



Social Studies Department

Grade 3

Developed By: Tara Lynn Pate

Effective Date: Fall 2021/2

Scope and Sequence

| Month | Unit Number | Unit Name |
|-----------|----------------|--------------------|
| September | Unit 1 | Geography |
| October | Unit 1 | Geography |
| November | Unit 1/Unit 2 | Geography/ History |
| December | Unit 2 | History |
| January | Unit 2 | History |
| February | Unit 3 | Economics |
| March | Unit 3 | Economics |
| April | Unit 3/ Unit 4 | Economics/ Civics |
| May | Unit 4 | Civics |
| June | Unit 4 | Civics |

Unit 1

Geography

Summary and Rationale

In **Unit1/lesson 1**, students will be able to create a three-dimensional model of Earth. Then, they'll use it to answer a series of geography questions. In **lesson 2**, students will build a compass and use it to find the direction of eight landmarks across the United States. Next, they'll learn how to use map scales and estimate the distance from their community to famous U.S. landmarks. In **lesson 3**, students will create a brochure about the geography of their community. Next, they'll play a matching game to find out how people in different communities adapt to geography. In **lesson 4**, students will learn how Native American groups adapted to their environments by finding hidden objects and organisms in six different locations.

Recommended Pacing

[TCI Pacing Guide](#)

8-9 weeks

Standards

NJSLS

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| 6.1.5.GeoSV.1 | Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations). |
| 6.1.5.GeoSV.3 | Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude |
| 6.1.5.GeoHE.3 | Analyze the effects of catastrophic environmental and technological events on human settlements and migration. |
| 6.1.5.GeoGI.4 | Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. |
| • 6.1.5.CivicsPI.1 | Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. |

CCSS-ELA - Reading ([SEE HERE](#))

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| CCSS.ELA-LITERA CY.RI.3.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| CCSS.ELA-LITERA CY.RI.3.2 | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| CCSS.ELA-LITERA CY.RI.3.3 | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. |

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| CCSS.ELA-LITERA CY.RI.3.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . |
| CCSS.ELA-LITERA CY.RI.3.5 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| CCSS.ELA-LITERA CY.RI.3.6 | Distinguish their own point of view from that of the author of a text. |
| CCSS.ELA-LITERA CY.RI.3.7 | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| CCSS.ELA-LITERA CY.RI.3.8 | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| CCSS.ELA-LITERA CY.RI.3.9 | Compare and contrast the most important points and key details presented in two texts on the same topic. |
| CCSS-ELA - Writing | |
| CCSS.ELA-LITERA CY.W.3.7 | Conduct short research projects that build knowledge about a topic. |
| CCSS.ELA-LITERA CY.W.3.8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| Social Justice Standards (As Applicable) | |
| DI.3-5.7 | I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities. |
| DI.3-5.8 | I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally. |
| Instructional Focus | |
| Theme (If Applicable) → | |
| Enduring Understandings: | Essential Question(s): |
| <ul style="list-style-type: none"> • A map is a symbolic representation of selected characteristics of a place. • Geographic data can be used to identify cultural and environmental characteristics of places. | How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? |

- Physical and human characteristics affect where people live (settle).
- Environmental characteristics influence how and where people live.
- Environmental and cultural characteristics influence where and how people live.

Unit Inquiry Question(s) → How does Liberty State Park relate to geography and how humans interact with geography?

Lesson 1: Where in the world is our community?

Lesson 2: Where in the United States is our community?

Lesson 3: How does geography affect our community?

Lesson 4: How did the Native Americans adapt to their environments long ago?

Objectives (SLO):

Students will know:

- How to locate parts of a map.
- Countries on a map.
- How to read a compass rose and to identify landmarks
- How to compare and contrast regions
- Native American life

Students will be able to:

- Locate key geographic features on a map of Earth: the equator, the prime meridian, the four hemispheres, the five oceans, and the seven continents.
- Identify countries on a map of North America.
- Identify states and communities on a map of the southeastern United States.
- Identify cardinal and intermediate directions, and use a compass rose.
- Use map skills to locate communities on a map, determine directions, and measure distances between various locations.
- Single out a landmark for which your community is known, and commemorate it with a drawing.
- Identify and describe the physical features, climate, and natural resources of various geographic areas, including the local community.
- Compare and contrast different regions in terms of their geographic characteristics.
- Use map tools: scale, grid, key (legend), symbols, title, and compass rose.
- Identify and describe the diverse environments of North America that were home to a variety of Native American groups.
- Discuss the ways in which physical geography, including climate, influenced how Native Americans adapted to their natural environment.

- Describe the identities, religious beliefs, customs, and various folklore traditions of Native American groups.

Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- [TCI - Inquiry Project - Unit 1](#)
- [Lesson 1 Assessment](#)
- [Lesson 2 Assessment](#)
- [Lesson 3 Assessment](#)
- [Lesson 4 Assessment](#)

Suggested Documents, Resources, & Technology Tools

Documents & Resources:

- TCI Social Studies Alive - Our Community and Beyond
- Lesson 1: [Understanding the Geography of the World](#)
- Lesson 2: [Finding Places in the United States](#)
- Lesson 3: [Geography and the Way We Live](#)
- Lesson 4: [Native Americans and Their Environments](#)
- REFER TO SECOND GRADE CURRICULUM WHEN PLANNING LESSON 1 OF THIS UNIT.

Technology Tools:

- Chromebooks
- LCD Projectors

Modifications

Learners Reading and Writing Below Grade Level

Lesson 1: Use Extension: Space Voyage Parts 1 and 2 to break up the reading into manageable chunks. In these activities, students alternate between listening to audio tracks, reading a section, and applying what they learned to discussion questions and games.

Lesson 2: When students are asked to read multiple sections and complete the related Activity Notes at once, break up the reading and Activity Notes work. Have students read and complete one section at a time. Consider checking their answers between each section.

Lesson 3: During Hands-On Activity: Exploring Geography and Our Community, complete the Activity Notes about your community as a class.

Lesson 4: Use the Toolbar in the online text as a means of increasing reading comprehension. During Hands-On Activity: Observing Native American Environments, reduce the amount of reading by having pairs read and complete the Activity Notes for only one or two sections, or modify the Activity Notes and have students record only one way each Native American group adapted to their environment. Debrief the answers in a small group before working with the whole class so students can correct (or add to) their answers and feel more confident sharing ideas in the class discussion. Use the sample answers in the Answer Key for support.

Special Education - additional time, differentiated instruction/reading (A/B feature on TCI)

Lesson 1: Consider reducing the length of the required responses. For example, in Hands-On Activity: Modeling Earth, ask students to write the names of three continents instead of seven in their Activity Notes, or allow their partners to help them with the labeling. Students may also benefit from an open book assessment.

Lesson 2: During Hands-On Activity: Scale Puzzles, have students work in pairs or groups to complete their maps and determine the distances between locations.

Lesson 3: Have students complete Hands-On Activity: Exploring Geography and Our Community and Hands-On Activity: Exploring Other Communities in a "jigsaw" fashion—they become experts and share their knowledge with the rest of the class. Students then work together to combine their sections to complete the activity. For example, during Hands-On Activity: Exploring Other Communities, have students complete the Activity Notes for only one community. Allow students to record the information for the other communities when you review students' responses with the whole class.

Lesson 4: For Hands-On Activity: Observing Native American Environments, modify the Activity Notes and have students record only one way each Native American group adapted to their environment. Assist them with providing examples if needed. For Show What You Know, consider practicing the skill of providing evidence for claims by using topics that are relatable and meaningful to students, such as "Dogs make great pets" or "Cartoons can be educational." Ask them to support the claim with their reasoning and evidence. This will help students complete the claims and evidence assignment with more success and confidence. If needed, model one example using a Native American artifact from the lesson.

ELL -

Lesson 1: Support students' acquisition of new vocabulary. Create a word bank for the social studies vocabulary in the lesson as well as other words that may cause students difficulty, such as *astronaut* and *government*. Also, have students use pictures and manipulatives, such as a globe or maps, to further explore the meanings of terms. Throughout the lesson, including the assessment, encourage students to use the Glossary.

Lesson 2: As part of the Preview, choose several terms and work with students to create word tiers. Show students how to draw the tiers, and ask them questions to talk them through the process of filling in the lower tiers. This tip will also be helpful for students with special needs.

Before or during the Preview, make the audio available to students in a Listening Center. Encourage students to listen to the audio and practice pointing out the directions as they are named in the song. This will reinforce the vocabulary and the concept of cardinal directions.

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

Lesson 4: Before beginning the lesson, practice reading each Native American tribe name aloud with students. Pre-teach the terms students will need to know for the Preview: *continent, plain, physical features, environment, basin, swamplands*, and any others with which students are likely to be unfamiliar. Have students label their sketches of the six different environments with captions to increase language acquisition.

For Show What You Know, help students complete their Activity Notes more successfully by practicing with simple, student-friendly examples in advance. Consider completing one of the artifacts together as an example. Alternatively, an adult can provide the claim or the evidence, and students can then respond to the other questions in a guided practice format. Provide sentence starters as needed.

Gifted and Talented -

Lesson 1: After students complete Extension: Space Voyage Part 2, ask them to create a flight plan for the spacecraft as it approaches North America from the east and lands in their own community. Have them create a map of the spacecraft's route and illustrate it with pictures of what the astronauts might see during their flight home.

You may also wish to challenge students to create diagrams and maps from memory. For instance, have them draw the four hemispheres, the equator, and the prime meridian; the outline of the United States; and the outline of their state, with their own community labeled within the state outline. They can then use their Activity Notes to check their work.

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

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

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

504 - additional time

Active Citizenship in the 21st Century (By the end of Grade 12)

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.

- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

| Unit 2 | |
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| History | |
| Summary and Rationale | |
| <p>In Unit 2/lesson 5, students will investigate immigration in the United States by carefully analyzing visual and written primary sources from various time periods. In lesson 6, students will explore cultural diversity by looking at the contributions of different cultures in the categories of foods, languages, holidays, traditions, and the arts. Students will also play a game to brainstorm cultural contributions in your community. In lesson 7, students will create human monuments honoring the contributions of six individuals whose actions made a difference in the lives of people in their own community and around the country. In lesson 8, students will travel around the world to meet students like them from six different cultures. Then share what you have learned with the class.</p> | |
| Recommended Pacing | |
| TCI Pacing Guide 9-10 weeks | |
| Standards | |
| NJSLs | |
| 6.1.5.GeoPP.5 | Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere. |
| 6.1.5.GeoPP.6 | Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. |

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| 6.1.5.GeoSV.5 | Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions. |
| 6.1.5.GeoGI.3 | Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies. |
| 6.1.5.HistoryCC.1 | Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States. |
| 6.1.5.HistoryCC.2 | Use a variety of sources to illustrate how the American identity has evolved over time. |
| 6.1.5.HistoryCC.4 | Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures. |
| 6.1.5.HistoryCC.6 | Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. |
| 6.1.5.HistoryCC.7 | Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives. |
| 6.1.5.HistoryCC.14 | Compare the practice of slavery and indentured servitude in Colonial labor systems. |
| 6.1.5.HistoryUP.1 | Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered. |
| 6.1.5.HistoryUP.2 | Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups. |
| 6.1.5.HistoryUP.4 | Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups. |
| 6.1.5.HistoryUP.5 | Compare and contrast historians' interpretations of important historical ideas, resources and events. |
| 6.1.5.HistorySE.1 | Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had. |
| 6.1.5.CivicsPD.3 | Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. |
| 6.1.5.CivicsHR.3 | Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need. |

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| 6.1.5.GeoPP.3 | Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict. |
| 6.1.5.GeoPP.6 | Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. |
| 6.1.5.GeoGI.1 | Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. |
| 6.1.5.GeoGI.4 | Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. |
| CCSS-ELA - Reading | |
| CCSS.ELA-LITERACY.RI.3.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| CCSS.ELA-LITERACY.RI.3.2 | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| CCSS.ELA-LITERACY.RI.3.3 | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. |
| CCSS.ELA-LITERACY.RI.3.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . |
| CCSS.ELA-LITERACY.RI.3.5 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| CCSS.ELA-LITERACY.RI.3.6 | Distinguish their own point of view from that of the author of a text. |
| CCSS.ELA-LITERACY.RI.3.7 | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| CCSS.ELA-LITERACY.RI.3.8 | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| CCSS.ELA-LITERACY.RI.3.9 | Compare and contrast the most important points and key details presented in two texts on the same topic. |
| CCSS-ELA - Writing | |
| CCSS.ELA-LITERACY.W.3.2.A | Introduce a topic and group related information together; include illustrations when useful to aid comprehension. |
| CCSS.ELA-LITERACY.W.3.2.B | Develop the topic with facts, definitions, and details. |
| CCSS.ELA-LITERACY.W.3.7 | Conduct short research projects that build knowledge about a topic. |

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| CCSS.ELA-LITERACY.W.3.8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| CCSS.ELA-LITERACY.W.3.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| Social Justice Standards (As Applicable) | |
| ID.3-5.1 | I know and like who I am and can talk about my family and myself and describe our various group identities |
| ID.3-5.2 | I know about my family history and culture and about current and past contributions of people in my main identity groups. |
| ID.3-5.3 | I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too. |
| Instructional Focus | |
| Theme (If Applicable) → | |
| Enduring Understandings: | Essential Question(s): |
| <ul style="list-style-type: none"> • The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition. • Environmental and cultural characteristics influence where and how people live. • Human activity affects the cultural and environmental characteristics of places and regions. • Cultural and environmental characteristics change over time. | How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? |
| Unit Inquiry Question(s) → | |
| How do history and culture shape your community? | |
| Lesson 4: <i>How do people become part of our country?</i> | |
| Lesson 5: <i>What different groups of people make up our culture?</i> | |
| Lesson 6: <i>How do people improve their communities?</i> | |
| Lesson 7: <i>How are people around the world alike and different?</i> | |
| Objectives (SLO): | |

Students will know:

- Why people immigrate
- What the pros and cons of immigration are
- How to work together in a community
- The continents and countries on a map

Students will be able to:

- Analyze why and how people immigrate to the United States.
- Compare benefits and drawbacks of immigrating to the United States.
- Draw conclusions from primary and secondary sources.
- Identify specific examples of cultural diversity.
- Identify cultural contributions of diverse groups to our communities.
- Identify how six individuals solved problems to improve the lives of people in their own communities and in communities around the country.
- Explain why all individuals share a responsibility for making their community a better place to live.
- Research and describe the contributions of someone who has improved life in the local community.
- Identify the locations of continents and countries around the world.
- Analyze cultural artifacts to identify what they reveal about ways of life.
- Compare and contrast various ways of life.

Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- [TCI - Inquiry Project - Unit 2](#)
- [Lesson 5 Assessment](#)
- [Lesson 6 Assessment](#)
- [Lesson 7 Assessment](#)
- [Lesson 8 Assessment](#)

Suggested Documents, Resources, & Technology Tools

Documents & Resources:

- TCI Social Studies Alive - Our Community and Beyond
- Lesson 5: [Settling in the United States](#)
- Lesson 6: [Diversity in the United States](#)
- Lesson 7: [Making Communities Better](#)
- Lesson 8: [Cultures Around the World](#)

Technology Tools:

- Chromebooks
- LCD Projectors

Modifications

Learners Reading and Writing Below Grade Level

Lesson 5: During Hands-On Activity: Analyzing Primary Sources, provide scaffolding and support for the Activity Notes. During the entire lesson, chart students' responses regarding the opportunities and challenges of immigration. When students are completing the Show What You Know, let them use the chart to record the ideas that resonate with them most and facilitate a discussion on their reasoning.

Lesson 6: Conduct a pre-reading session before students read each section. For each numbered section, ask, *What is the title of this section? What do you see in the image? Which text relates to the image? What do you already know about the heading topic? What do you want to know about this topic?* Then have students read and record additional examples of culture in their Activity Notes, or in the case of struggling writers, chart students' responses. Assist students in a small group format with the brainstorming of words during the Culture Game.

Lesson 7: Use the Toolbar in the online text as a means of increasing reading comprehension. For the Preview Activity Notes, provide sentence starters. Read and define the vocabulary words with students so they can successfully complete the Vocabulary Activity Notes.

During Hands-On Activity: Creating Human Monuments, provide scaffolding and support for the Activity Notes. In their group work to create the monument, encourage students to choose the roles of the Sculptor or Geographer as they involve less writing.

Modify the Show What You Know Activity Notes by allowing students to draw pictures and write captions for their plaque.

Lesson 8: During the Preview Activity, assist students in listing the five things that affect their everyday activities, the way they dress, and what they eat in their Activity Notes. For Hands-On Activity: Sharing Cultures, provide sentence starters and give ample time for students to practice sharing their ideas.

Special Education -

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

Lesson 6: During the Preview, create five posters, one for each of these categories of culture: foods, languages, holidays, traditions, and arts. Write the category in the middle of the poster and then have students brainstorm words and images that will help them remember what each category describes. Post these around the classroom to use throughout the remaining activities.

During Hands-On Activity: Categories of Culture, provide students with a mixed-up list of examples of each of the categories from the reading. Students can use this list as a word bank as they play the game and complete their Activity Notes.

Lesson 7: Modify Hands-On Activity: Creating Human Monuments according to students' specific needs. Pair students strategically during the monument activity and assign roles with students' strengths and abilities in mind.

For Show What You Know, have plenty of resources available with information about people who have made a difference in your community or even in your school. Allow students to work with partners to create the plaques.

Lesson 8: While students are completing their Activity Notes during Hands-On Activity: Visiting a Culture Around the World, allow them to find just one similarity or one difference instead of two. This reduces the number of items they are looking for and the writing load. You might also reduce the expected amount of writing for the Show What You Know activity, allowing students to include more visuals instead.

ELL -

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

Lesson 6: Explore the cultural diversity of your students by inviting them to share the foods, languages, holidays, traditions, and arts from their family's native country as part of the Preview or either Hands-On Activity.

During Hands-On Activity: The Culture Game, have students draw pictures of the cultural contributions their groups come up with.

Students conduct research during the Extension and Study Your Community activities. Have resources available, such as websites or magazines, with images representing different cultures in case students need assistance coming up with picture ideas.

Lesson 7: Before the Preview Activity, explain what a monument is and provide examples. If possible, find examples from students' native countries.

In Extension: Presenting Monuments, as groups present their human monuments, provide sentence starters to help students ask questions about how the individuals improved their community.

For Show What You Know, allow students to choose someone they are familiar with as the person they are honoring. Alternatively, if students are new to the community, encourage them to choose someone who made a difference in their previous home community. In addition, permit students to draw pictures and write key words for the plaque instead of complete sentences.

Lesson 8: Review the names and locations of the continents. Define the concept of culture by giving concrete and specific examples from around the world, including students' countries of origin.

For the pen pal assignment in Study Your Community, have students record their ideas using a digital voice recorder or voice type, or allow students to partner up and create their pen pal communications together.

Gifted and Talented -

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

Lesson 6: Organize an in-person or virtual cultural fair. For an in-person fair, encourage students to create displays that illustrate examples of culture. Students can decide how to arrange the items, such as by cultural

category or by country of origin. They can also create invitations for other grades to come see the exhibits and/or create a video of the fair. For a virtual fair, have students create videos or multimedia presentations about cultures from around the world.

Lesson 7: Ask students to determine what all six people in the lesson have in common. Use a Venn diagram or other organizer to compare and contrast the lives of two or more of the six individuals.

Have students work together to create a single grand monument to honor all the people discussed in the lesson. Ask them how they might incorporate all these people into one monument and what a plaque for the monument would say. Students can write their own version of the plaque or create a piece of writing from the perspective of the monument. Alternatively, allow students to design and present human monuments that include several local people they identified during the Show What You Know activity.

Lesson 8: Have students research the histories and cultures of their own communities. Alternatively, give them choice and voice in researching other cultures and/or communities that are meaningful to them. Encourage students to interview long-time community residents as resources. Students can create products that demonstrate how events from the past influence what their communities are like today.

504 - additional time

Active Citizenship in the 21st Century (By the end of Grade 12)

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 3

Economics

Summary and Rationale

In **Unit 3/ Lesson 9**, students will analyze and ask questions about images related to the economy, and then bring two of them to life. In **Lesson 10**, students will create their own market to discover what happens when supply is high and demand is low. Then, they'll find out what happens to prices when supply is low and demand is high. In **Lesson 11**, students will analyze a variety of situations dealing with money and create arguments to explain your choice in each situation. Next, they'll play a budget game! Then, they'll allocate tokens to categories and make tough choices. In **Lesson 12**, students will use a ball of yarn to create a trade web connecting countries around the world to one another. Finally, they'll identify different points of view about trade and then write an argument analyzing global trade.

Recommended Pacing

[TCI Pacing Guide](#)

9-10 weeks

Standards

NJSLS

| | |
|-------------------|--|
| 6.1.5.EconET.3 | Explain how scarcity and choice influence decisions made by individuals, communities, and nations. |
| 6.1.5.EconEM.3 | Describe how supply and demand influence price and output of products. |
| 6.1.5.EconNM.5 | Explain how the availability of private and public goods and services is influenced by the government and the global economy. |
| 6.1.5.EconNM.7 | Describe the role and relationship among households, businesses, laborers, and governments within the economic system. |
| 6.1.5.EconGE.2 | Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. |
| 6.1.5.EconET.2 | Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community. |
| 6.1.5.HistoryUP.5 | Compare and contrast historians' interpretations of important historical ideas, resources and events. |

CCSS-ELA - Reading

| | |
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| CCSS.ELA-LITERACY.RI.3.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| CCSS.ELA-LITERACY.RI.3.2 | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| CCSS.ELA-LITERACY.RI.3.3 | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and |

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| | cause/effect. |
| CCSS.ELA-LITERACY.RI.3.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . |
| CCSS.ELA-LITERACY.RI.3.5 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| CCSS.ELA-LITERACY.RI.3.6 | Distinguish their own point of view from that of the author of a text. |
| CCSS.ELA-LITERACY.RI.3.7 | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| CCSS.ELA-LITERACY.RI.3.8 | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| CCSS.ELA-LITERACY.RI.3.9 | Compare and contrast the most important points and key details presented in two texts on the same topic. |
| | |
| CCSS-ELA - Writing | |
| CCSS.ELA-LITERACY.W.3.1.A | Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. |
| CCSS.ELA-LITERACY.W.3.1.B | Provide reasons that support the opinion. |
| CCSS.ELA-LITERACY.W.3.1.C | Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. |
| CCSS.ELA-LITERACY.W.3.1.D | Provide a concluding statement or section. |
| CCSS.ELA-LITERACY.W.3.7 | Conduct short research projects that build knowledge about a topic. |
| | |
| Social Justice Standards (As Applicable) | |
| DI.3-5.6 | I like knowing people who are like me and different from me, and I treat each person with respect. |
| DI.3-5.7 | I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities. |
| DI.3-5.8 | I want to know more about other people's lives and experiences, and I know how to ask |

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| | questions respectfully and listen carefully and non-judgmentally |
| AC.3-5.19 | I will speak up or do something when I see unfairness, and I will not let others convince me to go along with injustice. |
| AC.3-5.20 | I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals. |

Instructional Focus

Theme (If Applicable) →

| Enduring Understandings: | Essential Question(s): |
|---|---|
| <ul style="list-style-type: none"> ● Certain character traits can help individuals become productive members of their community. ● Physical and human characteristics affect where people live (settle). ● People use goods from local and distant places to meet their daily needs. ● Patterns of settlement differ markedly from region to region, place to place, and time to time. ● The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition. ● Environmental characteristics influence how and where people live. ● Environmental and cultural characteristics influence where and how people live. ● Human activity affects the cultural and environmental characteristics of places and regions. ● Cultural and environmental characteristics change over time. | <ul style="list-style-type: none"> ● How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies? |

Unit Inquiry Question(s) → How are choices people make affected by available resources?

Lesson 9: *How do we buy and sell things?*

Lesson 10: *Why do prices change in our economy?*

Lesson 11: *Why do we save money?*

Lesson 12: *How does global trade affect our economy?*

Objectives (SLO):

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| <p>Students will know:</p> <ul style="list-style-type: none"> ● About goods and services ● The concept of buying and selling/supply and demand ● Financials such as saving and budgeting ● How global trade works | <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain how goods and services are bought and sold at market. ● Analyze how scarcity forces people to make decisions and that decisions have benefits and costs. |
|---|--|

- Describe the free market economy of the United States.
- Identify the interests of buyers and sellers in a market with respect to price.
- Explain the effects of supply and demand on prices.
- Predict what will happen to prices when supply or demand changes.
- Analyze reasons for high and low prices of goods and services in the local community.
- Describe why and how people save money.
- Analyze various financial situations and debate the best course of action to take.
- Decide how to allocate money to various budget categories.
- Analyze a simulated pattern of global trade.
- Identify different perspectives about global trade.
- Identify products sold in the local community that are involved in global trade.
- Annotate world maps with examples of trade.

Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- [TCI - Inquiry Project - Unit 3](#)
- [Lesson 9 Assessment](#)
- [Lesson 10 Assessment](#)
- [Lesson 11 Assessment](#)
- [Lesson 12 Assessment](#)

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

Suggested Documents, Resources, & Technology Tools

Documents & Resources:

- TCI Social Studies Alive - Our Community and Beyond
- Lesson 9: [Understanding Our Economy](#)
- Lesson 10: [Choices in a Free Market](#)
- Lesson 11: [Using Money Wisely](#)
- Lesson 12: [The United States and Global Trade](#)

Technology Tools:

- Chromebooks
- LCD Projectors

Modifications

Learners Reading and Writing Below Grade Level

Lesson 9: Use the Toolbar in the online text as a means of increasing reading comprehension. Provide scaffolding and support for the Hands-On Activity Notes, and the Extension if applicable, in one or both parts of the lesson. Decide how you want students to record notes during their research (notecards, paper, online, etc.). Provide sentence starters to lessen the amount of writing required. You may also want to decide how much freedom to give students in presenting their reports; optionally, designate one method for all students to use.

Lesson 10: Use the Toolbar in the online text as a means of increasing reading comprehension. Modify the Preview writing requirement to minimize writing stress and increase engagement. Help students read and understand the meaning of the vocabulary words (incentive, profit, supply, and demand) so they can complete the Student Journal successfully. For the Show What You Know section, give students a few teacher-approved choices of items with prices that are clearly higher or lower than normal. Ask them to use their selected item for their writing about supply and demand.

Lesson 11: Use the Toolbar in the online text as a means of increasing reading comprehension. Modify the Preview writing requirement to minimize writing stress and increase engagement. This can include charting students' responses to the discussion and allowing them to record their favorite ideas. Help students read and understand the meaning of interest and invest so they can complete the Vocabulary journal page successfully. Allow students to dictate their responses for the Show What You Know to an adult.

Lesson 12: Use the Toolbar in the online text as a means of increasing reading comprehension. For Hands-On Activity: Perspectives on Trade, provide sentence starters for the thought bubbles in the Activity Notes. Use the Writing Toolkit to give students support in writing their arguments with evidence. Assist students in a small group when responding to the prompt "Is global trade good or bad? Write an argument. Give evidence to support your position" in their Student Journals.

Special Education -

Lesson 9: Instead of having students brainstorm a question and write it on Handout A after each image/section, save Handout A until Phase 5. Then, conduct a class brainstorming session in which students generate questions about our economy. At this point, facilitate a discussion so that students can identify some questions they are interested in but that also can be easily researched.

During the inquiry arc research assignment, divide students into mixed-ability pairs. You may wish to provide specific sources for students to use during their research. You may also want to provide a completed sample argument and presentation (from a prior year's class or that you make on your own).

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

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

Lesson 12: Explicitly model each activity's steps. During the Preview Activity, look at the map as a class first. Point out Ecuador on the map. Then model searching for the reference to Ecuador in the text of the Introduction. Highlight the sentence, "As part of your breakfast, you could eat a banana that was grown in Ecuador." Then sketch a simple illustration of a banana next to the leader line coming from Ecuador.

For Hands-On Activity: Perspectives on Trade, help students locate relevant portions of the text that will help them answer the viewpoints about global trade. For example, for "Person in the United States who buys a watch made in Switzerland," you might point out these lines in Section 5: "Global trade allows people to buy things from all over the world. It allows people to buy quality goods and goods that are low-cost."

ELL -

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

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

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

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

Gifted and Talented -

Lesson 9: Build upon the Preview by asking students to create a collage of words from the act-it-outs. As they watch groups perform, have them practice note-taking skills by recording key words, actions, and learning from the performances. Then, have them turn their notes into another collage of words with color and images that relate to their work.

Students can use a Project-Based Learning (PBL) strategy of creating "Driving Questions" in Steps 1 and 2 of the Extension. Provide these three sentence stems to help them create Driving Questions:

1. Question Starter (Example: How can I...)
2. Challenge (Example: create a garage sale...)
3. Audience (Example: that community shoppers will want to buy from?)

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

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

Lesson 11: Many major financial institutions have financial literacy activities for elementary students. Ask your local bank, or look online, for some of these free resources you could provide students who wish to dig deeper into everything related to money!

Have students work with their families to create simple budgets for the individual student or for the family (whichever is more appropriate). Encourage adults at home to discuss basic financial issues with students and to discuss reasons why they save.

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

504 - additional time

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

| Unit 4 | |
|---|--|
| Civics | |
| Summary and Rationale | |
| <p>In Unit 4/Lesson 13, students will explore why people join communities and how public services are paid for. Next, they'll learn about six different public services and rank their importance. In Lesson 14, students will plan and write a podcast about the government. In Lesson 15, students will complete an infographic that explains the relationship between people and leaders in a republic. Next, they'll explore the responsibilities of citizenship by taking part in a simulation of the democratic process. In Lesson 16, students will examine bumper stickers to learn about actions you can take to make a difference in the world. Then, they'll plan and carry out a community service project.</p> | |
| Recommended Pacing | |
| <p>TCI Pacing Guide 8-9 weeks</p> | |
| Standards | |
| NJSLs | |
| 6.1.5.CivicsPI.4 | Describe the services our government provides the people in the community, state and across the United States. |
| 6.1.5.CivicsPR.3 | Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose. |

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| 6.1.5.EconNM.5 | Explain how the availability of private and public goods and services is influenced by the government and the global economy. |
| 6.1.5.EconGE.2 | Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. |
| 6.1.5.CivicsPR.4 | Explain how policies are developed to address public problems. |
| 6.1.5.EconNM.1 | Explain the ways in which the government pays for the goods and services it provides. |
| 6.1.5.CivicsPI.3 | Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. |
| 6.1.5.Civic.DP.1 | Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good). |
| 6.1.5.HistoryCC.1 | Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States. |
| 6.1.5.HistoryCC.2 | Use a variety of sources to illustrate how the American identity has evolved over time. |
| 6.1.5.HistoryUP.5 | Compare and contrast historians' interpretations of important historical ideas, resources and events. |
| 6.1.5.GeoHE.2 | Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications). |
| 6.1.5.EconNM.3 | Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. |
| 6.1.5.CivicsCM.6 | Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation. |
| 6.1.5.CivicsPD.2 | Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials). |
| 6.1.5.CivicsPI.1 | Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. |
| 6.1.5.CivicsPI.2 | Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers). |
| 6.1.5.CivicsPI.5 | Explain how government functions at the local, county, and state level. |
| 6.1.5.CivicsPI.8 | Describe how the United States Constitution defines and limits the power of |

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| | government. |
| CCSS-ELA - Reading | |
| CCSS.ELA-LITERACY.RI.3.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| CCSS.ELA-LITERACY.RI.3.2 | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| CCSS.ELA-LITERACY.RI.3.3 | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. |
| CCSS.ELA-LITERACY.RI.3.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . |
| CCSS.ELA-LITERACY.RI.3.5 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| CCSS.ELA-LITERACY.RI.3.6 | Distinguish their own point of view from that of the author of a text. |
| CCSS.ELA-LITERACY.RI.3.7 | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| CCSS.ELA-LITERACY.RI.3.8 | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| CCSS.ELA-LITERACY.RI.3.9 | Compare and contrast the most important points and key details presented in two texts on the same topic. |
| CCSS-ELA - Writing | |
| CCSS.ELA-LITERACY.W.3.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons. |
| CCSS.ELA-LITERACY.W.3.1.A | Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. |
| CCSS.ELA-LITERACY.W.3.1.B | Provide reasons that support the opinion. |
| CCSS.ELA-LITERACY.W.3.1.C | Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. |
| CCSS.ELA-LITERACY.W.3.1.D | Provide a concluding statement or section. |
| CCSS.ELA-LITERACY.W.3.7 | Conduct short research projects that build knowledge about a topic. |
| Social Justice Standards (As Applicable) | |
| AC.3-5.16 | I pay attention to how people (including myself) are treated, and I try to treat others |

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| | how I like to be treated. |
| AC.3-5.17 | I know it's important for me to stand up for myself and for others, and I know how to get help if I need ideas on how to do this. |
| AC.3-5.18 | I know some ways to interfere if someone is being hurtful or unfair, and will do my part to show respect even if I disagree with someone's words or behavior. |
| AC.3-5.19 | I will speak up or do something when I see unfairness, and I will not let others convince me to go along with injustice. |
| AC.3-5.20 | I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals. |

Instructional Focus

Theme (If Applicable) →

| Enduring Understandings: | Essential Question(s): |
|--|--|
| <ul style="list-style-type: none"> ● Local community and government leaders have roles and responsibilities to provide services for their community members. ● Rules for all to live by are a result of the actions of government, organizations, and individuals. ● The actions of individuals and government affect decisions made for the common good. ● When all members of the group are given the opportunity to participate in the decision making process, everyone's voice is heard. ● Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials). ● A major role of citizens in a representative democracy is to make responsible decisions about who should govern. | <ul style="list-style-type: none"> ● How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? ● How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? |

Unit Inquiry Question(s) → How can being an active citizen benefit others?

Lesson 13: What different services does our community have?

Lesson 14: How is our government set up?

Lesson 15: How do we have a voice in our community?

Lesson 16: How can we help the world around us?

Objectives (SLO):

Students will know:

- The difference between public and private
- What public services are
- The three levels of government
- How to have a voice within a community
- The voting process

Students will be able to:

- Distinguish between public and private services.
- Analyze images related to various public services.
- Evaluate the relative importance of different public services.
- Use a bar graph and a pictograph to represent numerical data.
- Identify the three main levels of government in the United States and the basic law that all of them must obey.
- Describe the main responsibilities of individuals at various levels of government.
- Identify four ways for people to have a voice in their community.
- Evaluate arguments for opposing positions on an issue.
- Describe a step-by-step process for preparing to vote responsibly in an election.
- Identify specific ways of showing public virtue.
- Develop a detailed proposal for a community project to help the world around them.
- Evaluate and compare ideas for community projects.

Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- [TCI - Inquiry Project - Unit 4](#)
- [Lesson 13 Assessment](#)
- [Lesson 14 Assessment](#)
- [Lesson 15 Assessment](#)
- [Lesson 16 Assessment](#)

Suggested Documents, Resources, & Technology Tools

Documents & Resources:

- TCI Social Studies Alive - Our Community and Beyond
- Lesson 13: [Providing Public Services](#)
- Lesson 14: [Government in the United States](#)
- Lesson 15: [Citizenship and Participation](#)
- Lesson 16: [Making a Difference in the World](#)

Technology Tools:

- Chromebooks
- LCD Projectors

Modifications

Learners Reading and Writing Below Grade Level

Lesson 13: Use the Toolbar in the online text as a means of increasing reading fluency and comprehension. Provide reading support during the Vocabulary activity titled, "Firefighters Save Walnut Grove Elementary." Consider charting responses to the Student Journal prompt asking students to come up with four reasons why people join communities so they have a word bank to use when writing. Pair students strategically so they have adequate reading and writing support during Hands-On Activity. Modify the requirements of the Activity Notes to reduce the writing burden for struggling students.

Lesson 14: not applicable

Lesson 15: Use the Toolbar in the online text as a means of increasing reading fluency and comprehension. After reading, ask students about the main ideas about each community leader to ensure comprehension. Ensure students have enough background knowledge on STEM clubs and sports clubs to complete the Activity Responsibilities in a Republic, including the writing of what they would say at a public meeting in their Hands-On Activity Notes. Modify writing as necessary in the Student Journal, or allow students to dictate their responses online using voice type.

Lesson 16: Use the Toolbar in the online text as a means of increasing reading fluency and comprehension. After reading, ask students about the main ideas to ensure comprehension. For the Hands-On Activity Notes, consider modifying the directions so students can either write a description of the bumper sticker or write things they can do to help. If appropriate, allow them to draw images with captions instead of writing descriptions. In the Show What You Know section, allow students to work in an adult-led group to complete their problem and solution charts.

Special Education -

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

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

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

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

ELL -

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

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

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

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

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

Gifted and Talented -

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

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

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

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

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

Lesson 16: Tell the class that one of the best ways to demonstrate one's understanding of a subject is to teach it to someone else. Then have students create a series of three or more captioned pictures that would teach kindergarten or first grade students what they can do to help the global community. The ideas in the pictures must be clear and simple enough for a young student to understand and implement, such as "save energy by turning lights off when you leave a room" or "help wildlife by picking up litter." If possible, arrange for students to share their pictures with a class of younger students at the school.

504 - additional time

Active Citizenship in the 21st Century (By the end of Grade 12)

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.

- ❑ Employ valid and reliable research strategies.
- ❑ Utilize critical thinking to make sense of problems and persevere in solving them.
- ❑ Model integrity, ethical leadership, and effective management.
- ❑ Plan education and career paths aligned to personal goals.
- ❑ Use technology to enhance productivity.
- ❑ Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>