free resources you could provide students who wish to dig deeper into everything related to money! Have students work with their families to create simple budgets for the individual student or for the family (whichever is more appropriate). Encourage adults at home to discuss basic financial issues with students and to discuss reasons why they save.

Lesson 12: For the Show What You Know, have students research the countries their items came from in reference sources or on the Internet. Students can find out more about how their particular items are made or grown and why certain countries are especially suited to producing those items. Optionally, have students share the results of their research with the class.

Specific Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls

- Sentence frames
- Think-pair-share
- Cooperative learning groups

Lesson-Specific Supports for English Language Learners:

Lesson 9: Give students a word bank for them to choose from for the collage of words in the Preview. Allow students to write on the role cards from Activity Cards A and B with wet erase markers to help them prepare for their act-it-out. Alternatively, you may wish to print a black and white copy of the Activity Cards for your students to write on. Review keywords and terms specific to their role. You may wish to give all English Learners the same card and meet with them in a small group first to build their background knowledge and vocabulary. Chart words from your discussion and hang up for easy student reference.

Lesson 10: To connect to students' background knowledge, ask if they have shopped at a fruit stand, farmer's market, or grocery store in their native countries. If so, create a Venn Diagram that compares and contrasts their experiences with those in the United States. In the Experiential Exercise, allow English learners to work in a group of three by matching each English learner with a pair of buyers or sellers. English learners will gain more from interacting with their peers in this situation.

Lesson 11: For Hands-On Activity: Making Economic Choices, create mixed-ability groups of three so that all groups have at least one student with strong speaking skills. Instead of rotating the role of presenter, you can allow each group to use the same presenter each time. Require that the presenter mention the other people in the group by name and the useful ideas they gave during the group's discussion.

Lesson 12: While examining the world map in the Preview Activity, encourage newcomers to proudly point out the country their family has emigrated from. They could share a food or product that they know their home country produces and all students in the class could add it to their maps.

Specific Strategies and Practices that Support Students with **504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan. 504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Students **Students at Risk of Failure**

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction Work Alone Choice - Group Work Choice

Stage 1 Desired Results

Unit Title 4: Civics

Unit Summary: Students will explore different community services and rank their importance. Students will write a podcast about the government. Students will bring to life important steps about being a good citizen, such as speaking at a public meeting. Students will plan and carry out a service project to make a difference in the world. Students will conduct an inquiry to find out why it is important to be a good citizen.

Unit Learning Targets

NJSLS Standards:

- 6.1.5.CivicsPI.4 Describe the services our government provides the people in the community, state and across the United States.
- 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.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.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.CivicsPR.4 Explain how policies are developed to address public problems.
- 6.1.5.EconNM.1 Explain the ways in which the government pays for the goods and services it provides.
- 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.
- 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.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.
- 6.1.5.HistoryCC.2 Use a variety of sources to illustrate how the American identity has evolved over time.
- 6.1.5.HistoryUP.5 Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 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).
- 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.CivicsCM.6 Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

- 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.CivicsPI.1 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPI.2 Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
- 6.1.5.CivicsPI.5 Explain how government functions at the local, county, and state level.
- 6.1.5.CivicsPI.8 Describe how the United States Constitution defines and limits the power of government.

Social Studies Practices:

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.

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. 9.1.5.EG.2: Describe how tax monies are spent

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

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

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions

Computer Science & Design Thinking (*CS & DT***):**

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

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models

8.2.5.ETW.4: Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.

8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

Interdisciplinary Connections:

Reading:

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.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6 Distinguish their own point of view from that of the author of a text.
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Writing:

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1.B Provide reasons that support the opinion.
W.3.1.C Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.1.D Provide a concluding statement or section.

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

Math:
3.MD.B.3 Represent and interpret data. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.

Climate Change: *(Science, CS, CLKS, VPA, SS, WL) Embedded in learning activities*

Holocaust & Amistad: *(ELA & SS ONLY) Embedded in learning activities*

Unit Essential Questions:	**Unit Enduring Understandings:**
• How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? • How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, • equality, and respect for human dignity? • What different services does our community have? • How is our government set up? • How do we have a voice in our community? • How can we help the world around us?	• Local community and government leaders have roles and responsibilities to provide services for their community members. • Rules for all to live by are a result of the actions of government, organizations, and individuals. • The actions of individuals and government affect decisions made for the common good. • When all members of the group are given the opportunity to participate in the decision making process, everyone's voice is heard. • Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials). • A major role of citizens in a representative democracy is to make responsible decisions about who should govern.
Students will know:	**Students will be able to:**
• The difference between public and private services • The three levels of government • The voting process • public service	• Distinguish between public and private services. • Analyze images related to various public services. • Evaluate the relative importance of different public

• government • elections • Declaration of Independence • first responder • private service, public service, • suburb • symbol • tax • tradition • city hall • local government • natural disaster • Constitution • federal government • legislature • public works • tribal government • volunteer • ballot • candidate • civil rights • demonstration • militia • peaceful • register • republic • habitat • inclusive	services. • Use a bar graph and a pictograph to represent numerical data. • Identify the three main levels of government in the United States and the basic law that all of them must obey. • Describe the main responsibilities of individuals at various levels of government. • Identify four ways for people to have a voice in their community. • Evaluate arguments for opposing positions on an issue. • Describe a step-by-step process for preparing to vote responsibly in an election. • Identify specific ways of showing public virtue. • Develop a detailed proposal for a community project to help the world around them. • Evaluate and compare ideas for community projects.

Stage 2 Assessment Evidence

Summative Assessments:

- Unit 4 Inquiry Project - Conduct an inquiry to explain how being an active citizen can benefit others.
- District created multiple choice, matching, and essay question assessment.

Formative Assessments:

- TCI Lesson 13 - Show What You Know - Students choose a public service and make a poster to show how the service helps the community. Include name of service, description, and illustration.
- TCI Lesson14 - Show What You Know - Students list four different levels of government, and draw and describe one thing about each.
- TCI Lesson 15 - Show What You Know - Students brainstorm three potential issues in their community and come up with a poster related to one.
- TCI Lesson 16 - Show What You Know - Students identify a series of problems within certain areas (Helping the Environment, Helping Wildlife, Helping People) and then suggest specific actions they can take as solutions.
- Vocabulary Quiz
- Class Discussions
- Teacher Observations
- Activity Book/Student Journal entries

Common Benchmark Assessments:

- District created multiple choice, matching, and essay question assessment.

Alternative Assessments:

- Unit 4 Inquiry Project - Conduct an inquiry to explain how being an active citizen can benefit others.
- Project - Study the Community - How do Service Organizations Help the Community? Students start using the library or the Internet to find out about a service organization that works in your community. Complete the chart in the Student Journal. Next, students use the information in their chart to write one or more paragraphs about the organization.
- Project - Study the Community - How are Native American Governments Like Our Government? Students use the library, the Internet, or other sources of community information to learn more about their local government. They then answer the questions about their community's government in the left column of the table. Next, find the nearest Native American community to where they live. Do research in order to answer the questions about their government in the right column of the table. Students use the information they have researched to answer the question: How is Native American government like our local government? Students share their answers with the class.
- Project - Study the Community - How Can We Take a Stand in our Community? Students brainstorm places in their community that could be improved. Choose one to focus on, and decide on a better way to use this space. Students draw a picture showing how the space might be used. Then write an opinion statement that describes what changes they wish to make to the space. Students use their opinion statement to write a paragraph that gives reasons and support for why their opinion is the best choice.
- Project - Study the Community - How does the Community Help the World Around Us? Students research about an individual or group in your community that does one of the jobs listed in their notebook. Students complete the organizer. Try to find both primary and secondary sources about the individual or group. Students write down where they found your sources.Students then create a poster showing how this individual or group helps protect the environment. Share the poster with the class. Students think of two natural features in the community that they want to protect. What actions can they take to protect it?
- Additional ELL and G&T examples listed in Accommodations/Modifications

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** *(Days or Weeks)*
6.1.5.CivicsPI.1; 6.1.5.CivicsPI.2; 6.1.5.CivicsPI.4; 6.1.5.CivicsP5; 6.1.5.CivicsPI.8; 6.1.5.CivicsPD.2; 6.1.5.Civic.DP.1; 6.1.5.CivicsHR.1; 6.1.5.CivicsCM.6; 6.1.5.EconNM.5; RI.3.1; W.3.2;	• Conduct an inquiry to explain how being an active citizen can benefit others.	To be completed Before/During/After TCI Unit 4 lessons • Gather visual evidence • Develop Compelling Questions • Collect Evidence • Build Additional Content Knowledge • Construct an Argument • Take Informed Action (Design a product and display to class)	4 days

W.3.7; W.3.8; W.3.10; SL.3.1; SL.3.3			

6.1.5.CivicsPI.3; 6.1.5.CivicsPI.4; 6.1.5.CivicsPI.5; 6.1.5.CivicsPI.8; 6.1.5.Civic.DP.1; 6.1.5.CivicsPD.1; 6.1.5.CivicsPR.3; 6.1.5.CivicsPR.4; 6.1.5.EconNM.1; 6.1.5.EconNM.3; 6.1.5.EconNM.5; 6.1.5.EconGE.2; 6.1.5.HistoryCC.1; 6.1.5.HistoryCC.2; 6.1.5.HistoryUP.5; 6.1.5.GeoHE.2; RI.3.4; RI.3.7; SL.3.1	• Distinguish between public and private services. • Analyze images related to various public services. • Evaluate the relative importance of different public services. • Use a bar graph and a pictograph to represent numerical data.	• Preview Activity -Students watch a video of a typical community and predict what types of things they see that are common in every community. • Vocabulary Activity - partners • Hands-On Activity: Students will explore why people join communities and how public services are paid for. Students will learn about six different public services and rank their importance. Students will create a postcard to a friend, and provide four reasons that people join communities. • Show What You Know (Formative Assessment) Students select one public service in their community and create a poster illustrating the importance of the service. • Apply vocabulary terms when discussing, writing, examining, and creating visual representations. • (G&T) Project - Study the Community (TCI Lesson 13) - How do Service Organizations Help the Community? Students start using the library or the Internet to find out about a service organization that works in your community. Complete the chart in the Student Journal. Next, students use the information in their chart to write one or more paragraphs about the organization.	4 days

6.1.5.CivicsPI.1; 6.1.5.CivicsPI.2; 6.1.5.CivicsPI.3; 6.1.5.CivicsPI.5; 6.1.5.CivicsPI.8; 6.1.5.CivicsPD.1; 6.1.5.CivicsPD.2; 6.3.5.CivicsPD.3; 6.1.5.Civic.DP.1; 6.1.5.CivicsPR.4; 6.1.5.CivicsCM.1; 6.1.5.CivicsCM.1; 6.1.5.CivicsCM.4; 6.1.5.CivicsCM.6; 6.1.5.CivicsHR.1; 6.1.5.HistoryCC.15; 6.1.5.HistoryUP.4; RI.3.4; RI.3.7; SL.3.1	• Identify the three main levels of government in the United States and the basic law that all of them must obey. • Describe the main responsibilities of individuals at various levels of government.	• Preview Activity -Students listen to a short podcast about a boy that would like a playground he can access to be installed in the city park. • Vocabulary Activity - partners • Hands-On Activity: Students will create a podcast about their government. Students will learn about the different levels of government. In pairs, discuss the different services provided at the different levels of government. Students plan a podcast to teach others about one level of government and what it does. • Show What You Know (Formative Assessment) Students draw and describe four levels of government. • Apply vocabulary terms when discussing, writing, examining, and creating visual representations. • (G&T) Project - Study the Community (TCI Lesson 14) - How are Native American Governments Like Our Government? Students use the library, the Internet, or other sources of community information to learn more about their local government. They then answer the questions about their community's government in the left column of the table. Next, find the nearest Native American community to where they live. Do research in order to answer the questions about their government in the right column of the table.	4 days

		Students use the information they have researched to answer the question: How is Native American government like our local government? Students share their answers with the class.	
6.1.5.CivicsPI.1; 6.1.5.CivicsPI.2; 6.1.5.CivicsPI.3; 6.1.5.CivicsPD.1; 6.1.5.CivicsPD.2; 6.1.5.CivicsPD.3; 6.1.5.CivicsPD.4; 6.1.5.CivicsPR.1; 6.1.5.CivicsCM.1; 6.1.5.CivicsCM.4; 6.1.5.CivicsCM.6 6.1.5.Civic.DP.1; 6.1.5.CivicsDP.2; 6.1.5.CivicsHR.1; 6.1.5.CivicsHR.2; 6.1.5.HistoryCC.1; 6.1.5.HistoryCC.2; 6.1.5.HistoryUP.5; 6.1.5.HistoryCC.15; 6.1.5.HistorySE.2; RI.3.4; RI.3.7; SL.3.1	• Identify four ways for people to have a voice in their community. • Evaluate arguments for opposing positions on an issue. • Describe a step-by-step process for preparing to vote responsibly in an election.	• Preview Activity -Students read a letter from a principal about an upcoming field trip. Students will consider the differences between feeling heard and not feeling heard. • Vocabulary Activity - partners • Hands-On Activity: Students will complete an infographic that explains the relationship between people and leaders in a republic. Students will explore the responsibilities of citizenship by taking part in a simulation of the democratic process. • Show What You Know (Formative Assessment) Students brainstorm three potential issues in their community and come up with a poster related to one. • Apply vocabulary terms when discussing, writing, examining, and creating visual representations. • (G&T) Project - Study the Community (TCI Lesson 15) - How Can We Take a Stand in our Community? Students brainstorm places in their community that could be improved. Choose one to focus on, and decide on a better way to use this space. Students draw a picture showing how the space might be used. Then	4 days

		write an opinion statement that describes what changes they wish to make to the space. Students use their opinion statement to write a paragraph that gives reasons and support for why their opinion is the best choice.	
6.3.5.Civics PD.1; 6.1.5.CivicsPD.2; 6.3.5.CivicsPD.3; 6.1.5.Civics PI.1; 6.1.5.Civics PI.3; 6.1.5.CivicsHR.3; 6.1.5.CivicsHR.4; 6.3.5.GeoHE.1; 6.1.5.GeoPP.2; 6.1.5.EconNM.2; 6.1.5.EconGE.4; 6.1.5.HistoryUP.7; RI.3.4; RI.3.7; SL.3.1	• Identify specific ways of showing public virtue. • Develop a detailed proposal for a community project to help the world around them. • Evaluate and compare ideas for community projects.	• Preview Activity -Students match a video to a slogan about helping the world around us. • Vocabulary Activity - partners • Hands-On Activity: Students will examine bumper stickers to learn about actions they can take to make a difference in the world. Students plan and carry out a community service project. Students will share their community service project with their peers. • Show What You Know (Formative Assessment) Students identify a series of problems within certain areas (Helping the Environment, Helping Wildlife, Helping People) and then suggest specific actions they can take as solutions. • Apply vocabulary terms when discussing, writing, examining, and creating visual representations. • (G&T) Project - Study the Community (TCI Lesson 16) - How does the community help the world around us? Students research about an individual or group in your community that does one of the jobs listed in their notebook. Students complete the organizer. Try to find both primary and secondary sources about the	4 days

		individual or group. Students write down where they found your sources.Students then create a poster showing how this individual or group helps protect the environment. Share the poster with the class. Students think of two natural features in the community that they want to protect. What actions can they take to protect it?	

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
TCI: Social Studies Alive! Our Community and Beyond, 2022	Online components, Student Journals, Activity Cards; Social Studies Stories;
World/USA/State/Local Maps	
Epic Books - Leveled Readers	
Reading A-Z - Leveled Readers	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

<u>Specific Strategies and Practices that Support Students with Disabilities:</u>

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations

- Authentic assessments

Lesson-Specific Supports for Students with Disabilities:

Lesson 13: Before beginning the Hands-On Activity, share the images on the Activity Cards with students and ask them to discuss what they see so they are more engaged and successful in the lesson. Write the name of the public service and reading section on the back of the image so that students with special needs can find their starting point more quickly. Be sure to pair students strategically so they have adequate support during Hands-On Activity, especially during the writing of their reasons for their rankings in their Student Journals.

Lesson 14: When students are partnered for creating the podcast, make sure your special needs student has a specific task to help their group complete. For example, the group might plan to interview a student as part of their podcast. Have them write out the questions that they will ask the student and rehearse and write out their answers.

Lesson 15: For the vocabulary, create a copy for the student that requires only one column to be completed. Alternatively, give students a smaller number of words and ask them to create images and speech bubbles to write what the words would sound like
if brought to life. Students can then come together and share their drawings and words so they teach and learn from each other. For the Show What You Know section, allow the student to select one issue that they would address in their community instead
of three. If preferred, allow students to create their posters on construction paper using markers or other art materials.

Lesson 16: For the Preview, allow students to come up with a slogan for the video in a group rather than individually. Ensure students understand the vocabulary terms ("habitat" and "inclusive") before coming up with slogans and images to represent them. Give students voice and choice when working in a group on a service project idea by allowing them to choose the jobs and tasks best suited to their interests and abilities.

Specific Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content

- Student-driven instruction
- Real-world problems and scenarios

Lesson-Specific Supports for Gifted and Talented Students:

Lesson 13: After the Show What You Know activity, have students share their poster pages in small groups. Have the class choose one of the public services (you may want to ask the class to vote) and then use the information on their posters to create a mural on butcher paper for that service. Groups can each work on one panel or section of the mural. Optionally, arrange for a representative of the public service depicted in the mural to come talk with the class and accept the mural as a thank-you from the students.

Lesson 14: After students have read and discussed the Reading Further, have them use library resources or the Internet to identify their principal elected officials at the three levels of government. The officials might include the president and vice-president of the United States; the U.S. senators who represent your state; the member(s) of the House of Representatives who represent your community in Congress; and the mayor and members of the city council (or equivalent leaders) in your community. Have students make a mural on butcher paper with three panels labeled Our Federal Government, Our State Government, and Our Local Government. Have them decorate each panel with a representation of each level of government (such as the U.S. Capitol, your state capitol building, and your city hall or equivalent center of local government). Have students write the names of the officials in the appropriate panel on the mural.

Lesson 15: Have each student interview an adult in the community (relative, neighbor, teacher, principal) about the ways in which that person has a voice in the community. Provide sample questions such as the following:

•Have you ever spoken at a public meeting? If so, what did you speak about?
•Have you ever participated in a peaceful demonstration? If so, what was the demonstration for?
•Have you ever done anything (besides voting) to support a candidate? If so, what did you do?
•Do you always vote? Why or why not?
•What is an issue in the community that you feel strongly about?

Encourage students to add questions of their own. Have them bring notes from their interviews to class so they can compare the adults' responses.

Lesson 16: Tell the class that one of the best ways to demonstrate one's understanding of a subject is to teach it to someone else. Then have students create a series of three or more captioned pictures that would teach kindergarten or first grade students what they can do to help the global community. The ideas in the pictures must be clear and simple

enough for a young student to understand and implement, such as “save energy by turning lights off when you leave a room” or “help wildlife by picking up litter.” If possible, arrange for students to share their pictures with a class of younger students at the school.

Specific Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Lesson-Specific Supports for English Language Learners:

Lesson 13: Prior to the Preview, ask students to describe their current community, as well as any communities students and their families have belonged to in the past. Chart a list of student responses. After watching the video, encourage students to think of services that are similar in their community and brainstorm other services that aren't shown in the video. Include the vocabulary terms first responders, private services, public services, suburbs, and taxes so students are exposed to these words prior to the vocabulary section of the lesson.

Lesson 14: ELLs may not have the same background knowledge that their peers have about government in the United States. Be sure to partner these students with another for each activity. Alternatively, you could consider having them pick a topic that they know from their country and compare it to what they are learning about the United States.

Lesson 15: Prior to the Preview Activity, ensure students understand the concept of a voice being heard or not heard, as they may believe this is a literal question about actually hearing someone’s voice instead of not having their opinion matter. Consider brainstorming ideas for this ahead of time so students can feel comfortable contributing in the Preview discussion. Provide assistance with the Vocabulary page in the Student Journal so English learners understand

the meanings of the words and can adequately describe what they might sound or look like. Finally, ensure students have enough background knowledge on STEM clubs and sports clubs to participate in Hands-On Activity: Responsibilities in a Republic.

Lesson 16: Have students complete Hands-On Activity: Matching Bumper Sticker Slogans in strategically assigned pairs, so that English learners work on the assignment with a fluent speaker. Build background knowledge on bumper stickers and slogans by sharing examples found through internet research. Invite students to create their own art show to celebrate their heritage and teach the rest of the class about their countries of origin. Have students draw or paint a scene depicting life in their family's native country. (Note: If students do not have their own memories of life in another country, encourage them to ask a family member for ideas.) Display the pictures. Optionally, have students tell the rest of the class about the scenes depicted.

Specific Strategies and Practices that Support Students with **504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan. 504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Students **Students at Risk of Failure**

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction Work Alone Choice - Group Work Choice