

**Toms River Regional Schools
SOCIAL STUDIES
CURRICULUM**

Content Area: Social Studies

Course Title: Elementary

Grade Level: Third

Unit 1: Communities and Geography	September/October
Unit 2: Native American Communities	November/December
Unit 3: The First Settlers	January
Unit 4: A New Country is Born	February
Unit 5: Citizenship/Government	March/April
Unit 6: Building New Lives	May/June
Map Skills & Community Project	On-going

Date Created: August 4, 2014

Board Approved on: October 21, 2014

Unit 1 Overview
Content Area: Social Studies
Unit Title: Communities and Geography
Target Course/Grade Level: Grade 3
Unit Summary: This unit focuses on how geography affects your life in ways. (Jobs, activities, lifestyles, natural resources)
Unit Rationale Big Idea Questions: Without realizing it, geography affects us on a daily basis. We need to learn how to take advantage and conserve the environment as much as possible.
Learning Targets
<p>Standards</p> <p>6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.</p> <p>6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.</p> <p>6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p>6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.</p> <p>6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>6.1.4.B.8 Compare ways people choose to use and divide natural resources.</p> <p>6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.</p> <p>6.1.4.C.8 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.</p> <p>6.1.4.C.9 Compare and contrast how access to and use of resources affects people across the world differently.</p> <p>6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.</p> <p>6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions</p> <p>6.1.4.B.1-Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.</p> <p>6.1.4.B.2-Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</p> <p>6.1.4.B.3-Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.</p> <p>RI 3.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI3.2- Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI3.3- 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.</p> <p>RI3.9- Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RI3.10- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p>W3.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W3.4- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3</p>

above.)

W3.7- Conduct short research projects that build knowledge about a topic.

W3.10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL3.1- 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.

SL3.2- 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.

SL3.4- 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.

SL3.6- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Primary interdisciplinary connections:

Language Arts:

- Design a book with illustrations of rivers, lakes and oceans and their written description on each page.
- Plan a vacation and decide what activities can be done at either a lake, ocean or river.
- Write directions from school to home.
- Compose a plan to conserve natural resources.
- Story maps and sequencing of suggested literature books.
- Graphic organizers.

Science:

- Explore the animals that live in lakes, rivers and oceans.
- Experiments about water, erosion and weather.
- Draw and label an invention that can reduce pollution and write a description.

Number Common Core Standards for Mastery

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor

Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>

Primary Interdisciplinary Connections:

Reading Standards for Literacy Art/Math/Music/Science/Technology can be accessed through the following link: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

21st Century Themes:

9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills

needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.)

https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx

Unit Essential Questions

- What is geography?
- Why is geography important?
- What is the impact of pollution?

· How can we reduce pollution?

Unit Enduring Understandings

- Geography is the study of Earth's surface and the bodies of water that cover it.
- Geography is important to the kinds of activities people enjoy in communities.

Unit Learning Targets

Students will ...

1. Analyze and identify various types of maps and globes.
2. Interpret and use directional terms and symbols on a map and a globe.
3. Identify the characteristics of oceans, lakes and rivers and describe the differences between them.
4. Analyze the importance of landforms, water, erosion, weather, and climate.
5. Describe how the physical features of the land affect how and where people live.
6. Examine how the land used for agriculture, industry and transportation.
7. Describe how natural resources are misused and determine ways to conserve them.
8. Identify the impact of pollution, how it is created, and recognize ways to reduce it.

The following social studies skills should be developed continuously throughout the year:

- Chronological thinking
- Spatial Thinking
- Critical Thinking
- Presentation Skills

Evidence of Learning

Assessments

- Label different types of maps.
- Formulate a map key and label your map with the symbols. Label the cardinal directions.
- Create a T-Chart to list characteristics of oceans, lakes and rivers.
- Describe how landforms, water, erosion, weather and climate affect life.
- Describe how physical features affect people.

Summative Assessment

- Portfolio Assessment piece
- Unit Test
- District Benchmark and Interim Assessment
- Performance Assessments

Modifications (ELLs, Special Education, Gifted and Talented)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Equipment needed:

- Computer with Internet access and projection capabilities
- Student Computers
- Audio Materials (CDs, CD players)
- Print Materials
- Manipulatives
- Journals
- Sticky Notes
- Graphic Organizers
- Chart paper, chart stand and Pocket Chart
- Management Board/ chimes
- Listening: tradebooks, CDs, CD player, headphones

Teacher Resources:

Communities Adventures in Time and Place Macmillan/McGraw-Hill Chapter 2

Suggested Literature:

www.nickyfifth.com

<http://www.udel.edu/dssep/literature.html>

Common Ground by Molly Bang

Why Should I Protect Nature? By Jen Green

Water: The Fate of Our Most Precious Resource by Marq de Villiers

Why Should I Save Water? By Jen Green

Conservation – Christine Peterson

The Wump World by Bill Peet

Farewell to Shady Glade by Bill Peet

Suggested Websites:

<http://www.spartacus.schoolnet.co.uk/REVgeography.htm>

www.lessonplanspage.com/SciencePollution

www.nationalgeographic.com

www.50states.com

www.4kids.org

www.discoveryschool.com

www.nationalgeographic.com

www.socialstudiesforkids.co

Unit 2 Overview

Content Area: Social Studies

Unit Title: Native American Communities

Target Course/Grade Level: Grade 3

Unit Summary:

Native Americans were proud people. They managed to live in the wilderness, survive hard times, and make a good life for themselves. This unit study will look into the daily life of Native Americans, along with their different tribes and locations within the United States.

Unit Rationale Big Idea Questions:

To promote cultural awareness and to gain knowledge of the first people to inhabit the land known as the United States.

Learning Targets

Standards

6.1.4.B.4-Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.4.C.16-Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.4.D.1-Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

6.1.4.D.10-Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

6.1.4.D.11- Determine how local and state communities have changed over time, and explain the reasons for changes.

6.1.4.D.12-Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

6.1.4.D.13-Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.D.14-Trace how the American identity evolved over time.

6.1.4.D.15-Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.

6.1.4.D.18- Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19- Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20-Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.4.B.1-Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

6.1.4.B.2-Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

6.1.4.B.3-Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.

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

RI3.2- Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI3.3- 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.

RI3.9- Compare and contrast the most important points and key details presented in two texts on the same topic.

RI3.10- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

W3.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W3.4- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W3.7- Conduct short research projects that build knowledge about a topic.

W3.10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL3.1- 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.

SL3.2- 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.

SL3.4- 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.

SL3.6- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Primary interdisciplinary connections:

Language Arts:

- Compose continuous journal entries from the perspective of a Native American.
- Graphic organizers.

Science:

- Use cornhusks to create dolls.
- Explore the different foods and animals that helped the Native Americans survive.

Number Common Core Standards for Mastery

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor

Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>

Primary Interdisciplinary Connections:

Reading Standards for Literacy Art/Math/Music/Science/Technology can be accessed through the following link: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

21st Century Themes:

9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills

needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.)

https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> · How and why do people settle where they do? · How have Native Americans influenced the present culture in America? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that....</i></p> <ul style="list-style-type: none"> · Native American tribes adapted to the physical features of the region they settled in. · Native Americans were resourceful and used resources that were available to them. · Native Americans inhabited many different landforms: mountains, mountain ranges, hills, plains, valleys, deserts, coasts, peninsulas, and plateaus.
<p>Unit Learning Targets</p> <p><i>Students will ...</i></p> <ol style="list-style-type: none"> 1. Describe the lifestyle and culture of the Native Americans. 2. Identify how Native Americans met their basic human needs using natural resources. 3. Describe the geography and daily life at Mesa Verde. <p><i>The following social studies skills should be developed continuously throughout the year:</i></p> <ul style="list-style-type: none"> • Chronological thinking • Spatial Thinking • Critical Thinking • Presentation Skills 	
<p>Evidence of Learning</p>	
<p>Assessments</p> <ul style="list-style-type: none"> · Create a journal from the perspective of a Native American describing lifestyle, culture and the use of natural resources. 	
<p>Summative Assessment</p> <ul style="list-style-type: none"> • Portfolio Assessment piece • Unit Test • District Benchmark and Interim Assessment • Performance Assessments <p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <p>ELL:</p> <ul style="list-style-type: none"> •Work toward longer passages as skills in English increase • Use visuals •Introduce key vocabulary before lesson •Teacher models reading aloud daily •Provide peer tutoring •Use a strong student as a “buddy” (does not necessarily have to speak the primary language) <p>Special Education:</p> <ul style="list-style-type: none"> •Allow extra time to complete assignments or tests •Work in a small group •Allow answers to be given orally or dictated •Use large print books, Braille, or books on CD (digital text) •Follow all IEP modifications/504 plan <p>Gifted and Talented:</p> <ul style="list-style-type: none"> • Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) •Provide options, alternatives and choices to differentiate and broaden the curriculum •Organize and offer flexible small group learning activities • Provide whole group enrichment explorations • Teach cognitive and methodological skills • Use center, stations, or contracts • Organize integrated problem-solving simulations • Propose interest-based extension activities 	

Equipment needed:

- Computer with Internet access and projection capabilities
- Student Computers
- Audio Materials (CDs, CD players)
- Print Materials
- Manipulatives
- Journals
- Sticky Notes
- Graphic Organizers
- Chart paper, chart stand and Pocket Chart
 - Management Board/ chimes
 - Listening: tradebooks, CDs, CD player, headphones

Teacher Resources:

Communities Adventures in Time and Place Macmillan/McGraw-Hill- Chapter 4

Suggested Websites:

http://www.educationworld.com/a_sites/sites062.shtml
www.lenapeindians.com
www.lenapelifeways.org

Suggested Literature:

www.nickyfifth.com
<http://www.udel.edu/dssep/literature.html>
 The Indians of Lenapehoking by Lenape Books

Suggested Problem-Based Learning Unit

First, you will research the Lenni Lenape tribe to find out about their culture and see what influences are still seen today. As a group you will develop a support campaign to inform others about the Lenni Lenape and how they have influenced the state of New Jersey or Pennsylvania. As part of your campaign, you must design a model to illustrate the tribe culture and write a persuasive letter to gain support. You will present your campaign to the class and any supporters who attend. As a class we will determine the best parts of each presentation and put together a video to send to the Bureau of Indian Affairs, along with your letters and signatures, in support of officially recognizing the Lenni Lenape as a tribe.

Unit 3 Overview
Content Area: Social Studies
Unit Title: The First Settlers
Target Course/Grade Level: Grade 3
Unit Summary: This unit focuses on the early settlers and the changes that took place once European settlers came to the New World.
Unit Rationale Big Idea Questions: Students need see and analyze the full impact of the early settlers in the new land.
Learning Targets
Standards 6.1.4.B.4- Describe how landforms, climate and weather, and availability of resources have impacted where

Unit Summary:**Unit Rationale Big Idea Questions:****Learning Targets****Standards**

and how people live and work in different regions of New Jersey and the United States.

6.1.4.C.16- Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.4.D.1- Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

6.1.4.D.9- Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.

6.1.4.D.10- Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

6.1.4.D.11- Determine how local and state communities have changed over time, and explain the reasons for changes.

6.1.4.D.12- Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

6.1.4.D.13- Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.D.14- Trace how the American identity evolved over time.

6.1.4.D.15- Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.

6.1.4.D.18- Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19- Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20- Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.4.B.1- Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

6.1.4.B.2- Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

6.1.4.B.3- Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.

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

RI3.2- Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI3.3- 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.

RI3.9- Compare and contrast the most important points and key details presented in two texts on the same topic.

RI3.10- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

W3.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W3.4- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W3.7- Conduct short research projects that build knowledge about a topic.

W3.10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL3.1- 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.

SL3.2- 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.

SL3.4- 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.

SL3.6- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Primary interdisciplinary connections:

Language Arts:

- Letter writing
- Journaling
- Graphic organizers

Math:

- Calculate the number of days and months it took the Pilgrims to travel.
- Calculating distances to travel.
- Sequence events on a timeline.
- Calculate weights of items that can fit in a Conestoga Wagon.

Science:

- Germs and diseases.
- Hardships caused by weather conditions

Number Common Core Standards for Mastery

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor

Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>

Primary Interdisciplinary Connections:

Reading Standards for Literacy Art/Math/Music/Science/Technology can be accessed through the following link: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

21st Century Themes:

9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills

needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.)

https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx

Unit Essential Questions

- Why do people move to new communities?
- Why did the early settlers sail to the new land?

Unit Enduring Understandings

- The Native American culture was totally impacted by the influx of early settlers.
- The Native Americans and the early settlers influenced each other both positively and negatively.

Unit Learning Targets

Students will ...

1. Discuss the impact on the early settlers on the Native Americans

2. Discuss the reasons the Jamestown settlers left England to come to the new world.
3. Compare and contrast the lifestyles of early European settlements to present day life.
4. Tell reasons why settlers came from different nations and how colonies came into being.
5. Explain why people moved west to form new communities.
6. Describe the hardships faced by the early pioneers.

The following social studies skills should be developed continuously throughout the year:

- Chronological thinking
- Spatial Thinking
- Critical Thinking
- Presentation Skills

Evidence of Learning

Assessments

- Write a letter from the perspective of a Pilgrim listing the reasons for coming to the new world.
- List similarities and differences between early European settlements to present day life on a VennDiagram.
- In cooperative groups or pioneer “families” prepare for the journey west and compose passages in a daily journal detailing your journey.

Summative Assessment

- Portfolio Assessment piece
- Unit Test
- District Benchmark and Interim Assessment
- Performance Assessments

Modifications (ELLs, Special Education, Gifted and Talented)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Equipment needed:

- Computer with Internet access and projection capabilities
- Student Computers
- Audio Materials (CDs, CD players)
- Print Materials
- Manipulatives
- Journals
- Sticky Notes
- Graphic Organizers
- Chart paper, chart stand and Pocket Chart

- Management Board/ chimes
- Listening: tradebooks, CDs, CD player, headphones

Teacher Resources:

Communities Adventures in Time and Place Macmillan/McGraw-Hill- Chapter 4

Suggested Literature:

www.nickyfifth.com

<http://www.udel.edu/dssep/literature.html>

Our Strange New Land, Elizabeth's Jamestown Diary

If You Lived in Colonial Times

The Jamestown Colony

Colonial Times

Suggested Website:

www.teacher/scholastic.com/activities/our_america

http://www.educationworld.com/a_sites/sites028.shtml

Unit 4 Overview

Content Area: Social Studies

Unit Title: A New Country is Born

Target Course/Grade Level: Grade 3

Unit Summary:

English colonies grew along the Atlantic Coast of North America. Some of these Communities grew into big cities like Philadelphia. It was there that Thomas Jefferson wrote the Declaration of Independent and George Washington become president.

Unit Rationale Big Idea Questions:

This unit helps explain how the government helps unite the people in the 50 states. The students will see how local, state, and national governments help citizens live and work together.

Learning Targets

Standards

6.1.4.A.1-Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

6.1.4.A.2-Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.

6.1.4.A.3-Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.

6.1.4.D.4-Explain how key events led to the creation of the United States and the state of New Jersey.

6.1.4.D.5-Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.

6.1.4.D.6-Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

6.1.4.D.8-Determine the significance of New Jersey’s role in the American Revolution.

6.1.4.D.17-Explain the role of historical symbols, monuments, and holidays and how they affect the

American identity.

6.1.4.B.1- Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

6.1.4.B.2- Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

6.1.4.B.3- Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.

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

RI3.2- Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI3.3- 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.

RI3.9- Compare and contrast the most important points and key details presented in two texts on the same topic.

RI3.10- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

W3.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W3.4- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W3.7- Conduct short research projects that build knowledge about a topic.

W3.10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL3.1- 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.

SL3.2- 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.

SL3.4- 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.

SL3.6- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Number Common Core Standards for Mastery

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor

Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>

Primary Interdisciplinary Connections:

Reading Standards for Literacy Art/Math/Music/Science/Technology can be accessed through the following link: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

21st Century Themes:

9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.)

https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx

Unit Essential Questions

What are the basic rights of American citizens?
 · What laws have changed over time? Why have they changed?

Unit Enduring Understandings

Students will understand that...
 -The US Constitution is the supreme law of the land.
 --The writers of the Constitution allowed the ability to amend laws.

Unit Learning Targets

Students will ...

1. Understand and analyze the Articles of Confederation and its role as a precursor to the Constitution.
2. Interpret the contents of the U.S. Constitution.
3. Evaluate the impact of the Constitution on everyday life.
4. Identify the three branches of the federal government and the tasks of each branch.
5. Explain the system of checks and balances.
6. Recognize the relevancy of the Bill of Rights.

Evidence of Learning

The following social studies skills should be developed continuously throughout the year:

- Chronological thinking
- Spatial Thinking
- Critical Thinking
- Presentation Skills

Evidence of Learning

Formative Assessment

- | | |
|--|--|
| <input type="checkbox"/> Open Ended Questions | <input type="checkbox"/> Rubrics |
| <input type="checkbox"/> Weekly Tests | <input type="checkbox"/> Cooperative Learning Groups |
| <input type="checkbox"/> Writer’s Workshop | <input type="checkbox"/> Teacher Conferences |
| <input type="checkbox"/> Class Discussion | <input type="checkbox"/> Teacher Observation |
| <input type="checkbox"/> Graphic Organizers | <input type="checkbox"/> Journals/Writer’s Notebook |
| <input type="checkbox"/> Reading Responses | <input type="checkbox"/> Portfolio |
| <input type="checkbox"/> Reading Log | <input type="checkbox"/> Anecdotal Notes |
| <input type="checkbox"/> Exit Slips | <input type="checkbox"/> Peer/Self Assessments |
| <input type="checkbox"/> Kinesthetic Assessments | <input type="checkbox"/> Whiteboard Assessments |
| <input type="checkbox"/> Running Records | <input type="checkbox"/> Think-Pair-Share |
| <input type="checkbox"/> Literature Circles | <input type="checkbox"/> Constructive Quizzes |
| <input type="checkbox"/> Observations | <input type="checkbox"/> Monthly Timed Writing Task |

Summative Assessment

- Portfolio Assessment piece
- Unit Test
- District Benchmark and Interim Assessment
- Performance Assessments

Modifications (ELLs, Special Education, Gifted and Talented)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson

- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Equipment needed:

- Computer with Internet access and projection capabilities
- Student Computers
- Audio Materials (CDs, CD players)
- Print Materials
- Manipulatives
- Journals
- Sticky Notes
- Graphic Organizers
- Chart paper, chart stand and Pocket Chart
- Management Board/ chimes
- Listening: tradebooks, CDs, CD player, headphones

Teacher Resources:

Communities Adventures in Time and Place Macmillan/McGraw-Hill-Chapter 6

www.nickyfifth.com

<http://www.udel.edu/dssep/literature.html>

Suggested Websites:

<http://www.revolutionarynj.org/>

<http://www.archives.gov/research/american-revolution/index.html>

<http://revolutionarywarnewjersey.com/>

http://www.educationworld.com/a_sites/sites057.shtml

http://www.educationworld.com/a_sites/sites035.shtml

http://www.educationworld.com/a_sites/sites087.shtml

www.education-world.com/a.lesson/lesson/lesson347.shtml

www.scholastic.com

Unit 5 Overview

Content Area: Social Studies

Unit Title: Citizenship/Government

Target Course/Grade Level: Grade 3

Unit Summary:

This unit focuses on the state and local government. The students will be provided with ideas on how to make a difference in their community and examples of good citizens.

Unit Rationale Big Idea Questions:

By learning about your rights and responsibilities as an American citizen, you will have a better chance to make a difference in your country and community.

Learning Targets

Standards

6.1.4.A.1-Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

6.1.4.A.2-Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.

6.1.4.A.3-Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.

6.1.4.A.4-Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.

6.1.4.A.5-Distinguish the roles and responsibilities of the three branches of the national government.

6.1.4.A.6-Explain how national and state governments share power in the federal system of government.

6.1.4.A.7-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.

6.1.4.A.8-Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.

6.1.4.D.17-Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

6.1.4.B.1-Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

6.1.4.B.2-Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

6.1.4.B.3-Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.

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

RI3.2- Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI3.3- 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.

RI3.9- Compare and contrast the most important points and key details presented in two texts on the same topic.

RI3.10- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

W3.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W3.4- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W3.7- Conduct short research projects that build knowledge about a topic.

W3.10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL3.1- 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.

SL3.2- 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.

SL3.4- 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.

SL3.6- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Primary interdisciplinary connections:

Language Arts:

- Compose laws for the imaginary community in cooperative groups.
- Compose a description of the role each student has in the imaginary community.
- Graphic organizers.
- Write a letter to a community official.
- Interview a community helper.

Number Common Core Standards for Mastery

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor

Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>

Primary Interdisciplinary Connections:

Reading Standards for Literacy Art/Math/Music/Science/Technology can be accessed through the following link: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

21st Century Themes:

9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills

needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill

proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.)

https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx

Unit Essential Questions

- Why did the colonies fight against England?
- What is the difference between federal, state, and local government?
- What can you do and where can you go for your voice to be heard.

Unit Enduring Understandings

Students will understand that...

- The colonies fought against England to gain freedom.
- The governor is elected to rule a state and a mayor is elected to rule a town.
- Students can go to the town council meeting to express their concerns to the council.

Unit Learning Targets

Students will ...

1. Explain how a community, county, state and federal government functions.
2. Identify the laws and leaders of a community and their characteristics.
3. Examine how state and national government are organized.
4. Define good citizenship.
5. Recognize the relevancy of national holidays and symbols.

The following social studies skills should be developed continuously throughout the year:

- Chronological thinking
- Spatial Thinking
- Critical Thinking
- Presentation Skills

Evidence of Learning

Assessments

- Create an imaginary community as a whole class.
- List the functions of each type of government.
- Compare and contrast state and national government.
- Analyze descriptions of citizens and decide whether the person demonstrates good citizenship.

Summative Assessment

- Portfolio Assessment piece
- Unit Test
- District Benchmark and Interim Assessment
- Performance Assessments

Modifications (ELLs, Special Education, Gifted and Talented)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

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

Equipment needed:

- Computer with Internet access and projection capabilities
- Student Computers
- Audio Materials (CDs, CD players)
- Print Materials
- Manipulatives
- Journals
- Sticky Notes
- Graphic Organizers
- Chart paper, chart stand and Pocket Chart
 - Management Board/ chimes
 - Listening: tradebooks, CDs, CD player, headphones

Teacher Resources:

Communities Adventures in Time and Place Macmillan/McGraw-Hill-Chapter 8

Suggested websites:

http://www.educationworld.com/a_sites/sites057.shtml

http://www.educationworld.com/a_sites/sites035.shtml

www.scholastic.com

www.nj.com

Suggested Literature:

www.nickyfifth.com

<http://www.udel.edu/dssep/literature.html>

Unit 6 Overview
Content Area: Social Studies
Unit Title: Building New Lives

Target Course/Grade Level: Grade 3

Unit Summary:

Through this unit, students will gain awareness that our nation is historically comprised of immigrant people from all over the world who came here seeking freedom and fortune.

Unit Rationale Big Idea Questions:

Knowing the pasts of the American people will help students embrace the founding principles that our nation has been built on: freedom and equality for all.

Learning Targets

Standards

6.1.4.A.9-Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.

6.1.4.A.10-Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

6.1.4.A.11-Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

6.1.4.A.12-Explain the process of creating change at the local, state, or national level.

6.1.4.A.13-Describe the process by which immigrants become United States citizens.

6.1.4.D.2-Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

6.1.4.D.3-Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.

6.1.4.D.9-Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.

6.1.4.D.16-Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

6.1.4.B.1-Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

6.1.4.B.2-Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

6.1.4.B.3-Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.

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

RI3.2- Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI3.3- 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.

RI3.9- Compare and contrast the most important points and key details presented in two texts on the same topic.

RI3.10- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

W3.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W3.4- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W3.7- Conduct short research projects that build knowledge about a topic.

W3.10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL3.1- 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.

SL3.2- 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.

SL3.4- 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.

SL3.6- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Primary interdisciplinary connections: global, cultural and diversity awareness
Reading:

Choose a novel about someone's journey to America

Number Common Core Standards for Mastery

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor

Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>

Primary Interdisciplinary Connections:

Reading Standards for Literacy Art/Math/Music/Science/Technology can be accessed through the following link: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

21st Century Themes:

9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills

needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.)

https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx

Unit Essential Questions

- Why is it important to learn about other cultures?
- How does America's heritage affect what America is all about?

Unit Enduring Understandings

Students will understand that...

- Most Americans have ancestors from other countries contributing to the diversity of our country.
- Our ancestors have shaped our family traditions as well as many national traditions.

Unit Learning Targets

Students will ...

1. Discuss experiences of immigrants who came to the United States and New Jersey, including reasons for immigrating, experiences at Ellis Island, and working and living conditions in America.
2. Explain that Americans have come from different parts of the world and have a common American heritage, in addition to the heritage of the countries of origin.
3. Describe situations in which people from diverse backgrounds work together to solve common problems.
4. Explain why it is important to understand diverse peoples, ideas, and cultures.
5. Explain that even within a culture, diversity may be affected by race, religion or class.
6. Identify aspects of culture and heritage represented in literature, art, music, sports, or in the media.

7. Examine common and diverse traits of other cultures and compare to students' own culture.
8. Use Technology to learn about students and their families in other countries through classroom links, e-mail, internet research.
9. Define stereotyping and discuss how it impacts self-image and interpersonal relationships.
10. Discuss the value of the American national heritage including: diverse folklore and cultural contributions from NJ and elsewhere in the U.S., History and values celebrated in American songs, symbols, slogans, major holidays, and historical preservation of primary documents, buildings, places of memory, and significant artifacts.

Evidence

The following social studies skills should be developed continuously throughout the year:

- Chronological thinking
- Spatial Thinking
- Critical Thinking
- Presentation Skills

Evidence of Learning

Assessments

- Immigration Report
- Timeline of immigrant's voyage to America
- Role playing

Summative Assessment

- Portfolio Assessment piece
- Unit Test
- District Benchmark and Interim Assessment
- Performance Assessments

Modifications (ELLs, Special Education, Gifted and Talented)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Equipment needed:

- Computer with Internet access and projection capabilities
- Student Computers
- Audio Materials (CDs, CD players)
- Print Materials
- Manipulatives
- Journals

- Sticky Notes
- Graphic Organizers
- Chart paper, chart stand and Pocket Chart
- Management Board/ chimes
- Listening: tradebooks, CDs, CD player, headphones

Teacher Resources:

Communities Adventures in Time and Place Macmillan/McGraw-Hill-Chapter 9

Suggested Websites:

http://www.educationworld.com/a_sites/sites053.shtml

<http://www.42explore2.com/migration.htm>

Suggested Literature:

www.nickyfifth.com

<http://www.udel.edu/dssep/literature.html>

Ellis Island: Doorway to Freedom by Steven Kroll

New Jersey by Conrad R. Stein

Celebrations Around the World: A Multicultural Handbook by Carole S. Angell

Thirty-three Multicultural Tales to Tell by Pleasant. DeSpain

Community Project Overview
Content Area: Social Studies
Unit Title: Community Project
Target Course/Grade Level: Grade 3
Unit Summary: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges in the community.
Learning Targets
Standards
6.3.4.A.1 -Evaluate what makes a good rule or law.
6.3.4.A.2 -Contact local officials and community members to acquire information and/or discuss local issues.
6.3.4.A.3 -Select a local issue and develop a group action plan to inform school and/or community members about the issue.

6.3.4.A.4-Communicate with students from various countries about common issues of public concern and possible solutions.

6.3.4.B.1-Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

6.3.4.C.1-Develop and implement a group initiative that addresses an economic issue impacting children.

6.3.4.D.1-Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

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

RI3.2- Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI3.3- 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.

RI3.9- Compare and contrast the most important points and key details presented in two texts on the same topic.

RI3.10- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

W3.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W3.4- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W3.7- Conduct short research projects that build knowledge about a topic.

W3.10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL3.1- 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.

SL3.2- 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.

SL3.4- 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.

SL3.6- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Primary interdisciplinary connections: global, cultural and diversity awareness

Reading:

Choose a novel about someone's journey to America

Number Common Core Standards for Mastery

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor

Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>

Primary Interdisciplinary Connections:

Reading Standards for Literacy Art/Math/Music/Science/Technology can be accessed through the following link: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

21st Century Themes:

9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills

needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.)

https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx

Unit Essential Questions

- How can an individual or organization create change at the local, state, or national level?

Unit Enduring Understandings

Students will understand that...

- Active citizens respect different viewpoints and take actions that result in a more just and equitable society.

Unit Learning Targets

Students will ...

- how to take action to improve their community.
- how to identify their civic responsibilities.
- how to engage in conflict resolution
- show how citizens work together to improve communities.
- actively participate in their community and civic endeavors.
- identify how people solve problems and the steps they follow

The following social studies skills should be developed continuously throughout the year:

- Chronological thinking
- Spatial Thinking
- Critical Thinking
- Presentation Skills

Evidence of Learning**Formative Assessments**

- Teacher Observations
- Performance Assessments
- Games
- Anecdotal Records
- Oral Assessments/ Conferencing
- Portfolio
- Daily Classwork
- Pre-Assessments

Summative Assessment

- Portfolio Assessment piece
- Unit Test
- District Benchmark and Interim Assessment
- Performance Assessments

Modifications (ELLs, Special Education, Gifted and Talented)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Equipment needed:

- Computer with Internet access and projection capabilities
- Student Computers
- Audio Materials (CDs, CD players)
- Print Materials
- Manipulatives
- Journals
- Sticky Notes
- Graphic Organizers
- Chart paper, chart stand and Pocket Chart
 - Management Board/ chimes
 - Listening: tradebooks, CDs, CD player, headphones

Suggested Activities:

6.3.4.A.1-Discuss and create classroom rules

6.3.4.A.2-Contact local officials and community members to acquire information and/or discuss local issues.

6.3.4.A.3-Create posters and display them around the school to inform communities members about a local issue..

6.3.4.A.4-Make pen pals with 3rd grade students from another country. Compare and contrast community issues.

6.3.4.B.1-Plan and Participate in a community clean-up project on Earth day. (school, beach, park)

6.3.4.C.1-Develop and implement a clothing/food drive in your school.

6.3.4.D.1-Plan and participate in a “Stop the Bulling” skit for students grades K-2.

Suggested Websites:

<http://www.stopbullying.gov/>

<http://www.education.com/topic/school-bullying-teasing/>

<http://www.wacona.com/citizenship/citizenship.html>

<http://bensguide.gpo.gov/3-5/citizenship/responsibilities.html>