

**Elementary Schools
Grade 3
Social Studies
Curriculum Guide**

**LINDEN PUBLIC SCHOOLS
LINDEN, NEW JERSEY**

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The Linden Board of Education adopted the Curriculum Guide on:

August 26, 2021

Date

Education - Item # 9

Agenda Item

Rationale

Be it resolved, that the following curriculum within the content area titled above be readopted for use in the Linden Public Schools for the 2021-2022 school year. All curricula are aligned to the New Jersey Student Learning Standards and meet the instructional mandates outlined by the New Jersey Department of Education.

Public Notice of Non-Discrimination

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

Affirmative Action Officer

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Linden Public Schools Vision

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

Linden Public Schools Mission

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

Social Studies Department Vision

Know the past. Engage the present. Impact the future.

Social Studies Department Mission Statement

The mission of our department is to prepare our students to become informed and engaged citizens of an increasingly global, interdependent world. Our focus as Social Studies educators is to ensure that experiences in our classrooms are meaningful, real, and authentic for all learners. We challenge our students to engage the world around them and strive to find resolutions to both local and global problems. These are the challenges we equip our students to confront, discuss, and address throughout their lifetime. In the end, Social Studies teachers have the highest expectations for all students; we will instill discipline, hard work, and progressive thought through a rigorous instructional model.

Social Studies Department Goals

- To foster an understanding of the processes which are critical to solving complex problems, and to engage students in the regular practice of those problem-solving skills.
- To enable students, through an interpretation of historical facts, to analyze information, and to fully engage in higher-level thinking.
- To promote knowledge of the core content of historical, political, economic, legal, and social issues of our world, nation, and community.
- To help students see the world from different perspectives- those of the historian, the geographer, the economist, the political scientist, the psychologist, the lawyer, and other social scientists- and employ the different tools and techniques of each discipline in critical thought.
- To guide our diverse student population in realizing their potential as citizens of a democratic nation and members of our local community.

I. Course Description

Developing a social, political, cultural, and economic awareness through the introduction and elaboration of essential themes including self, family, government, needs and wants, financial literacy, traditions, and cultural symbols.

II. Course Instructional Materials

- Pearson myWorld Interactive Social Studies
- Bring History Alive! (Sourcebooks for the United States and World History)
- DBQ Project
- Social Studies Department Writing Rubric

III. Standards and NJDOE Mandates Guiding Instruction

A. New Jersey Student Learning Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-SS.pdf>

B. The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History

<http://www.socialstudies.org/c3>

C. Amistad Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society
- evidence is found in all grade-bands in the district's K to 12 social studies curricula, [e.g., units about slavery, civil rights, Contemporary United States History (Era 14)]
- Resources available at:
<http://www.njamistadcurriculum.net>

D. Holocaust Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
- the implementation of this mandate will be found in the district's K to 12 social studies curricula, specifically in standard 6.3 (K to 4 and 5 to 8) and during the appropriate time periods in grades 9-12 (standard 6.1, Era 11 and 6.2, Era 4)
- Resources available at:
<https://www.nj.gov/education/holocaust/index.shtml>

E. Diversity, Equity, and Inclusion Mandate...

- Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades **kindergarten through 12** as part of the district's implementation of the New Jersey Student Learning Standards.
- Resources available: <https://www.welcomingschools.org>

F. Asian American and Pacific Islanders Mandate

- A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.
- Resources available: <https://asianamericanedu.org>

IV. General Interdisciplinary Connections / Materials

(specific materials are referenced within each unit)

- Language Art: Literature and poetry relevant to the topics covered in each unit.
- Fine and Performing Arts: Art, plays, and movies relevant to the topics covered in each unit.
- Science & Technology: Scientific or technological advances made during, or relevant, to the topics covered in each unit.
- Math: Analysis and manipulation of statistics or other numeric information/data relevant to the topics covered in each unit.

V. Pacing Guide

First Trimester	Unit #1: Our Environment Unit #2: Economics
Second Trimester	Unit #3: Communities That Build a Nation Unit #4: Government, Landmarks, and Symbols
Third Trimester	Unit #5: Citizenships and Civic Engagement Unit #6: A Growing Nation Unit #7: Celebrating Our Communities

VI. Vertical Integration – Program Mapping

The mapping of the Social Studies program within Linden Public Schools consists of the following:

Grades 1-3	Active Citizenship Developing a social, political, cultural, and economic awareness through the introduction and elaboration of essential theme including- self, family, government, needs and wants, financial literacy, traditions, and cultural symbols.
Grade 4	United States Geography An introduction to the regions of the United States, with a focus on their history and development.
Grade 5	United States History Settlement/Colonization to End of the American Revolution
Grade 6	Half Year – Civics Half Year- World Geography
Grade 7	United States History The American Revolution to Post Civil War Reconstruction
Grade 8	World History Pre-history to global encounters
Grade 9	World History Global encounters to modern times
Grade 10	United States History I Colonization, Revolutionary Era, Early Republic, Antebellum, Civil War, Reconstruction, Gilded Age, Industrial Age, Progressive Era, Imperialism, The First World War
Grade 11	United States History II Roaring Twenties, Great Depression, World War II, Social Development after WWII, Cold War, Post-Cold War Era, The World Today
Grade 12	Electives: Psychology, Sociology, Criminal Justice, African American Studies, Holocaust Studies, Political Science

VII. Accommodations, Modifications, and Teacher Strategies (specific recommendations are made in each unit)

Instructional Strategies	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<ul style="list-style-type: none"> Teacher Presentation Student Presentation Class Discussion Socratic Discussion Reading for Meaning Inquiry Design Model Interactive Lecture Interactive Notetaking Compare and Contrast Research-Based Problem-Based Project-Based <p>504 Plans</p> <p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> preferential seating extended time on tests and assignments reduced homework or classwork verbal, visual, or technology aids modified textbooks or audio-video materials behavior management support adjusted class schedules or grading verbal testing excused lateness, absence, or missed classwork pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced leveled readers and sources Increase the level of complexity Decrease scaffolding Variety of finished products Allow for greater independence Learning stations, interest groups Varied texts and supplementary materials Use of technology Flexibility in assignments Varied questioning strategies Encourage research Strategy and flexible groups based on formative assessment or student choice Acceleration within a unit of study Exposure to more advanced or complex concepts, abstractions, and materials Encourage students to move through content areas at their own pace After mastery of a unit, provide students with more advanced learning activities, not more of the same activity Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> Focus on the concept, not details More visual prompts Leveled readers and teacher annotated sources Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide a cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate 	<ul style="list-style-type: none"> Focus on the concept, not details More visual prompts Leveled readers and teacher annotated sources Guided notes with highlighted words and concepts Use of Merriam-Webster's ELL dictionary Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide a cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate

VIII. Social Studies Department Writing Rubric

		1	2	3	4
Introduction	Historical Background	Limited to no events into the historical time period	present but lacks detail	The essay clearly places events, into a historical time period	clearly and accurately summarizes events into a historical time period with relevant details
	Thesis (Topic Sentence)	thesis does not accurately address the question/has no claims	the thesis is presented with 1 claim	the thesis is presented with 2 claims	the thesis is fully presented with 3 claims
	Supporting Evidence	No evidence provided to support the thesis and its claims	Evidence supports the thesis and 1 claim	Evidence supports the thesis and 2 claims	Evidence effectively supports the thesis and 3 claims
Body	Historical Knowledge	Lacks specifics historical knowledge	Partially identifies historical knowledge	Identifies relevant historical knowledge	Identifies relevant historical knowledge that supports the evidence and claims
	Details to Support Evidence	Details are presented as generalized statements	Details are present and partially supports some evidence and claims	Details are relevant and support some evidence and claims	Details are relevant, and support all evidence and claims
	Different Perspectives (5 th Grade ONLY)	does not acknowledge various interpretations of the topic, event, or issue	Attempts to acknowledge various interpretations of the topic, event, or issue	Effectively interprets various interpretations	demonstrates an awareness of the reasons and circumstances that produced different interpretations.
Conclusion	Summarizes Topic Sentence and Evidence	The conclusion is present but does not summarize the topic sentence and evidence	The conclusion is present, topic sentence and evidence are partially summarized	The conclusion is present, topic sentence and evidence are summarized and explained	The conclusion is present, topic sentence and evidence are fully summarized and well explained.
Style	Organization and Structure	lacks a clear approach to answering the question	organization and structure are present but could be better addressed	is acceptable and does not take away from the overall quality of the essay	is strong, clear, and well-focused arguments
	Grammar	Does not demonstrate sentence mastery, uses no academic or domain-specific vocabulary	Uses some repetitive yet correct sentence structure, uses limited academic and/or domain-specific vocabulary	Uses correct and varied sentence structure, uses academic and/or domain-specific vocabulary appropriate for the audience and purpose	Uses purposeful and varied sentence structure, uses precise academic and/or domain-specific vocabulary appropriate for the audience and purpose
	Conventions	Capitalizes correctly and consistently with no errors, uses commas, apostrophes and end punctuation all of the time with no errors, consistently uses quotation marks to indicate direct speech and quotations from a text and applies above grade level spelling rules and patterns correctly, including irregular high-frequency words; no errors	Capitalizes correctly and consistently with some errors, uses commas, apostrophes and end punctuation some of the time, uses quotation marks to indicate direct speech and quotations from a text some of the time and applies some above grade level spelling rules and patterns correctly, including irregular high-frequency words; no errors	Capitalizes correctly and consistently with minor errors, uses commas, apostrophes and end punctuation most of the time, uses quotation marks to indicate direct speech and quotations from a text most of the time and applies above grade level spelling rules and patterns correctly, including irregular high-frequency words; no errors	Capitalizes correctly and consistently with no errors, uses commas, apostrophes and end punctuation all of the time with no errors, consistently uses quotation marks to indicate direct speech and quotations from a text and applies above grade level spelling rules and patterns correctly, including irregular high-frequency words; no errors

Unit #1
Our Environment

The Big Question:
How do we interact with our planet?

STAGE 1
Desired Results

Essential Questions

A. Civics, Government, and Human Rights

- 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?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How does geography influence how people live?

C. Economics, Innovation, and Technology

- 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?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Enduring Understandings

- The physical geography of the United States includes a variety of landforms and bodies of water. These features are what make the United States unique.
- The environment (including weather, climate, and natural resources) varies from one region of the United States to another and influences how and where people, plants, and animals live.
- The way people use natural resources affects how long those resources are available for people in the future.
- Conserving the environment is a critical part of our future.

Students will be able to...

- Develop Questions and Plan Inquiry
- Gather and Evaluate Sources
- Seek Diverse Perspectives
- Develop Claims Using Evidence
- Present Arguments and Explanations
- Engage in Civil Discourse and Critique Conclusions
- Take Informed Action

Students will know...

- land and water change from place to place.
- climate affects land, plant, and animals.
- the uses of natural resources.
- that people affect the environment in which they live.

Learning Objectives:

Land and Water

- Identify and describe physical features such as landforms and bodies of water.
- Locate physical features on a map or globe.
- Understand that regions have similar physical and cultural characteristics.
- Identify and compare characteristics of different regions.
- Locate different regions on a map or globe.
- Describe state- and community- specific regions and physical features of significance.

Weather, Climate, and Forces of Nature

- Recognize that weather and climate vary from place to place.
- Identify and describe the weather and climate in different places.
- Describe how weather and climate affect how and where people, plants, and animals live.
- Compare and contrast different ecosystems.
- Understand the concept of an ecosystem and compare and contrast different ecosystems.

Using Earth's Resources

- Know how natural resources are used.
- Recognize that regions can be characterized by availability and use of resources.
- Understand that people use resources in different ways and explain how humans' use of resources affects people, plants, animals, and the environment.
- Identify various environmental concerns related to the use of resources

Interacting with the Environment

- Understand that the environment influences how and where people live.
- Understand that climate influences how and where people live.
- Describe ways people depend on, interact with, modify, and adapt to their physical environment to meet their basic needs.
- Identify human actions that affect the environment in positive and negative ways.
- Explain how and why people protect the environment.

Content Vocabulary:

- Continent, landform, mine, adobe, area, region
- weather, climate, elevation, vegetation, ecosystem, elevation, affect, structure
- agricultural region, industrial region, renewable resource, nonrenewable resource, conserve, erosion, recycle, consume, essential
- adapt, modify, irrigate, method, enable

Instructional Mandates from the New Jersey Department of Education

Topics addressing the Amistad Commission Mandate...

Topics addressing the Holocaust Commission mandate...

Topics addressing the Diversity, Equity, and Inclusion Mandate...

Addressing the Asian American and Pacific Islander Mandate...

Common Misconceptions:

Climate- A climate is considered to be the conditions of the atmosphere of a particular place over a long period of time. People often use the term climate when they actually are talking about the weather. If it is raining outside, you are talking about the daily weather. If there is a wet season or a dry season, you are talking about the climate. Antarctica has a cold climate. It is very cold much of the time, not just for a day or two.

STAGE 2

Evidence of Learning

Formative Activities, Tasks, or Projects:

Land and water bodies on the earth

- Make an interactive notebook with pictures and definitions of landforms and water bodies.
- Label the continents and oceans on a world map.
- Write a paragraph comparing and contrasting two or more regions of the U.S.
- Explain how land and water affect where people choose to live. Give examples of activities and jobs they might have
- Play “Guess What Region” Read descriptions of houses, buildings, jobs, outdoor activities, states, and geography of a region. Students guess what region of the U.S this is and explain. (Kahoot?)
- Use Google Earth to locate places on earth. Identify the continent it’s on, and the type of ecosystem.

Weather and climate on the earth / Elevation

- Track the weather for a week or two, and prepare a visual representation (drawing, Word document, PowerPoint, etc.)
- Write a paragraph describing the difference between weather and climate.
- Play “Where Do I Live?” Read descriptions of animals (fur, environmental adaptations, food, habits). Students guess what kind of ecosystem the animal lives in and explain. (Kahoot?)
- Watch animals in their environment (San Diego Zoo animal cams or YouTube); write about one type of animal in its ecosystem.
- Write down the names of 5 familiar towns, cities. Find the elevation of those places on Google Earth. Then look at a physical map of those places to explain how the elevation reading relates to the physical geography.

Using earth’s resources

- Watch virtual field trip(s) of one or more of the U.S regions. Take notes about the region(s). (To be used for summative project)
- Watch videos of how oil, cotton, and trees are used, recycled, and reused. (YouTube). Debate which one of those natural resources are most important to us, and most important to conserve.
- Bring in tangible items, have students sort them into renewable and nonrenewable resources. Write about one of them, why it’s placed where it is, and how we can use it with the environment in mind.
- Groups will each get the name of a natural resource and identify it as renewable or nonrenewable. They will write down as many items as they can that can be made with that resource. Use the Internet to help.
- Read an article from Scholastic News or www.readworks.org that discusses an environmental problem or a way in which people are working to resolve an environmental problem. Write an editorial about the article.

Interacting with the environment

- What do think is the worst environmental problem on our earth? (OREO writing format / 2-3 reasons)
- Listen to a read aloud of “The Lorax” by Dr. Seuss, or watch the movie. Discuss the story structure and how it relates to our world today.
- Use www.listofenvironmentalissues.com. Groups will choose one environmental issue. Make a poster of this problem, why it’s a problem, what’s causing it, and what people are doing to fix it.
- Play online games about the environment. (ie: NOAA, Clim’Way, Windfall, Play Oil God, Recycle City, Smog City, The Garbage Dreams Game)
- Write an essay, “What I Can do to Help the Environment”.

Summative Activities, Tasks, or Projects:

- Document Based Question – Students will draw a picture of their ideal community. Write a paragraph that explains why it is their ideal place to live.
- Culminating Projects of the Unit: Groups will create a project (poster, PowerPoint, keynote) about one type of community. Will include sentences and visuals, showing what it looks like, population, jobs, buildings, houses, streets, activities, environment, etc.
- Pearson myWorld Chapter 1 Assessment

STAGE 3 Learning Plan

Instructional Plan:

Connect:

Field Trip Video
Chapter JumpStart Activity
Rap About It
Big Question Interactivity
Chapter Overview
Quest Project (Document Based Writing)- Explore a National Park!

Investigate:

Lesson Introductions (1 for each lesson)
Lesson 1: Land and Water
Lesson 2: Weather, Climate, and Forces of Nature
Lesson 3: Using Earth's Resources
Lesson 4: Interacting with the Environment
Literacy Skills: Cause and Effect
Map and Graph Skills: Use Digital Tools to Understand Geography
Primary Source: From an Essay by Rachel Carson
Citizenship: Hallie M. Daggett: First Female Fire Lookout

Synthesize

Lesson Check (1 for each lesson)
Lesson Review Interactivity (1 for each lesson)
Chapter Assessment
Chapter Test

Demonstrate

Lesson Quiz
Chapter Vocabulary Games
Quest Findings: Write and Present Your Sightseeing Guide
TikaTok

Unit Specific Accommodations and Modifications:

Land and Water

Support English Language Learners

Content and Language- Read aloud the content objectives to students. Emphasize the words landform, region, and globe. Have students repeat after you, pronouncing the words slowly until they are ready to say them at a normal pace.

Frontload the Lesson- Ask students to skim this lesson and notice the photographs and maps. Have them share their own experiences with visiting or seeing different types of landforms and bodies of water.

Comprehensible Input- Provide an outline of the text for students to use as they read through the lesson. In the outline, include headings, subheadings, and other text features, such as bolded words and important areas that are featured in the photographs.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing regions of the United States.

- Special Needs:** Review the landforms and bodies of water of the United States. Explain that different regions have different landforms and bodies of water in common. Have students pick a region and identify a landform or a body of water in that region.
- Extra Support:** Review what a region is and explain that the United States has five different regions. Have students pick a region and list three features of the region.
- On-level:** Have students draw a picture of a region of the United States and write a caption for their picture.
- Challenge:** Have students pick a region in the United States and write a journal entry describing a day in the life of someone who lives in that region.

Weather and Climate and Forces of Nature

Support English Language Learners

Have students use a climate map and map key to explore the concepts of weather and climate.

Content and Language- Read aloud the content objectives from the first page of the lesson plan summary. Write them on them on the board. Read the objectives a second time and have students repeat after you. Read the first paragraph of the lesson and have students explain the concept of weather and climate.

Frontload the Lesson- Ask students to preview the map on the second page of the lesson. With students, review the purpose of a map key and what information it can share. Present the concept of climate and have students connect the concept to the information included in the map.

Comprehensible Input- Have student partners read a section of the text. One student reads aloud one paragraph and the other listens. Partners ask and answer questions based on information from the oral reading.

Reading: Read aloud the paragraphs about volcanoes and earthquakes in the section “Natural Hazards.” Write the words molten, landslide, and mudslide on the board.

Entering: Have students draw a picture of a landslide and a volcano. Help them label the drawings.

Emerging: Point out that molten is similar to melted and refers to rock that is melted. (You can also share that lava only refers to molten rock that has come out of a volcano. While it is still in the volcano it is called magma.) Point to the word slide in the words landslide and mudslide. Work with students to understand what each of these terms means.

Developing: Ask students to break down the compound words landslide and mudslide into their parts. Have them work with a partner to figure out what each term means. Monitor their answers.

Expanding: Have students reread the paragraphs about volcanoes and earthquakes, and then work in pairs to write a definition of the three terms you wrote on the board.

Bridging: Have students reread the paragraphs about volcanoes and earthquakes, and then write a brief paragraph talking about the three terms you wrote on the board.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when filling out the Main Idea and Details graphic organizer found in the lesson.

Special Needs: Have students circle the words forest, grasslands, tundra, and desert in the section. Explain that different kinds of plants grow in each of these areas. Have students write one detail about the plants that grow in each area.

Extra Support: Review the four main kinds of vegetation in the United States. Have students work in pairs to fill out the graphic organizer.

On-level: Remind students to consider temperature, rainfall, animal, and plant life as they fill in the graphic organizer.

Challenge: Have students include the climate and region where each type of vegetation is commonly found.

Using Earth's Resources

Support English Language Learners

Content and Language- Draw a T-chart on the board for students to fill in. Include the headings Agricultural Region and Industrial Region. Encourage students to notice characteristics of each to include in the chart.

Frontload the Lesson- Have students preview the vocabulary words. Ask students to predict what people do in an agricultural region. Ask them to predict what natural resources are found in an industrial region.

Comprehensible Input- As they read about a resource in the lesson, remind them to review the 5 Ws: What is the resource? When is the resource used? Where is the resource found? How is the resource used? Who uses the resource?

- Speaking: Write the terms region and resource on the board. They are words students will read frequently throughout the Worktext. Have students work in pairs to roleplay as a teacher trying to prepare a simple lesson about regions and resources.
- Entering: Have students draw a picture of two resources and label each resource.
- Emerging: Have each pair structure questions that they as teachers might get asked when teaching these terms. Provide sentence stems such as, A resource is _____. I live in the _____ region.
- Developing: Have students ask their partner "What is a resource?" and "What is a region?" and have them provide answers verbally. Provide sentence stems such as, A _____ is a resource because _____. I think _____ is a region because _____.
- Expanding: Have students ask their partner questions about resources and regions while incorporating the other lesson vocabulary terms. Provide sentence stems if necessary.
- Bridging: Have groups write a brief quiz about what they learned about regions and resources in the lesson. Then have each group give its quiz verbally to another group.
- Reading: Write the words renewable and nonrenewable on the board. Entering: Have students draw a picture of something that is new. Then explain that the prefix re- means again. To renew is to make new again. For example, if a new car gets dirty, it can be washed. Then the way it looks has been renewed. Have students draw a series of three pictures and label them "new," "old," and "renew" (such as, a new car, a dirty car, and a clean car).
- Emerging: Explain that renew means "to make new again." The prefix non- means "not." Something that is nonrenewable cannot be renewed. Then have them express this relationship by completing the following sentence frames: A tree is a _____ resource because _____. Oil is not _____ because when you use it all up, it is _____.
- Developing: Have students write the words renewable and nonrenewable on index cards. On the back of each card have them write the definition of each word and draw or write some examples of each.
- Expanding: Have student pairs work together to read a text about renewable and nonrenewable resources. Have students take turns reading the text to each other. Last, have them summarize in one sentence what they have learned about renewable and nonrenewable resources.
- Bridging: Have students work individually or in pairs to research and write about the costs and benefits of using renewable and nonrenewable resources to provide energy. Have students make a one-sentence recommendation based on their reading.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing resources.

- Special Needs: Use guiding questions to help students list features of their national park. For example, ask: What water is in the park? What is the land like? Use additional guiding questions to help students classify the features of the park.
- Below Level: Have students work in pairs to identify features of the park and how people use the feature. Then have them draw a picture of the feature and label the feature with its name.
- Advanced: Have students prepare a step-by-step sightseeing guide. Have the guide begin as a visitor enters the park, and have it lead visitors through the park in a logical sequence. The guide can tell visitors how long they should expect to spend at each feature, and how many days the entire sightseeing tour will take. They may want to include a map of a short tour and a long tour.

Use the following activities to differentiate instruction for students when reading about protecting resources.

- Special Needs: Explain to students that renew means "to make new again." Ask students to explain why trees can be renewed. Remind students that not all resources can be renewed.
- Extra Support: Review with students the definition of natural resource. Have students list the different natural resources they have read about. Ask them to circle a renewable resource from their list and underline a nonrenewable resource from their list. Have them explain the difference between the two kinds of resources.
- On-level: Ask students to explain why it is necessary to conserve nonrenewable resources.
- Challenge: Have students come up with a list of things that their friends and family can do to help conserve resources. Ask students to share their lists with the class.

Interacting With the Environment

Support English Language Learners

- Content and Language-** Write the Content Objectives and ELL Objective from the first page of the Lesson Plan Summary on the board. Read aloud and have students repeat for speaking practice. Have students work in pairs or groups to rewrite objectives with simpler language, and then read their writing aloud.
- Frontload the Lesson-** Have students review the first paragraph on the first lesson page. Remind them of the different features that make up the environment. Have students describe the environment where they live.
- Comprehensible Input-** The video and audio from the presentations, as well as the previewing of visuals, will enhance student understanding of the lesson concepts. Point out that headings, captions, and illustrations will give them clues to lesson content.
- Speaking:** Locate the vocabulary words and read them aloud. Have students say them aloud after you.
- Entering:** Encourage students to draw a picture to show irrigation. Have them label the drawing.
- Emerging:** Have students locate the words in the text. Read the sentences aloud and have students repeat after you.
- Developing:** Have students locate the words in the text. Have them read the sentences containing each word aloud.
- Expanding:** Have students read the sentences that contain the vocabulary words. Then have them say what each word means in their own words.
- Bridging:** Have students read the sentences that contain the vocabulary words. Then have them find another sentence in the lesson that uses each word. Provide help finding these if necessary. Ask students to say out loud what each word means in the context of that sentence.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when reading about the People and the Land section.

- Special Needs:** Remind students that people do both activities that harm the environment and activities that help the environment. Have students tell, act out, or draw one activity that harms the environment. Have them tell, act out, or draw one activity that helps the environment.
- Extra Support:** Have students draw a two-column chart on a separate sheet of paper. Have them title the left column Harm the Environment and the right column Help the Environment. Have them fill out the chart as they read.
- On-level:** Have students work in small groups to identify something in their neighborhoods that harms the environment. Then have them brainstorm possible solutions to the problem.
- Challenge:** Have students read more about one of the national parks in the United States. Ask them to create a travel brochure with the highlights and activities offered in the park.

Map and Graph Skills: Use Digital Tools to Understand Geography

Support for English Language Learners:

- Reading:** Tell students that reading a map is a special kind of reading that involves looking at words, images, and spatial relationships.
- Entering:** Pass out a map/diagram of the classroom. Point out the front of the classroom. Have students point out the back of the classroom and where they sit.
- Emerging:** Pass out a map/diagram of the classroom. Have students label the places on the map. Encourage them to use the terms door, window, desk, and wall.
- Developing:** Pass out a map/diagram of the classroom. Have student pairs describe spatial relationships to each other. For example, the door is in the front of the classroom. The windows are on the right side of the classroom.
- Expanding:** Pass out a map/diagram of the classroom. Show students how to use a compass (or compass app on a phone) to label north, south, east, and west. Then have students use these four terms to describe where parts of the classroom are located. For example, the windows are on the east side of the classroom.
- Bridging:** Pass out a map/diagram of the classroom. Have students measure the length of each wall of the classroom in feet. Then have them measure the length of each wall on the map in inches. Based on this information, have them write a scale for the map, such as 1-inch equals 10 feet in real life.

Differentiated Instruction

Use the following activities to differentiate instruction for students when discussing costs and benefits.

- Special Needs:** Point out that people use maps and give directions every day. Ask students to draw a map that shows how to get from their classroom to the lunchroom. Have them draw landmarks (such as items seen on the walls) to help a newcomer to the school find their way to the lunchroom.
- Below Level:** Give students one minute to list things to include in a set of oral directions for getting from the classroom to the playground. Have students list the steps in sequence: First, go out the classroom door. Turn left. Next, walk to the end of the hall.
- Advanced:** Tell students to think about what their school looks like from above. Then encourage them to draw a bird's eye view of the outside of their school. Encourage them to include important landmarks, such as the playground, bus stop, main entrance, and so on.

Literacy Skills: Cause and Effect

Differentiated Instruction

Use the following ideas to differentiate instruction for students when identifying cause and effect.

- Special Needs:** Review cause and effect with students. Have students write a few sentences describing an event that happened in their day. Ask them what caused the event to happen.
- Below Level:** Remind students that a cause makes something happen, and an effect is the thing that happened. Tell them that a cause comes first, and an effect comes second or last. Have them explain what happened at Spindletop in Texas. Ask them how that event changed the nearby city of Beaumont.
- Advanced:** Have students write a few sentences describing something that happened to them. After they have completed their writing, invite students to pantomime what they wrote. Give the other students time to guess what is being acted out. When a person guesses correctly, it is his or her turn to act out a cause and an effect.

Primary Source: From an Essay by Rachel Carson:

Support for English Language Learners:

- Reading:** Ask students to listen closely. Read aloud the essay. **Entering:** Have students draw a picture to show one thing described in the essay. Have them label their picture and read aloud the label.
- Emerging:** Have students chorally read the essay. Then have them take turns reading aloud one sentence at a time to reread the essay a second time.
- Developing:** Read the essay aloud to students as they echo read. Then have each student write an important sentence from the essay.
- Expanding:** Have student pairs take turns reading sentences of the essay aloud. Have them use their voices to emphasize important parts of the essay.
- Bridging:** Have each student read the essay aloud to a partner. Encourage students to vary the speed at which they read sections and to use a louder or softer voice to emphasize important parts of the essay.

Differentiated Instruction:

- Special Needs:** Read the essay excerpt to students. Have students write and label what they think a flying goose looks like.
- Below Level:** Have students draw a picture of a geographic feature that is mentioned in the excerpt, such as a flat prairie, hot desert, mountain lake, or coastal marsh.
- Advanced:** Have students think about the geography of their local area. Ask them to write down interesting details. Then have them write a paragraph about the scene. Tell them that since they are remembering things they actually saw, the paragraph is a primary source. Once students have completed their paragraphs, have them write two questions that they can use to see if another student understands their paragraph.

Unit Specific Interdisciplinary Connections / Materials:

Curriculum Connections: Geography

The Great Plains - The Great Plains are a vast region of the United States. They take up approximately 1,125,000 square miles. This means that the climate of the Great Plains can change depending on the location. In the past the grasses of the Great Plains often grew over three feet tall. The roots of these grasses stretch deep down into the soil in an effort to reach water deep in the

ground. Parts of the Great Plains experience frequent tornadoes because of their location north of the warm, moist Gulf of Mexico and the absence of mountain barriers. Much of the region is part of what people call “tornado alley.”

Curriculum Connections: Science

Hurricane Categories- The National Weather Service rates hurricanes from 1 to 5 based on sustained wind speeds. This is known as the Saffir-Simpson Hurricane Wind Scale. Category 1 is the lowest with wind speeds between 74 and 95 miles per hour. Category 5 is the most severe with wind speeds over 157 miles per hour.

The world’s greatest earthquake zone is along the edge of the Pacific Ocean. Here, 81 percent of the world’s largest earthquakes occur. Alaska has the most earthquakes per year. California has the second greatest number. However, California has the most damaging earthquakes because of its greater population and larger cities. Most of Alaska’s large earthquakes occur in remote places, such as islands where few people live. Florida and North Dakota have the fewest earthquakes each year. There has been an increase in small earthquakes in some regions of the country. Many of these earthquakes occur in places where water is pumped deep into the Earth during oil and gas production. Such places include Colorado, Texas, Arkansas, Oklahoma, and Ohio.

Curriculum Connections: History

Prior to the discovery of petroleum in Pennsylvania, many Americans relied on the oil made from the fat of whales. Although Pennsylvania was the site of the nation’s first oil boom, the amount of petroleum found there was very small. Still, Titusville, Pennsylvania, was the site where the first oil well was drilled in the United States. The first still to refine crude oil was also built in Pennsylvania in the city of Pittsburgh. The discovery of oil at the Spindletop oilfield in Texas marked the first great strike in the Gulf of Mexico region, which immediately became the nation’s most important oil-producing region.

Beyond the Classroom:

Do you have a fish hatchery, dam, or oil refinery near you? Think of a resource or business nearby that correlates to the chapter and take the class on a field trip to visit and learn more about what resources they have nearby.

Have students visit the U.S. Geological Survey education page: <https://education.usgs.gov/>. From there, click on icons to explore some fun activities, including videos of volcanoes or how to map your school.

Additional Materials

Printed Resources

- For Further Reading:
 - *A River Ran Wild* by Lynne Cherry
 - *River Town* by Bonnie and Arthur Geisert
 - *Got Geography!* by Lee Bennet Hopkins
 - *One Plastic Bag: Isatou Ceesay and the Recycling Woman of Gambia* by Miranda Paul

**Unit #2
Economics**

**The Big Question
How do people get what they need and want?**

**STAGE 1
Desired Results**

Essential Questions

A. Civics, Government, and Human Rights

- 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?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How does geography influence how people live?

C. Economics, Innovation, and Technology

- 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?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Enduring Understandings

- People must make economic choices about how to get what they need and want because resources are limited.
- People use natural resources, human resources, and capital resources to produce goods and services.
- People work jobs to earn money and trade, buy, and sell goods and services to meet their wants and needs.
- People go to school and learn knowledge and skills to increase their human capital.

Students will be able to...

- Develop Questions and Plan Inquiry
- Gather and Evaluate Sources
- Seek Diverse Perspectives
- Develop Claims Using Evidence
- Present Arguments and Explanations
- Engage in Civil Discourse and Critique Conclusions
- Take Informed Action

Student will know...

Learning Objectives:

Goods and Services

- Describe how Producers use different types of resources to make goods and provide services.

- Explain how production and consumption of goods and services has changed over time.
- Understand that people trade to get resources and goods and that companies import and export these products.
- Identify factors that consumers and producers consider when making economic choices.

Types of Resources

- Differentiate among natural, human, and capital resources.
- Describe how each type of resource contributes to the production of goods and services
- Explain how education and training enhance human resources
- Explain how advances in technology have changed the ways we use resources.

Economic Choices

- Understand that economic choices involve trade-offs.
- Explain the role of opportunity cost in economic choices.
- Analyze costs and benefits of sample economic choices.
- List steps for making economic choices.
- Differentiate between needs and wants.

Human Capital and Your Future

- Explain how students are human resources with human capital
- Describe ways that students can increase their human capital.
- Explain why government and taxpayers provide public education.
- Identify skills and knowledge needed to do different types of jobs.
- Explain the value of volunteer work.

Content Vocabulary:

- goods, services, consumer, local, producer, import, export, rely, purchase
- human resources, capital resources, sufficient, technology
- trade-off, cost, opportunity cost, benefit, need, want, adjust, responsible, option
- invest, human capital, occupation, prepare, fund

Instructional Mandates from the New Jersey Department of Education

Topics addressing the Amistad Commission Mandate...

Topics addressing the Holocaust Commission mandate...

Topics addressing the Diversity, Equity, and Inclusion Mandate...

Addressing the Asian American and Pacific Islander Mandate...

Common Misconceptions:

Students may think that technology refers only to material goods, like tools and machines. Emphasize that technology includes the ways, or methods, of doing things. This means that technology also includes ideas and knowledge. Ask students to consider why technology changes as scientific understanding changes. Have them discuss in groups and write a short response to share with the class. Then remind groups of the products that they selected at the start of the chapter. Tell them to identify and explain one good and one method used to make that product.

STAGE 2

Evidence of Learning

Formative Assessment:

Provided through the teacher resources

Summative Assessments:

Provided through the teacher resources

STAGE 3 Learning Plan

Instructional Plan:

Connect:

Field Trip Video
Chapter JumpStart Activity
Rap About It
Big Question Interactivity
Chapter Overview
Quest Project Based Learning: Resources All Around Us

Investigate:

Lesson Introductions (1 for each lesson)
Lesson 1: Goods and Services
Lesson 2: Types of Resources
Lesson 3: Economic Choices
Lesson 4: Human Capital and Your Future
Literacy Skills: Summarize
Critical Thinking Skills: Analyze Cost and Benefit
Primary Source: Advertisement From Early America
Citizenship: Jerry Yang: A Leader in Technology

Synthesize

Lesson Check (1 for each lesson)
Lesson Review Interactivity (1 for each lesson)
Chapter Assessment
Chapter Test

Demonstrate

Lesson Quiz
Chapter Vocabulary Games
Quest Findings: Make Your Poster
TikaTok

Unit Specific Accommodations and Modifications:

Needs and Wants

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing needs and wants.

Special Needs: Before class, obtain images of needs, such as food, water, and basic clothing, and wants, such as toys, games, and jewelry. On the board, draw a T-chart labeled "I need ..." and "I want ..." Help students categorize the images. Then tell them to write sentences using the chart.

- Below Level:** Before class, obtain images of needs and wants. Place posters labeled “Needs” and “Wants” on different sides of the room. Distribute images to each student, and have them add their image(s) to the correct poster. Discuss how some items might fit both categories. Then ask students to write an explanation of needs versus wants in their own words.
- Advanced:** Tell students to find images of needs and wants in magazines or other classroom resources. Then have them place their items on “Needs” and “Wants” posters in the classroom. Divide the class into teams, one for each poster. Have teams explain why each item does or does not belong. Finally, ask students to identify any items that might be both needs and wants and to explain why.

Goods and Services

Support for English Language Learners:

- Writing:** Draw a house with a stick figure near it and another figure far from the house. Label the figures near and far. Have students practice writing using examples such as this.
- Entering:** Ask students to draw and label a school building with students near and far.
- Emerging:** Display the text. Draw attention to prepositions and prepositional phrases such as near and close to. Write these words on the board, and add far from. Stand close to a student, and say: I am close to you. Then move across the room, and say: Now, I am far from you. Have partners practice writing and saying sentences that use these words and phrases. Provide Cloze sentences for students to complete, such as: My desk is far from _____.
- Developing:** Tell students to look for the words near and close to in the Worktext. Have them write and say a sentence in which they use each word or phrase. Stand close to a student, and say: I am close to you. Then move across the classroom from the student. Ask students what you should say now. Guide them to understand that you would say: Now, I am far from you. Have partners use complete sentences to ask each other to identify things near, close to, and far from them.
- Expanding:** Ask students to list words and phrases that express the distance between things. If students have trouble, call attention to near and close to in the Worktext. Have partners take turns describing places, near, close to, and far from their communities.
- Bridging:** Encourage students to write two sentences or a short paragraph with words that describe places near and far.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing goods and services.

- Special Needs:** Show students’ pictures of people making goods and providing services. Ask students to describe what each image shows. Help them classify the activities in a T-chart labeled “Producing Goods” and “Producing Services” on the board.
- Below Level:** Instruct student groups to brainstorm a list of workers who make goods and workers that provide services. Get them started with an example. Say: I am a teacher. I teach students. I produce a service. Publishers make your textbooks. They produce goods.
- Advanced:** Assign student pairs to research two related professions—one that produces goods and one that provides services. Have them use appropriate resources to find out what each worker does, how that worker meets a need or a want in the community, and what resources that worker uses to provide that good or service. Instruct students to write a sentence explaining the relationship between their two producers.

Types of Resources

Support for English Language Learners:

- Writing:** Draw a blank T-chart on the board to help students practice writing about the flowchart.
- Entering:** Have students copy the blank T-chart. Encourage them to draw pictures of things in the flowchart in the left column. Help them write the words to label their pictures in the right column.
- Emerging:** Display the flowchart in the Worktext. Point to each person, and identify the worker. Write the noun in the first column of a T-chart on the board. Then point to each worker, and say what the person does. Write the verb phrase in the second column of the T-chart. Have students copy the charts, and tell them to combine the nouns and verb phrases to form complete sentences. Demonstrate an example by writing and saying: The farmer milks the cow.

- Developing:** Display the flowchart in the Worktext. Call on students to identify the workers. Have them write the nouns that identify the workers in the first column of a T-chart. Then ask students to write the verb phrases that tell what the workers do in the second column. Have partners take turns asking and answering questions about what each person does.
- Expanding:** Tell students to make a T-chart labeled “Nouns and Verb Phrases.” Have them use the people in the flowchart to complete the chart.
- Bridging:** Ask students to use the tune to “Old MacDonald Had a Farm” to write and sing a song explaining what each person is doing.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing different types of resources.

- Special Needs:** Draw a three-column chart on the board with the headings “Natural Resources,” “Human Resources,” and “Capital Resources.” Display images that show examples of each. Call on students to identify one or more resources shown in the image. Help them write the resources in the appropriate columns. For example, a picture might show a farmer plowing a field. You would write farmer under Human Resources, land under Natural Resources, and plow under Capital Resources.
- Below Level:** Distribute sets of images to small groups. Have them write down the resources they see in each image. Tell them to categorize the resources in a table. Finally, ask them to write a caption for each image that describes the resources being used.
- Advanced:** Tell students to investigate the production of a good or service in their community. Have them make a poster diagram in which they illustrate the natural, human, and capital resources involved in the production of that good or service. Ask them to label each resource used, identify the type of resource, and explain its role.

Use the following activities to differentiate instruction for students when discussing resources.

- Special Needs:** Use guiding questions to help students list supplies needed for a lemonade stand. For example, ask: What ingredients do you need to make lemonade? How will you serve it? Refer students to the picture that they drew at the start of the chapter as well as a recipe if they have trouble answering the questions. Use additional guiding questions to help students classify resources.
- Below Level:** Refer students to the drawings that they made at the start of the chapter as well as a recipe. Have them work in pairs to identify supplies needed for their stands, and to categorize their supplies as natural, human, and capital resources. Say: Remember that just as lemonade is made from natural resources, so are the other tools you might use.
- Advanced:** Tell student pairs to plan how they will make their lemonade, build their stand, and advertise and sell their stand. Have them prepare a step-by-step process. Then instruct them to go through their plan and highlight any supplies and resources used.

Economic Choices

Support for English Language Learners:

- Speaking:** Distribute different amounts of play money to students so they can practice speaking about it.
- Entering:** Have students sort the money by denomination, and say the number that is on each bill or coin.
- Emerging:** Have students count the money to determine how much they have. Display pictures of a variety of items. Tell students how much each item costs. Ask students if they have enough money to buy the item. Elicit responses in complete sentences: Yes, I have enough money. No, I don’t have enough money. Instruct students to choose one of the items that they can buy, and have them complete the following Cloze sentence: I want to buy _____, because _____.
- Developing:** Distribute different amounts of play money to students. Give student pairs a list of items and their prices. Have students take turns asking and answering what items they have enough money to buy. Then tell students to take turns making choices and explaining why they would buy some things and not others.
- Expanding:** Assign student groups a certain amount of money to spend. Give each group a project idea, and a list of items, with prices, that they can buy to complete those projects. Have groups work together to determine what they will buy and why.
- Bridging:** Ask students to write and act out a script showing how they made their economic choices.

- Speaking:** Invite a volunteer to read aloud the cost-benefit chart, while others listen. Then have students practice speaking about the chart.
- Entering:** Have students draw a picture of the dog they think the family should adopt. Have them tell which dog it is: the adult dog or the puppy.
- Emerging:** Explain that Ella's family must make a choice based on their opinion about the costs and benefits of two options. Review the costs and benefits with students. Then have them express and explain an opinion by saying aloud the following Cloze sentence: I think Ella's family should adopt _____ because _____.
- Developing:** Have students read to determine the meaning of Ella's family's cost-benefit chart. Have them practice forming their own opinions by orally completing the following Cloze sentences: I think Ella's family should adopt _____ because _____. The benefit of _____ is more important than the cost of _____.
- Expanding:** Remind students that a cost-benefit analysis relies on a person's feelings or opinion about the costs and benefits of the choices. Tell them to ask and answer questions with a partner about the choice Ella's family must make. Have them use phrases such as I think, I believe, and I feel to express an opinion. Instruct them to connect ideas using words like and, but, because, and so.
- Bridging:** Have students explain to a partner the costs and benefits of a choice between two different types of pets (such as between a dog and a fish).

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing natural, human, and capital resources.

- Special Needs:** Draw a three-column chart on the board, and write natural resources, human resources, and capital resources at the top of the columns. Display images of resources, and identify what each image shows. Help students classify each image. Tape the image in the correct column, and write what it shows (e.g., wood, millworker, lumber mill).
- Below Level:** Have students draw a three-column chart with the headings "Natural Resources," "Human Resources," and "Capital Resources." Distribute a set of images to student pairs. Have them identify the type of resource each shows and list it in the correct column. Review students' work as a class.
- Advanced:** Assign student pairs a specific product, such as a box of cereal or a T-shirt, to investigate. Tell them to research and record the natural, human, and capital resources involved in the production of their assigned item. Have them present their findings in a three-column chart. To extend the activity, instruct students to prepare a slideshow or make a poster to show the three types of resources.

Human Capital and Your Future

Support for English Language Learners:

- Speaking and Writing:** Invite students to practice speaking about different kinds of jobs.
- Entering:** Have students look at the pictures of jobs in the Worktext. As you point to a picture, have students volunteer the name of the job (veterinarian, electrician, farmer). Then have students suggest tasks that each worker might do.
- Emerging:** List several types of jobs in a column on the board, such as scientist, nurse, teacher, construction worker, trash collector, pilot, and news reporter. In a second column, write two verbs to describe two things that each job does. Help students complete and say Cloze sentences that condense clauses to explain the jobs that workers do. For example, A nurse _____ and _____ people. A pilot _____ an airplane and _____ people and goods.
- Developing:** Ask students to list jobs that people do in a column on the board. Then call on students to write two or more verbs in a second column that describe actions those workers do. Challenge students to write and say aloud sentences to explain the job that each worker does. Model how to condense clauses so that students have one sentence for each job. For example, A pilot flies an airplane and moves people and goods.
- Expanding:** Tell student pairs to research three jobs. Invite them to work together to write one sentence about each job.
- Bridging:** Encourage individuals to research a job they might like to have in the future. Have them write a paragraph in which they describe the tasks done as well as the knowledge and skills required. Instruct students to use simple and complex sentences with condensed clauses in their paragraphs.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing what success means.

- Special Needs:** Draw a word web for success on the board. Call on students to list ideas that describe what the word means. Encourage students to think about different types of success. Then write SUCCESS on the board, with the letters stacked vertically. As a class, write a phrase or sentence for each letter of the word to explain its meaning.
- Below Level:** Have students write the letters for SUCCESS vertically on a sheet of paper. Then tell them to Think-Pair-Share what success means to them. Challenge them to write phrases or sentences for each letter of the word to explain its meaning.
- Advanced:** Tell students to free write for three minutes about what success means to them. Then have them use their ideas to write an acrostic poem for SUCCESS. Call on students to share their poems with the class.

Use the following activities to differentiate instruction for students when discussing human capital and jobs.

- Special Needs:** Prepare a list of three interview questions to ask students about their future goals. For example, What type of work do you want to do? Give the questions to student pairs. Have them take turns interviewing one another. Ask partners to talk about what skills and knowledge they might need to learn to meet their goals.
- Below Level:** Tell student pairs to take turns interviewing each other about their future goals. Instruct them to ask each other five questions to determine what they might like to do in the future. Then have them discuss what they need to learn to prepare to achieve those goals. Ask them to write a summary of their goals and their plan to achieve them.
- Advanced:** Organize students into groups. Instruct students to take turns asking and answering questions about their future goals in life. The questions should focus on what occupations students might want to do. Based on their answers, have students determine three possible jobs that they might enjoy. Challenge each student to research the jobs. Have them write a report to describe the jobs.

Primary Source: Advertisement From Early America

Support for English Language Learners:

- Listening:** Ask students to listen closely. Read aloud the two ads so students can practice listening and describe the images in the ads and how they make people feel.
- Entering:** Have students draw pictures to show how one ad makes them feel about the product.
- Emerging:** Underline and read aloud this phrase from the text: make you feel good about it. Tell students that ads try to make you feel and think certain things. Write and say opinion prompts, such as I think, I feel, and I like or I don't like. Tell students to take turns using the prompts to express how they think or feel about something.
- Developing:** Underline and read aloud this sentence from the text: Ads are designed to sell you something and make you feel good about it. Remind students that ads try to make them feel or think a certain way. On the board, write the following questions and read them aloud: Do you like juicy apples? Why or why not? What does this ad make you feel? Have student partners take turns asking and answering the questions in complete sentences. For example, I like juicy apples because . . .
- Expanding:** Emphasize that ads try to make you feel or think a certain way so you take a certain action. Ask: What does this ad want you to think or feel? What does it want you to do? Have students write responses and explain what about the ad supports their ideas. Then have them ask and answer whether the ad persuades them.
- Bridging:** Have student pairs take turns reading aloud ads to each other. The listener should pay close attention, and then tell about the words the ad uses to make a listener want to buy the product.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing the primary sources.

- Special Needs:** Draw a T-chart labeled "First Ad" and "Second Ad" on the board. Have students copy the chart and record details about the two ads in the correct columns. Guide them to circle or highlight things that the ads have in common.
- Below Level:** Tell students to draw a T-chart in which they record details about the two ads shown. Have them write three sentences in which they explain two similarities and one difference between the ads. Instruct students to share their sentences with a partner.
- Advanced:** Direct students to complete a Venn diagram comparing and contrasting the two ads. Then have them write a short analysis in which they explain what aspects of the two ads they find most effective, and why, and what elements of the ads could be improved, and how.

Literacy Skills: Summarize

Support for English Language Learners:

Speaking and Listening: Write on the board the following words: Yesterday and Today. Point to a calendar, and say yesterday and today as you point to the correct dates. Have students practice saying these words in sentences.

Entering: Have students draw a picture of what they did yesterday. Help them say aloud what they did, using this sentence frame: Yesterday, I ____ .

Emerging: Write the following prompts on the board: What did you do yesterday? Where did you go? Who did you see? Model how to ask and answer the sample questions. Then pair students, and have them take turns asking and answering the questions. Call on each student to share one thing that they learned about their partner's day.

Developing: Write morning, afternoon, and evening on the board. Tell students to ask a partner what they did at these different times of day, either yesterday or on a weekend day. Have them take turns asking and answering questions with a partner. Call on students to summarize the most important part of their partner's day.

Expanding: Write Yesterday, Today, and Tomorrow on the board. Have student pairs practice telling each other what they did, are doing, or will do. Have partners help with verb tenses as needed.

Bridging: Write Who? What? Where? When? Why? on the board. Instruct students to write interview questions using these words to ask a partner about what they did on a specific day. Tell students to specify the day about which they are asking in their questions and to pose the questions about the morning, the afternoon, and the evening. Have them record what they learn, and write a summary.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing how to summarize. Provide students with a blank schedule sheet from a daily planner.

Special Needs: Point out the different times listed. Ask them to recall what they do at different times of the day. Help them record these details in time slots. Then work with students to circle the three or four most important events in a normal day. Have them write those events in complete sentences, and read them aloud to summarize a typical day.

Below Level: Tell them to think about their schedule on one weekday and record details in the time slots. Ask them to write a paragraph to summarize their day. Have students share their paragraphs.

Advanced: Instruct students to interview an adult about their job. Then ask students to use their notes to write a summary of the adult's typical day on the job. Have them share their summaries.

Critical Thinking Skills: Analyze Costs and Benefits

Support for English Language Learners:

Speaking: Read aloud the cost-benefit chart. Emphasize the describing words (or adjectives). Have students practice speaking using adjectives and noun phrases.

Entering: Have students repeat the adjectives in the cost-benefit chart after you say them.

Emerging: Remind students that an adjective describes something. Then underline adjectives in the chart, including dangerous, easy, difficult, and mild, and circle the nouns. Direct students to orally complete Cloze sentences using the adjectives and nouns. For example, The _____ in Missouri is a benefit. The _____ to move west is a cost.

Developing: Define adjective and noun, and provide an example of each. Write The book is red. Write the red book. Draw an arrow between the sentence and the noun phrase. Then tell students to identify and record adjectives and nouns used in the chart. Have partners take turns using noun phrases in complete sentences to describe costs and benefits from the chart.

Expanding: Ask students to identify adjectives and the nouns they describe in the chart. Have partners take turns using those noun phrases to ask and answer questions about the costs and benefits listed. **Bridging:** Challenge partners to use new noun phrases to ask and answer questions about things in their lives.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing costs and benefits.

- Special Needs:** Point out that students choose what activities to do, how to spend their time, and so on. Ask students to identify two choices that they have made recently. Then tell them to draw a picture showing one choice. Have them write a caption to describe it.
- Below Level:** Give students one minute to brainstorm a list of choices that they have made in the past week. Point out that the choices might be as simple as what to eat for breakfast or whether to brush their teeth. Tell them to draw a picture showing one of those choices. Then have them write a caption to describe a cost and a benefit of the choice.
- Advanced:** Tell students to think about a difficult choice that they or someone they know has had to make. Have them brainstorm costs and benefits for that choice. Then challenge them to write and illustrate a series of story frames for a story based on a similar choice.

Unit Specific Interdisciplinary Connections / Materials:

Curriculum Connections: Reading

Prior to class, obtain a copy of *A Chair for My Mother* by Vera B. Williams. Read aloud the story with students, as a class. When you have finished, list key ideas and vocabulary words from the lesson on the board, such as consumer, resource, goods, cost, work, earn, need, and want. Assign words to students, or pairs of students. Ask them to identify an example of that idea or word from the story, and to explain why it is important to the story. Call on students to share. Finally, have students Think-Pair-Share what economic choices Rosa, her mother, and her grandmother had to make.

Curriculum Connections: Geography

Explain to students that an important natural resource is water. Explain that some states, such as California, have a huge population that depends on a limited fresh water supply. Even though it has various water supplies, California struggles to meet the water needs of its growing population. Ask: How do people and businesses in California use water? (drinking, bathing, farming, energy, washing, making things, swimming, and water sports) Ask: Why can't they use water from the Pacific Ocean to meet these needs and wants? (It's saltwater. People can't drink saltwater.) Explain to students that making saltwater ready to drink or use for washing and cooking is an expensive process. Discuss with students various sources of fresh water, including lakes, ice and snow melt in rivers and streams, groundwater and aquifers, and reservoirs. Tell students that some states import water from other states. Ask: What problems might there be with importing fresh water? Have student groups discuss and share their ideas.

Curriculum Connections: Reading

Before class, obtain a copy of *When the Bees Fly Home* by Andrea Cheng. Read aloud the story, and discuss with students how Jonathan uses natural resources to help his family. Then instruct students to visit the Library Media Center. Have them select a picture book to read and share with a small group. Students in groups will take turns reading aloud their books. Have groups discuss the different natural resources used in the books. Remind them that resources are used to make clothes, food, homes,

Curriculum Connections: Drama

Have students identify a job that they might want to do in the future. Encourage them to be specific. Say: If you want to be a doctor, think about what kind of doctor. A children's doctor? A heart doctor? If you want to be a writer, what do you want to write? Stories, poems, newspaper articles? Direct students to appropriate resources. Have them write down what their job does, what good or service the job provides, what skills and training they need to do the job, and what knowledge and education they need to increase their value as a human resource in that job. Challenge them to turn their notes into clues. Have them act out their job, providing clues, such as: I have to go to college and study science. I provide a service to children and their families. I help people feel better when they are sick. Call on each student to perform, and have the class (or class teams) try to guess the human resource.

Curriculum Connections: Health

Point out that we make choices every day that affect our health. These choices are like economic choices because they involve a trade-off. If you choose to ride a bike without a helmet, then you might be more comfortable or feel like you look cooler. However, the trade-off is that you put yourself at risk of a more serious injury if you have an accident. Challenge groups to think of five other health choices that they make in their lives. Have them list the possible trade-offs for those choices. Circulate the room to ask guiding questions, as needed, such as: What kind of choices do you make about the food you eat? What choices do you make about exercising or about how you get from place to place? What about the amount of time you spend watching television or playing computer or video games?

Curriculum Connections: Reading / Language Arts

Before class, obtain a copy of *A Day's Work* by Eve Bunting. Read aloud the book to students. Ask: What economic choices do the characters make? What are the costs of those choices? What are the benefits? Have student groups discuss and write responses to the questions. Call on each group to share their ideas. Then challenge students to write their own stories in which their characters make an economic choice. Tell them to explain the costs and benefits of the choice for their characters.

Curriculum Connections: Reading/Language Arts

Before class, obtain copies of these three books by Andrea Beaty: *Rosie Revere, Engineer*; *Ada Twist, Scientist*; *Iggys Peck, Architect*. Assign student groups to read and analyze one of the books. Have them describe the occupation that each main character undertakes. Ask: What jobs do Rosie, Ada, and Iggy do? What skills and knowledge do they need for those jobs? What resources do they use? What choices do they make? Tell students to discuss their ideas and present their conclusions in a group book report. To extend the activity, challenge students to write their own picture book about an occupation that they find exciting or appealing.

Curriculum Connections: Math

Display the chart in the Worktext. Draw attention to the cost in money listed for each option. Ask: How much more money does updating the school cost than updating the library? (\$16 million – \$8 million = \$8 million more) Say: Fill in the blank. Updating the school costs _____ as much money as updating the library. (twice) Ask: How much more time does updating the school cost than updating the library? (2 years minus 1 year = 1 year) Say: Fill in the blank. Updating the school costs _____ as much time as updating the library. (twice) Ask: What do these quantities suggest about the resources involved in the two options? (They suggest that updating the school requires more resources than updating the library.) To extend the activity, tell students that the community has 1 million people. Ask: How much per person would each option cost? (\$8 for the library, \$16 for the school) Then identify the number of people in your community, and ask students whether it would cost more or less per person in your community to complete one of these

Beyond the Classroom:

Take the class on a field trip to a local farmers' market or grocery store, or explore a retailer's Web site. Discuss how people visit these places to get what they need and want. Point out, too, the natural, human, and capital resources that you see.

Children can learn more about making good economic choices by visiting Web sites such as <http://www.Kids.gov> and <http://www.usmint.gov/kids>. You may also wish to take the kids on a "walkabout" field trip to observe natural, human, and capital resources at work in their community.

Additional Materials

Printed Resources

Suggested Reading:

- *Almost Zero*, by Nikki Grimes
- *A Chair For My Mother* by Vera Williams
- *When Bees Fly Home*, by Andrea Cheng
- *A Day's Work* by Eve Bunting
- *The History of Money: From Bartering to Banking* by Martin Jenkins

Unit #3
Communities That Build a Nation

The Big Question
How does our past affect our present?

STAGE 1
Desired Results

Essential Questions

A. Civics, Government, and Human Rights

- 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?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How does geography influence how people live?

C. Economics, Innovation, and Technology

- 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?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Enduring Understandings

- People came to America to find wealth, land, and resources.
- American exploration and settlement caused changes in the lives of people at the time.
- The changes caused by American exploration and settlement affect our lives today.

Students will be able to...

- Develop Questions and Plan Inquiry
- Gather and Evaluate Sources
- Seek Diverse Perspectives
- Develop Claims Using Evidence
- Present Arguments and Explanations
- Engage in Civil Discourse and Critique Conclusions
- Take Informed Action

Students will know...

- that geography influences communities and how the past connects to the present
- the causes and effects of European exploration
- the reasons for, and impact of, early Spanish settlement in North America
- the reasons for, and impact of, early French settlements in North America
- the reasons for, and impact of, English settlements in North America.
- the causes and effects of the American Revolution.

Learning Objectives:

America's First People

- Identify and compare how different cultural groups used their available resources.
- Identify ways that Native American groups cooperated with one another and ways that they worked against one another.
- Describe interactions between Europeans and American Indians.
- Compare and contrast American Indian cultures, past and present

Early Explorers

- Identify reasons for exploration by European explorers.
- Explain the reasons and resulting effects of Spanish exploration.
- Describe the finding of French exploration.
- Describe the sequence of English exploration.

Early Spanish, French, and English Communities

- Describe key events in the Spanish exploration of Florida.
- Identify other Spanish explorers and the results of their explorations.
- Describe Spanish exploration and settlement of the Southwest.
- Explain why settlers came to North America
- Describe the key events in the French exploration of North America
- Identify the reasons why the French built Quebec City.
- Describe the exploration of the Mississippi River.
- Explain the onset and the results of the French and Indian War
- Explain why English settlers came to North America.
- Describe key details in the settlement of English colonies.
- Identify hardships encountered in English settlements.

Creating a New Nation

- Describe the key events in the American Independence and the causes of the American Revolution.
- Describe the creation and significance of key documents.
- Identify documents that exemplify American history and ideals.
- Describe how individuals, events, and ideas have formed and changed government.
- Use terms to describe historical times.
- Identify the purpose of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights.

Content Vocabulary:

- custom, longhouse, confederacy, cooperate, reservation, government, tradition, purpose, generation
- explorer, route, motive, claim
- legend, fort, colony, colonize, mission, citizen, defend, significant
- expedition, territory, undertake, influence
- drought, debt, interpreter, Quaker, pilgrim, require, crucial
- tax, protest, legislature, patriot, independence, revolution, constitution, impose, background

Instructional Mandates from the New Jersey Department of Education

Topics addressing the Amistad Commission Mandate...

Topics addressing the Holocaust Commission mandate...

Topics addressing the Diversity, Equity, and Inclusion Mandate...

Addressing the Asian American and Pacific Islander Mandate...

STAGE 2

Evidence of Learning

Formative Assessment:

America's First People

- Give cards to students with the general names of the Native American Groups on the map on page 82. The rest of the students will have cards with facts about how the different groups live (environment, clothing, food, homes). The students will try to position themselves correctly with the group that matches their information (ie: lives in igloos will match with the Arctic). Groups will share out.
- Read an article about the Cherokee. Write 3 new facts learned.
- Read an article about the Iroquois. Write 3 new facts learned.
- Compare and contrast the Cherokee and the Iroquois.
- Read the article "Indian Reservations" on www.ducksters.com. Take the 10 question quiz.

Early Explorers

- Use www.virtualfieldtrips.org to watch videos about early America.
- Write, "I _____ (would, would not) Have Been an Explorer", explaining if he/she would have had the courage to be an explorer back during this time.
- Create "Columbus' log" of his journey to the Americas.
- Make a personal timeline.
- Discuss with your group, Do you think there was racial prejudice when Columbus and his crew arrived in San Salvador? Give examples. (Amistad Commission Mandate)
- Life changed for the Native Americans as a result of European exploration and settlements. Make a cause and effect chart noting the changes and what caused each one to happen. (Holocaust Commission Mandate)

Early Spanish, French, and English Communities

- Compare and contrast the explorations and settlements of the three countries.
- Read a book or article about Roanoke. Write an opinion piece about what you think happened there. Draw a picture.
- Take a virtual tour of Jamestown.
- Explain how the relationship between European explorers and the Native Americans often determined how successful their new settlements were.
- Create a booklet about the 13 colonies.

Creating a New Nation

- Watch Schoolhouse Rock video, "13 Colonies".
- Create a cartoon strip of the historical events in Lesson 6.
- Create a poem or rap song about American Patriots.
- Create a timeline of George Washington's life.
- Write a "Constitution" for the classroom.

Summative Activities, Tasks, or Projects:

- Document Based Question – How has the beginning explorations and settlements of America affected our lives today?
- Culminating Projects of the Unit: Do a Research project on one of the Explorers

STAGE 3 Learning Plan

Instructional Plan:

Connect:

Field Trip Video
Chapter JumpStart Activity
Rap About It
Big Question Interactivity
Chapter Overview
Quest Document Based Writing- The Past and You

Investigate:

Lesson Introductions (1 for each lesson)
Lesson 1: America's First Peoples
Lesson 2: Early Explorers
Lesson 3: Early Spanish Communities
Lesson 4: Early French Communities
Lesson 5: Early English Communities
Lesson 6: Creating a New Nation
Literacy Skills: Sequence
Map and Graph Skills: Timeline
Primary Source: The Declaration of Independence
Citizenship: Archie Thompson

Synthesize

Lesson Check (1 for each lesson)
Lesson Review Interactivity (1 for each lesson)
Chapter Assessment
Chapter Test

Demonstrate

Lesson Quiz
Chapter Vocabulary Games
Quest Findings: The Past and You!
TikaTok

Unit Specific Accommodations and Modifications:

Support for English Language Learners:

English Language Learners may lack background knowledge of events in United States history.

Visit the Library Media Center to locate appropriate picture books depicting major events in United States history to use in the following activities.

Entering: Show students photos or illustrations of two to three major events in United States history (such as the signing of the Declaration of Independence or the Boston Tea Party), and name each event. Give a simple, direct explanation of each event. This is the Declaration of Independence. It says that we are a free nation. Have students draw and label an illustration of one of the events.

Emerging: Show students photos or illustrations of two to three major events in United States history. Name each event and give a brief explanation. This is the Declaration of Independence. It was written to say that America wanted to be free from British rule. Have students draw and label an illustration of one of the events. Then have students name and describe the event.

- Developing:** Read one of the picture books aloud to provide students with information about one or more major events in United States history. Then have students draw an illustration of an event, and briefly explain the event to you.
- Expanding:** Read one of the picture books aloud to provide students with information about one or more major events in United States history. Then have students draw an illustration of an event, and write a sentence to explain the event.
- Bridging:** Read one of the picture books aloud to provide students with information about one or more major events in United States history. Then have students give an explanation of the event to a partner or small group.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when participating in the Think-Pair-Share.

- Special Needs:** Provide students with a scaffolded sentence stem to help them in making connections between past skills or actions and their lives today. If I had not (skill or action), then today I (result of lack of action or skill).
- Below Level:** Provide students with scaffolded sentence stems to help them make connections between causes and effects in their lives. Today I can (skill achieved) because I (action taken in the past.) If I had not (skill or action taken), then today I (result of lack of action or skill).
- Advanced:** Encourage students to think about skills they can learn or positive actions they can take that will affect their lives in the future. Have students use if-then statements to discuss these future effects. Example: If I study and do well on my classwork, I will have the skills I will need later in my career.

America's First Peoples:

Support for English Language Learners:

- Speaking:** Write natural resources on the board. Explain that the American Indians who settled in North America used natural resources in the regions where they lived.
- Entering:** Say natural resources aloud and have students repeat after you. Show pictures of natural resources as examples.
- Emerging:** Say natural resources aloud and have students repeat after you. Give examples of natural resources. Explain that your school is in a region with natural resources, too.
- Developing:** Give examples of natural resources. Ask students to name some of the natural resources in your region.
- Expanding:** Ask students to give examples of natural resources. Have students name the natural resources in your region.
- Bridging:** Ask students to name the natural resources in your region. Then ask students how natural resources were used by the American Indians. Have students compare how the same natural resources are used today.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing American Indian groups.

- Special Needs:** For students who need extra help understanding the time frame of events featured in the lesson, write a timeline on the board with 1,000 years ago marked on the timeline. Review and discuss the pictures in the lesson.
- Below Level:** Place students in small groups based on level of instructional need. Work with below-level students to complete a four-column chart graphic organizer that describes life as a Cherokee or Iroquois. Instruct students to label the four columns of the chart confederacy, geography, homes, and food. Have students refer to the Worktext to locate the information and write it in the appropriate column of the graphic organizer.
- Advanced:** Have groups focus on one aspect of life as a Cherokee or Iroquois, such as confederacy, geography, homes, or food. With their assigned topic, ask them to create and present a project to share with the class, such as a skit, graphic organizer, poster, or journal entry. Allow students to choose the group based on their choice of project.

Early Explorers

Support for English Language Learners:

- Reading:** Review the lesson vocabulary words on the first page of the lesson. Organize students into groups of similar reading abilities.
- Entering:** Write sentences on the board using the vocabulary words. Have students draw a picture of what the word means.
- Emerging:** Write sentences on the board using the vocabulary words. Read the sentences aloud. Ask students to find the vocabulary words in the sentences and have them say each vocabulary word aloud.

- Developing: Write sentences on the board that use the vocabulary words. Have students read the sentences aloud and find the vocabulary words in each sentence. Guide them to explain the meaning of the words as used in the text.
- Expanding: Ask students to write sentences on the board that use the vocabulary words. Then have them read their sentences aloud and explain the meaning of the words.
- Bridging: Ask students to write sentences on the board that use the vocabulary words. Have them explain the meaning of each word. Then have students write two more sentences using the vocabulary words in a different way. Have students compare their sentences to the sentences in the text

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing explorers.

- Special Needs: Read aloud an appropriately challenging picture book for students to access information about an explorer. Have students create a travel poster to advertise the explorer's voyage.
- Below Level: Read aloud an appropriately challenging picture book for students to access information about an explorer. Have students create a poster that includes a map of the explorer's route and an explanation of how the explorer overcame obstacles during the journey. Instruct the students to include information that defines the success or failure of the voyage.
- Advanced: Assign different groups to independently read library picture books about explorers. Assign each group an explorer based on the books. Using the Worktext and resources you've collected, ask groups to create a poster, PowerPoint, or scrapbook that includes a map of the route, sponsor, obstacles, overcoming obstacles, and success or failure of the voyage.

Use the following activities to differentiate instruction for students when comparing the explorers.

- Special Needs: Draw a Four-Column chart on the board and label each column with the name of an explorer. Have students return to the text and name accomplishments of each explorer. Record their responses on the chart. Then have students identify the common accomplishment (setting up settlements).
- Below Level: Have students fold a sheet of paper into quadrant squares and label each square with the name of an explorer. Have students return to the text to identify and write the accomplishments of each explorer in the corresponding quadrant. Then have students identify the common accomplishment (setting up settlements).
- Advanced: Have students fold a sheet of paper into quadrant squares and label each square with the name of an explorer. Instruct students to return to the text and determine a common accomplishment of the explorers (setting up settlements). Then instruct students to draw pictures to illustrate what each of these settlements looked like at the time. If students need additional visual resources, instruct them to work together in groups to conduct research about each of these settlements.

Early Spanish Communities:

Support for English Language Learners:

- Listening: Review the vocabulary word legend in the Worktext.
- Entering: Say the word and have students repeat after you. Then explain the meaning of the word.
- Emerging: Say the word and have students repeat after you. Then explain the meaning of the word and how it was a part of American Indian culture.
- Developing: Say the word and have students repeat after you. Then explain its meaning and how it was used in American Indian culture. Ask students to think of any present-day legends and discuss them in their groups.
- Expanding: Have students think about how a legend is started and discuss their ideas in their group. Have students share their ideas with the class.
- Bridging: Ask students to read the paragraph containing the vocabulary word. Have students think of any current legends or urban myths and make a list. Then ask them to discuss in their group how these legends may have originated. When students have finished, invite them to share their ideas with the class.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing Spanish settlements.

- Special Needs: Ask students who speak Spanish to point out words in the lesson that have Spanish origins, such as pueblo, presidio, and mission. Have them say the word, and try to use English to tell what the word means.

Below Level: Explain the impact of the California missions on both Spanish settlers and American Indians.

Advanced: Collect a range of picture books about Spanish missions in California. Allow students to choose one and read it in pairs. When finished, have them present two interesting facts and tell why they found the facts interesting.

Early French Communities:

Support for English Language Learners:

Listening: Write the lesson vocabulary words expedition and territory on the board. Say the words aloud and have students repeat after you. Entering: Ask students to draw pictures to show an expedition or a territory and to label their drawings.

Emerging: Ask students to think about the meaning of each word. Then use each word in a sentence. Again ask students the meaning of the words. Ask students to consider whether using the words in a sentence helped them to better understand the meaning of the words.

Developing: Ask students to work in pairs. Assign the first vocabulary word to one student and the other to their partner. Have each pair of students explain the meanings of the words to each other.

Expanding: Ask students to work in pairs. Assign the first vocabulary word to one student and the other to their partner. Have each pair of students explain the meanings of the words to each other and then use the words in sentences.

Bridging: Divide the class into pairs of students. Assign the first vocabulary word to one student and the other to their partner. Have each student explain the meaning of their word to their partner and then use the word in a sentence. Have partners repeat the sentence back to each other. Ask students to consider ways to better communicate the meaning of words.

Differentiated Instruction:

Use the following suggestions to differentiate instruction for students when discussing the Louisiana Purchase.

Special Needs: For students with difficulty determining different colors, point out the color differences in the map key, especially the green area indicating the land of the Louisiana Purchase. Be sure they understand the area being discussed, which is colored in green.

Below Level: If students have trouble identifying the area on the map in relation to the entire United States, show students a map of the entire United States and have them trace with their fingers the Louisiana Purchase.

Advanced: Ask students to use the map scale to make an estimate of how many miles the Louisiana Purchase was from north to south or from east to west.

Early English Communities:

Support for English Language Learners:

Listening: Divide the class into small groups of three or four students. Reread the section of text describing the settlement of Jamestown aloud to the students.

Entering: Ask students to draw a picture to illustrate an event that occurred in the text. Have students retell the events using basic English words.

Emerging: Have students discuss the information in the text. Encourage them to ask and answer questions they have about parts they don't understand. Help students realize that asking questions will help them better understand the information provided in the text.

Developing: Have students discuss the information provided in the text. Ask students to take turns formulating and writing questions they have about the information in the text.

Expanding: Have students discuss the information provided in the text and write questions they have about the information. Have each group present their questions to the class and ask the class to respond with answers.

Bridging: Have students discuss the text and formulate a five question quiz based on the information. Have groups exchange quiz questions, write their answers to the questions, and present their answers to the class.

Differentiated Instruction:

Use the following suggestions to differentiate instruction for students when discussing the New England colonies.

- Special Needs:** Define compact for the students and then use the word in a sentence. Have students discuss whether they have ever made a compact with someone.
- Below Level:** Have students look at the image. Ask them to describe what is happening. Why do they think there are only men in the picture? Then have them discuss why it was important for each man to sign the Compact.
- Advanced:** Invite students to summarize in their own words why the Mayflower Compact was written. Have them write a list of what it might have included and discuss the pros and cons of having such a compact.

Creating a New Nation:

Support for English Language Learners:

- Speaking:** Organize students with similar speaking ability into small cooperative groups.
- Entering:** Have students draw pictures of the Boston Tea Party and name objects within their pictures.
- Emerging:** Have students discuss the events in the Boston Tea Party in their cooperative groups. Encourage them to prepare questions and present them to you in class.
- Developing:** In cooperative groups, have students reread the section of text about the Boston Tea Party. Have them make a list of words they do not know. Encourage them to discuss the words within their groups and ask for peer assistance in defining the words.
- Expanding:** In cooperative groups, have students reread the section of text about the Boston Tea Party. Have them make a list of words they do not know. Encourage them to discuss the words within their groups and ask for peer assistance in defining the words. Then have them repeat the words with definitions to their group.
- Bridging:** In cooperative groups, have students reread the section of text about the Boston Tea Party. Encourage them to discuss the content of these pages within their groups. Then have them retell the events to each other without using their Worktext. Encourage them to ask for assistance with words they do not understand when necessary.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing Washington, D.C.

- Special Needs:** Point out Washington, D.C., on a map and tell students it is the capital of the United States. Discuss some of the buildings and landmarks located there.
- Below Level:** Point out Washington, D.C., on a map for students. Ask students to tell why they think the capital is where it is geographically. Ask them to draw a picture and include captions of Washington, D.C.
- Advanced:** Ask students to work in pairs to create a picture dictionary of the places and people mentioned in this lesson: Washington, Mount Vernon, Benjamin Banneker, Pierre L'Enfant, Washington, D.C., Capitol, White House. Ask: Which do you think is the most important figure or building? Why do you feel this way? Provide additional resources at varying levels of readability.

Literacy Skills: Sequencing

Support for English Language Learners:

- Listening:** Explain to students that listening carefully can help them to determine order, or sequence.
- Entering:** Provide a completed sequence chart, cut into four pieces. Read each piece aloud, out of order, as you place it in front of the student. Work with the student to manipulate the pieces to place them in the correct sequential order.
- Emerging:** Provide a completed sequence chart, cut into four pieces. Read each piece aloud, out of order, as you place it in front of the student. Have the student independently manipulate the pieces to place them in the correct sequential order.
- Developing:** Provide a completed sequence chart, cut into four pieces and given to the student out of order. Have the student independently read and manipulate the pieces to place them in the correct sequential order.
- Expanding:** Provide scaffolding for completing the sequence chart by providing the student with a partially completed chart. Choose one or two events to provide in the scaffold, and have the student complete the remainder of the chart independently.
- Bridging:** After completing the sequence chart, have the student justify his or her answers by stating the words used to determine the sequence.

Differentiated Instruction:

Use the following ideas to differentiate instruction for students when discussing sequencing.

- Special Needs: Read the paragraph about Sequoyah aloud. Have students highlight the elements in the text they can use to determine sequence. Have the students annotate the text by numbering these elements in correct sequential order.
- Below Level: Ask pairs of students to work together to reread the paragraph about Sequoyah before filling out the Sequoyah sequence chart. Give them three sticky notes with 1, 2, 3, and 4 on them. Have them affix the correctly numbered note alongside the text before writing in the chart.
- Advanced: Invite pairs of students to write a paragraph with the events out of order. Have students give another pair the paragraph so they can complete a sequence chart with the events in the correct order.

Map and Graph Skills: Timelines

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing timelines.

- Special Needs: To make the concept of a timeline more concrete, draw a timeline on the board and divide it into three increments. Label the increments morning, noon, and night. Work with students to fill in the timeline with events they participate in daily, such as waking up, riding the bus to and from school, and going to bed.
- Below Level: To make the concept of a timeline more concrete, draw a timeline on the board and divide it into four increments. Label the increments Fall, Winter, Spring, and Summer. Work with students to fill in the timeline with events from their lives, such as birthdays, holidays, or school events.
- Advanced: Invite pairs of students to choose one of the explorers in the lesson and research that explorer's life. Have them make a timeline

Primary Sources: The Declaration of Independence:

Support for English Language Learners:

- Speaking: Remind students that words are symbols of meaning. Words are attached to definitions which can help us tell others how we think or feel.
- Entering: Have students draw and label pictures of the signing of the Declaration of Independence.
- Emerging: Say the Declaration of Independence aloud and have students repeat after you. Explain that the word declaration means a statement and independence means on your own. Ask students to tell you in their own words what the Declaration of Independence is, using basic English words. (a statement to say we want to be on our own)
- Developing: Say the Declaration of Independence aloud and have students repeat after you. Tell students that the word declaration comes from the root word declare. Explain that to declare is to make a statement, either orally or in writing. Tell students that the word independence comes from the root word independent. Explain that to be independent is to be able to do things on your own without any outside help. Ask students to use the meanings of these root words to explain the Declaration of Independence to a partner. (The Declaration of Independence is a written statement that the colonists wanted to be on their own.)
- Expanding: Tell students that the word declaration comes from the root word declare. Explain that to declare is to make a statement, either orally or in writing. Tell students that the word independence comes from the root word independent. Explain that to be independent is to be able to do things on your own without any outside help. Ask students to use the meanings of these root words to explain the Declaration of Independence to the class. (The Declaration of Independence is a written statement that the colonists made to tell the British government that they wanted to be on their own.)
- Bridging: Tell students that the word declaration comes from the root word declare. Explain that to declare is to make a statement, either orally or in writing. Tell students that the word independence comes from the root word independent. Explain that to be independent is to be able to do things on your own without any outside help. Ask students to think about a time they made their own declarations of independence by telling someone that they wanted to do something on their own. Have students draw and write sentences about this time in their lives. (Example: I declared my independence when I told my dad I could tie my shoes by myself.) Have students share their writing with the class.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing the Declaration of Independence.

- Special Needs:** Remind students that the word unalienable means not to be given or taken away. Have students respond to the words below with a thumb up if it is an unalienable right and a thumb down if it is not: freedom (thumb up), health (thumb up), internet access (thumb down), dessert (thumb down), television (thumb down), safety (thumb up)
- Below Level:** Repeat the beginning of the Special Needs lesson. Then have students work together to create a list of unalienable rights.
- Advanced:** Have students imagine that they are settlers on a new planet who wish to gain independence from their current government. Tell students to work together to write their own declaration that states the reasons for their declaration and the rights they claim as unalienable for their new society.

Unit Specific Interdisciplinary Connections / Materials:

Curriculum Connections: Music

Visit <https://kids.niehs.nih.gov/games/songs/patriotic/liberty-bell-march/index.htm> and allow students to listen to the Liberty Bell March. Ask students to describe the mood of the music and explain what the music tells them about the feelings that people were likely experiencing about the concepts of liberty, independence, and freedom.

Beyond the Classroom:

- Take the class on a field trip to a local historical building, such as a settler's house or a capitol building. You might also visit a local or state history museum. Discuss with students how the lives of these people long ago affect our lives today.
- To learn more about the lives of the colonists, visit <http://www.pbs.org/wnet/colonialhouse/history/> for information, quizzes, and games.

Additional Materials

Printed Resources

Suggested Reading:

- *Lives of Explorers: Discoveries, Disasters (and What the Neighbors Thought)* by Kathleen Krull
- *Thomas Paine: Crusader for Liberty: How One Man's Ideas Helped Form A New Nation* by Albert Marrin
- *The Mayflower* by Mark Greenwood
- *My Country 'Tis of Thee: How One Song Reveals the History of Civil Rights* by Claire Rudolph Murphy

Unit #4
Government, Landmarks, and Symbols

The Big Question
Why do we have government?

STAGE 1
Desired Results

Essential Questions

A. Civics, Government, and Human Rights

- 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?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How does geography influence how people live?

C. Economics, Innovation, and Technology

- 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?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Enduring Understandings

- The United States Constitution provides the plan for the United States government.
- The three branches of government were established to limit each branch's power and to protect the rights of citizens.
- Local, state, and national governments make and enforce laws and provide services to meet the needs of citizens.
- National symbols, landmarks, songs, and documents help unite citizens and uphold ideals.

Students will be able to...

- Develop Questions and Plan Inquiry
- Gather and Evaluate Sources
- Seek Diverse Perspectives
- Develop Claims Using Evidence
- Present Arguments and Explanations
- Engage in Civil Discourse and Critique Conclusions
- Take Informed Action

Students will know...

- how the federal government is organized.
- what each branch of government does.
- why the United States has three levels of government and what each level does.
- some of the documents, symbols, and landmarks that bring us together.

Learning Outcomes:

The American Government

- Explain the need for government.
- Evaluate the purpose and the importance of the U.S. Constitution.
- Differentiate among the three branches of federal government.
- Identify key features of and officials within the federal government.
- Describe how other levels of government work with the federal government.

Branches of Government

- Identify the responsibilities of the executive, legislative, and judicial branches of government.
- Describe the roles of key leaders in each branch of government and how they make decisions.

Levels of Government

- Understand that the United States has three levels of government: local, state, and national.
- Identify the responsibilities of local, state, and national government.
- Identify key leaders in each level of government and understand that they make decisions based on the well-being of the people who voted for them.

Landmarks, symbols, and Documents

- Connect the meaning of holidays, landmarks, and symbols to history and culture.
- Assess the value of holidays, landmarks, and symbols to civic pride.
- Explain the legacy of ideas contained in the Declaration of Independence and the U.S. Constitution.

Content Vocabulary:

- federal, legislative, Congress, executive, judicial, consequence, violate
- representative, bill, veto, Cabinet, checks and balances, role, approve
- charter, mayor, council, governor, census, organize, legal
- ideal, document, symbol, landmark, value, original

Instructional Mandates from the New Jersey Department of Education

Topics addressing the Amistad Commission Mandate...

Topics addressing the Holocaust Commission mandate...

Topics addressing the Diversity, Equity, and Inclusion Mandate...

Addressing the Asian American and Pacific Islander Mandate...

Common Misconception

Many people think that state governments must be set up like the federal government; however, this is not the case. While it is true that state governments also have executive, legislative, and judicial branches, they are not required by the Constitution to follow the same structure of government as the federal government. However, state governments are required to have a “republican form” of government. Of the 50 states, 49 also have a bicameral legislature, which is split into two houses, like the federal government. Nebraska is the only state with a unicameral legislature.

U.S. Constitution- Several states did not approve the Bill of Rights at the time it was written. Connecticut, Georgia, and Massachusetts didn’t approve it until the Constitution’s 150th anniversary in 1939. The Constitution begins and ends with the people. The first line is “We the people,” and the last words in the Bill of Rights is “to the people.”

STAGE 2 Evidence of Learning

Formative Assessment:

Provided through teacher resources

Summative Assessments:

Provided through teacher resources

STAGE 3 Learning Plan

Instructional Plan:

Connect:

Field Trip Video
Chapter JumpStart Activity
Rap About It
Big Question Interactivity
Chapter Overview
Quest Project-Based Learning- Government at Work

Investigate:

Lesson Introductions (1 for each lesson)
Lesson 1: The American Government
Lesson 2: Branches of Government
Lesson 3: Levels of Government
Lesson 4: Landmarks, symbols, and Documents
Literacy Skills: Compare and Contrast
Map and Graph Skills: Interpret Graphs
Primary Source: The Preamble to the United States Constitution
Citizenship: Earl Warren: A Life of Law and Leadership

Synthesize

Lesson Check (1 for each lesson)
Lesson Review Interactivity (1 for each lesson)
Chapter Assessment
Chapter Test

Demonstrate

Lesson Quiz
Chapter Vocabulary Games
Quest Findings: Present a Local Government Job
TikaTok

Unit Specific Accommodations and Modifications:

The American Government

Support for English Language Learners

- Reading:** Explain that some words help readers know when events took place (such as dates) and other words help them know the order that events took place (such as after, during, next, then). Have students practice reading words that describe when events took place.
- Entering:** Have students underline one word that tells when an event took place, and to draw a picture of the event. Beneath the event have students label the event and tell when the event occurred.
- Emerging:** Help students underline words in the text that give clues to when events took place (In the 1700s, After, During, and In 1787). Ask them to write and read aloud the sentences in which these words and phrases appear.
- Developing:** Tell students to underline words and phrases that give clues to when events took place. Have partners take turns telling each other something that happened during and after the American Revolution and something that happened after the signing of the Constitution.
- Expanding:** Ask students to underline sentences that include words and phrases that give clues to when events took place. Challenge them to think of other words that convey time, such as before, next, and then.
- Bridging:** Tell students to underline sentences that include words that tell when events took place, and then to write a short paragraph summarizing the content on the page using three of these words or phrases
- Speaking:** Help students explain what roles government officials play in government by using the following ideas.
- Entering:** Say: I am the president. I carry out the laws. The people elected me. Have students draw a picture to illustrate this idea. Beneath the picture, have students write the label "President."
- Emerging:** Prior to class, script a short dialogue in which several government officials discuss what role they play in government and how they were chosen. Use simple sentences, such as: I am the president. I help carry out laws. The people elected me. Assign students roles to play and have them read aloud the script. Help with pronunciation and meaning as needed.
- Developing:** Prior to class, script a short dialogue in which several government officials discuss what role they play in government and how they were chosen. Use simple cloze sentences, such as: I am the president. I help laws. elected me. Assign students roles to play. Tell students to complete the cloze sentences for their roles. Then, have students perform the script. Help with pronunciation as needed
- Expanding:** Have students complete these sentences: I am _____. I help _____. I was elected by _____. Then have students take on the role of each official and perform their dialogues.
- Bridging:** Challenge student groups to write scripts for a short dialogue in which several government officials discuss what role they play in government and how they were chosen. Make sure that each student has a part to play in the script. Invite groups to perform their scripts for the class. Provide help with pronunciation and feedback as needed.

Differentiated Instruction

Use the following activities to differentiate instruction for students about the branches of government.

- Special Needs:** Draw a simple tree with three large branches. Point out that the federal government is like a tree. It splits into branches that are all connected. They do different things but are part of the same system. Tell students to draw their own trees and to label the trunk federal government and the branches executive, legislative, and judicial.
- Below Level:** Draw attention to the title of the subsection, "Three Branches of Government." Point out that trees have branches. Ask students to draw a tree for the federal government. Have them add and label three main branches. Then, tell them to add smaller branches with additional details to the main branches.
- Advanced:** Challenge students to draw a tree on a poster. They should diagram the branches of the federal government, including jobs and leaders. Display the posters in the class. Ask students to explain how sharing powers among branches makes the body of the tree—the government itself—stronger.

Use the following activities to differentiate instruction for students about government vocabulary.

- Special Needs:** Have students draw or find a picture that illustrates each vocabulary term and other key concepts from the lesson. Help them arrange their pictures in a booklet for the lesson.
- Below Level:** List vocabulary terms and key concepts from the lesson on the board. Tell students to make a booklet in which they define and illustrate each term and concept. Have partners take turns sharing descriptions or pictures and guessing the term or concept.
- Advanced:** Instruct students to make a "Guide to Federal Government" booklet in which they summarize key concepts from the lesson. Tell them to be sure to use all the lesson vocabulary in their booklets, and to illustrate their ideas. Have them use their booklets to teach a fellow student.

Branches of Government

Support for English Language Learners

- Reading:** Explain that a cognate is a word that is the same or similar in different languages. Cognates make learning new vocabulary easier. Explain that representative and veto have Spanish cognates. Have students practice reading vocabulary words using cognates.
- Entering:** Have students draw a picture of a person who could be a representative in Congress. Have them label their picture.
- Emerging:** Write the vocabulary words on the board. Ask Spanish speakers to name any words that look familiar. Help students brainstorm other English words that have cognates in their first language.
- Developing:** Ask students to demonstrate their understanding of the vocabulary words by using them in original sentences. Then have them make a list of other words they know that have cognates in their first language.
- Expanding:** Have students use their knowledge of the vocabulary words or their Spanish cognates to explain the meaning of two or three terms. Challenge them to find other words in this or previous lessons that have cognates in their first language.
- Bridging:** Have students complete the Expanding activity. Then have them explain how recognizing cognates makes it easier to learn a new language

Differentiated Instruction

Use the following ideas to differentiate instruction for students when reading about the judicial branch of government.

- Special Needs:** Help students use a graphic organizer to summarize information about the judicial branch.
- Below Level:** Ask students to explain the duties and responsibilities of each branch of government. Discuss how the country would be different without the judicial branch.
- Advanced:** Have each student research a different Supreme Court justice. Students should find interesting facts about the justice and explain the justice's ruling on one famous case. Have students share their research with the class.

Levels of Government

Support for English Language Learners

- Speaking:** Engage students in a discussion about important locations for local, state, and national government. Use Student Activity Mat 1A United States, which is a political map of the United States, so students can identify key locations during the discussion.
- Entering:** Have students point out their state capital and community on the map. Then have them practice pronouncing the name of the capital and the name of their community.
- Emerging:** Have students point to their community, their state capital, and Washington, D.C., on the map. Help students brainstorm and discuss what they already know about these places. Encourage them to draw pictures or pantomime the words they do not know.
- Developing:** After viewing the map, students should brainstorm things they already know about the three places. Then they can categorize the items in a list under appropriate headings such as Location, History, and Level of Government. Have students share their lists orally.
- Expanding:** Have students do the previous activity. Then have them use their lists to make a short oral presentation that gives information to tourists who want to learn about these three places.
- Bridging:** Have students prepare a short commercial or travel-show segment about all three of these places. They should include as much detail as possible and then present the information as a skit.

Differentiated Instruction

Use the following activities to differentiate instruction for students when discussing how governments work together.

- Special Needs:** Review the three levels of government with students. Remind students that local governments serve towns and cities, state governments serve states, and the national government serves the nation. Ask students to explain one way that the government serves their community. To prompt discussion, name different community buildings or workers.
- Below Level:** Have students list one way that the three levels of government are similar and one way that the three levels of government are different.
- Advanced:** Have students think of a large project that might require local, state, and national governments to work together, such as the building of a road or a bridge. Have them research and explain to the class how they think the three levels of government could work together to help complete the project.

Use the following suggestions to differentiate instruction for students when they work on comparing and contrasting.

- Special Needs:** Remind students that both forms of government have heads of state. Have students identify and say the leader of state government. Then have students identify and say the leader of federal government.
- Below Level:** Have pairs or trios write various sentence strips with similarities and differences from the text. Have groups give their strips to another group for them to sort into two piles. Encourage students to use the key words in their sentences, such as both, like, but.
- Advanced:** Have pairs write their own paragraphs comparing and contrasting state and federal government. Encourage them to use the example on the second page of the lesson as a model. Option: Have students give their paragraphs to another pair to create a diagram showing the similarities and differences.

Landmarks, Symbols, and Documents:

Support for English Language Learners

Reading: Read aloud the Pledge of Allegiance to students as they read along using the written version that appears in this lesson. Have students repeat the words. Help with pronunciation as needed. Use the following activities to assist students with reading and understanding the Pledge.

- Entering:** Have students pantomime what they do when reciting the Pledge, such as covering their heart, looking at the flag, and standing. **Emerging:** Break down the Pledge by asking students a series of simple questions. For example, underline I pledge, and ask: What do you do? (I pledge.) Explain that pledge means “promise.” Underline allegiance. Ask: What do you pledge? (allegiance) Explain that allegiance means “loyalty.” Continue until you have interpreted the entire pledge.
- Developing:** Help students highlight phrases and clauses in the Pledge. Have them identify difficult terms and explain their meaning. Then, ask partners to take turns asking and answering questions about the words of the pledge. Have them begin with What do you pledge?
- Expanding:** Ask: What does the Pledge mean? Tell students to break up the Pledge into four to six parts. Have them explain the meaning of each part in their own words.
- Bridging:** Have students write the Pledge of Allegiance in their own words. Then have them recite it for the class.

Differentiated Instruction

Use the following activities to differentiate instruction for students when discussing symbols.

Distribute blackline copies of your state flag and the state seal to students. Encourage them to color in their copies.

Special Needs: Work with students to complete Cloze sentences, such as The colors of the flag represent.

Below Level: Ask students to label the parts of their flag and seal. Beneath each label, or on the back of the sheet, have them write a sentence to explain what each part symbolizes, or means.

Advanced: Challenge students to use a familiar melody to write a song that explains the parts of the flag and the seal. Tell them to be sure to explain what each part symbolizes. Have students perform their songs.

Use the following activities to differentiate instruction for students when discussing holidays.

Distribute lists of national and state holidays.

Special Needs: Select three holidays to share with students. Review the lists, and explain the purpose of each holiday. Help students think of a simple symbol to illustrate each holiday. Then, point out when the holidays are celebrated. Have students find and label that date, for the current year, on a blank calendar sheet or in their student organizers if they have one.

Below Level: Tell students to choose five national holidays. Review the meaning of the holidays with students, and ask them to design a simple symbol to illustrate each. Point out when the holidays are celebrated. Work with students to make a timeline or sequence chart to label and illustrate the holidays as they happen throughout the year.

Advanced: Have students review a list of national holidays and the dates when the holidays are celebrated. Point out that some holidays may change dates. For example, Memorial Day is celebrated on the last Monday in May. Challenge students to make a timeline for the year. Have them plot the holidays on the timeline, with their symbols, on the

Map and Graph Skills:

Support for English Language Learners

Reading: Review the graph with students. Point out that years are shown along the bottom, or horizontal, line, or axis. Numbers of employees are shown on the side, or vertical, axis. Help students read the graph using the following activities.

- Entering: Read the title of the graph, Federal Employees. Explain that an employee is someone who has a job. Invite students to draw a picture of someone who has a job. Have them label their drawing Employee.
- Emerging: On the board, write the label for the y-axis: “Millions of Federal Government Employees.” Point to Millions of, and say that this means one million multiplied by each number. Point to Federal, and remind students that it means “national.” Point to Government Employees, and explain that it means “people who work for the government.”
- Developing: On the board, write the label for the y-axis: “Millions of Federal Government Employees.” Ask students to write what Millions of, Federal, and Government Employees each mean. Challenge them to use each word in a sentence explaining what the data in the graph shows.
- Expanding: Give students a word web, and have them write Federal Government Employees in the center oval. Ask them to explain what the phrase means in their own words. Then, have them work in groups to list as many types of jobs that federal employees have as possible.
- Bridging: Have students write two or three sentences to summarize the information on the graph.

Differentiated Instruction

Use the following suggestions to differentiate instruction for students when interpreting graphs.

- Special Needs: Give students cloze sentences, one for each year on the graph. For example, in 1965, people worked for the federal government. Show how to find the missing information by pointing to the first year, following the bar up, and then using a ruler to show with what number the bar aligns on the y-axis. Make sure students understand that the number 5 represents 5 million employees. Have students take turns repeating the exercise for each year.
- Below Level: Point to the first year on the x-axis, follow the bar up, and use a ruler to show with what number the bar aligns on the y-axis. Explain how to estimate the number based on that alignment. Tell students to repeat the exercise and write a sentence identifying the data for each year shown.
- Advanced: Ask students to restate the generalization that they made about the data in the graph. Then, have them write two to three sentences in which they explain how the data for each individual year supports that generalization. Challenge them to explain why the data varies from decade to decade. What might account for this?

Literacy Skills: Compare and Contrast

Differentiated Instruction

Use the following suggestions to differentiate instruction for students when they work on comparing and contrasting.

- Special Needs: Remind students that both forms of government have heads of state. Have students identify and say the leader of state government. Then have students identify and say the leader of federal government.
- Below Level: Have pairs or trios write various sentence strips with similarities and differences from the text. Have groups give their strips to another group for them to sort into two piles. Encourage students to use the key words in their sentences, such as both, like, but.
- Advanced: Have pairs write their own paragraphs comparing and contrasting state and federal government. Encourage them to use the example on the second page of the lesson as a model. Option: Have students give their paragraphs to another pair to create a diagram showing the similarities and differences.

Primary Source: The Preamble to the United States Constitution

Support for English Language Learners

- Reading: Read the Preamble aloud. Have students choral read with you as you read it a second time. Provide these additional activities to help students read the Preamble.
- Entering: Have students select a word from the Preamble, write it, and illustrate its meaning.
- Emerging: Identify key words in the Worktext: people, union, justice, tranquility, defence (defense), welfare, liberty, and Constitution. Have students draw a word web with Constitution at the center and the other words on spokes. Guide them to add simpler meanings for difficult terms (e.g., peace for tranquility, laws for Constitution). Then, ask them to draw a picture or symbol for each term.
- Developing: Have students list verbs in the Worktext: form, establish, insure, provide, promote, secure, ordain and establish. Help students write more familiar words, such as make, start, and protect, next to each verb. Then, ask them to connect the right noun from the Worktext with each verb. You may wish to simplify nouns as well.
- Expanding: Tell students to reread the Preamble, and then write “The Constitution’s Goals” on a sheet of paper. Have them list a verb and a noun to identify six goals. Then, ask partners to take turns explaining each goal in their own words.

Bridging: Have pairs read sentences from the Preamble aloud to each other. Have them summarize each sentence in their own words.

Differentiated Instruction

Use the following suggestions to differentiate instruction for students when discussing the primary source.

- Special Needs:** Explain that the Constitution is made up of many parts. Each part deals with a specific goal of government. Before class, make a set of notecards that identifies what different articles and amendments in the Constitution do. Write the goals listed in the preamble on the board, and match the cards to the goals.
- Below Level:** Before class, make a set of notecards that records and explains a sentence from the Constitution. Identify the part of the Constitution from which the sentences comes from. Distribute the cards to students. Write the goals from the preamble on the board, and invite students to match their cards to the goals.
- Advanced:** Assign student groups each one of the goals of the Constitution. Tell them to conduct additional research to identify one part of the Constitution that upholds that goal. Ask them to prepare a digital media slide that explains how that part of the Constitution upholds their goal. Arrange the slides into a class slideshow, and view the slideshow as a class.

Unit Specific Interdisciplinary Connections:

Curriculum Connections: Language Arts

Obtain a copy of *The True Story of the Three Little Pigs* by Jon Scieszka. Read aloud the story with the class. When you have finished, ask: What laws did the Big Bad Wolf supposedly violate? (He supposedly attacked the pigs, ate two of them, and destroyed their property.) Ask: What consequences did the Big Bad Wolf suffer? (He went to jail.) Ask: Why do you think jail is a consequence for violating laws? (Jail might help keep people who break the law from breaking more laws. It might also keep some people from breaking laws because they do not want to go to jail.) Ask: What does the book suggest about why we have laws and government? Allow students two minutes to Quick Write a response. Then, call on volunteers to share their ideas.

Prior to class, obtain copies of Emma Lazarus's poem "The New Colossus." Explain that Lazarus was born in New York City to immigrant parents, and discuss how immigrants have been coming to the nation and helping to build the United States since its founding. (The founders were immigrants!) Tell students that she wrote this poem, in 1883, to help raise money to pay for the building of the pedestal on which the Statue of Liberty stands. Years later, in 1903, part of her poem was engraved on a plaque at the foot of the statue. Read aloud the poem to students. Work with students to identify the rhyme scheme, and discuss how the rhyme makes the poem easier to remember and to read. Then, read aloud the lines that appear on the plaque, and ask students to highlight them. Discuss the meaning of Lazarus's words. Ask: Why do you think these lines were chosen to appear on the plaque? Have students Think-Pair-Share to respond.

Curriculum Connections: Math

Provide students with the following information: The House of Representatives had 435 seats as of 2016. California, as the most populous state, held 53 of those seats. Texas, the next most populous state, held 36 seats. Florida and New York each held 27 seats, followed by Illinois and Pennsylvania with 18 seats each, Ohio with 16 seats, Georgia and Michigan with 14 seats each, North Carolina with 13 seats, New Jersey with 12 seats, and Virginia with 11 seats. The remaining 38 states held the rest of the seats. Challenge students to calculate what percentage of seats each of the 12 most populous states held and what percentage the remaining 38 states held. Then, help students use the data to make a pie chart, or circle graph. Ask: How does this data support the conclusion that the people of some states have more representation in federal government?

Curriculum Connections: Music

Prior to class, obtain an audio copy of the song "This Land Is Your Land." Make copies of the lyrics for the first verse, which also serves as the refrain in some versions. As a class, listen to the verse one time. Ask: How does this verse reflect the goals of the United States government and its constitution? (The song says that the land was made for you and me, the people of the nation. The Constitution sets up a government that is supposed to serve and protect its people.) Listen to the verse a second time, and invite students to sing along. Ask: How can you help the nation live up to the ideas in this song and in the Constitution? Have students discuss their ideas in groups, and call on each group to share. If time permits, listen to additional verses, and challenge students to write their own verses based on what they have learned.

Play an audio recording of the music to "The Star-Spangled Banner." Invite students to identify the music. If they are unsure, tell them they often hear the song at the start of sporting events. Then, play the song with the lyrics. Explain that the song was written as a poem on the eve of an important battle in the War of 1812, over 200 years ago. Read through the lyrics with students. Pause

where appropriate to explain difficult words and phrases. Then, discuss key ideas and values in the song. Ask: Why do you think this song became the national anthem? Have students discuss in groups, and share their responses. Point out that people often take off their hats and hold a hand over their hearts when singing the song to show respect, as they do when reciting the Pledge.

Curriculum Connections: Art

Tell students that you have declared a new national holiday but you're not sure how to celebrate it. Ask student pairs or small groups to come up with a proposal for how to celebrate Young Citizens' Day. Explain that their proposals should include when to celebrate, why to celebrate, what ideals to celebrate, and how to celebrate. Have them prepare their proposal on a sheet of poster board or as a slideshow. Advise them to illustrate each component of their proposal using class art supplies or appropriate multimedia technology. Call on each pair or group to share their proposals with the class. To extend the activity, have the class vote on a proposal to implement in the classroom or in the school!

Curriculum Connections: Science

Before class, list animals and plants unique or special to your state. Assign each plant or animal to individual students or student pairs. Have them use the Library Media Center to find a picture of the plant or animal and to learn about the habitat in which the plant or animal lives. Encourage students to learn other basic information such as what climate conditions or food the animal or plant needs, and what challenges it faces today. If you include endangered or extinct species, discuss with students what those terms mean, and have them find out why the species is endangered or how it went extinct. Tell students to write one-page profiles of their assigned plant or animal. Then, assemble their work into a class Big Book of State Plants and Animals. Be sure to include the images with the profiles

Beyond the Classroom:

- Take the class on a field trip to your city or town hall. Visit as many departments as possible to see what some local government workers do.
- Children can learn about local government job openings in their city or town by visiting your city or town Web site.

Additional Materials

Printed Resources

- For Further Reading:
 - *How the U.S. Government Works* by Syl Sobel
 - *The Constitution* by Norman Pearl
 - *The White House for Kids: A History of a Home, Office, and National Symbol* by Katherine House

Unit #5
Citizenship and Civic Engagement

The Big Question
How can I participate?

STAGE 1
Desired Results

Essential Questions

A. Civics, Government, and Human Rights

- 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?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How does geography influence how people live?

C. Economics, Innovation, and Technology

- 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?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Enduring Understandings

- Understand the reasons for rules and laws.
- Realize the importance of being a good citizen.
- Understand the contributions of people throughout history in securing American rights.
- Understand what makes people heroes.

Students will be able to...

- Develop Questions and Plan Inquiry
- Gather and Evaluate Sources
- Seek Diverse Perspectives
- Develop Claims Using Evidence
- Present Arguments and Explanations
- Engage in Civil Discourse and Critique Conclusions
- Take Informed Action

Students will know...

- why we have rules and laws and what happens when they are not followed
- how to be a good citizen
- about some of the key people who fought for the rights and freedoms of our country's citizens.
- about some key figures considered to be American heroes.

Learning Objectives:

The Reasons for Rules and Laws

- Identify the rights and responsibilities of citizenship.
- Compare and contrast rules and laws.
- Identify possible consequences for breaking rules and laws.

Being a Good Citizen

- Identify the importance of good citizenship.
- Understand the benefits of civic engagement.
- Identify how technology has affected civic engagement around the world.

Taking Action for Our Rights

- Describe actions and contributions of historical figures who have helped secure the rights and freedoms of our country's citizens.

American Heroes

- Understand the qualities of a hero.
- Identify heroes from our country's history.

Content Vocabulary:

obey, citizenship, responsibility, right, law, fine, promote, enforce
public virtue, deed, role model, volunteer, civic, activist, cyberbullying, issue, aid
convention, suffrage, civil rights, segregate, delegate, convince, aware
hero, risk, civil war, slavery, abolitionist, settlement house, advocate, despite, secure

Instructional Mandates from the New Jersey Department of Education

Topics addressing the Amistad Commission Mandate...

- Include in the discussion of national holidays, holidays that are important to African Americans including: Kwanzaa, Juneteenth, and Martin Luther King Jr. Day.
- Research other holidays important to African Americans that are celebrated on a local level such as Harriet Tubman Day, Rosa Parks Day, and the "Odunde Festival".
- Include in the discussion of national heroes prominent African American throughout history such as, Shirley Chisholm, Miles Davis, Jackie Robinson, Frederick Douglas.

Topics addressing the Holocaust Commission mandate...

- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Are aware of their relationships to people, places, and resources in the local community and beyond.
- Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
- Develop strategies to reach consensus and resolve conflict.
- Demonstrate understanding of the need for fairness and take appropriate action against unfairness
- Recognize the events held in observance of Holocaust Remembrance Day, January 27.

Topics addressing the Diversity, Equity, and Inclusion Mandate...

- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Understand that people and families are different throughout society but all are special and unique in their own way.
- Research other holidays important to LGBT and Special Needs community including: Harvey Milk Day (May 22nd), Day of Silence (April 17th), International Day of Persons with Disabilities (December 3rd).
- Include in the discussion of national heroes, prominent figures of the LGBT such as Harvey Milk, James Baldwin, Alan Turing, and Bayard Rustin. Also discuss prominent figures from the special needs community such as Stephen Hawking, Andrea Bocelli, John Nash, Daniel Radcliffe, Magic Johnson, and Danny Glover.

- “Harvey Milk and the Rainbow Flag with Symbols of Us: Identity Capes and Flags”. From Welcoming Schools: A Project of the Human Rights Campaign Foundation. The book, PRIDE: The Story of Harvey Milk and the Rainbow Flag by Ron Sanders looks at the hopes that Milk had for LGBTQ people and the Pride flag. Afterwards, students will create an original flag or cape design about their own identities. [3 - 5]. https://assets2.hrc.org/welcoming-schools/documents/WS_Lesson_Harvey_Milk_Rainbow_Flag_Symbols.pdf.
- “Making Decisions: Ally or Bystander.” From Welcoming Schools: A Project of the Human Rights Campaign Foundation. Help your students think through what they can do if they see bullying and how they can respond to LGBTQ, racial or religious slurs. This lesson is featured in the HRC Welcoming Schools film, *What Can You Do? Bias, Bullying, & Bystanders*. [4 – 8]. https://assets2.hrc.org/welcoming-schools/documents/WS_Lesson_Ally_or_Bystander.pdf

Addressing the Asian American and Pacific Islander Mandate...

Common Misconceptions

Puritans- The idea of freedom of religion is one of our country’s core foundations. However, the Europeans who first settled in the American colonies didn’t believe in that principle. The Puritans sailed to what is now America because they had faced persecution, or punishment, for their beliefs. They wanted to live someplace where they could practice their religion without being punished. Once they settled here and created the Massachusetts Bay Colony, they required everyone who lived there to convert to their religion, even the American Indians. Those who didn’t convert were punished or banned for their beliefs—the very same things that had caused the Puritans to come to America.

Benjamin Franklin was one of the Founding Fathers of our country, and many people assume that he was one of our earliest presidents. Despite never holding that office, he played a crucial role in our country’s creation. He was elected to the Second Continental Congress in 1775, and as part of that body, he helped to draft the Declaration of Independence, which declared America’s freedom from Britain. Later, he helped create the Constitution, which set out the rules to govern our country. He also negotiated the Treaty of Paris, which ended the Revolutionary War. In addition to his political activities, he was a writer and publisher. One of his most famous books is Poor Richard’s Almanac. He was also an inventor and a scientist who investigated electricity. At one point he suggested a new alphabet that got rid of the letters C, J, Q, W, X, and Y.

STAGE 2 Evidence of Learning

Formative Assessment:

Provided through teacher resource

Summative Assessments:

Provided through teacher resource

STAGE 3 Learning Plan

Instructional Plan:

Connect:

Field Trip Video

Chapter JumpStart Activity

Rap About It

Big Question Interactivity
Chapter Overview
Quest Collaborative Discussion- Vote or Volunteer?

Investigate:

Lesson Introductions (1 for each lesson)
Lesson 1: The Reasons for Rules and Laws
Lesson 2: Being a Good Citizen
Lesson 3: Taking Action for Our Rights
Lesson 4: American Heroes
Literacy Skills: Fact and Opinion
Critical Thinking Skills: Ask and Answer Questions
Primary Source: Anti-Bullying Law From California
Citizenship: Sylvia Mendez

Synthesize

Lesson Check (1 for each lesson)
Lesson Review Interactivity (1 for each lesson)
Chapter Assessment
Chapter Test

Demonstrate

Lesson Quiz
Chapter Vocabulary Games
Quest Findings:
TikaTok

Unit Specific Accommodations and Modifications:

Support for English Language Learners:

- Listening: Students practice making vocabulary connections by discussing volunteers.
- Entering: Have students draw and label a picture of a volunteer, for example, someone delivering meals to the elderly.
- Emerging: Have students draw a picture of someone volunteering, for example, a worker at an animal shelter or someone delivering meals to the elderly. Then dictate the following sentence: A volunteer helps. Have students write it and read it back to you.
- Developing: List various volunteer jobs with students. Help spark ideas by using a strategy similar to this: Think of the local animal shelter. What kinds of volunteer jobs does the shelter have to make sure the animals are cared for?(dog walker, veterinarian, cleaner) Then encourage students to use each job listed in a sentence or two.
- Expanding: Ask students to explain to you what they think it means to vote and to volunteer. How does a person vote? (He or she fills out a ballot.) How does a person volunteer? (He or she completes a job for free to help out the community.) Provide corrections if needed.
- Bridging: Have students work together to discuss what it means to vote and to volunteer and ask them to record their definitions. Use these sentence starters: To vote means _____. To volunteer means _____. Have students provide feedback to each other.
- Writing: Provide students with the following scaffolded activities as necessary for participation in the Writing Workshop.
- Entering: Have students draw a picture to illustrate how he or she can solve a problem in the community.
- Emerging: Have students draw a picture to illustrate a problem he or she can identify in the community. Then have the student use the following sentence stem to indicate how he or she can help solve this problem: I can help by ____.
- Developing: Provide students with a scaffolded model of the Writing Workshop activity to aid with completion: One problem in my community is _____. I can help with this problem by ____.
- Expanding: Help students plan for their writing by using a problem/solution graphic organizer. Have students begin by writing or drawing the problem on the left side of a two-column chart and writing or drawing a way they can help with the problem on the right side of the two-column chart. Have students use the graphic organizer to help them complete the Writing Workshop.

Bridging: Help students plan for their writing by using a web. Have the students write the identified problem in the center of the web and write ways they can help solve the problem in the outer sections of the web. Have students use the graphic organizer to help them complete the Writing Workshop.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when participating in the opening activities.

- Special Needs:** State each of the following and have students give a thumbs up if it is a way to make someone feel good and a thumbs down if it is not. Behaviors: smiling (thumbs up), frowning (thumbs down), waving hello (thumbs up), helping someone carry something (thumbs up), making a card for someone who is sick (thumbs up), not helping someone who needs help (thumbs down), giving someone a compliment (thumbs up).
- Below Level:** Write the behaviors listed in the Special Needs section on sentence strips. Title a chart Ways to Participate in Being a Good Citizen. Read each behavior and have students decide if it should be added to the chart.
- Advanced:** Encourage students to think about a way they can be a good citizen by helping someone. Have them work together to brainstorm a list of ideas. Then have them work toward completing one of the ideas, such as creating a thank-you card for the school nurse, cafeteria worker, or custodial staff.

The Reason for Rules and Laws

Support for English Language Learners:

- Speaking:** Students practice effectively communicating information from the photo.
- Entering:** Have students draw a picture of a person voting and write the word vote. Then have students point to the picture and speak the word.
- Emerging:** Have students draw a picture of a person voting. Then dictate the sentence: He (she) can vote. Finally, have students point to the picture and speak the sentence correctly.
- Developing:** Have students work in pairs to list three things that are happening in the photograph. Use these sentence frames and guide students to insert the appropriate verb. People ____ in an election. They vote to ____ their leaders. The elected leaders ____ laws. (vote, elect, make)
- Expanding:** Have students work in pairs to discuss what is happening in the photo. Then have them write a sentence or two about what is happening in the photo. Encourage students to use verbs such as vote, elect, and make in their sentences. Finally, have students read their sentences to a partner.
- Bridging:** Have students work independently to describe what the people in the photo are doing. Have them write sentences describing the photograph using verbs such as vote, elect, and make. Have students share their sentences with another student.

Differentiated Instruction:

Use the following activity to differentiate instruction for students when discussing rules.

- Special Needs:** Ask students to draw a picture of a school rule they follow. Have them dictate what the drawing shows. Record their answer for them. Then display their drawings and explanations in the classroom.
- Below Level:** Ask students to draw a picture of a school rule they follow and label the drawing using one-word descriptions. Then display their drawings in the classroom.
- Advanced:** Have students create a poster of a school rule they follow. Tell students that the poster must include a picture and a sentence or two that explains what the rule is and why it is important. Display the completed posters in the classroom.

Being A Good Citizen

Support for English Language Learners:

- Speaking:** Students exchange information and ideas about good citizens.
- Entering:** Read the "In the Classroom" section to the students. Have students draw to illustrate an example from the text, label it good citizen, and speak the words aloud.

- Emerging: Read the “In the Classroom” section to the students. Then give students the following sentence stem and have them state a quality of a good citizen: Good citizens _____.
- Developing: Read the “In the Classroom” section to the students. Have students use complete sentences to point out the ways that students can be good citizens in the classroom. Then guide them to identify the verbs that identify the behaviors of good citizens. (raising, return, help, stay)
- Expanding: Divide the students into small groups. Have one student volunteer read the “In the Classroom” section out loud. Once they have read the paragraphs, ask them to discuss the ways that students can be good citizens in the classroom. As they discuss the ways, have them underline the verbs in the text.
- Bridging: Have students read the “In the Classroom” section independently and underline ways students can be good citizens in the classroom. Have them circle the verbs in sentences. Then have students discuss what they underlined and circled with a partner.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing volunteering.

- Special Needs: Have students draw a picture of a volunteer job they would like to do. Ask them to explain their picture to you.
- Below Level: Have students draw a picture of a volunteer job they would like to do. Ask them to label the job. Then have them write a description of what is happening in the picture and a sentence about whom the volunteer job would help.
- Advanced: Ask students to write a short paragraph about a volunteer job they would like to do. It should include details on why they chose that job.

Taking Action for Our Rights:

Support for English Language Learners:

- Speaking: Have students participate in one of the following spoken language activities in order to develop lesson vocabulary.
- Entering: Have students draw and label illustrations of the vocabulary words. For example, students may draw a group of blocks and a group of toy cars for the label segregate. Have students point to the picture and say the word aloud.
- Emerging: Point out the different pronunciation of the last syllable in segregate and delegate. Have students practice saying each term aloud until they can do so fluently.
- Developing: Ask students “riddles” for each vocabulary term. Have them guess which term you are describing. For example, say: I am the right to vote. What am I?(suffrage)
- Expanding: Have students give a brief definition for each vocabulary term. Then ask them to explain how the images in this lesson portray or demonstrate the meaning of any of the terms.
- Bridging: Have students complete the Expanding activity and then identify other words in the lesson that are new or unfamiliar. Encourage them to look up these words in a dictionary to determine their meaning. Ask clarifying questions to reinforce the meaning of each. If necessary, prompt students with leading questions to help them explain a word.

Differentiated Instruction:

Use the following ideas to differentiate instruction for students when discussing Eleanor Roosevelt’s fight for basic human rights.

- Special Needs: Help students make a list of rights or vote on the most important ones.
- Below Level: Have students make a list of basic human rights they believe everyone should have. Write the items on the list on sentence strips and have the students work together to prioritize them.
- Advanced: Have students research more about Eleanor Roosevelt, or provide them with a simple biography. Have them make a poster about her fight for human rights to present to the class.

American Heroes:

Support for English Language Learners:

- Speaking: Students practice speaking collaboratively through stating their opinions of the bravest Founding Father and supporting their opinions.
- Entering: Have students draw and label the Founding Father they think was the bravest.
- Emerging: Have students draw and label the Founding Father they think was the bravest. Then have students use the following sentence frame to support their opinions: I think (student choice) was the bravest because he was _____.

- Developing:** Have students read “The Founding Fathers” section as a group and then discuss what each Founding Father accomplished. Then have students share which Founding Father they thought was bravest and support why they think that. Provide the following sentence frames: _____ was a Founding Father who _____. _____ was the bravest because _____.
- Expanding:** Have students read the passage as a group and then underline each Founding Father’s accomplishments. Then have students share which Founding Father they thought was bravest and support why they think that.
- Bridging:** Have students read the passage individually and decide which Founding Father they thought was bravest. Have students share their thoughts with a partner and support why they think that Founding Father was the bravest.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing American heroes.

- Special Needs:** Work with students to create a three-question interview for one of the American heroes in the lesson. Then as a group answer the questions using the book and other reliable resources.
- Below Level:** Pair students to write three interview questions for one of the American heroes in the lesson. Then have students brainstorm what they think the answers to the questions would be.
- Advanced:** Have students think of three interview questions they would like to ask one of the heroes. Then have students research what they think the answers would be using the book and other reliable resources. Have students write the answers and share them with other students.

Primary Source: Anti-Bullying Law From California

Support for English Language Learners:

- Listening:** Students will listen actively in order to answer questions about California’s Anti-Bullying law.
- Entering:** Have students draw pictures of themselves in school and label the pictures with the word safe.
- Emerging:** Read the law to students and have them respond by stating the words that describe the type of school they have a right to attend (safe, secure, peaceful).
- Developing:** Place students into small groups. Reread the law to the students and point out the words and phrases that describe the kinds of schools students have a right to attend. Ask students why they have a right to attend that kind of school and have them support their answers with appropriate reasons.
- Expanding:** Place students into small groups. Have one student read the law aloud. Allow students to collaborate as they identify the words or phrases that describe the kinds of schools students have the right to attend. Ask students why they have a right to attend that kind of school and have them support their answers with appropriate reasons.
- Bridging:** Place students into small groups. Have one student read the law aloud. Allow students to collaborate to underline the words or phrases that describe the types of schools students have the right to attend. Ask students why they have a right to attend that kind of school and have them support their answers with appropriate reasons.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing California’s anti-bullying law.

- Special Needs:** Ask the students to draw a picture of one student helping another in some way, such as holding a door, carrying books, or walking with them in the hall. Have students explain their drawings to the class.
- Below Level:** Ask the students to draw a picture of one student helping another in some way, such as holding a door, carrying books, or walking with them in the hall. Ask them to explain what is happening in the picture using short words or phrases.
- Advanced:** Ask students to write a short paragraph that explains a time they helped another student.

Critical Thinking Skills:

Support for English Language Learners:

- Reading:** Students practice reading closely to identify answers to questions.
- Entering:** Reread the first sentence. Then ask: Why are you being a good citizen by planting? Continue throughout the paragraph.

- Emerging:** Place students in small groups and reread the paragraph one sentence at a time. After each sentence, model a Think Aloud of a question you'd like to have answered based on the text. Then have the students work together to find the answers to those questions.
- Developing:** Place students into small groups. Reread the paragraph one sentence at a time. After each sentence, have each student think of a question they would like to have answered based on the text. Then have students work together to find answers to those questions.
- Expanding:** Pair students and have them take turns rereading the paragraph one sentence at a time. After each sentence, have students think of a question they would like answered. Once they have decided on the question, have them discuss what they think the answer is before moving on to the next sentence.
- Bridging:** Pair students and have them reread the paragraph one sentence at a time. After each sentence, have each student write down one question about the passage. Once they have written down their questions, have them trade questions. Each student should then find an answer to their partner's question in the text and record it.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing the importance of asking questions.

- Special Needs:** Read the paragraph to students. Then challenge them to recognize when they do not understand something. Help them formulate a question about what they do not understand. For example, Why am I being a good citizen when I plant a tree?
- Below Level:** Divide students into pairs. Have students formulate questions about anything they do not understand. Have the partners help each other answer the questions in order to gain a better understanding of the text.
- Advanced:** Instruct students to think of something they would like to know about trees that isn't included in the paragraph. Have them create a question and write a paragraph answering that question.

Literacy Skills: Facts and Opinion

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing facts and opinions.

- Special Needs:** Say aloud several examples of both facts and opinions. Have students identify each. Challenge students to think of their own examples to share.
- Below Level:** To help students distinguish between facts and opinions, have them find examples in the Worktext. Encourage them to give their own examples of opinions. Then write these examples on sentence strips. Invite students to sort the strips into fact and opinion piles.
- Advanced:** Invite students to write their own letters, similar to the ones in this lesson, on a topic of their choice. Have them include both facts and opinions in their letters. Provide various picture books or suggest other chapters in the Worktext to help them with content for writing. Then have partners trade letters and distinguish between the facts and opinions.

Unit Specific Interdisciplinary Connections / Materials:

Curriculum Connections: Math

Taxes are usually collected as a percentage of a total amount. "Percent" means of each 100. So a tax of 8 percent means that a person pays 8 cents for every dollar he or she spends. How much tax would someone pay if they spent the following amounts?

- \$200 (\$16)
- \$150 (\$12)
- \$50 (\$4)
- \$25 (\$2)

Beyond the Classroom:

- Plan a class project to help solve a community problem, such as a food drive, a recycling program, a clothing drive, or writing letters proposing or opposing a law.

- Students can learn more about the civil rights movement in the United States through the Library of Congress at <https://www.loc.gov/search/?in=&q=Civil+Rights+Movement&new=true>.

Additional Materials

Printed Resources

Suggested Reading

- *A More Perfect Union: The Story of Our Constitution* by Betsy Maestro and Giulio Maestro
- *U.S. Constitution* by Norman Pearl
- *How the U.S. Government Works* by Syl Sobel
- *Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation* by Duncan Tonatiuh

Unit #6
A Growing Nation

The Big Question
How does life change throughout history?

STAGE 1
Desired Results

Essential Questions

A. Civics, Government, and Human Rights

- 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?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How does geography influence how people live?

C. Economics, Innovation, and Technology

- 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?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Enduring Understandings

- Changes in transportation helped the United States grow.
- Immigrants to the United States and American settlers changed where and how people lived.
- Technological developments affect how people live.
- New ideas and individuals can affect communities.

Students will be able to...

- Develop Questions and Plan Inquiry
- Gather and Evaluate Sources
- Seek Diverse Perspectives
- Develop Claims Using Evidence
- Present Arguments and Explanations
- Engage in Civil Discourse and Critique Conclusions
- Take Informed Action

Students will know...

how new ways of traveling have changed people's lives.
how people's lives change when they move to a new country.
the different ways people have communicated throughout history.

how new ideas and machines change people's lives throughout history.

Learning Objectives:

New Ways to Travel

- Analyze how innovations in transportation influenced the growth of the United States.
- Describe how Lewis and Clark and Sacagawea contributed to the growth of the American West.
- Understand how canals and riverboats helped move people and goods in the developing country.
- Recognize the difficulties faced by settlers in wagon trains.
- Identify how railroads, highways, and airplanes improved transportation across the United States.

A New Home in America

- Explain why people immigrate to new lands.
- Identify patterns of immigration from Europe and Asia to the United States.
- Describe how homesteaders built the American West.

New Ways to Communicate

- Analyze how innovations in communication influenced the growth of the United States.
- Compare how people communicated in the 1800s and today.
- Recognize how telegraphs, telephones, and computers made instant communication possible.
- Describe how radio and television connect people around the world.
- Give examples of key people who improved communication.

New Ideas

- Analyze how new ideas and machines changed people's lives in the United States and around the world.
- Recognize how activists improved access to education for all Americans.
- Understand how innovations in technology changed people's everyday lives.
- Explain how new machines and ideas changed the workplace.
- Recognize how innovations in medicine helped people lead longer, healthier lives.
- Describe the new ideas that developed in the arts.

Content Vocabulary:

- canal, wagon trail, transcontinental, toll, continue, design
- immigrant, frontier, homestead, gold rush, exclusion, material, financial
- communicate, invention, patent, telegraph, represent, introduce
- equal rights, assembly line, vaccine, provide, protect

Instructional Mandates from the New Jersey Department of Education

Topics addressing the Amistad Commission Mandate...

Topics addressing the Holocaust Commission mandate...

Topics addressing the Diversity, Equity, and Inclusion Mandate...

Addressing the Asian American and Pacific Islander Mandate...

Common Misconceptions

Striking It Rich! - James W. Marshall, a carpenter, was building a sawmill for John Sutter near Coloma, California. To make the river deep enough for the sawmill's waterwheel, he dug a hole in the riverbed. When he looked at the dirt pulled from the river, he saw glittering gold. The rush was on. By 1849, about 80,000 people had come to California to search for gold. Most miners dreamed of striking it rich. However, few miners got rich from finding gold. Business owners (who sold goods to the miners) were more likely to profit than the miners were

STAGE 2 Evidence of Learning

Formative Assessment:

Summative Assessments:

STAGE 3 Learning Plan

Instructional Plan:

Connect:

Field Trip Video
Chapter JumpStart Activity
Rap About It
Big Question Interactivity
Chapter Overview
Quest Project-Based Learning: Our Nation's Immigrants

Investigate:

Lesson Introductions (1 for each lesson)
Lesson 1: New Ways to Travel
Lesson 2: A New Home in America
Lesson 3: New Ways to Communicate
Lesson 4: New Ideas
Literacy Skills: Draw Conclusions
Critical Thinking Skills: Compare Primary and Secondary Sources
Primary Source: John Roebling and the Brooklyn Bridge
Citizenship: Mary McLeod Bethune: Champion of Education

Synthesize

Lesson Check (1 for each lesson)
Lesson Review Interactivity (1 for each lesson)
Chapter Assessment
Chapter Test

Demonstrate

Lesson Quiz
Chapter Vocabulary Games
Quest Findings: Share a 3-D Model
TikaTok

Unit Specific Accommodations and Modifications:

Support for English Language Learners:

Writing: Have students practice writing about various ways life may have been different for immigrants in the past.
Entering: Have students draw a picture of one way we travel today and one way people traveled in the past. Help students, as needed, to write labels for their drawings.

- Emerging: Provide these sentence frames to help students write about life today and in the past: We ____ today. In the past, people ____.
- Developing: Encourage students to use what they already know to write a sentence describing how people travel today and another sentence describing how people traveled in the past.
- Expanding: Ask student pairs to think about and write sentences telling how people communicated in the past. Then have them think about how people communicate with each other today.
- Bridging: Invite students to write a paragraph that compares technology today with what they know about the past.

New Ways to Travel

Support for English Language Learners:

- Speaking: Students will express their opinions about types of transportation in this lesson. Draw a concept web on the board with "Transportation" in the center. Fill in the outer circles by having students recall what they read about.
- Entering: Have students draw and label a picture of their favorite type of transportation. Go around the group and have each student say the type they chose and explain why they like it.
- Emerging: Have students fill in the blanks of this sentence: I think the best way to travel is ____ because _____. Have students share their sentences with the group.
- Developing: Have students write a sentence about their favorite type of transportation. Then have them read it to a partner who chose a different type.
- Expanding: Ask students to share their ideas about forms of transportation using phrases such as "In my opinion . . ." or "I agree with . . ." in their conversations.
- Bridging: Have students work with a partner. Assign each one in the pair a different type of transportation. Have them each explain to their partner why that form of transportation is a good way to travel.
- Writing: Write the words transcontinental railroad on the board. Pass out Student Activity Mat 1B, which is an outline map of the United States. Then have students practice reading about the transcontinental railroad using the following activities.
- Entering: Have students draw train tracks across the map. Beneath the tracks have them write the words transcontinental railroad.
- Emerging: Explain that trans- means "across." Explain that the transcontinental railroad ran across much of the United States. Have students place a dot on the map about where the railroad began and another dot about where the railroad ended. Have students connect the dots to show how far the transcontinental railroad went. Have students label the map "Distance of transcontinental railroad."
- Developing: Write these fill-in-the-blank sentences on the board: The transcontinental railroad was built from ____ (east of the Mississippi River) in the east to ____ (the coast) in the west. The two sides met at ____ (Promontory, Utah). Have student pairs complete the sentences. Then have students draw this route on their outline map, and label the Mississippi River, the Pacific Ocean, and Promontory, Utah.
- Expanding: Have student pairs reread the section in the Worktext about the transcontinental railroad. Have them write what happened on these three dates: 1804, 1863, and 1869. On the outline map, have them draw the transcontinental railroad. Invite them to list the dates on the map, and write what happened on each date.
- Bridging: Have students work individually or in pairs to research the route of the transcontinental railroad. Have them draw the route on the outline map, including the names of as many places the railroad passed through as they can find. Have students write a summary of their findings for the class.

Differentiated Instruction:

Use the following activities to differentiate instruction for students about transportation.

- Special Needs: Have one student name a type of transportation they learned about in the lesson and another student draw it. Then have pairs switch roles.
- Below Level: Have students list forms of transportation. Encourage students to write simple captions or phrases for their illustrations.
- Advanced: Have students think of a form of transportation that they would like to improve. Ask them to draw a picture that shows how they would change the form of transportation along with a rationale.

A New Home in America

Support for English Language Learners:

- Speaking:** Review the vocabulary words. Particularly draw their attention to the word immigrant.
- Entering:** Ask students to draw a family moving to a new place. Invite them to label the people in their drawing.
- Emerging:** Help students locate the term immigrants in the text. Have them read the definition sentence out loud. Help them identify in the next paragraph where some of the first immigrants came from.
- Developing:** Have students read the text again. Have them identify and read out loud a sentence about immigrants.
- Expanding:** Have students read again the text with a partner. Have one student give an oral summary of the first three paragraphs to their partner. Then have their partner give an oral summary of the last three paragraphs. Have the partners discuss the meaning of the word immigrant.
- Bridging:** Have students read the text again. Then have pairs write an advertisement about the “Promise of America” that encourages immigration to the United States. Encourage students to read their advertisement to the class.

Differentiated Instruction:

Use the following activities to differentiate instruction for students about the Homestead Act.

- Special Needs:** Remind students that in the 1800s, few people lived in the western United States. Explain that the Homestead Act gave people land on which to live in the West.
- Below Level:** Explain to students that the Homestead Act gave people land to settle in the West. Ask students to write a sentence about why people wanted to move west.
- Advanced:** Have students write a newspaper article about how life on a homestead could be better. Ask them to include details about what would cause this improvement.

New Ways to Communicate:

Support for English Language Learners:

- Reading:** Download a list of grade 3 sight words and have it handy. You will have students develop their sight vocabulary by identifying words as they appear in the lesson. Some examples include ten, pick, today, only, if, long, draw, and about. Feel free to use others you find in the lesson.
- Entering:** Have students draw a picture to represent the word ten. Help them label the picture with the word.
- Emerging:** Help students locate sentences with some of these words. Have them point out the word and read the sentences again.
- Developing:** Direct students to the pages, and paragraphs if necessary, where these words occur. Have them locate each word as quickly as they can and read the sentence to a partner.
- Expanding:** Give each student a word or two and have them locate them in the text. Have them work with a partner to write another sentence using each word.
- Bridging:** Have students work in pairs and give each student in the pair three different words from the text. Have them find the words and rewrite the sentences with blank lines where the word appears. Then have them give the sentences to their partner and fill in the blanks with the correct word.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing communication tools.

- Special Needs:** Have students work in pairs. Help them each find a communication tool mentioned in the lesson and tell their partner how it helped people communicate.
- Below Level:** Review each communication tool with students. Ask them to explain how each tool made it faster and easier to communicate with people around the world.
- Advanced:** Have students add pictures of other communication tools they use today. Have students number these tools in the order they were invented.

New Ideas

Support for English Language Learners:

- Listening:** Have students work in pairs to discuss one of the activists they read about.
- Entering:** Have students draw a picture of the activist, and write the person’s name beneath the picture.

- Emerging: Have students take turns asking their partner who they chose and what that person did to help others. They should write down the activist's name and a word or two about what the person did.
- Developing: After interviewing their partner, each student should write a complete sentence about what their partner's favorite activist did to help others.
- Expanding: Have students write a brief paragraph about what they learned from their partner. Encourage them to use the word activist in their description.
- Bridging: After interviewing their partner, have each student write a paragraph comparing the activist they chose and the one their partner

Differentiated Instruction:

Use the following activities to differentiate instruction for students about new ideas in the arts from this lesson.

- Special Needs: Have students go back through the lesson and identify some people who helped create new forms of dance, art, or music.
- Below Level: Explain to students that people can express their emotions through dance, art, and music. Show students an example of a work by someone mentioned in the lesson. Discuss the emotion or experience they think the work represents.
- Advanced: Have students research a more recent trend in the arts. Have them write a brief paragraph noting how the trend is new or different from the past.

Use the following activities to differentiate instruction. Have students focus on one invention or change from the chapter that improved the lives of Americans.

- Special Needs: Use guiding questions to help students list features of their invention. For example, ask: What size is the invention? Who uses it? Use additional guiding questions to help students understand how the invention improved lives (for example, it made travel faster, it made communicating easier).
- Below Level: Have students work in pairs to identify features of the invention and how people use the invention. Then have them draw a picture of the invention and label the invention and its important parts.
- Advanced: Have students identify one invention and describe what life was like for people before the invention existed. Then have them tell how life changed for people after the invention. They may want to write a short dramatization and perform it for the class.

Critical Thinking Skills: Comparing Primary and Secondary Sources

Support for English Language Learners:

- Reading: Tell students that reading a primary source can be challenging because sometimes people in the past speak differently and spell and write differently from today. Provide assistance reading the primary source with the following activities.
- Entering: Point out the word "woolf" in the primary source. Help students use a dictionary, if needed, to tell how the word is spelled today. Then have students draw and label a picture of a wolf.
- Emerging: Point out the word "praries" in the journal entry. Help students, if needed, look up the word in a dictionary and read the definition. Then have students write the correctly spelled word and definition on one side of an index card. On the other side, have them draw an image of a prairie.
- Developing: Choral read aloud the sentence from the journal entry: when a person approaches them they frequently bark, their note being precisely that of the small dog. Have student pairs work together to write this journal entry as two sentences that might be spoken by someone today.
- Expanding: Have student pairs take turns reading aloud to each other this sentence from the journal entry: they usually associate in bands of ten or twelve sometimes more and burrow near some pass or place much frequented by game. Have pairs then note any words that are spelled differently from today. Encourage them to write the sentences as a modern speaker might say them.
- Bridging: Have students read the passage on their own. Then have them rewrite the journal entry as a modern speaker might write the same thing.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing primary and secondary sources.

- Special Needs: Review with students the difference between primary and secondary sources. Ask: Is the journal entry a primary or secondary source? (primary source) Ask: How do you know? (Students should respond that they know because the source was written by an eyewitness.)
- Below Level: Have students explain who wrote the journal entry and who wrote the textbook. (Meriwether Lewis wrote the journal, and the secondary source was written by an unknown author.) Ask them why someone might keep a journal describing events that happen to them. Ask why someone might write a textbook describing events that happened to other people.
- Advanced: Have students pick an event that happened to them and then list the types of primary sources they could create about this event. Besides a journal entry, what other primary sources could they write? (a newspaper article, a report, an essay, a true story, an informative paragraph, a sketch, an oral history, a speech, a podcast, and so on)

Literacy Skills: Draw Conclusions

Differentiated Instruction:

Use the following ideas to differentiate instruction for students when drawing conclusions about the Pony Express passage.

- Special Needs: Explain to students what each of the three paragraphs is about. The first paragraph gives details about how the Pony Express was created. The second paragraph gives details about Pony Express riders. The third paragraph gives details about how the Pony Express ended.
- Below Level: Direct students' attention to the second paragraph of the passage. Have them underline the details about Pony Express riders.
- Advanced: Have students draw a second conclusion based on the passage.

Primary Source: John Roebling and the Brooklyn Bridge

Support for English Language Learners:

- Speaking: Ask students to look at the image of the Brooklyn Bridge closely and practice speaking about the image and the text.
- Entering: Have students say one word that describes something in the image. Have them write the word and read it aloud.
- Emerging: Have students chorally read the first two sentences. Then have them take turns reading aloud the sentences a second time.
- Developing: Read the text about wire ropes aloud to students as they echo read. Then have each student write an important sentence from the paragraph.
- Expanding: Have student pairs take turns reading paragraphs of the text aloud. Have them practice speaking slowly and clearly as they read. Have them use punctuation to guide when to pause.
- Bridging: Have each student read the text aloud to a partner. Then have them state a one-sentence summary of the most important idea in each paragraph.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing the primary source.

- Special Needs: Have students look at the image. Encourage them to write and label one thing in the image.
- Below Level: Have students draw a picture of one thing they think a person from this time period might do in their daily life. How did they communicate, travel, or dress?
- Advanced: Have students think about a bridge they have been on. Ask them to write down interesting details about it. Then have them write a paragraph about using the bridge. Tell students that since they are describing things they actually saw, their paragraph is a primary source.

Unit Specific Interdisciplinary Connections / Materials:

Curriculum Connections: Economics

The Erie Canal- The New York state legislature approved a budget of \$7 million to build a canal about 363 miles long, 40 feet wide, and 4 feet deep. The canal helped to make travel and shipping of goods easier and less expensive. Before the canal was built, freight rates by land from Buffalo to New York City were \$100 a ton. Rates on the canal were only \$10 dollars a ton.

Curriculum Connections: History

Immigrants were often a source of cheap labor in the 1800s. Many of the jobs available to immigrants involved working in poor and/or dangerous conditions, and they were also paid low wages. Workers suffered from health complications due to poor working conditions. There were also accidents, fires, and explosions that resulted in the loss of life.

Curriculum Connections: Geography

The Homestead Movement in the United States is characterized by the opening up of midwestern and western lands to settlers. It also allowed for the free ownership of land by those willing to settle on and work the land. In 1862, President Abraham Lincoln signed the Homestead Act. By 1900, about 600,000 homesteaders had claimed more than 80 million acres of public land.

Curriculum Connections: Language Arts

Explain that the railroads and other businesses used advertising to encourage people to move west. They needed people to ride their trains, work in their industries, and buy their goods. To help students review the lesson, challenge them to design an advertisement that encourages American settlers and immigrants to move west. You may wish to assign students specific times and perspectives. Encourage students to think about why people would want to move west to join the gold rush, to build the railroad, to homestead, to start a new life, or to build a new business. Show examples of ads, and emphasize that ads use text sparingly. Every word counts! Have students brainstorm ad ideas in pairs. Instruct students to use available art supplies or digital media to make their ads. Call on students to present and explain their ads.

Curriculum Connections: History

When television became available to mainstream America it had a significant impact on society. Originally, the television was meant to be a communication device to deliver education and information, or news, to people. As the technology developed, the television also became a medium for entertainment. Programs were developed for children and adults alike. Television networks determine the success or failure of new programs based in part on the Nielsen ratings. These ratings provide the networks with information about viewers, such as the number of viewers and their ages. Today, more and more people watch “television” shows on computers, phones, or other electronic devices.

Curriculum Connections: History

- Henry Ford built his first car, the Quadricycle, in 1896.
- Between 1908 and 1927, more than half the cars sold in the United States were Ford automobiles.
- The Model T was nicknamed the “Tin Lizzie.”
- Besides paying high wages, Ford also reduced the workday from

Curriculum Connections: Science

Louis Pasteur developed the process called pasteurization. Pasteurization uses heat to kill pathogens (viruses, bacteria, or microorganisms) that can cause illness. This process makes food and drinks safe for human consumption. We continue to use this process today; for example, dairy products are pasteurized.

Beyond the Classroom:

Take the class on a field trip to a local historical society or location that has changed over time (for example, a park that was once a farm or a building that has changed uses over time).

Additional Materials

Printed Resources

Suggested Reading

- *My Diary From Here to There* by Amada Ima Perez
- *The House on Maple Street* by Bonnie Pryor
- *A River Ran Wild* by Lynne Cherry
- *River Town* by Bonnie and Arthur Geisert

Unit #7
Celebrating Our Communities

The Big Question
How is culture shared?

STAGE 1
Desired Results

Essential Questions

A. Civics, Government, and Human Rights

- 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?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How does geography influence how people live?

C. Economics, Innovation, and Technology

- 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?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Enduring Understandings

- People from all over the world form communities to live, work, and play together.
- People live in rural, suburban, or urban communities.
- People share their culture in many different ways, such as through arts and celebrations.
- Our nation's diversity helps us better understand the people who live in our communities and throughout the world.

Students will be able to...

- Develop Questions and Plan Inquiry
- Gather and Evaluate Sources
- Seek Diverse Perspectives
- Develop Claims Using Evidence
- Present Arguments and Explanations
- Engage in Civil Discourse and Critique Conclusions
- Take Informed Action

Students will know...

- ways in which communities are the same and different.
- what rural, suburban, and urban communities are like.
- how culture is shaped by people and climate.
- people show culture through the arts.
- that people share their culture through celebrations.
- how people share and express their culture.

Learning Objectives

What Makes a Community?

- Identify reasons people have formed communities.
- Identify the types of characteristics that comprise a community or region.
- Describe how communities have changed over time.
- Explain similarities and differences between various communities.
- Recognize that people need to fulfill certain responsibilities to make their communities good places to live.

Three Types of Communities

- Distinguish between the characteristics of rural, suburban, and urban communities.
- Understand how the characteristics of rural, suburban, and urban communities influence settlement patterns and daily life in these communities.
- Recognize that each type of community has unique characteristics compared to the other types of communities.
- Explain why people who live in each type of community need to interact with each other.

People and Cultures

- Identify the cultures that have settled the United States and other areas of the world.
- Compare the cultural characteristics of diverse populations in one of the five regions of the United States with another area of the world.
- Identify and compare how people in different communities adapt to or modify the physical environment in which they live, such as deserts, mountains, wetlands, and plains.
- Identify and compare the human characteristics of various regions.

Culture Through the Arts

- Understand that a community's cultural heritage can be communicated through stories, art, and music.
- Explain the cultural values and significance of characters, people, and events portrayed through the arts.
- Understand the importance of writers and artists to the cultural heritage of communities.
- Identify various individual writers and artists and their works, and other examples of cultural heritage from various communities.
- Compare and contrast the arts from various communities.

Cultural Celebrations

- Holiday traditions are part of a culture.
- Some national holidays honor important people.
- People celebrate freedom in different ways.
- People with the same culture and way of life enjoy ethnic celebrations.
- People celebrate their harvests around the world.

Our Nation's Diversity

- Identify reasons people come to live in the United States.
- Identify contributions from various ethnic groups to the United States.
- Explain the significance of and compare the various ethnic and/or cultural celebrations and contributions to the local community and other communities

Content Vocabulary:

- community, location, natural resources, mineral, diverse, culture, produce, participate
- rural, urban, suburban, reside, obtain
- cultural region, recreation, construct, layer
- arts, anthem, cultural heritage, assist, perform
- ethnic group, harvest, observe, typically
- ancestor, powwow, conserve, property

Instructional Mandates from the New Jersey Department of Education

Topics addressing the Amistad Commission Mandate...

Topics addressing the Holocaust Commission mandate...

Topics addressing the Diversity, Equity, and Inclusion Mandate...

- Taken from Caring Makes a Difference: Kindergarten – 4th Grade Curriculum Guide, Lessons on Friendship, Respect, Tolerance, Holocaust/Genocide, Pages vii.
https://www.nj.gov/education/holocaust/curriculum/materials/docs/caring_makes_a_difference_K-4_%20curriculum_guide.pdf. Activity list included in resource.

Goal: Each person is strengthened and enriched by the differences they find and accept in others.

Objectives: The student should be able to:

1. Identify physical characteristics of themselves and others.
2. Identify cultural contributions of people of different backgrounds.
3. Demonstrate that s/he recognizes those contributions people give to one another.
4. Demonstrate an understanding of the affects of our words and actions on others.
5. Give examples of prejudice against individuals and groups.
6. Explain how prejudice hurts everyone and ways we all (individually, as a community, a nation, a world) suffer because of it.
7. Demonstrate an understanding that when a person or group is being bullied and hurt by others, that some people try to help those being hurt, some people do nothing, and some people will join the bullies.
8. Explain why people choose to think and to act in caring or in hurtful ways.
9. Demonstrate that s/he recognizes that each person must be responsible for the things s/he says and does.
10. Analyze ways in which people can stand up for what they believe is right and good.
11. Think about and explain ways that a person can be more thoughtful and considerate of others.
12. Explain the reasons that we must have rules and laws to help us live and work together in peace and harmony.
13. Demonstrate an understanding that not all rules and laws are good and how we must work together to make them better.

Addressing the Asian American and Pacific Islander Mandate...

Common Misconceptions

Students often misinterpret celebrations as holidays. Explain that while the words are sometimes used interchangeably, celebrations are things that families celebrate but are not necessarily considered holidays. Things like birthdays and anniversaries are celebrations. The last day of school or graduating from high school or college is also a celebration for many families. Holidays are days that are set aside for nationally recognized celebrations. Often people are off work and out of school for holidays.

What Are the Arts?- Students often do not realize that the arts include artistic media, such as paintings, but it can also include music as well as written poems or literature. Explain to students that when we talk about the arts as a whole, it encompasses every art style or medium. Provide students with examples of each medium. Tell students that in this lesson they will learn about many kinds of arts and why they are important to different cultures.

STAGE 2

Evidence of Learning

Formative Assessment:

Provide through teacher resources

Summative Assessments:

Provide through teacher resources

STAGE 3

Learning Plan

Instructional Plan:

Connect:

Field Trip Video
Chapter JumpStart Activity
Rap About It
Big Question Interactivity
Chapter Overview
Quest Project-Based Learning: Look at My Community

Investigate:

Lesson Introductions (1 for each lesson)
Lesson 1: What Makes a Community?
Lesson 2: Three Types of Communities
Lesson 3: People and Cultures
Lesson 4: Culture Through the Arts
Lesson 5: Cultural Celebrations
Lesson 6: Our Nation's Diversity
Literacy Skills: Generalize
Social Studies Skills: Taking Informed Action
Primary Source: Photographs: Cultures in the United States
Citizenship: Marian Anderson

Synthesize

Lesson Check (1 for each lesson)
Lesson Review Interactivity (1 for each lesson)
Chapter Assessment
Chapter Test

Demonstrate

Lesson Quiz
Chapter Vocabulary Games
Quest Findings: Create Your Advertisement
TikaTok

Unit Specific Accommodations and Modifications:

Support for English Language Learners:

- Speaking:** English Language Learners may lack background knowledge or full understanding of some of the cultural celebrations celebrated within a community. This can affect their ability to participate in the Quest planning activities. Provide support as necessary.
- Entering:** Show students photos or illustrations of two or three common cultural celebrations in America (such as a fireworks show, a Thanksgiving Day parade, and a Super Bowl party), and name each event. Give a simple, direct explanation of each event. This is a fireworks show. Americans celebrate their independence on July 4th with fireworks. Have students draw and label an illustration of one of the events.
- Emerging:** Show students photos or illustrations of two or three common cultural celebrations in America (such as a fireworks show, a Thanksgiving Day parade, and a Super Bowl party), and name each event. Give a simple, direct explanation of each event. This is a Thanksgiving Day parade. Americans celebrate Thanksgiving in November. Have students draw and label an illustration of one of the events. Then have students name and describe the event.
- Developing:** Prior to class, visit the Library Media Center and locate a picture book that describes a cultural celebration that you think may be unfamiliar to the student. Read it aloud. Then have students draw an illustration of the event, and briefly explain the event to you.

- Expanding: Prior to class, visit the Library Media Center and locate a picture book that describes a cultural celebration that you think may be unfamiliar to the student. Read it aloud. Then have students draw an illustration of the event, and write a sentence to explain the event.
- Bridging: Prior to class, visit the Library Media Center and locate a picture book that describes a cultural celebration that you think may be unfamiliar to the student. Read it aloud. Then have students give an explanation of the event to a partner or small group.

What Makes a Community:

Support for English Language Learners:

- Speaking: Review with students what people in mountain regions and shoreline regions do for fun. Explain that these activities can be referred to as recreation and that communities meet peoples' recreational needs.
- Entering: Ask students to draw and name pictures of activities they enjoy.
- Emerging: Ask one student to say out loud one activity he or she likes to do for fun. Ask another student to write down what he or she said. Go around the entire group until each student has had a chance to speak and to write. Students do not need to write full sentences.
- Developing: Give students these sentence starters: In the summer I like to _____. In the winter I like to _____. Have students work in pairs to complete the sentence for what his or her partner says.
- Expanding: Have students write full sentences about what recreational activities they like to do in the summer and the winter. Have them share them with a partner and read them out loud.
- Bridging: Have students work in pairs and ask each other what they like to do for fun. Have each student then write two or three sentences about what he or she learned about his or her partner.

Differentiated Instruction:

Use the following activities to differentiate instruction for students.

- Special Needs: Have students describe a job that someone they know does in their community. Then ask students to describe an activity they like to do in their community.
- Below Level: Make picture and word cards with specific land and water resources on them (e.g., Mississippi River, reservoir, forest, pasture). Help students sort these cards by the type of resource. Discuss which jobs and activities people do that rely on these resources.
- Advanced: Assign students in groups to fill in the My Community chart. After they complete columns one and two with land and water resources, ask: Are work and activities related to these resources? How? Then have them complete the last two columns.

Three Types of Communities:

Support for English Language Learners:

- Writing: Have a set of pictures of each of the three kinds of communities—rural, suburban, and urban. Randomly distribute one to each student.
- Entering: Ask students to write the name of the type of community shown in the picture.
- Emerging: Have students write the name of the community shown in their picture and tell a partner two features of it.
- Developing: Have students write the name of the community shown in their picture and write two features of it. Have them share it with a partner.
- Expanding: Have students write complete sentences about the community shown in their picture, including three features of it. Have them share it with a partner.
- Bridging: Have students work with a partner who has a picture of a different type of community. Have students write complete sentences about the community shown in their picture and what makes it different than the one in their partner's picture. Have them share their work with each other.

Differentiated Instruction:

Use the following activities to differentiate instruction for students.

- Special Needs:** Invite students with speech difficulties to practice saying the words urban, suburban, and rural. Ask them to repeat the words after you and practice enunciating each word aloud. Remind them to speak slowly if they need to. When they have learned to enunciate each word without much difficulty, have them say it at a normal pace.
- Below Level:** Have students make a poster that shows each type of community. Have them divide the poster into three sections and draw what they might see in a rural, a suburban, and an urban community. Display the completed posters in the classroom.
- Advanced:** Have students write a poem about their own type of community to tell how they feel about it. Have them include some of the characteristics of their community in their poem. Invite students to read their poems aloud when they are finished.

People and Cultures:

Support for English Language Learners:

- Speaking:** Have students reread the first paragraph of text on the page.
- Entering:** Ask students to draw and label a picture of something from their culture.
- Emerging:** Have students point to the word culture in their Worktexts. Explain the meaning of the word and ask them to name one thing about their culture.
- Developing:** Have students point to the word culture in their Worktexts. Explain the meaning of the word and ask them to name one thing about their culture. Then ask them to name one thing that might be found in a different culture.
- Expanding:** Remind students that people belong to different cultures. Have students talk about what language people in their communities speak, what clothes they wear, and what holidays they celebrate.
- Bridging:** Have students create a concept web with the word culture in the center. Have students fill in the web with words or phrases that describe how people of different cultures live. Select a student to explain his or her concept web to the class.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when reading about Climates and World Cultures.

- Special Needs:** Have students make a two-column chart with the headings "Tibet" and "Egypt." In each column, have students make notes about the information from the text.
- Below Level:** Complete the activity listed in the Special Needs section. Then have students explain how the two regions are similar and how they are different.
- Advanced:** Have students learn about the culture of a third region and write about how people live in that region. Have them explain how the region's climate affects its culture and also make comparisons between this region and Tibet and/or Egypt.

Culture Through the Arts:

Support for English Language Learners:

- Reading:** Review with students the lesson vocabulary. Say each word aloud and have students repeat it after you. Before reading the lesson text, have students refer to the Glossary for definitions.
- Entering:** Point to the vocabulary words arts and anthem and have students say them with you. Then read the definition and have students point to the matching word.
- Emerging:** Have students read the vocabulary words arts and anthem. Then say one of the vocabulary words aloud and have students touch an image on the page that matches the meaning of the word.
- Developing:** Before they read this section, have students use what they already know about the arts to complete these sentence frames. The _____ is the national anthem of the United States. An example of the arts is _____.
- Expanding:** Have students use their own sentences to define the arts. Prompt them with questions such as: Are poems considered part of the arts?
- Bridging:** Have students point out and explain the different types of arts featured in the lesson. Ask them to point out other examples of the arts around the classroom.

Differentiated Instruction:

Use the following ideas to differentiate instruction for students.

- Special Needs:** Arrange students into small groups. Explain to students that the stories we read often include elements of the author's culture and life experiences. Ask students to tell a story to their group that represents their life experiences or culture. Encourage students to use movement or visuals.
- Below Level:** Have students choose a story that represents a culture they would like to learn more about. Then have the students create a picture book of that story told only through illustrations. Have the students use the illustrations to retell the story.
- Advanced:** Have students choose a myth or legend. Then have students retell the story in a new way using a simple picture book format with text and illustrations. Provide an opportunity for students to read their books to the kindergarten classes in your school.

Cultural Celebrations:

Support for English Language Learners:

- Writing:** Explain to students that a tradition is something special that a family does over and over again. Give an example of a tradition of your own, such as eating a certain food or participating in a certain activity.
- Entering:** Ask each student to draw and label a picture of a tradition in his or her family.
- Emerging:** Ask each student to draw a picture of a tradition in his or her family. Then have the students add the following sentence stem: A tradition in my family is _____.
- Developing:** Have students draw and write to describe a tradition celebrated in their family.
- Expanding:** Have students list traditions they have in their families. Then have students compare their lists with a partner and identify traditions they have in common.
- Bridging:** Have students talk to each other about traditions they have in their families. Then have students draw and write to explain a tradition celebrated in a partner's family.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing ways to celebrate independence.

- Special Needs:** Remind students that many countries, including the United States, were once ruled by other nations. Explain to students that we celebrate Independence Day on July 4th to remember when we became free from British rule. Ask students to describe what they do to celebrate July 4th.
- Below Level:** Have students draw a picture showing how they celebrate Independence Day with their families. Encourage them to include details that symbolize the holiday. Ask them to write a caption for their picture.
- Advanced:** Have students write about or use a graphic organizer to record the similarities and differences about the way three countries celebrate independence. Discuss why this holiday is so symbolic and special to people of all countries.

Our Nation's Diversity:

Support for English Language Learners:

- Reading:** Explain to students that headings in a lesson show the topics that the information will discuss. Point to and read all the headings in the lesson.
- Entering:** Ask students to count the number of headings in the lesson.
- Emerging:** Explain to students that they will learn about the cultures of the children described in each heading. Say the name of each heading and have the child point to it in the lesson.
- Developing:** Explain to students that they will learn about the cultures of the children described in each heading. Have the students read each heading and name what they will learn about in each.
- Expanding:** Explain to students that they will learn about the cultures of the children described in each heading. Have the students read each heading and then use a map of the United States to locate where each child in the lesson lives.
- Bridging:** Have students read the first sentence beneath each heading to identify the region where the child lives. Then have students use a map of the United States to locate the state and region where each child in the lesson lives.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing our nation's diversity.

- Special Needs:** Explain the meaning of diversity to students. Give examples of diversity through the cultural differences that exist in your city or community.
- Below Level:** Have pairs each select a different student featured in the lesson and draw an illustration to show the featured student's culture as described in the text.

Advanced: Tell students that cultural diversity increases as more people from other countries come to the United States. Have students discuss the advantages of cultural diversity and record concrete examples to show these advantages. Share their examples and ask for additional input from classmates about how cultural diversity is an asset.

Literacy Skills: Generalize

Differentiated Instruction:

Use the following ideas to differentiate instruction for students when discussing generalizations.

Special Needs: For students who have motor difficulties and cannot clearly underline and circle the text according to the directions, invite them to present their answers in an alternate way, such as pointing or reading aloud.

Below Level: Provide students with extra practice finding generalizations in text. Write three sentences that are similar on the board, such as: Maria likes bananas. Maria likes apples. Maria likes grapes. Have students make a generalization about Maria. (Maria likes fruit.)

Advanced: Ask students to write their own paragraphs that include facts and a generalization about any aspect of their community that they enjoy. Have them trade papers with a partner who will underline the facts and circle the generalization. Have pairs confirm that what

Primary Sources: Photographs: Culture in the United States

Support for English Language Learners:

Speaking: Provide the following spoken accommodations for students who need additional support in answering the Close Reading questions.

Entering: Have students draw and label one activity that takes place at a cultural festival.

Emerging: Have students point to and name activities in the primary source photographs that take place at a cultural festival.

Developing: Have students point to and name activities in the primary source photographs that take place at a cultural festival. Then have students complete the following sentence stem: Cultural diversity is important because.

Expanding: Before writing in the Worktext, have students explain to you why cultural diversity is important in the United States. If students need additional scaffolding to answer the question, ask them to consider what might happen to these groups if cultural diversity were not supported in the United States. (Example: If cultural diversity were not supported in the United States, people of different cultural groups would not be free to celebrate their culture. Cultural diversity is important because all people have the right to show and celebrate their cultural differences.)

Bridging: Before writing in the Worktext, have students explain to a partner why cultural diversity is important in the United States. After students have completed writing the answer in their Worktexts, allow students to read their answers aloud.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing the primary source photos.

Special Needs: Have students number the items listed in the text that can be shown in photographs of cultures in the United States (1. food, 2. art, 3. clothing). Then guide the students through numbering the photographs to match the number in the text (first photo: 3; second photo: 2; third photo: no match; fourth photo: 2). Finally, ask students to name what the third photo is showing (cultural music).

Below Level: Repeat the activity described in Special Needs. Then ask students to explain how these photos teach them more about these cultural groups. (For example: I can see in this photo that the clothing people are wearing has bright colors. This shows me that brightly colored clothing is a part of their culture.)

Advanced: Have students conduct online research to locate and print additional primary source photos of cultural groups in your area. Tell students to use these photos to create a collage that teaches others about this cultural group or groups. Finally, have students write a paragraph explaining to other students how they can use primary source photos to learn information. Have students create a display for their paragraphs and collages, using callouts (such as arrows and labels) to point out the items mentioned in their paragraphs.

Critical Thinking Skills: Taking Informed Action

Support for English Language Learners:

- Speaking:** Remind students of the steps that a person should take in order to take informed action. Review the bulleted points in the lesson. Then have students respond to the Your Turn! questions using the following spoken accommodations.
- Entering:** Tell students to draw and label a picture showing one way they could take informed action.
- Emerging:** Tell students to use the following sentence stem to explain how they could take informed action: One way I could take informed action is by _____.
- Developing:** Tell students to use the following sentence stems to explain how they could take informed action and the results of their action on the community: One way I could take informed action is by _____. The effect of this action could be _____.
- Expanding:** Before writing their answers in the Worktext, have students talk with a partner about the informed actions they could take and the effects of their informed actions.
- Bridging:** Before writing their answers in the Worktext, have students talk in a small group about which of the informed actions they've learned about would be best to take to solve the problem. Then have the small group discuss how the problem would be solved through the action they take.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing taking informed action.

- Special Needs:** Help students see the steps in the process of taking informed action by drawing a line across the middle of the Worktext before the line that begins with the word Next. Explain to students that first a person reads, talks, and thinks to become informed about the issue. Then a person takes action to solve a problem.
- Below Level:** Help students see the steps in the process of taking informed action by drawing a line across the middle of the Worktext before the line that begins with the word Next. Ask students to explain how a person becomes informed (by reading a newspaper or talking to others who know about the issue). Explain to students that a person reads, talks, and thinks to become informed about an issue. Then ask students what a person can do to take informed action (write a letter, ask others to sign a petition, participate in meetings, or volunteer).
- Advanced:** Have students conduct online research in order to learn more about a civic group in your area. (If possible, invite a member of the civic group to visit your classroom and discuss how the group take informed action in the community.) Then have students design a logo for the civic group that communicates its informed action within the community.

Unit Specific Interdisciplinary Connections / Materials:

Curriculum Connections: Music

Visit the Library of Congress's Webcast page at http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=4274 to view a traditional American Indian hoop dance. (Note: advance the Webcast to approximately the 26-minute mark where the dance begins.) Give students a sheet of paper and ask them to write down the names of instruments they hear being used in the music for the dance. After viewing the dance, allow students to discuss the effects of the use of these instruments.

Beyond the Classroom:

- Visit <http://edtech2.boisestate.edu/rebeccamuller/start.html> and have your students participate in a virtual field trip to explore rural, urban, and suburban communities.
- Take the class on a field trip to visit a local art museum. Discuss the connections between culture and art that you observe.

Additional Materials

Printed Resources

Suggested Reading

- Edward Hopper Paints His World by Robert Burleigh
- Jubilee! One Man's Big, Bold, and Very, Very Loud Celebration of Peace by Alicia Potter
- E-I-E-I-O! How Old MacDonald Got His Farm With a Little Help From a Hen by Judy Sierra
- Old Manhattan Has Some Farms by Susan Lendroth

Grade 3 Social Studies – Instructional Standards

New Jersey Student Learning Standards- Social Studies

SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action
SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.5	Presenting Arguments and Explanations

Unit #1: Our Environment

SOC.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.
SOC.6.1.5.GeoHE.3	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
SOC.6.1.5.GeoPP.2	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
SOC.6.1.5.GeoHE.1	Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
SOC.6.1.5.GeoSV.2	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
SOC.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.
SOC.6.1.5.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
SOC.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.
SOC.6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
SOC.6.1.5.GeoGl.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
SOC.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.
SOC.6.1.5.GeoSV.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
SOC.6.1.5.GeoGl.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
SOC.6.1.5.GeoGl.1	Use multiple sources to evaluate the impact of the movement of people from place to

place on individuals, communities, and regions.

SOC.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).
SOC.6.1.5.GeoPP.4	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
SOC.6.1.5.GeoGI.2	Use historical maps to explain what led to the exploration of new water and land routes.
SOC.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).

Unit #2: Economics

SOC.6.1.5.EconGE.4	Compare and contrast how the availability of resources affects people across the world differently.
SOC.6.1.5.EconNE.4	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
SOC.6.1.5.EconEM.2	Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
SOC.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.
SOC.6.1.5.EconEM.5	Explain why individuals and societies trade, how trade functions, and the role of trade.
SOC.6.1.5.EconET.2	Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
SOC.6.1.5.EconEM.3	Describe how supply and demand influence price and output of products.
SOC.6.1.5.EconNE.3	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
SOC.6.1.5.EconNE.2	Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
SOC.6.1.5.EconET.3	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.6.1.5.EconNE.6	Examine the qualities of entrepreneurs in a capitalistic society.
SOC.6.1.5.EconNE.5	Explain how the availability of private and public goods and services is influenced by the government and the global economy.
SOC.6.1.5.EconNE.1	Explain the ways in which the government pays for the goods and services it provides.
SOC.6.1.5.EconEM.6	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
SOC.6.1.5.EconGE.3	Use economic data to explain how trade leads to increasing economic interdependence among nations.
SOC.6.1.5.EconGE.1	Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
SOC.6.1.5.EconET.1	Identify positive and negative incentives that influence the decisions people make.
SOC.6.1.5.EconGE.5	Evaluate the economic impact of science and technology innovations on European exploration.
SOC.6.1.5.EconEM.1	Explain why individuals and businesses specialize and trade.

SOC.6.1.5.EconNE.7	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
SOC.6.1.5.EconEM.4	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

Unit #3: Communities That Build a Nation

SOC.6.1.5.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
SOC.6.1.5.HistoryCC.14	Compare the practice of slavery and indentured servitude in Colonial labor systems.
SOC.6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
SOC.6.1.5.HistoryCA.1	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.
SOC.6.1.5.HistoryCC.9	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
SOC.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.
SOC.6.1.5.HistoryCC.8	Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.HistoryCC.10	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
SOC.6.1.5.HistoryCC.11	Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
SOC.6.1.5.HistoryCC.15	Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
SOC.6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
SOC.6.1.5.HistoryCC.3	Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.
SOC.6.1.5.HistoryCC.12	Determine the roles of religious freedom and participatory government in various North American colonies.
SOC.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.
SOC.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.

SOC.6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.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.
SOC.6.1.5.HistoryCC.13	Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
SOC.6.1.5.HistoryCC.5	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
SOC.6.1.5.HistoryUP.3	Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
SOC.6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
SOC.6.1.5.HistoryCC.7	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.

Unit #4: Government, Landmarks, and Symbols

SOC.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).
SOC.6.1.5.CivicsPI.7	Explain how national and state governments share power in the federal system of government.
SOC.6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
SOC.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.
SOC.6.1.5.CivicsPI.8	Describe how the United States Constitution defines and limits the power of government.
SOC.6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens.
SOC.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.
SOC.6.1.5.CivicsPI.6	Distinguish the roles and responsibilities of the three branches of the national government.
SOC.6.1.5.CivicsPI.5	Explain how government functions at the local, county, and state level.
SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
SOC.6.1.5.CivicsPR.4	Explain how policies are developed to address public problems.
SOC.6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
SOC.6.1.5.CivicsPD.1	Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
SOC.6.1.5.CivicsHR.1	Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of

	petition, the right to vote, and the right to due process).
SOC.6.1.5.CivicsPI.9	Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
SOC.6.1.5.CivicsPD.4	Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.
SOC.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.
SOC.6.1.5.CivicsCM.5	Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
SOC.6.1.5.CivicsHR.2	Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SOC.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.
SOC.6.1.5.CivicsPI.4	Describe the services our government provides the people in the community, state and across the United States.
SOC.6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
SOC.6.1.5.CivicsPI.2	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
SOC.6.1.5.CivicsDP.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).
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
SOC.6.1.5.CivicsCM.6	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Unit #5: Citizenship and Civic Engagement

SOC.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).
SOC.6.1.5.CivicsPI.7	Explain how national and state governments share power in the federal system of government.
SOC.6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
SOC.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.
SOC.6.1.5.CivicsPI.8	Describe how the United States Constitution defines and limits the power of government.

SOC.6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
SOC.6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens.
SOC.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.
SOC.6.1.5.CivicsPI.6	Distinguish the roles and responsibilities of the three branches of the national government.
SOC.6.1.5.CivicsPI.5	Explain how government functions at the local, county, and state level.
SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
SOC.6.1.5.CivicsPR.4	Explain how policies are developed to address public problems.
SOC.6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
SOC.6.1.5.CivicsPD.1	Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
SOC.6.1.5.CivicsHR.1	Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
SOC.6.1.5.CivicsPI.9	Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
SOC.6.1.5.CivicsPD.4	Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.
SOC.6.1.5.HistoryCC.3	Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.
SOC.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.
SOC.6.1.5.CivicsCM.5	Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
SOC.6.1.5.CivicsHR.2	Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SOC.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.
SOC.6.1.5.CivicsPI.4	Describe the services our government provides the people in the community, state and across the United States.
SOC.6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
SOC.6.1.5.CivicsPI.2	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
SOC.6.1.5.CivicsDP.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).

SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
SOC.6.1.5.CivicsCM.6	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Unit #6: A Growing Nation

SOC.6.1.5.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
SOC.6.1.5.HistoryCC.14	Compare the practice of slavery and indentured servitude in Colonial labor systems.
SOC.6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
SOC.6.1.5.HistoryCA.1	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.
SOC.6.1.5.HistoryCC.9	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
SOC.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.
SOC.6.1.5.HistoryCC.8	Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.HistoryCC.10	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
SOC.6.1.5.HistoryCC.11	Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
SOC.6.1.5.HistoryCC.15	Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
SOC.6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
SOC.6.1.5.HistoryCC.3	Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.
SOC.6.1.5.HistoryCC.12	Determine the roles of religious freedom and participatory government in various North American colonies.

SOC.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.
SOC.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.
SOC.6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.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.
SOC.6.1.5.HistoryCC.13	Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
SOC.6.1.5.HistoryCC.5	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
SOC.6.1.5.HistoryUP.3	Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
SOC.6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
SOC.6.1.5.HistoryCC.7	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.

Unit #7: Celebrating Our Communities

SOC.6.1.5.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
SOC.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).
SOC.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.
SOC.6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
SOC.6.1.5.HistoryCA.1	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.
SOC.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.
SOC.6.1.5.HistoryCC.9	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
SOC.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.
SOC.6.1.5.HistoryCC.8	Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions

	to address such actions.
SOC.6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
SOC.6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
SOC.6.1.5.CivicsPD.1	Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
SOC.6.1.5.CivicsPI.9	Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
SOC.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.
SOC.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.
SOC.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.
SOC.6.1.5.CivicsPI.4	Describe the services our government provides the people in the community, state and across the United States.
SOC.6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
SOC.6.1.5.CivicsPI.2	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
SOC.6.1.5.CivicsDP.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).
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.HistoryCC.7	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.

College, Career & Civic Life: C3 Framework for Social Studies

Dimension 1: Developing Questions & Planning Inquiries

SOC.K-2.D1.4.K-2	Make connections between supporting questions and compelling questions.
SOC.3-5.D1.1.3-5	Explain why compelling questions are important to others (e.g., peers, adults).
SOC.3-5.D1.2.3-5	Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
SOC.3-5.D1.4.3-5	Explain how supporting questions help answer compelling questions in an inquiry.

SOC.K-2.D1.3.K-2	Identify facts and concepts associated with a supporting question.
SOC.K-2.D1.5.K-2	Determine the kinds of sources that will be helpful in answering compelling and supporting questions.
SOC.K-2.D1.2.K-2	Identify disciplinary ideas associated with a compelling question.
SOC.K-2.D1.1.K-2	Explain why the compelling question is important to the student.
SOC.3-5.D1.5.3-5	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.
SOC.3-5.D1.3.3-5	Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

Dimension 2: Applying Disciplinary Concepts & Tools

Economics

SOC.3-5.D2.Civ.10.3-5	Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.
SOC.K-2.D2.Civ.12.K-2	Identify and explain how rules function in public (classroom and school) settings.
SOC.3-5.D2.Civ.3.3-5	Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
SOC.K-2.D2.Civ.5.K-2	Explain what governments are and some of their functions.
SOC.3-5.D2.Civ.12.3-5	Explain how rules and laws change society and how people change rules and laws.
SOC.K-2.D2.Civ.10.K-2	Compare their own point of view with others' perspectives.
SOC.3-5.D2.Civ.6.3-5	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
SOC.K-2.D2.Civ.2.K-2	Explain how all people, not just official leaders, play important roles in a community.
SOC.K-2.D2.Civ.13.K-2	Begins in grades 3–5
SOC.K-2.D2.Civ.4.K-2	Begins in grades 3–5
SOC.K-2.D2.Civ.9.K-2	Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.
SOC.3-5.D2.Civ.7.3-5	Apply civic virtues and democratic principles in school settings.
SOC.K-2.D2.Civ.14.K-2	Describe how people have tried to improve their communities over time.
SOC.3-5.D2.Civ.8.3-5	Identify core civic virtues and democratic principles that guide government, society, and communities.
SOC.K-2.D2.Civ.7.K-2	Apply civic virtues when participating in school settings.
SOC.K-2.D2.Civ.6.K-2	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
SOC.3-5.D2.Civ.9.3-5	Use deliberative processes when making decisions or reaching judgments as a group.
SOC.3-5.D2.Civ.4.3-5	Explain how groups of people make rules to create responsibilities and protect freedoms.
SOC.K-2.D2.Civ.1.K-2	Describe roles and responsibilities of people in authority.
SOC.K-2.D2.Civ.3.K-2	Explain the need for and purposes of rules in various settings inside and outside of school.

SOC.K-2.D2.Civ.11.K-2	Explain how people can work together to make decisions in the classroom.
SOC.3-5.D2.Civ.5.3-5	Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
SOC.K-2.D2.Civ.8.K-2	Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.
SOC.3-5.D2.Civ.13.3-5	Explain how policies are developed to address public problems.
SOC.3-5.D2.Civ.11.3-5	Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.
SOC.3-5.D2.Civ.2.3-5	Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.
SOC.3-5.D2.Civ.1.3-5	Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
SOC.3-5.D2.Civ.14.3-5	Illustrate historical and contemporary means of changing society.

Civics

SOC.K-2.D2.Eco.14.K-2	Describe why people in one country trade goods and services with people in other countries.
SOC.3-5.D2.Eco.1.3-5	Compare the benefits and costs of individual choices.
SOC.K-2.D2.Eco.15.K-2	Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.
SOC.3-5.D2.Eco.5.3-5	Explain the role of money in making exchange easier.
SOC.K-2.D2.Eco.8.K-2	Begins in grades 3-5
SOC.3-5.D2.Eco.12.3-5	Explain the ways in which the government pays for the goods and services it provides.
SOC.3-5.D2.Eco.11.3-5	Explain the meaning of inflation, deflation, and unemployment.
SOC.3-5.D2.Eco.14.3-5	Explain how trade leads to increasing economic interdependence among nations.
SOC.3-5.D2.Eco.2.3-5	Identify positive and negative incentives that influence the decisions people make.
SOC.K-2.D2.Eco.4.K-2	Describe the goods and services that people in the local community produce and those that are produced in other communities.
SOC.3-5.D2.Eco.13.3-5	Describe ways people can increase productivity by using improved capital goods and improving their human capital.
SOC.3-5.D2.Eco.8.3-5	Identify examples of external benefits and costs.
SOC.3-5.D2.Eco.3.3-5	Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
SOC.K-2.D2.Eco.13.K-2	Describe examples of capital goods and human capital.
SOC.K-2.D2.Eco.7.K-2	Describe examples of costs of production.
SOC.K-2.D2.Eco.1.K-2	Explain how scarcity necessitates decision making.
SOC.K-2.D2.Eco.5.K-2	Identify prices of products in a local market.
SOC.3-5.D2.Eco.6.3-5	Explain the relationship between investment in human capital, productivity, and future incomes.
SOC.3-5.D2.Eco.9.3-5	Describe the role of other financial institutions in an economy.
SOC.K-2.D2.Eco.11.K-2	Begins in grades 3–5
SOC.3-5.D2.Eco.10.3-5	Explain what interest rates are.

SOC.K-2.D2.Eco.10.K-2	Explain why people save.
SOC.K-2.D2.Eco.3.K-2	Describe the skills and knowledge required to produce certain goods and services.
SOC.3-5.D2.Eco.4.3-5	Explain why individuals and businesses specialize and trade.
SOC.K-2.D2.Eco.2.K-2	Identify the benefits and costs of making various personal decisions.
SOC.3-5.D2.Eco.15.3-5	Explain the effects of increasing economic interdependence on different groups within participating nations.
SOC.K-2.D2.Eco.6.K-2	Explain how people earn income.
SOC.K-2.D2.Eco.9.K-2	Describe the role of banks in an economy.
SOC.3-5.D2.Eco.7.3-5	Explain how profits influence sellers in markets.
SOC.K-2.D2.Eco.12.K-2	Describe examples of the goods and services that governments provide.

Geography

SOC.3-5.D2.Geo.3.3-5	Use maps of different scales to describe the locations of cultural and environmental characteristics.
SOC.3-5.D2.Geo.9.3-5	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
SOC.3-5.D2.Geo.12.3-5	Explain how natural and human-made catastrophic events in one place affect people living in other places.
SOC.K-2.D2.Geo.6.K-2	Identify some cultural and environmental characteristics of specific places.
SOC.3-5.D2.Geo.11.3-5	Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.
SOC.K-2.D2.Geo.11.K-2	Explain how the consumption of products connects people to distant places.
SOC.K-2.D2.Geo.12.K-2	Identify ways that a catastrophic disaster may affect people living in a place.
SOC.K-2.D2.Geo.7.K-2	Explain why and how people, goods, and ideas move from place to place.
SOC.K-2.D2.Geo.4.K-2	Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.
SOC.K-2.D2.Geo.9.K-2	Describe the connections between the physical environment of a place and the economic activities found there.
SOC.3-5.D2.Geo.6.3-5	Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
SOC.3-5.D2.Geo.5.3-5	Explain how the cultural and environmental characteristics of places change over time.
SOC.K-2.D2.Geo.10.K-2	Describe changes in the physical and cultural characteristics of various world regions.
SOC.K-2.D2.Geo.1.K-2	Construct maps, graphs, and other representations of familiar places.
SOC.3-5.D2.Geo.8.3-5	Explain how human settlements and movements relate to the locations and use of various natural resources.
SOC.K-2.D2.Geo.8.K-2	Compare how people in different types of communities use local and distant environments to meet their daily needs.
SOC.K-2.D2.Geo.3.K-2	Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.
SOC.3-5.D2.Geo.2.3-5	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

SOC.3-5.D2.Geo.1.3-5	Construct maps and other graphic representations of both familiar and unfamiliar places.
SOC.K-2.D2.Geo.5.K-2	Describe how human activities affect the cultural and environmental characteristics of places or regions.
SOC.K-2.D2.Geo.2.K-2	Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
SOC.3-5.D2.Geo.4.3-5	Explain how culture influences the way people modify and adapt to their environments.
SOC.3-5.D2.Geo.10.3-5	Explain why environmental characteristics vary among different world regions.
SOC.3-5.D2.Geo.7.3-5	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

History

SOC.K-2.D2.His.5.K-2	Begins in grades 3–5
SOC.K-2.D2.His.8.K-2	Begins in grades 9–12
SOC.K-2.D2.His.4.K-2	Compare perspectives of people in the past to those of people in the present.
SOC.3-5.D2.His.17.3-5	Summarize the central claim in a secondary work of history.
SOC.3-5.D2.His.5.3-5	Explain connections among historical contexts and people’s perspectives at the time.
SOC.K-2.D2.His.16.K-2	Select which reasons might be more likely than others to explain a historical event or development.
SOC.K-2.D2.His.3.K-2	Generate questions about individuals and groups who have shaped a significant historical change.
SOC.K-2.D2.His.1.K-2	Create a chronological sequence of multiple events.
SOC.3-5.D2.His.6.3-5	Describe how people’s perspectives shaped the historical sources they created.
SOC.K-2.D2.His.14.K-2	Generate possible reasons for an event or development in the past.
SOC.K-2.D2.His.9.K-2	Identify different kinds of historical sources.
SOC.3-5.D2.His.1.3-5	Create and use a chronological sequence of related events to compare developments that happened at the same time.
SOC.K-2.D2.His.17.K-2	Begins in grades 3–5
SOC.K-2.D2.His.15.K-2	Begins in grades 6–8
SOC.3-5.D2.His.7.3-5	Begins in grades 9–12
SOC.3-5.D2.His.8.3-5	Begins in grades 9–12
SOC.3-5.D2.His.3.3-5	Generate questions about individuals and groups who have shaped significant historical changes and continuities.
SOC.3-5.D2.His.9.3-5	Summarize how different kinds of historical sources are used to explain events in the past.
SOC.K-2.D2.His.7.K-2	Begins in grades 9–12
SOC.K-2.D2.His.6.K-2	Compare different accounts of the same historical event.
SOC.3-5.D2.His.16.3-5	Use evidence to develop a claim about the past.
SOC.3-5.D2.His.2.3-5	Compare life in specific historical time periods to life today.
SOC.3-5.D2.His.11.3-5	Infer the intended audience and purpose of a historical source from information within the source itself.
SOC.K-2.D2.His.2.K-2	Compare life in the past to life today.
SOC.K-2.D2.His.10.K-2	Explain how historical sources can be used to study the past.

SOC.K-2.D2.His.12.K-2	Generate questions about a particular historical source as it relates to a particular historical event or development.
SOC.K-2.D2.His.11.K-2	Identify the maker, date, and place of origin for a historical source from information within the source itself.
SOC.3-5.D2.His.15.3-5	Begins in grades 6–8
SOC.K-2.D2.His.13.K-2	Begins at grade 3–5
SOC.3-5.D2.His.10.3-5	Compare information provided by different historical sources about the past.
SOC.3-5.D2.His.14.3-5	Explain probable causes and effects of events and developments.
SOC.3-5.D2.His.12.3-5	Generate questions about multiple historical sources and their relationships to particular historical events and developments.
SOC.3-5.D2.His.13.3-5	Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
SOC.3-5.D2.His.4.3-5	Explain why individuals and groups during the same historical period differed in their perspectives.

Dimension 3: Evaluating Sources & Using Evidence

SOC.K-2.D3.2.K-2	Evaluate a source by distinguishing between fact and opinion.
SOC.3-5.D3.4.3-5	Use evidence to develop claims in response to compelling questions.
SOC.3-5.D3.1.3-5	Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
SOC.3-5.D3.3.3-5	Identify evidence that draws information from multiple sources in response to compelling questions.
SOC.K-2.D3.4.K-2	Begins in grades 3–5
SOC.3-5.D3.2.3-5	Use distinctions among fact and opinion to determine the credibility of multiple sources.
SOC.K-2.D3.1.K-2	Gather relevant information from one or two sources while using the origin and structure to guide the selection.
SOC.K-2.D3.3.K-2	Begins in grades 3–5

Dimension 4: Communicating Conclusions & Taking Informed Action

SOC.3-5.D4.7.3-5	Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.
SOC.3-5.D4.2.3-5	Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
SOC.K-2.D4.3.K-2	Present a summary of an argument using print, oral, and digital technologies.
SOC.K-2.D4.8.K-2	Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.
SOC.3-5.D4.8.3-5	Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.
SOC.3-5.D4.4.3-5	Critique arguments.
SOC.K-2.D4.7.K-2	Identify ways to take action to help address local, regional, and global problems.

SOC.K-2.D4.2.K-2	Construct explanations using correct sequence and relevant information.
SOC.K-2.D4.4.K-2	Ask and answer questions about arguments.
SOC.K-2.D4.6.K-2	Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.
SOC.K-2.D4.1.K-2	Construct an argument with reasons.
SOC.K-2.D4.5.K-2	Ask and answer questions about explanations.
SOC.3-5.D4.3.3-5	Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).
SOC.3-5.D4.5.3-5	Critique explanations.
SOC.3-5.D4.6.3-5	Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
SOC.3-5.D4.1.3-5	Construct arguments using claims and evidence from multiple sources.

New Jersey Student Learning Standards: Reading Companion Standards

LA.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.
LA.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LA.RI.3.6	Distinguish their own point of view from that of the author of a text.
LA.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LA.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.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.
LA.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
LA.RI.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
LA.RI.3.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

New Jersey Student Learning Standards: Writing Companion Standards

LA.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
LA.W.3.1.A	Introduce the topic or text they are writing about, state an opinion, and create an

	organizational structure that lists reasons.
LA.W.3.1.B	Provide reasons that support the opinion.
LA.W.3.1.C	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
LA.W.3.1.D	Provide a conclusion.
LA.W.3.2.A	Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.
LA.W.3.2.B	Develop the topic with facts, definitions, and details.
LA.W.3.2.C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
LA.W.3.2.D	Provide a conclusion.
LA.W.3.3.C	Use temporal words and phrases to signal event order.
LA.W.3.3.D	Provide a sense of closure.
LA.W.3.3.A	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.3.3.B	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
LA.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
LA.W.3.7	Conduct short research projects that build knowledge about a topic.
LA.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.
LA.W.3.9	(Begins in grade 4)
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

New Jersey Student Learning Standards: Career Readiness, Life Literacies & Key Skills

9.2 Career Awareness

WRK.9.2.5.CAP.9	Justify reasons to have insurance.
WRK.9.2.5.CAP.6	Compare the characteristics of a successful entrepreneur with the traits of successful employees.
WRK.9.2.5.CAP.8	Identify risks that individuals and households face.
WRK.9.2.5.CAP.7	Identify factors to consider before starting a business.

WRK.9.2.5.CAP.5	Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.2	Identify how you might like to earn an income.
WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.4 Life Literacies and Key Skills

TECH.9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
TECH.9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
TECH.9.4.5.IML.3	Represent the same data in multiple visual formats in order to tell a story about the data.
TECH.9.4.5.DC.7	Explain how posting and commenting in social spaces can have positive or negative consequences.
TECH.9.4.5.DC.1	Explain the need for and use of copyrights.
TECH.9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
TECH.9.4.5.TL.4	Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).
TECH.9.4.5.TL.2	Sort and filter data in a spreadsheet to analyze findings.
TECH.9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
TECH.9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
TECH.9.4.5.TL.1	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

TECH.9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
TECH.9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
TECH.9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
TECH.9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
TECH.9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
TECH.9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
TECH.9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
TECH.9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).
TECH.9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
TECH.9.4.5.DC.8	Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).

Career Readiness, Life Literacies, and Key Skills Practices

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP3	Attend to personal health and financial well-being.

New Jersey Student Learning Standards- Computer Science & Design Thinking

CS.3-5.8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.
CS.3-5.8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and

	describe the factors that influenced the changes.
CS.3-5.8.1.5.IC.2	Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
CS.3-5.8.1.5.NI.1	Develop models that successfully transmit and receive information using both wired and wireless methods.
CS.3-5.8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
CS.3-5.8.2.5.ETW.4	Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.
CS.3-5.8.2.5.ETW.3	Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
CS.3-5.8.2.5.ETW.5	Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
CS.3-5.8.2.5.ITH.4	Describe a technology/tool that has made the way people live easier or has led to a new business or career.
CS.3-5.8.1.5.DA.4	Organize and present climate change data visually to highlight relationships or support a claim.
CS.3-5.8.2.5.ITH.2	Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.
CS.3-5.8.2.5.ITH.3	Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.
CS.3-5.8.2.5.NT.2	Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.
CS.3-5.8.2.5.NT.1	Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.
CS.3-5.8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
CS.3-5.8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information.
CS.3-5.8.2.5.NT.4	Identify how improvement in the understanding of materials science impacts technologies.
CS.3-5.8.1.5.DA.5	Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
CS.3-5.8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
CS.3-5.8.2.5.NT.3	Redesign an existing product for a different purpose in a collaborative team.
CS.3-5.8.2.5.ETW.1	Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.
CS.3-5.8.2.5.ETW.2	Describe ways that various technologies are used to reduce improper use of resources.