

POMPTON LAKES SCHOOL DISTRICT

SOCIAL STUDIES
Grade 3

COURSE OF STUDY

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BOE Approval, September 10, 2019

Unit I Overview

Content Area: Social Studies

Unit Title: Unit One-Building A Democracy

Target Course/Grade Level: Grade 3

Unit Summary: There are many types of communities in the United States and around the world. They vary from rural and small town to suburban and urban. Each community has beautiful landforms and bodies of water that provide us with food, jobs, and fun. People work together to protect their environment so that they can continue to enjoy where they live. Communities of the past have provided the foundation for our current American democratic government. Throughout history different groups have worked together to overcome obstacles to better their social and cultural environments while providing an example for other groups around the world. There have also been different world events, such as the Holocaust, the Civil Rights Movement, and the Amistad proceedings, that have led to changes and improvements in government and social environments.

Primary interdisciplinary connections: Language Arts and Technology

21st century themes: Living in Communities and Understanding the Environment

Unit Rationale: Our current United States government is based on the principles and practices of ancient Greek and Roman governments and have been shaped and molded by our founding fathers during the writing of the Constitution. Our modern government provides certain rights and responsibilities to its citizens. Developing historical awareness is an essential component of global awareness and civic literacy in the 21st century.

Learning Targets

NJSLS:

6.1 U.S. History – America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Related Content:

NJSLS-ELA:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Technology:

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

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

Holocaust Commission Mandate: curriculum addresses issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust.

Amistad Commission Mandate: <https://www.nj.gov/education/amistad/resources/literacy.pdf>

Content Statements:

- Rules and laws are developed to protect people’s rights and the security and welfare of society. The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
- The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
- The United States democratic system requires active participation of its citizens.
- American constitutional government is based on principles of limited government shared authority, fairness, and equality.
- In representative democracy, individuals elect representatives to act on the behalf of the people.
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- People make decisions based on their needs, wants, and the availability of resources.
- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- Cultures struggle to maintain traditions in a changing society.
- The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
- There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.
- Key historical events, documents, and individuals led to the development of our nation.
- In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.
- Regions form and change because of unique physical/ecological conditions, economies, and cultures.
- The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- Personal, family, and community history is a source of information for individuals about the people and places around them.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual point of view.
- Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
- Cultures include traditions, popular beliefs, and commonly held values, ideas and assumptions that are generally accepted by a particular group of people.
- Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
- Key historical events, documents, and individuals led to the development of our nation.
- Active citizens in the 21st century:
 - Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
 - Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
 - Are aware of their relationships to people, places, and resources in the local community and beyond.
 - Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
 - Develop strategies to reach consensus and resolve conflict.
 - Demonstrate understanding of the need for fairness and take appropriate action against unfairness.

CPI #	Cumulative Progress Indicators
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 new laws and policies over time 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 checks the power of government.
6.1.4.A.5	Distinguish the roles and responsibilities of the three branches of 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 citizen 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 decision made at each level.
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights)
6.1.4.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 for 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.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state nationals, and global challenges.
6.1.4.A.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individual and nations in need.
6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how 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.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
6.1.4.B.10	Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
6.1.4.C.1	Apply opportunity costs (i.e. choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
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.4	Explain how key events led to the creation of the United States and the state of New Jersey

6.1.4.D.5	Related 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.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
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 the process of creating change at the local, state, or national level.
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.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
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.
6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling)
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.

Unit Essential Questions:

- How did our United States government begin?
- What were the motivations and effects of the American Revolution?
- What are the roles and responsibilities of U.S. citizens?
- How do the branches of government work together? How have slavery, the Civil Rights Movement, and the Women's Rights Movement shaped our modern society?

Unit Learning Targets

Students will ...

- Identify the influence of ancient Greeks and Romans on the US (e.g. Olympic Games, laws, Roman aqueducts). Students will learn about ancient myths as stories that reflect a civilization's customs and beliefs.
- Identify contributions of both the Greeks and the Romans to American ideas, including our form of government, the military and architecture.
- Study the colonists' struggle for independence, as well as the responsibilities we have as Americans. Students will learn about American symbols.
- Learn about the three branches of government (executive, legislative, judicial) and the three levels (national, state, local) of government. Students will also learn about the U.S. Constitution as the foundation of our democracy.
- Discuss the role of 19th century American in the fight for freedom for all people living in the United States. Students will learn how American laws are made and can be changed.

- Learn about the struggle for civil rights in American and the people who have expanded our rights and freedoms. Students will also learn about national holidays in America.
- Study the struggle for women's right in the 10th and early 20th centuries, with an emphasis on the role of Susan B. Anthony. Students will learn the difference between primary and secondary sources.

Evidence of Learning

Summative Assessment: After studying the development of democracy in the United States, students will be able to create a presentation with a partner that demonstrates their understanding of how our democratic society originated.

Suggested Formative Assessments:

- Online assessment-*Studies Weekly*
- Evaluative questions/Exit tickets

Benchmark/Performance Assessment: Create and present a timeline about the origination of the United States. See Social Studies Skills Table (Chronological Thinking and Presentational Skills): available at <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Alternative Assessment: Students will write a response/short essay using one of the following prompts: "I used to think ___ but now I realize..." "I now understand.." "This clips makes me think or feel."

Lesson Plans and Pacing Guide

Lesson	Timeframe – 10 weeks
<p>Democracy Studies Weekly Welcome to Democracy Studies Weekly Philanthropy and Values The Olympics Being a Good Sport What is a Myth? Hercules: Rome's Greatest Hero Roman Aqueducts Mapping & Charting Chapter Review Chapter Assessment</p>	<p>5-7days</p>
<p>Ancient Greece and Rome Ancient Greece and Rome Ancient Greece Cyclops Ancient Rome Help a Rat and Learn to Run the Country This Year! Mapping and Charting Chapter Review Chapter Assessment</p>	<p>5-7 days</p>
<p>American Independence A New Nation: Revolution is in the Air Going Green in Africa American Revolution What is a Symbol? Reason and Logic: George Washington- Surveyor and Mapmaker Punched Tin Lantern Mapping and Charting Chapter Review Chapter Assessment</p>	<p>5-7 days</p>

<p style="text-align: center;">A New Nation Government of the People Tree Rings Tell an Ancient Story Government Justice and Fairness How Can Conflict Bring About Change? Chapter Review Chapter Assessment</p>	5-7 Days
<p style="text-align: center;">Slavery in America Freedom for All Slave No More! Courage How Does an Idea Become a Law in America? Mapping and Charting Chapter Review Chapter Assessment</p>	5-7 Days
<p style="text-align: center;">American Liberty American Liberty World Press Freedom Day The Price of Freedom Working for the Common Good Why are There National Holidays? Mapping and Charting Chapter Review Chapter Assessment</p>	5-7 Days
<p style="text-align: center;">Women's Rights Let Us Vote! Make Your Mark Super Suffragettes All Men are Created Equal What Is A Compass Rose? Learning About History- Primary Sources Lady Deborah Moody, a Dangerous Woman? Go Check It Out! Chapter Review Chapter Assessment</p>	5-7 Days
<p>Equipment needed: Teacher laptop, student Chrome Books, Document Camera, Online access to materials, access to readworks.org, studiesweekly.com, brainpop.com and Google Classroom.</p> <p>Teacher Resources: Articles are from Readworks.org unless otherwise noted. Olympic Games of Ancient Greece Video: The Olympic Games Story for Kids</p> <p>Ancient Greece - The Ancient Greeks Video: Ancient Greece for Kids</p> <p>U.S. Presidents: George Washington Video: Biography of George Washington</p> <p>The United States Constitution Video: The Constitution Liberty Kids-"We the People"</p>	

Sailing for Freedom *(Amistad)
Video: [The Atlantic Slave Trade-Crash Course](#)

Article-A-Day: American Holidays
Video: [Learn Holidays-American Holidays](#)

Winning the Vote
Video: [Susan B. Anthony, the Suffragette Superhero](#)

Holocaust Resources: <https://www.nj.gov/education/holocaust/curriculum/UniversalK-5.pdf>
Amistad Commission Resources: <https://www.nj.gov/education/amistad/resources/literacy.pdf>

Unit II Overview

Content Area: Social Studies

Unit Title: Unit Two-US and World Geography

Target Course/Grade Level: Grade 3

Unit Summary: There are many types of communities in the United States and around the world. They vary from rural and small town to suburban and urban. Each community has beautiful landforms and bodies of water that provide us with food, jobs, and fun. People work together to protect their environment so that they can continue to enjoy where they live. Communities of the past have provided the foundation for our current American democratic government. Throughout history different groups have worked together to overcome obstacles to better their social and cultural environments while providing an example for other groups around the world. There have also been different world events, such as the Holocaust, the Civil Rights Movement, and the Amistad proceedings, that have led to changes and improvements in government and social environments.

Unit Rationale: Place is defined by physical characteristics, such as landforms and climate as well as human characteristics; such as, culture and economic activity. Developing the awareness that people's lives are influenced by where they live and where they live is affected by people is important to their civic and geographical awareness.

Learning Targets

Standards:

6.1 U.S. History – America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Related Content:

NJSLS-ELA:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Technology:

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

Content Statements:

- Rules and laws are developed to protect people's rights and the security and welfare of society. The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
- The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
- The United States democratic system requires active participation of its citizens.
- American constitutional government is based on principles of limited government shared authority, fairness, and equality.
- In representative democracy, individuals elect representatives to act on the behalf of the people.
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Creativity and innovation have led to improvements in lifestyle, access to information and the creation of new products.
- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- Cultures struggle to maintain traditions in a changing society.
- The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
- There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.
- Key historical events, documents, and individuals led to the development of our nation.
- In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
- In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.
- Regions form and change because of unique physical/ecological conditions, economies, and cultures.
- The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- Personal, family, and community history is a source of information for individuals about the people and places around them.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual point of view.
- Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
- Places are jointly characterized by their physical and human properties.
- Cultures include traditions, popular beliefs, and commonly held values, ideas and assumptions that are generally accepted by a particular group of people.
- Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.
- Interaction among various institutions in the local, national, and global economics influence policymaking and societal outcomes.
- Economic opportunities in New Jersey and other states are related to the availability of resources and technology.
- Prejudice and discrimination can be obstacles to understanding other cultures.
- Active citizens in the 21st century:
 - Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
 - Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.

	<ul style="list-style-type: none"> ○ Are aware of their relationships to people, places, and resources in the local community and beyond. ○ Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. ○ Develop strategies to reach consensus and resolve conflict. ○ Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
CPI #	Cumulative Progress Indicators
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 new laws and policies over time 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 checks the power of government.
6.1.4.A.5	Distinguish the roles and responsibilities of the three branches of 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.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decision made at each level.
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights)
6.1.4.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 for 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.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state nationals, and global challenges.
6.1.4.A.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individual and nations in need.
6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how 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.
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.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
6.1.4.B.8	Compare ways people choose to use and distribute natural resources.

6.1.4.B.10	Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
6.1.4.C.7	Explain how the availability of private and public goods and services are interrelated and are affected by the global market and events in the world community.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies 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.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.4	Explain how key events led to the creation of the United States and the state of New Jersey
6.1.4.D.5	Related 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.11	Determine how local and state communities have changed over time and explain the reasons for changes.
6.1.4.D.12	Explain the process of creating change at the local, state, or national level.
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.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
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.
6.3.4.A.1	Determine what makes a good role or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling)
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.
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> ● What are the landforms that make up the unique landscape of the United States? ● How do citizens utilize and preserve the landscape? ● What are the roles and responsibilities of U.S. citizens? ● How do the branches of government work together? ● How has slavery, the Civil Rights Movement, and the Women's Rights Movement shaped our modern society? <p>Unit Learning Targets</p>	

Students will ...

- Learn about major landforms of the United States and locate these physical features on a map.
- Learn about lines of longitude and latitude and will use the globe to locate the Equator, Prime Meridian, and hemispheres. Students will also learn about different kinds of maps.
- Learn about the journey and accomplishments of explorers such as Christopher Columbus, Ponce de Leon, Jacques Cartier, and Christopher Newport. They will identify the intended goals and actual outcomes of their journeys from Europe to the Americas.
- Learn about Mary McLeod Bethune and her efforts to bring an education to African American children. They will also discuss responsibilities children have as a student.
- Identify and discuss positive character traits of various historical figures in our nation's past. Students will learn how cooperation and diligence helped create our nation and why those traits are important today.
- Learn about goods and services provided by national, state, and local government (e.g., schools, roads, police/fire protection). They will learn that taxes pay for these good and services.
- Study the life and presidency of Franklin Delano Roosevelt, with an emphasis on the New Deal and America's role in WWII. Students will also learn about sources historians use to get information and distinguish between primary and secondary sources.

Evidence of Learning

Summative Assessment:

After studying about the development of democracy in the United States, students will be able to create a presentation with a partner that demonstrates their understanding of how our democratic society came to be.

Suggested Formative Assessments:

- Chapter Assessments
- Evaluative questions/Exit tickets
- Online Assessment: *Studies Weekly*

Benchmark/Performance Assessment: See Social Studies Skills Table (Chronological Thinking and Presentational Skills): available at <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Alternative Assessments: Students will write a response/short essay using one of the following prompts: "I used to think ___but now I realize..." "I now understand.." "This clips makes me think or feel."

Lesson Plans and Pacing Guide

Lesson	Timeframe – 10 weeks
US Geography Saving Pompeii Critical Analysis-Henry Knox and the Cannons US Landforms What is a Map Legend? Rebecca's Hiking Adventure Chapter Review Chapter Assessment	5-7 days
World Geography World Geography Paddling Across the Atlantic Where in the World Are You? Trustworthiness Make Your Own Globe Labeling the World Chapter Review Chapter Assessment	5-7 days
Explorers Opened the Way	5-7 days

<p>Explorers Opened the Way Zac Sunderland: Modern teen Explorer Four Famous Explorers What Did Explorers Eat on Board Ships? Persistence Fun Facts Map Scale Chapter Review Chapter Assessment</p>	
<p>Education for All Education for All Rebuilding Schools in Haiti Education for All Mary McLeod Bethune What Are A Student's Responsibilities? Sarah's Wish Geography Review Chapter Review Chapter Assessment</p>	5-7 Days
<p>American Character Foundation for a Better Life: Building American Character The Power of Freedom Why Are Cooperation and Diligence Important? History Timeline Chapter Review Chapter Assessment</p>	5-7 Days
<p>Government Services Were Our Founding Fathers Rich? Government Services Taxes- National, State, and Local Obedience How Much Is A Billion? Order in the Court Chapter Review Chapter Assessment</p>	5-7 Days
<p>A New Deal for America Solving the Income Inequality Problem A New Deal for America FDR- Courage and Leadership Respect Where Did the Term Teddy Bear Come From? Timmy's Visit with President Roosevelt Chapter Review Chapter Assessment</p>	5-7 Days
<p>Equipment needed: Teacher laptop, student Chrome Books, Document Camera, Online access to materials, access to readworks.org, studiesweekly.com, brainpop.com and Google Classroom. Teacher Resources: Articles are from Readworks.org unless otherwise noted.</p> <p>Mountains and Oceans - The Rocky Mountains Video: Rockies Thrust Up-National Geographic</p> <p>Mountains and Oceans - The Earth's Oceans</p>	

Video: [Oceans of the World For Kids](#)

Article-A-Day: The Age of Exploration

Video: [Christopher Newport for Kids](#)
[Ponce de Leon & The Fountain Of Youth](#)
[Jacques Cartier-Explorer](#)

Historical Movements for Equal Rights

Video: [Mary McLeod Bethune-Civil Rights Activist](#)

Famous African-Americans - Frederick Douglass

Video: [Biography of Frederick Douglass](#)

U.S. Presidents: Thomas Jefferson

Video: [Meet The President-Thomas Jefferson](#)

Franklin D. Roosevelt

Video: [Meet the President-Franklin Delano Roosevelt](#)

Unit III Overview

Content Area: Social Studies

Unit Title: Unit Three-Economics and Social Change

Target Course/Grade Level: Grade 3

Unit Summary: There are many types of communities in the United States and around the world. They vary from rural and small town to suburban and urban. Each community has beautiful landforms and bodies of water that provide us with food, jobs, and fun. People work together to protect their environment so that they can continue to enjoy where they live. Communities of the past have provided the foundation for our current American democratic government. Throughout history different groups have worked together to overcome obstacles to better their social and cultural environments while providing an example for other groups around the world. There have also been different world events, such as the Holocaust, the Civil Rights Movement, and the Amistad proceedings, that have led to changes and improvements in government and social environments.

Unit Rationale: Our modern government provides certain rights and responsibilities to its citizens. Learning about other cultures can help to increase our tolerance and appreciation for other cultures. Learning about the events that lead to tragedies such as the Holocaust and slavery can help to prevent such events from occurring in the future. Developing historical awareness is an essential component of global awareness and civic literacy in the 21st century.

Learning Targets

NJSLS Standards:

6.1 U.S. History – America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

NJSLS-ELA:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Technology:

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

8.2.5.A.3 Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.

8.2.5.B.4 Research technologies that have changed due to society's changing needs and wants.

Content Statements:

- Rules and laws are developed to protect people's rights and the security and welfare of society. The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
- The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
- The United States democratic system requires active participation of its citizens.
- American constitutional government is based on principles of limited government shared authority, fairness, and equality.

- In representative democracy, individuals elect representatives to act on the behalf of the people.
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- People make decisions based on their needs, wants, and the availability of resources.
- Creativity and innovation have led to improvements in lifestyle, access to information and the creation of new products.
- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- Cultures struggle to maintain traditions in a changing society.
- The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
- There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.
- Key historical events, documents, and individuals led to the development of our nation.
- In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
- In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.
- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- Personal, family, and community history is a source of information for individuals about the people and places around them.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual point of view.
- Immigrants come to new Jersey and the United States for various reasons and have a major impact on the state and the nation.
- Places are jointly characterized by their physical and human properties.
- Cultures include traditions, popular beliefs, and commonly held values, ideas and assumptions that are generally accepted by a particular group of people.
- Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.
- Interaction among various institutions in the local, national, and global economics influence policymaking and societal outcomes.
- Economic opportunities in New Jersey and other states are related to the availability of resources and technology.
- Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
- Active citizens in the 21st century:
 - Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
 - Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
 - Are aware of their relationships to people, places, and resources in the local community and beyond.
 - Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
 - Develop strategies to reach consensus and resolve conflict.
 - Demonstrate understanding of the need for fairness and take appropriate action against unfairness.

CPI #

Cumulative Progress Indicators

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 new laws and policies over time at the local and national levels of United States government.
6.1.4.A.5	Distinguish the roles and responsibilities of the three branches of national government.
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 decision made at each level.
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights)
6.1.4.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 for 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.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state nationals, and global challenges.
6.1.4.A.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individual and nations in need.
6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
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.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
6.1.4.B.10	Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.3	Explain why incentives vary between and among producers and consumers.
6.1.4.C.4	Describe how supply and demand influence price and output of products.
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
6.1.4.C.7	Explain how the availability of private and public goods and services are interrelated and are affected by the global market and events in the world community.

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.
6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
6.1.4.C.13	Determine the qualities of entrepreneurs in a capitalistic society.
6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies 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.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
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.5	Related 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.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.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
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.
6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling)
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.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
Unit Essential Questions: <ul style="list-style-type: none"> ● How did our United States government begin? ● What are the roles and responsibilities of U.S. citizens? ● How do the branches of government work together? ● How does learning about other cultures help to increase our tolerance and acceptance? 	

- How does the process of supply and demand affect our economy?
- How has slavery, the Civil Rights Movement, and the Women’s Rights Movement shaped our modern society?

Unit Learning Targets

Students will ...

- Learn about the life of Eleanor Roosevelt, her role in the United Nations, and her work to secure human rights for people around the world.
- Learn about the meaning of justice and tolerance through looking at accomplishments of Americans throughout our nation's history. Students will discuss ways they can show justice and tolerance.
- Learn about the different kinds of resources in their lives. (i.e, natural, human, and capital). They will discuss how resources to make products often come from other areas in the US and the world.
- Learn about producers and consumers. They will discuss the characteristics of a healthy economy and how trade is important to a community. Students will learn how imports and exports help economies stay strong.
- Learn about the elements of supply and demand. Students will discover why scarcity impacts the price of a product, and why tow items that seem very much alike, can have very different costs.
- Explore types of currency, including both money and bartering to provide for wants. Students will have an opportunity to create a budget and design an advertising campaign for a product.
- Learn about the costs and benefits involved in the choices people make aloud using their money. They will discuss spending, saving, and charitable donations.

Evidence of Learning

Summative Assessment:

After studying about the development of democracy in the United States, students will be able to create a presentation with a partner that demonstrates their understanding of how our democratic society came to be.

Suggested Formative Assessments:

- Chapter assessments/Exit tickets
- Online assessments: *Studies Weekly* or *RAZ Kids*

Benchmark/Performance Assessment: See Social Studies Skills Table (Chronological Thinking and Presentational Skills): available at <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Alternative Assessments: Students will write a response/short essay using one of the following prompts: "I used to think___but now I realize..." "I now understand.." "This clips makes me think or feel."

Lesson Plans and Pacing Guide

Lesson	Timeframe – 10 weeks
<p>Eleanor Roosevelt The First Lady of the World Has Amelia Earhart’s Plane Been Found? From Orphan to First Lady Honesty Can a Kid be a Humanitarian? Mapping & Charting Chapter Review Chapter Assessment</p>	<p>5-7days</p>
<p>Justice and Tolerance Justice and Tolerance Museum of Tolerance The Voice of America Jumping to Conclusions and Learning About Others How Can I Show Justice and Tolerance in My Own Neighborhood?</p>	<p>5-7 days</p>

Write Your Own Song Chapter Review Chapter Assessment	
Resources Resources What is Hydraulic Fracturing? Our Resources The Mango Tree: An African American Folktale Bernardo de Galvez, Unsung Hero of the Revolution Average Annual Precipitation Chapter Review Chapter Assessment	5-7 days
We Depend on Each Other Hercules...Still a Hero! Our Economy Economic Interdependence Is Cotton Still King in the South? Truckin' Across the USA River Highways Chapter Review Chapter Assessment	5-7 Days
How Much Does It Cost? Fake or Real News? Buy, Buy! Innovation What is an Opportunity Cost? Button Beasts Urban, Suburban, and Rural Chapter Review Chapter Assessment	5-7 Days
Money, Money Everywhere! Can Money Buy Happiness? Money Makes the World Go Round Haym Salomon, Financial Hero Good Judgement Were Coins Always Metal? Mapping the Euro Chapter Review Chapter Assessment	5-7 Days
Money in Your Pocket A Census Full of Treasure Spending, Borrowing, and Saving Friendliness When Did People First Use Money? Design Your Own Money Money Matching Chapter Review Chapter Assessment	5-7 Days
<p>Equipment needed: Teacher laptop, student Chrome Books, Document Camera, Online access to materials, access to readworks.org, studiesweekly.com, brainpop.com and Google Classroom.</p> <p>Teacher Resources: Articles are from Readworks.org unless otherwise noted.</p>	

RAZ-Kids - Amelia Earhart: A Legend in Flight

Video: [First Female Aviator Amelia Earhart - Biography and Life Story](#)

Article-A-Day: School Life and Community - Back Off!

Video: [My Friend Isabelle - Teaching Tolerance, Empathy and More](#)

The Department of Agriculture

Video: [Liberty's Kids 129 - The Great Galves](#)

Rivers and Trade

Video: [Economic Interdependence Intro](#)

Money Matters

Video: [The History of Paper Money - I: Origins of Exchange - Extra History](#)

RAZ-Kids: Money in the USA

Video: [Haym Salomon](#)

Article-A-Day: Buying, Selling, and Trading

Video: [How to save money as a kid](#)

Unit IV Overview

Content Area: Social Studies

Unit Title: Unit Four-Justice and the American Legal System

Target Course/Grade Level: Grade 3

Unit Summary: There are many types of communities in the United States and around the world. They vary from rural and small town to suburban and urban. Each community has beautiful landforms and bodies of water that provide us with food, jobs, and fun. People work together to protect their environment so that they can continue to enjoy where they live. Communities of the past have provided the foundation for our current American democratic government. Throughout history different groups have worked together to overcome obstacles to better their social and cultural environments while providing an example for other groups around the world. There have also been different world events, such as the Holocaust, the Civil Rights Movement, and the Amistad proceedings, that have led to changes and improvements in government and social environments.

Primary interdisciplinary connections: Language Arts and Technology

21st century themes: Living in Communities and Understanding the Environment

Unit Rationale: Our modern government provides certain rights and responsibilities to its citizens. Learning about other cultures can help to increase our tolerance and appreciation for other cultures. Learning about the events that lead to tragedies such as the Holocaust and slavery can help to prevent such events from occurring in the future. Developing historical awareness is an essential component of global awareness and civic literacy in the 21st century.

Learning Targets

NJSLS Standards:

6.1 U.S. History – America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Related Content:

NJSLS-ELA:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Technology:

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

Content Statements:

- Rules and laws are developed to protect people’s rights and the security and welfare of society. The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
- The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
- The United States democratic system requires active participation of its citizens.
- American constitutional government is based on principles of limited government shared authority, fairness, and equality.

- In representative democracy, individuals elect representatives to act on the behalf of the people.
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- People make decisions based on their needs, wants, and the availability of resources.
- Creativity and innovation have led to improvements in lifestyle, access to information and the creation of new products.
- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- Cultures struggle to maintain traditions in a changing society.
- The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
- There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.
- Key historical events, documents, and individuals led to the development of our nation.
- In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
- In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.
- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- Personal, family, and community history is a source of information for individuals about the people and places around them.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual point of view.
- Immigrants come to new Jersey and the United States for various reasons and have a major impact on the state and the nation.
- Places are jointly characterized by their physical and human properties.
- Cultures include traditions, popular beliefs, and commonly held values, ideas and assumptions that are generally accepted by a particular group of people.
- Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.
- Interaction among various institutions in the local, national, and global economics influence policymaking and societal outcomes.
- Economic opportunities in New Jersey and other states are related to the availability of resources and technology.
- Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
- Active citizens in the 21st century:
 - Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
 - Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
 - Are aware of their relationships to people, places, and resources in the local community and beyond.
 - Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
 - Develop strategies to reach consensus and resolve conflict.
 - Demonstrate understanding of the need for fairness and take appropriate action against unfairness.

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 new laws and policies over time 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 checks the power of government.
6.1.4.A.5	Distinguish the roles and responsibilities of the three branches of 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 decision made at each level.
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights)
6.1.4.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 for 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.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state nationals, and global challenges.
6.1.4.A.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individual and nations in need.
6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
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.
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.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies 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.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
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.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.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.11	Determine how local and state communities have changed over time and explain the reasons for changes.
6.1.4.D.12	Explain the process of creating change at the local, state, or national level.
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.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
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.
6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling)
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.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> ● How did our United States government begin? ● What are the roles and responsibilities of U.S. citizens? ● How do the branches of government work together? ● How does learning about other cultures help to increase our tolerance and acceptance? ● How has slavery, the Civil Rights Movement, and the Women's Rights Movement shaped our modern society? <p>Unit Learning Targets Students will ...</p> <ul style="list-style-type: none"> ● Learn about the costs and benefits involved in the choices people make about using their money. They will discuss spending, saving, and charitable donations. ● Learn about Thurgood Marshall and his contributions to American society. They will learn about his part in the Civil Rights movement and his position on the Supreme Court. ● Learn that change affects everyone and is universal and inevitable. They will discuss this concept by learning about Lyndon Johnson and the conflicts that helped change our country during his presidency. ● Learn the importance of rules and laws, as well as the need to respect people in authority. They will discuss the concept that some rules may need to be changed from time to time and how this might be done. ● Learn about the work of Cesar Chavez and his efforts to gain rights for migrant workers. Students will discuss the movement of migrant workers to other locations and the causes contributing to the movement. 	

- Learn about the significance of ethnic and cultural celebrations in the US and other countries. Through folktales, myths, poems and visual artworks, students will understand the importance of the arts in the culture of various communities.
- Study the West African country of Mali from its time as an empire to its current status as a young democracy. They will understand the importance of trade to Mali's economy throughout history and discuss the physical and human characteristic of the country.
- Explore reasons people form communities and compare ways people around the world have adapted to their environment. They will learn ways communities have met their needs for government, education, and security over time. Students will also discuss ways people change their environments for transportation, agriculture and manufacturing purposes.

Evidence of Learning

Summative Assessment:

After studying about the development of democracy in the United States, students will be able to create a presentation with a partner that demonstrates their understanding of how our democratic society came to be.

Suggested Formative Assessments:

- Evaluative/Exit questions
- Chapter tests
- Online Assessment: *Studies Weekly*

Benchmark/Performance Assessment: See Social Studies Skills Table (Chronological Thinking and Presentational Skills): available at <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Alternative Assessments: Students will write a response/short essay using one of the following prompts: "I used to think ___ but now I realize..." "I now understand.." "This clips makes me think or feel."

Lesson Plans and Pacing Guide

Lesson	Timeframe – 10 weeks
<p>American Justice A Woman Stands Her Ground Thurgood Marshall Ethics: President Coolidge Rebuilds Bridge of Broken Trust Integrity What Do the Statues at the Supreme Court Represent? People Who Changed America Chapter Review Chapter Assessment</p>	5-7 days
<p>Becoming A Great Society The President's Plane: Air Force One America's 36th President Watching History Happen Patriotic Pie How Did the U.S. Win the Moon Race? Lyndon Johnson's Life Chapter Review Chapter Assessment</p>	5-7 days
<p>Law and Order U.S. Finally Gets Revolutionary War Museum Respecting Authority Making A Difference How Can Citizens Change Things? Fun Facts</p>	5-7 days

<p>Freedom Shaker Fill in the Blanks Chapter Review Chapter Assessment</p>	
<p>American Labor Boom to Bust and Back Again Cesar Chavez: American Worker Conscience What Are Labor Unions? Mahatma Gandhi (1869-1948) Mapping and Charting Chapter Review Chapter Assessment</p>	5-7 Days
<p>Diversity and Culture Celebrating Cultures from Around the World Cultures All Over the World Louis Daguerre Determination What is the Meaning of Memorial Day and Veterans Day? What is an American Tall Tale Hero? Which Culture? Chapter Review Chapter Assessment</p>	5-7 Days
<p>Mali - A Young Democracy Crisis in Mali What A History! Clarity of Expression: FDR and the Four Freedoms Polio Who Was Nommo? Storytelling Mali Chapter Review</p>	5-7 Days
<p>Democracies Around the World Social Media Help Fuel Revolutions in Northern Africa Ancient and Modern Communities Cyrus McCormick How Do Communities Provide Education for Children? Graphing Activity Chapter Review Chapter Assessment</p>	5-7 Days
<p>Equipment needed: Teacher laptop, student Chrome Books, Document Camera, Online access to materials, access to readworks.org, studiesweekly.com, brainpop.com and Google Classroom.</p> <p>Teacher Resources: Articles are from Readworks.org unless otherwise noted.</p> <p>Famous African Americans: Thurgood Marshall Video: Thurgood Marshall: History For Kids</p> <p>Article-A-Day: Federal Departments of the United States Video: President Lyndon B. Johnson</p>	

Meet the Judge!

Video: [Exploring Communities - Rules and Laws](#)

Cesar Chavez

Video: [Cesar Chavez - Champion for Civil Rights](#)

My Life

Video: [Cultures Around the World](#)

Mali and African Empires - The Mali Empire

Video: [The Mali Empire](#)

A New Home

Video: [What Makes A Good Community?](#)

Content Area Unit Name	Social Studies
Interdisciplinary Connections	Mathematics, Technology, and English Arts, Science
Core Instructional Materials including digital tools	Textbooks, Classroom Resources, Digital Tools
21st Century Themes and Skills	<p>For information related to the 12 Career Ready Practices follow the links below:</p> <p>http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</p> <p>Personal Financial Literacy 9.1 http://www.state.nj.us/education/cccs/2014/career/91.pdf</p> <p>Career Awareness, Exploration, and Preparation 9.2 http://www.state.nj.us/education/cccs/2014/career/92.pdf</p> <p>Career and Technical Education 9.3 http://www.state.nj.us/education/cccs/2014/career/93.pdf</p>
8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming	<p>K-2: Navigate provided URL'S, Use basic word processing to create and illustrate a simple story, Work collaboratively with peers on project, Use digital tools to explore an issue and design solution for a problem, Identify how technology improves life, Use digital tools to design an approach to solving problems.</p> <p>3-5: Peers collaborate to produce text about current events; Understand the consequences for inappropriate use of technology and social media, Apply engineering designs to data collection and solutions, Understand how technology evolves based on need and cultural influences.</p> <p>6-8: Select appropriate technology and applications to create publication on global topic, Use technology and social media responsibly, Employ a wide range of digital resources to collect data and form solutions, Identify the forces that come into play for further development of technology; apply engineering design process to real world problems.</p> <p>9-12: Create and edit multi-page document for public presentation.</p>

Considerations for classified students:

Classroom Instruction:

- All instruction for classified students will be guided by the students' Individualized Education Plan (IEP).
- Regular education teachers will be responsible for differentiating instruction for classified students based on the instructional modifications listed in the IEP.
- In the case of General Education - Supported Instruction (GE-SI) Classes, the special education teacher will be responsible for support in modifying the curriculum for the students, informing the class room teacher of the modifications, and directing instructional aide(s) to provide support accordingly.
- Grading will be done collaboratively by the regular and special education teachers.

Modifications:

- Modifications include but are not limited to:
Extra time for assignments, modified classwork/homework assignments based on disability, preferential seating, study guides, copies of class notes, assistive technology and rewording/repeating or clarifying directions.

In-class Assessments:

- All assessments are to be in line with students' IEPs. In-class support teachers should modify tests for classified students. Tests may be given in the regular education classroom or completed with the inclusion teacher in another location with additional time. Students may be tested separately according to the IEP.
- Assessment grades may be modified based on a student's disability and in accordance with their IEP.

Considerations for English Language Learners (ELLs):

Classroom Instruction:

- Instruction for ESL students will be guided by their WIDA English Language Proficiency level. Teachers should receive this level from the ESL teacher assigned to the building.
- General education teachers will be responsible for differentiating instruction for ELLs with the assistance of the ESL teacher that promotes language, literacy and content learning.
- Sheltered Instruction Observation Protocol (SIOP)

<http://siop.pearson.com/about-siop/>

The following 8 components provide all teachers with lesson planning and instructional strategies that support language and learning goals for all students. This approach to teaching aligns with preparing students with college and career ready skills.

The SIOP Model components:

1. [Lesson Preparation](#)
2. Building Background
3. [Comprehensible Input](#)
4. [Strategies](#)
5. [Interaction](#)
6. [Practice and Application](#)
7. [Lesson Delivery](#)
8. [Review and Assessment](#)

- In the case of Content-Based ESL (CBE), the ESL teacher and the general education teacher will be responsible for identifying language objectives and additional instructional strategies that improve proficiency in English and academic success of ELLs. Instructional strategies and the necessary scaffolds to promote student learning will be shared with the general education teacher for daily lessons that are aligned to District Curricula, CCSS, and WIDA Standards. The general Education teacher and ESL teacher will be co-teachers for a pre-determined amount of classroom instruction.
- Grading will be done collaboratively by the regular and ESL teachers.

Modifications: The following are possible modifications but are not limited to this list –

- Direct instruction, small group or pullout, about the contrasting letter sound correspondences, syllabication patterns and morphology in English supported with connections to their native language, native language text and/or resources, graphic organizers, visuals, sentence starters/ sentence frames, cloze activities, modeling, working with a partner, timeline and phrase wall and adapted text (in English) or specific sections of the original text, highlighted/bold-faced words within text.
- Draw pictures instead of writing/speaking.
- Match drawings with new vocabulary that might correspond.
- Work in small group or pairs with their English Only (EOs) peers for authentic content language talk and grade level modeling.
- Write simple sentences instead of complex sentences that demonstrates an understanding of academic language particular to specific content.
- Match simple sentences with new vocabulary that might apply to edit sentences.
- Have students provide examples/explanations of main idea in simple sentences. Revisions show an attempt to improve Language Control by embedding academic content vocabulary and Linguistic Complexity by expanding and varying sentence structures and using correct punctuation.
- Draw pictures instead of writing/speaking about seasonal changes. Match drawings with new vocabulary (adjective word wall, content word walls) that might correspond.
- Provide multiple opportunities for authentic speech acts to practice language skills and develop English fluency.
- Total Physical Response (TPR) to model critical thinking skills like analyze and synthesize.
- Study Guides

In Class Assessments:

- All formative and summative assessments will include modifications that support student's English Proficiency level. ESL teachers will collaborate with regular education teachers to provide appropriate differentiation for assessing ELLs.

Considerations for At Risk Students:

- At Risk students are identified by the I&RS committee in each school. The committee works to understand the reasons behind the student's low performance level in school and to create and implement a plan that is carried out by a variety of staff members in the building.
- Teachers with At Risk students are notified by the I&RS committee and provided with a copy of the plan and a timeframe for assessing the growth of the student. There are

academic as well as behavioral goals that are listed for the students with recommended strategies unique to each individual.

- Classroom teachers are to follow the plan using instructional strategies that will help the student improve his/her performance while applying appropriate behavioral strategies consistent with the needs of the student.
- Teachers will report student progress to the I&RS committee within the specified timeframe for the plan.

Classroom instruction:

- Teachers will use differentiated instruction for At Risk students as they do for all students in their class. The strategies would be guided by the I&RS plan and be consistent with the student's ability and learning modality.

Modifications:

- Clarify all assignments and place specific timeframes for completion. Provide student with opportunity for one on one time for clarification.
- Set clear expectations for all assignments, in and outside of class. Keep expectations within the framework of the I&RS plan.
- Use positive reinforcement for all successes. Hold student to defined consequences for not completing work.
- Provide time outside the normal class time for completion of work. Not completing assignments is unacceptable, all assignments will be completed.

In Class Assessments:

- At Risk students should receive any modifications listed in their I&RS plan.
- If necessary, students should be provided with extended time to complete assessments.

Considerations for Gifted Students:

- Teachers will use differentiated instruction for Gifted Students as they do for all students in their class.
- Assignments and assessments can be planned and implemented with input from the student.
- Gifted students will be provided with the opportunity to demonstrate their knowledge through a variety of platforms.
- Teachers will have the latitude to provide assignments with the individual student's ability in mind.