Unit 1: Thinking Like a Social Scientist

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 1**
Length: **8 weeks**
Status: **Published**

Brief Summary of Unit

In the third grade Social Studies course, students will study the regions of the United States. Students will learn about how social scientists study different groups of people and how they interact. Using a specific content framework, students will examine the five major regions of our country (the Northeast, the Southeast, the Midwest, the Southwest, and the West) and compare and contrast their defining economic, geographic, civic, and historical characteristics.

Throughout the course, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions
- Interpretation - Interpret information from a wide variety of primary, secondary, and tertiary sources, including but not limited to those listed here.
- Textual Analysis - Critically read various texts and identify text-based evidence
- Argumentation - Develop a claim and support it with evidence, both in writing and orally

This unit is part of the larger aforementioned course sequence and specifically focuses on the four core social sciences where students will understand that social scientists of history, economics, civics, and geography study why people behave as they do. By the end of this unit, students will be able to use key elements of the social sciences to explore the different regions of our country.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for college, career, and/or civic life.

Revision Date: August 2021

Standards

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.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.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.

6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.

6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.

6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.

6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.

6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.

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).

6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.

6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.

6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.

6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups

impacted their respective cultures.

6.1.5.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).citizens at local, state, and national levels.

6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.

6.1.5.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).

6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

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.

WRK.9.2.5.CAP.6. Compare the characteristics of a successful entrepreneur with the traits of successful employees.

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

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

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on

focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research

W.3.7. Conduct short research projects that build knowledge about a topic.

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.

RL.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.

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

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.

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).

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.

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.

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

This unit includes instructional materials that highlight the history and contributions of Asian Americans and Pacific Islanders in accordance with the New Jersey Student Learning Standards in Social Studies.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and belonging in connection with race and ethnicity and religious tolerance.

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Essential Questions

- How do the four core social sciences allow one to comprehensively study a region?
- How have different groups contributed to the United States?
- How can examning different types of maps in conjunction provide us with a deeper understadning of an area of study?

Essential Understandings

- Social scientists study how people live in groups by searching for clues and asking questions.
- Geography, history, economics and government influence life in New Jersey.

Students Will Know

- What social scientists (economists, geographers, political scientists, historians) do.
- The five themes of geography.
- The names and location of each region of the United States.
- The geographical characteristics of the various regions of the United States.
- How and why various groups of people historically migrated to the United States.

Students Will Be Skilled At

- Analyzing artifacts that might be studied by social scientists.
- Interpreting physical and political maps by using directions, scales and symbols, and latitude and longitude.
- Interpreting special-purpose maps: elevation, annual rainfall, and population density.
- Examining primary sources to compare and contrast different group's experiences in the United States.

Evidence/ Performance Tasks

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative: teacher observations during lessons, student responses during lessons, exit tickets, Social Studies notebook questions and answers, TCI Checks for Understanding, Study Guide/Quiz for 5 Themes of Geography

Summative: TCI Assessment: Discovering the Social Sciences, teacher-created vocabulary assessments

- TCI The Four Social Sciences Assessment
- TCI Exploring Regions Assessment
- TCI Peopling Assessment
- Writing evaluation: Consider an issue that is affecting the local community. Discuss how each of the four social sciences could be used to further understand and possibly address the problem.

Alternative: oral presentation with visual model such as a Google slideshow to demonstrate understanding of concepts, drawing models for vocabulary; curation projects where students gather different sources (videos, pictures, articles, primary sources, etc.)

regarding a topic of study selected by the teacher

Benchmark: Please consult the Assessment Guide in the K-5 Drive for a list of Benchmark Assessments

Learning Plan

The learning plan includes, but is not limited to the following:

- Begin with the Preview Activity on the TCI Platform: Watch a video clip of a self-driving car, and talk about economics, geography, civics, and history and how each relates to the video clip.
- Introduce vocabulary at the beginning of each section (online vocabulary cards and support available on TCI). Encourage students to notice the words in their reading and utilize them in their own writing. Possible suggestions: use the Frayer Model Strategy, create pictures illustrating the meaning of each vocabulary word, or assign students to create a skit or short speech that uses vocabulary words.
- Read for information (critical reading) about the four core social sciences in the TCI student journal.
- Create a web diagram of each of the social sciences.
- Use the TCI Lesson Three Supplemental slide deck from the K-5 Google Drive to highlight that many different people contribute to the success and prosperity of America, including Indigenous Americans, Latinx Americans, Asian Americans, and Black Americans. Specific "spotlights" may include Deb Haaland, Aaron Yazzie, Laurie Hernandez, Bob Menendez, Ayanna Najumma, Cory Booker, Shaquille O'Neal, Wong Kim Ark, Kamala Harris, and Yo Yo Ma)
- Scaffold students through the “Think Like a Social Scientist” activity in the TCI student journal and then analyze a classroom object from the point of view of each of the four social scientists.
- Facilitate the Artifact Analysis hands-on activity in the TCI student journal
- Optional extension activity: PBS Kids - The Artifact Challenge
- Students can compose a short story about the journey of a dollar in our local community explaining how it might transfer between different parties as people buy and sell goods and services (“Thinking Like an Economist” activity).
- Watch the “Supply and Demand” BrainPOP video and complete one of the extension activities
- Draw a picture of the environment you might like to live in when you are an adult - create a caption with specific reasons as to why you chose this environment. Students should then later be prompted to see which region would mostly closely match their ideal environment when content is further covered in unit two (“Thinking Like a Geographer” activity).
- Write a note to your principal in which you suggest an improvement to your school grounds (“Thinking Like a Political Scientist” activity).
- Create a timeline of your mother’s, father’s, or guardian’s past (“Thinking Like a Historian” activity).
- Act as a historian by studying artifacts from a family in the 1700s using the You be the Historian website.
- Perform research to learn how the first people in NJ lived - create a poster that shows how they used natural resources.
- Prompt students to evaluate and rank the significance of each social science determining which is ultimately more important than the others. Students should work in groups to come up with a minimum of three reasons why their particular social science is critical to our understanding of human behavior in communities. Students can then present their claims and evidence to the class.
- Read about the five themes of geography and watch the Flocabulary video, “Five Themes of Geography.”
- Read for information (critical reading) in the TCI student journal about different features of maps and globes and practice map skills
- Watch the “Latitude and Longitude” video on BrainPOP
- Listen to the song “Latitude and Longitude are Useful”
- Read for information (critical reading) about the five regions of the United States in the TCI student journal. Add the Lesson 2 Exploring Regions chart to the student notebook to organize the information including the number of states in each region, the names of big cities, landforms, and the climate of each region.
- Watch the Flocabulary video, “Regions of the United States.”
- Present a map to students highlighting the different regions. Ask students to consider what might lead social scientists to draw these invisible boundaries

- After reading about the different recreational parks and their defining criteria on page 47 of the TCI student journal, use the Lesson 2 Exploring Regions chart as a reference to complete the TCI activity on page 48 of the student journal (find the best park for each geographic region). This is the Extension activity on the TCI online platform Unit 1, Lesson 2.
- Research a recreational park in the United States and list reasons why this region is well-suited for this type of park.
- Using an outline map of NJ, label its physical features and region names.
- Read for information (critical reading) about people who came to America in the TCI student journal.
- After reading and listening to primary sources such as quotes, songs, speeches, and poems, record images that relate to what you "saw" in the primary source.
- Share a tradition you and your family celebrate and analyze its origins.
- Watch the "Immigration" video on BrainPOP.
- Complete a graphic organizer with words and symbols about your family. Using the graphic organizer for support, compose a poem.
- Research to find out why people have moved to NJ. Prepare a sales pitch to encourage someone to move here.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, self and peer review, think-pair-share activities, creating visual representations film analysis, Socratic seminars, small group discussions, simulations, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List

The following are approved resources that teachers can include to further unit related objectives:

TCI -

Unit 1: Discovering the Social Sciences

- Lesson Guides, Activity Cards of Four Social Sciences, Student Journal

Lesson 1 The Four Core Social Sciences

Lesson 2 Exploring Regions of the United States

Lesson 3 The Peopling of the United States

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor or principal before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Reading texts aloud for students for difficult concepts.
- Providing opportunities for text-to-speech for written responses.
- Using visual presentations of all materials to include graphic organizers for writing.
- Marking texts with a highlighter.