Unit 3: The Study of Our State

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 3**
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 where students will trace the development of New Jersey including the formation of its regions, its diverse inhabitants, the development and functioning of the state government, its complex economy, and its unique and rich culture. The unit culminates with an in-depth study of New Jersey's economy, geography, government, history, and culture through an inquiry based project.

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.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.

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.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.

6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

6.1.5.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.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.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

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.

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.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.

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.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.

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.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.

6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.

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.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.

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.

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.

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

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.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.

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.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.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.

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.

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.

Essential Questions

- To what extent are New Jersey's regions similar and different?
- How does New Jersey's geography and history impact its culture?
- How does New Jersey’s environment impact its economic activity?
- How do people, ideas, and government interact to balance both the needs of individuals and the good of the community?
- What makes New Jersey unique?
- To what extent are other areas of New Jersey similar to Cranford, NJ?

Essential Understandings

- The culture of New Jersey is directly influenced by its geography, history, and economic opportunities.
- Regions form and change as a result of unique geographic, economic, and cultural conditions; these regions have defining features that make them unique, while also sharing some common characteristics.

Students Will Know

- The major economic activities of New Jersey
- Defining cultural characteristics of New Jersey
- Major cities and landmarks of New Jersey
- New Jersey’s defining bodies of water and landforms and how these geographic features influence the culture and economy of New Jersey
- Significant natural resources of New Jersey
- Key events in New Jersey's history

Students Will Be Skilled At

- Explaining how geography influences New Jersey’s culture, history, and economic activity
- Applying map skills to identify locations within New Jersey
- Comparing and contrasting different characteristics of New Jersey
- Sequencing events, including cause and effect relationships
- Constructing claims and supporting arguments with evidence
- Speaking and listening, including presenting projects

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

Summative:

TCI State Geography Assessment

TCI State History Assessment

TCI State Economy Assessment

TCI State Government Assessment

- Writing evaluation: In which region of New Jersey would you like to live and why?

- Writing evaluation: What lasting impact did the Native Americans have on modern-day New Jersey?

- Writing evaluation: How has New Jersey's economy changed over time?

- Culminating project to be selected by teacher (see learning plan for suggestions)

Alternate Assessments:

- Create a diagram to describe the three branches of New Jersey government, their responsibilities and how they work together.

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:

- The teacher will present the idea that through inquiry and research, the students will learn about their state. They will become "social scientists" and research their state's geography, history, economy, or government.
- Use the TCI student journal and platform to gather background information and learn content vocabulary needed to complete this unit's inquiry based project.
- Students will conduct research and/or use these readings from *Social Studies Alive! Regions of Our Country* Social Studies

Stories:

- Uncovering Secrets of Ozette
- Lost and Found
- Doing Real Work in the Real World
- Student Citizens Help Make Laws

- Some possibilities for inquiry:
    - Students may work in groups where each member of the group researches one of the social sciences and its influence on the growth of New Jersey.
    - Students may research New Jersey by dividing it into sections such as Northern New Jersey, Central New Jersey and Southern New Jersey or regions such as the Skylands, Gateway, Delaware River, Shore, Greater Atlantic City, and Southern Shore regions - they will then examine elements of the how the four social sciences are present in each region.
    - Students may choose various cities across New Jersey and research them using a compare and contrast model.
    - Students may study a suburban, urban and/or rural community in New Jersey using the lens of the four social sciences.
- After presenting a plan that fits the group, students can read through the following lessons: 14. Geography of Your State, 15. The History of Your State, 16. The Economy of Your State, and 17. The Government of Your State in the TCI student journal to see how one may begin inquiring about their topic.
- Under the guidance of the teacher, students should then develop a plan and an appropriate timeline for completion.
- Students should conduct research (suggested research sources listed below).
- Students will then prepare their information for presentation. Possible culminating activities for this unit include:
    - Digital Parade Float or State Float Project
    - T-Shirt Project
    - New Jersey License Plate Design
    - ABC book of information about New Jersey (Similar to *G is for Garden State* by Eileen Cameron)
    - Google Slide Presentation
    - iMovie or Flipgrid presentation
    - Tri-fold Celebration Expo
    - New Jersey Written Report

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 7: Inquiry: Studying Your State

- Lesson Guides, Activity Cards, Student Journal

Lesson 14 The Geography of Your State

Lesson 15 The History of Your State

Lesson 16 The Economy of Your State

Lesson 17 The Government of Your State

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor 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.