Belvidere Cluster Wide
Social Studies Curriculum
3rd Grade
Updated November, 2018

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

– English Language Arts
– Mathematics
– Science/Next Generation
– Technology
– Visual and Performing Arts

Technology Standards and Integration
iPads/Chromebooks
Online resources
Interactive SmartBoard activities

NJSLA Technology
8.1.2.A.2
Create a document using a word processing application.
8.1.2.A.4
Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.B.1
Create a story about a picture taken by the student on a digital camera or mobile device.
8.1.P.C.1
Collaborate with peers by participating in interactive digital games or activities.
8.1.2.E.1
Use digital tools and online resources to explore a problem or issue.

CAREER EDUCATION
(NJDOE CTE Clusters)

– Education & Training
– Finance
– Information Technology
– Science, Technology, Engineering & Mathematics (STEM)

21st Century Skills/ Themes

– Global Awareness
– Financial, Economic, Business and Entrepreneurial Literacy
– Civic Literacy
– Health Literacy
– Environmental Literacy
– Creativity and Innovation
– Critical Thinking
– Problem Solving
– Communication
– Collaboration
– Information Literacy
– Media Literacy
– ICT (Information, Communication and Technology) Literacy

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Integrated Accommodations and Modifications

Special Education
– Printed copy of board work/notes provided
– Additional time for skill mastery
– Assistive technology
– Behavior management plan
– Center-Based Instruction
– Check work frequently for understanding
– Computer or electronic device utilization
– Extended time on tests/ quizzes
– Have student repeat directions to check for understanding
– Highlighted text visual presentation
– Modified assignment format
– Modified test content
– Modified test format
– Modified test length
– Multiple test sessions
– Multi-sensory presentation
– Preferential seating
– Preview of content, concepts, and vocabulary
– Reduced/shortened written assignments
– Secure attention before giving instruction/directions
– Shortened assignments
– Student working with an assigned partner
– Teacher initiated weekly assignment sheet
– Use open book, study guides, test prototypes
– Cubing activities
– Exploration by interest
– Flexible grouping
– Goal setting with students
– Jigsaw
– Mini workshops to re-teach or extend skills Open-ended activities
– Think-Pair-Share
– Varied supplemental materials

ELL
– Allowing students to correct errors (looking for understanding)
– Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
– allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
– Allowing students to correct errors (looking for understanding)
– Allowing the use of note cards or open-book during testing
– Decreasing the amount of work presented or required
– Having peers take notes or providing a copy of the teacher's notes
– Modifying tests to reflect selected objectives
– Providing study guides

– Reducing the number of answer choices on a multiple choice test
– Tutoring by peers
– Explain/clarify key vocabulary terms

At Risk
– Allowing students to correct errors (looking for understanding)
– Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
– Allowing students to select from given choices .
– Allowing the use of note cards or open-book during testing
– Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
– decreasing the amount of work presented or required .
– Having peers take notes or providing a copy of the teacher's notes
– Marking students' correct and acceptable work, not the mistakes
– Modifying tests to reflect selected objectives
– Providing study guides
– Reducing the number of answer choices on a multiple choice test
– Tutoring by peers
– Using authentic assessments with real-life problem-solving
– Using true/false, matching, or fill in the blank tests in lieu of essay tests
– using videos, illustrations, pictures, and drawings to explain or clarify
– Flexible grouping
– Goal setting with students
– Jigsaw
– Mini workshops to re-teach or extend skills Open-ended activities
– Think-Pair-Share
– Varied supplemental materials

Gifted and Talented
– Alternative formative and summative assessments
– Choice boards
– Games and tournaments
– Group investigations
– Independent research and projects Interest groups for real world application
– Learning contracts
– Leveled rubrics
– Multiple intelligence options
– Personal agendas
– Project-based learning
– Problem-based learning
– Stations/centers
– Think-Tac-Toes
– Tiered activities/assignments
– Tiered products

504
– Printed copy of board work/notes provided
– Additional time for skill mastery
– Assistive technology
– Behavior management plan
– Center-Based Instruction
– Check work frequently for understanding

- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
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- Think-Pair-Share
- Varied supplemental materials

Grade 3

Unit #1 Geography and Map Skills

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **1st Marking**
Length: **150 days**
Status: **Published**

Enduring Understanding

The geography of where we live influences how we live.

Essential Questions

Why is geography important?
How do natural resources affect the course of history?
How can map skills help you in your daily life?

NJ Student Learning Standards

SOC.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.
SOC.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.
SOC.6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
SOC.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.

SOC.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.
SOC.6.1.4.B.CS3	The physical environment can both accommodate and be endangered by human activities.
SOC.6.1.4.B.CS2	Places are jointly characterized by their physical and human properties.
SOC.6.1.4.B.CS1	Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.

Instructional Activities

Students create maps using cardinal directions from the school's entrance to the classroom.
Students use a map scale to measure distance between cities and other places on a map of your state.
They create and exchange quizzes and use an interactive map to check their answers.
http://nationalgeographic.org/activity/measuring-distances-map/

Students listen to a poem that uses cardinal directions. They use a compass rose to help describe locations of places on a world map. http://nationalgeographic.org/activity/cardinal-directions-and-maps/
Encourage students to discover how we rely on our global neighbors by collecting data about where in the world the goods we use every day are produced.
Students read a natural resource map and use a chart to determine the origins of goods that people use. http://nationalgeographic.org/activity/reading-resource-map/
How can lat/long clues, as well as what we learn about the culture and environment of different places, help us to solve a map puzzle? Students use latitude, longitude, and research on characteristics of different states and regions to solve a puzzle. http://nationalgeographic.org/activity/latitudelongitude-puzzle/
Work with a partner to compare and contrast the similarities and differences of a globe and map using a Venn diagram
Have students locate their town, county, New Jersey, USA, Northeast, North America on world map- Have outline of map for students to paste cut-outs of each one- Discuss-How do we fit into the world?
Cut six squares of different sizes, label squares smallest to largest beginning with town, state, country, continent, and planet, and label each square.
Google Earth- Students use maps to identify the ten cities highlighted on an image of Earth at night as seen from space.
Read "Chester the Worldly Pig and Make "Chester" with map
How does a grid help you find places on a map? Students use a map grid to describe and find locations on a zoo map and a city map. They use a grid to create a message. Have students individually demonstrate their skills in using a grid. http://nationalgeographic.org/activity/using-grid-zoo-map/
Have students work in groups- Each group has a different type of map population density, topographical, climate- Review the map for an area of the country and describe what the map tells about the life and work in the regions- Complete reading notes chart on map
Kahoot.it.com Map Skills
Interactive Geography Games - http://www.sheppardsoftware.com/web_games.htm
Geography Apps for Kids
http://www.bestappsforkids.com/category/apps-for-education/geography-apps-forkids/
Scavenger Hunt -
Example http://yellin.stratford.k12.nj.us/ourpages/auto/2015/6/19/54811152/2015%204th%20Grade%20NJ%20Scavenger%20Hunt.pdf

Interdisciplinary Connections

ELA-LITERACY.RL.3.1
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
NJSLS.ELA-LITERACY.RL.3.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.\

NJSLS.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.

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

NJSLS.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.

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

NJSLS.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.

NJSLS.ELA-LITERACY.RI.3.6
Distinguish their own point of view from that of the author of a text.

NJSLS.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).

NJSLS.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).

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

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

NJSLS.ELA-LITERACY.W.3.7 Conduct short research projects that build knowledge about a topic.

NJSLS.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.

NJSLS.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.

Assessment

Formative Assessment:
Formative:
A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.
Debriefing: A form of reflection immediately following an activity.
Idea Spinner: The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."
Inside-Outside Circle: Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new
Reader's Theater:
Exit Card: Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

Portfolio Check: Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

Quiz: Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

Journal Entry: Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic,lesson or concept that was taught.

Choral Response: In response t o a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

Misconception Check: Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

Student Conference: One on one conversation with students to check their level of understanding.

3-Minute Pause: The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

Observation: Walk around the classroom and observe students as they work to check for learning.

Self-Assessment: A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

Index Card/Summaries/Questions: Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand_____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).

One Minute Essay: A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

Analogy Prompt: Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.

Web or Concept Map: Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts. http://www.graphic.org/concept.html

Amistad Commission NJ - http://www.njamistadcurriculum.net/history/unit/social-studiesskills/content/4525/7696
Classroom Map - Rubric Based http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=1095617&
Travel Brochure Partner - Rubric Based
http://www.readwritethink.org/files/resources/lesson_images/lesson961/Rubric.pdf
Venn Diagram - https://www.eduplace.com/graphicorganizer/pdf/venn.pdf
Worksheets - https://printables.scholastic.com/shop/prcontent/Map-skills-Grade-3/LLP-226
Map Labeling Social Studies Alive - Our Community and
Beyond https://www.teachtci.com/programs/elementary-school-social-studies-textbooks-and-curriculum.html

Benchmark:
ELA Research based benchmark

Summative:
End-of-marking period assessment/ Performance task
Culminating Learning Project
End-of-year Assessment

Alternative:
Portfolio

Role play
Conferences
Concept Map
Learning Centers
Demonstration station

Texts and Resources

Amistad Commission NJ - http://www.njamistadcurriculum.net/history/unit/social-studiesskills/navigations/3455
Geography Map Skills - http://geography.about.com/od/understandmaps/a/thematicmaps.htm
Social Studies Alive https://www.teachtci.com/programs/elementary-school-social-studies-textbooks-andcurriculum.html
Smart Notebook Lessons - Map Skills http://exchange.smarttech.com/#tab=0
Kahoot.it Map/Community Skills Third Grade Social Studies https://getkahoot.com/
Interactive Games on Cardinal Directions http://mrnussbaum.com/newscity/
Geography Apps for Kids http://www.bestappsforkids.com/category/apps-for-education/geography-apps-forkids/
Map Skills for Elementary Students http://nationalgeographic.org/education/map-skills-elementary-students/
Make Way for Ducklings *by Robert McCloskey, 1941*
The Once Upon a Time Map Book *by B.G. Hennessy, 1999*
The Lorax *by Dr. Seuss*
Life in a Bucket of Soil *by Alvin Silverstein*
A Drop Of Water *by Walter Wick*
Picture Books for Teaching Geography http://www.pdx.edu/geography-education/sites/www.pdx.edu.geography-education/files/Picture_Books_for_Teaching_Geography.pdf

Unit #2 Local Community History and Cultures

Content Area: **Social Studies**
Course(s):   **Social Studies**
Time Period: **November**
Length: **50 days**
Status: **Published**

Enduring Understanding

Active citizens utilize maps to help them make sense of the world around them, including making decisions about settlement, work, and travel.
Citizens have a responsibility to their communities and to the global community.

Essential Questions

What defines a community?
How does our community fit into the global community?
How are communities started?

NJ Student Learning Standards

SOC.6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
SOC.6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
SOC.6.1.4.D.CS10	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.
SOC.6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.

SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
SOC.6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
SOC.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.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.
SOC.6.3.4.CS1	Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.

Instructional Activities

Class Store/Dollars- See Barbara Stewart Choose an important person who has impacted a community, work with a team to build or construct monument, decide where it should be located in the world, and write a summary of what that person did to improve the community

Students view images of their town from long ago and describe what they see and make inferences about jobs, clothing, climate, background, etc. Students analyze older maps and compare to a map today- What do you notice is different? What is the same? What do the maps tell about the climate/ Jobs? Landmarks? Have members of historical society discuss visit and discuss changes in their town

Students choose an important person who has had an impact on the community. Work with a team to construct a monument, decide where it would be located in the world, and write a summary of what the person did to improve the community (Connect to entrepreneur objective)

Research a country and write about its traditions Interview students from different countries (need to check methods for this- e-mail, pen pals, etc.) Teacher read aloud, small groups make a poster of a country and a festival celebrated in that country, and present

Students build a longhouse to show how the Lenape uses resources efficiently

Teacher read aloud: The Little House and students illustrate the changes in a community over time

Class creates a timeline that shows the changes in Lenape environment- Bottom-Level Technological advances, deforestation to create farms, etc. Top Level- Change in community population, political influence, and economic influence

Writing about timeline

Students compare their needs and use of natural resources to the Lenape- Complete a T Chart to show differences- Are the wants we have today more important than those of the Lenape culture?

Interdisciplinary Connections

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

NJSLS.ELA-LITERACY.RL.3.2
Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.\

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NJSLS.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.
NJSLS.ELA-LITERACY.W.3.10
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Inside-Outside Circle: Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new
Reader's Theater:
Exit Card: Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.
Portfolio Check: Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.
Quiz: Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.
Journal Entry: Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic,lesson or concept that was taught.
Choral Response: In response t o a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.
Misconception Check: Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.
Student Conference: One on one conversation with students to check their level of understanding.
3-Minute Pause: The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

Observation: Walk around the classroom and observe students as they work to check for learning.
Self-Assessment: A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.
Index Card/Summaries/Questions: Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.
Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand_____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).
One Minute Essay: A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.
Analogy Prompt: Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.
Web or Concept Map: Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.
http://www.graphic.org/concept.html

T-Chart Lenape http://www.readwritethink.org/classroom-resources/printouts/chart-30225.html Journal Writing
Writing about Timeline - Rubric
Based http://www.readwritethink.org/files/resources/lesson_images/lesson398/rubric-timeline2.pdf
Social Studies Alive Chapter 5
https://www.teachtci.com/programs/elementary-school-social-studiestextbooks-and-curriculum.html
Entrepreneur Paragraph Writing http://www.studyzone.org/testprep/ela4/h/paragraphwritingrubric2.htm
Research a Country, Write a Report, Oral Presentation or Informational Writing
http://www.schrockguide.net/assessment-and-rubrics.html

Benchmark:
ELA Research based benchmark

Summative:
End-of-marking period assessment/ Performance task
Culminating Learning Project
End-of-year Assessment

Alternative:
Portfolio
Role play
Conferences
Concept Map
Demonstration station

Texts and Resources

Lenape Life
http://www.lenapelifeways.org/lenape1.htm https://www.google.com/#tbm=vid&q=Lenape+Food+
How I Celebrate: A Young Person's Guide to the Festivals of the World *by Pam Robson and Allen Brown*
The Little House *by Virginia Lee Burton*
The Lenape or Delaware Indians *by Herbert C. Kraft*
Lenape Food by Guthrie integrated Knowledge
Lenape Indians of North America- Schlessinger Video Productions
Exploring Global Trade- Social Studies Alive- Our Community Chapter 9

Unit #3 Local Government

Content Area: **Social Studies**
Course(s):   **Social Studies**
Time Period: **February**
Length: **40 days**
Status: **Published**

Enduring Understanding

Members of the local government are elected by and serve the needs of the community.

Essential Questions

How is the political system of the local government structured?
Why should the government serve the needs of the community?

NJ Student Learning Standards

SOC.6.1.4.A	Civics, Government, and Human Rights
SOC.6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
SOC.6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
SOC.6.1.4.A.CS1	Rules and laws are developed to protect people's rights and the security and welfare of society.
SOC.6.1.4.A.CS6	The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
SOC.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.
SOC.6.1.4.A.CS4	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.
SOC.6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
SOC.6.3.4.CS4	Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
SOC.6.3.4.B.1	Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
SOC.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.
SOC.6.1.4.A.CS2	The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
SOC.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.
SOC.6.1.4	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.
SOC.6.1.4.A.CS3	American constitutional government is based on principles of limited government, shared authority, fairness, and equality.

Instructional Activities

Create a class constitution, students brainstorm list of rules, organize in groups similar rules, class decide upon
Students review local laws and ordinances and discuss why it was created and how the law helps/protects
Students discuss and illustrate the words to the preamble of the Constitution
Students make a class constitution
Students participate in Volunteer Charades to identify the responsibilities of different volunteer groups- How do these groups help the community?
Students illustrate and create a slogan for a public service job
Have students review Bill of Rights and Constitution and relate to the community laws/ordinances- How do both

sets of laws help/protect citizens?-
Complete Venn and open-ended response/journal entry
Students discuss and illustrate the words to the preamble of the Constitution

Interdisciplinary Connections

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

NJSLS.ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.\

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NJSLS.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.

NJSLS.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.

Assessment
Formative Assessment:

A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

Debriefing: A form of reflection immediately following an activity.

Idea Spinner: The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."

Inside-Outside Circle: Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new

Reader's Theater:

Exit Card: Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

Portfolio Check: Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

Quiz: Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

Journal Entry: Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic,lesson or concept that was taught.

Choral Response: In response t o a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

Misconception Check: Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

Student Conference: One on one conversation with students to check their level of understanding.

3-Minute Pause: The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

Observation: Walk around the classroom and observe students as they work to check for learning.

Self-Assessment: A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

Index Card/Summaries/Questions: Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand_____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).

One Minute Essay: A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

Analogy Prompt: Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.

Web or Concept Map: Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.
http://www.graphic.org/concept.html

Benchmark:
ELA Research based benchmark

Summative:
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Alternative:
Portfolio
Role play
Conferences
Concept Map
Learning Centers
Demonstration station

Texts and Resources

The First Six Weeks of School by Denton & Kriete
We the Kids By Bruce Catrow
Preamble School House Rock Government Video
Biography/ Volunteer Book Report

Unit #4 Economics

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **April**
Length: **50 days**
Status: **Published**

Enduring Understanding

The 21st century economy is driven by service, information, knowledge, and information.

Essential Questions

How do communities and individuals use scarce capital and human/natural resources to satisfy their needs?
How do incentives, values, and traditions influence economic decisions?

NJ Student Learning Standards

SOC.6.1.4.C.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
SOC.6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
SOC.6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
SOC.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.
SOC.6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
SOC.6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
SOC.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.
SOC.6.1.4.C.CS7	Economic opportunities in New Jersey and other states are related to the availability of resources and technology.
SOC.6.1.4.C.CS1	People make decisions based on their needs, wants, and the availability of resources.
SOC.6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
SOC.6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
SOC.6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
SOC.6.1.4.C.CS2	Economics is a driving force for the occurrence of various events and phenomena in societies.
SOC.6.3.4.C.1	Develop and implement a group initiative that addresses an economic issue impacting children.
SOC.6.1.4.C.13	Examine the qualities of entrepreneurs in a capitalistic society.
SOC.6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.6.1.4.C.CS5	Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.
SOC.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.
SOC.6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
SOC.6.1.4.C.3	Explain why incentives vary between and among producers and consumers.
SOC.6.1.4.C.CS3	Interaction among various institutions in the local, national, and global economies influence policy making and societal outcomes.
SOC.6.1.4.C.CS8	Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
SOC.6.1.4.C.CS4	Availability of resources affects economic outcomes.
SOC.6.1.4.C.4	Describe how supply and demand influence price and output of products.
SOC.6.1.4.C.CS6	Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.

Instructional Activities

Mock Shark Tank

Student keep a checkbook and balance it with classroom rewards for deposits and debits for consequences Students can play store and bank

Shopping spree day using credit cards. Students will catalog shop, charge on student created credit card, and calculate actual cost having used credit

Stock Market following.   Students will chose a stock, invest, and keep track monthly

Teacher reads aloud *Green City* and students identify a want/need and create a petition for the want/need

Students look in the yellow pages and make a chart of the types of businesses in the area- Tally number of physicians, plumbers, stores, etc. What does this tell us about what our community produces? What resources do we use? The economy of the community is based on what?

Compare to another community

Students are assigned a group project that is set up as a scarcity situation where there are not enough school supplies. Students describe the problem, discuss possible solutions, make connections with their lives, and complete project using their decided solution

Students role play buyer and seller trying to meet the objective of earning the most money or buying the most product- Classroom Fruit Market

Students research prices of current everyday food items in the newspaper, discuss the reasoning for high or low prices using supply and demand terminology- How does supply and demand affect the prices?

Global trade web –Manual pg. 112 and Reading Further with Student Handout 9B

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Demonstration station
Role Play - participation - Use partnership for Fruit Market Activity (Social Studies Alive - Chapter 8, Experiential Exercise 8)
High/ Low demand ads - journal response
Placemats strategy- http://www.stma.k12.mn.us/documents/DW/Q_Comp/FormativeAssessStrategies.pdf
Economics - Interactive Games http://pbskids.org/itsmylife/games/mad_money_flash.html

Texts and Resources

Money Matters Project
http://www.marion.k12.fl.us/dept/cur/socialstudies/americanhistory/extra/file/3rd%20Powell%20Fi nal.PDF
Economics Lesson Plans http://classroom.jc-schools.net/SS-units/economics.htm
Economics for Kids - Resources http://www.socialstudiesforkids.com/subjects/economics.htm
A Chair for My Mother *by Vera B. Williams*
Bikes for Rent! *by Isaac Olaleye*
If You Made a Million *by David M. Schwartz*
Isabel's Car Wash *by Sheila Bair*
Making Cents *by Elizabeth Keeler Robinson*