

# Social Studies Curriculum

*This curricula and accompanying instructional materials have been developed to align with the NJSLs and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21<sup>st</sup> century skills, integration of technology, and integration of 21<sup>st</sup> Century Life and Career standards.*

## **About the Standards**

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

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<b>Lower Township Elementary School District Social Studies Curriculum Pacing Guide</b>	
<b>Content Area: Social Studies</b>	
<b>Course Title: My World Interactive</b>	<b>Grade level: 3</b>
<b>Chapter 1: Our Environment</b>	<b>Dates for Units: 9/4 -9/19 (12 days)</b>
<b>Chapter 2: Economics</b>	<b>Dates for Units: 9/20 -10/8 (12 days)</b>
<b>Chapter 3: Communities Build a Nation</b>	<b>Dates for Units: 11/12 -12/4 (15 days)</b>
<b>Chapter 4: Government, Landmarks, and Symbols</b>	<b>Dates for Units: 12/5 -12/20 (12 days)</b>
<b>Chapter 5: Citizenship and Civic Engagement</b>	<b>Dates for Units: 2/3-2/19 (12 days)</b>
<b>Chapter 6: A Growing Nation</b>	<b>Dates for Units: 2/20-3/11 (12 days)</b>
<b>Chapter 7: Celebrating Our Communities</b>	<b>Dates for Units: 5/1 - 5/18 (15 days)</b>
<b>Date Created: August 10, 2019</b>	<b>Board Approved On: 9/24/19</b>

# Unit 1: Our Environment

Unit Overview	
<b>Content Area:</b> Social Studies	
<b>Unit Title:</b> Our Environment	<b>Unit:</b> 1
<b>Target Course/Grade Level:</b> 3	<b>Timeline:</b> 12 days
<b>Unit Summary:</b> How do we interact with our planet? 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.	
Learning Targets	
<b>Standards</b>	
<ul style="list-style-type: none"><li>● <b>6.1 U.S. History:</b> America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</li><li>● <b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</li></ul>	
<b>Content Statements</b>	
<ul style="list-style-type: none"><li>● Everyone is part of a larger neighborhood and community.</li><li>● Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</li><li>● Places are jointly characterized by their physical and human properties.</li><li>● The physical environment can both accommodate and be endangered by human activities.</li><li>● Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</li><li>● Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.</li><li>● Advancements in science and technology can have unintended consequences that impact individuals and/or societies.</li></ul>	

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<ul style="list-style-type: none"> <li>• Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.</li> <li>• Understand and use technology systems.</li> <li>• Select and use applications effectively and productively.</li> </ul>	
Indicator #	Indicator
6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
6.1.4.B.8	Compare ways people choose to use and distribute natural resources.

Lower Township School District  
Cape May New Jersey

6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
6.1.4.B.10	Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue.
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● <b>How do land and water change from place to place?</b></li> <li>● <b>How does climate affect the land, plants, and animals?</b></li> <li>● <b>How are natural resources used?</b></li> <li>● <b>How do people affect the environment?</b></li> </ul>	<p><b>Unit Understandings</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● The way people use natural resources affects how long those resources are available for people in the future.</li> <li>● Conserving the environment is a critical part of our future.</li> </ul>
<p><b>Unit Learning Targets (Outcomes)-</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>● Use prior knowledge to gain understanding.</li> <li>● Make meaningful connections to personal experience.</li> </ul>	

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Cape May New Jersey

- Establish meaning.
- Apply the concepts learned in this chapter to discuss how to write using evidence.
- Discuss the compelling question “Why are there national parks?” after completing the Quest.
- 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 the characteristics of different regions.
- Locate different regions on a map or globe.
- Describe state and community specific regions and physical features of significance.
- Recognize that weather and climate vary from place to place.
- 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.
- Identify and describe natural hazards and natural disasters.
- 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 in affects people, plants, animals, and the environment.
- Identify various environmental concerns related to the use of resources.
- Understand cause-and-effect relationships.
- Identify examples of cause and effect.
- Recognize words that signal cause or effect.
- Understand that the environment influences how and where people live.
- Understand that climate influences how and where people live.
- Describe ways people interact with 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.
- Analyze the words meanings in the quotation by Rachel Carson.
- Explain the purpose the author had for writing the paragraph.

**Integration of Technology:**

Use of the following resources: Interactive Whiteboard, Microsoft PowerPoint, Microsoft Word, laptops, online data bases, My World Social Studies textbook, video, web quests, etc.

- Students will access primary source work to analyze and interpret information.
- Students will utilize technological resources in order to create, explain, summarize, and validate information.
- Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
- Students will use digital geography tools to learn more about the planet.
- Students will describe global information systems, and what they can do.
- Students will use active listening guides to analyze video from both the textbook and other sources.

Lower Township School District  
Cape May New Jersey

**Technology Resources:**

- <http://www.brainpop.com>
- Google maps
- etext (lesson interactives)
- Youtube

**Opportunities for Differentiation** (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention ([www.help4teachers.com](http://www.help4teachers.com))
- Follow all IEP and 504 modifications
- Provide choices of tasks or modes of working
- Outlining key aspects of the unit will help assist learners in understanding main ideas, connections, and important supporting details

**Primary Interdisciplinary Connections:** Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

**Integration of 21st Century Skills through NJSLS 9:**

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X

Lower Township School District  
Cape May New Jersey

CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

**Evidence of Learning**

**Formative Assessment:**

- Lesson Review interactivities online
- Online lesson quizzes
- Graphic organizers
- Map skills
- Vocabulary term exercises
- Illustration
- Group discussion
- Group/individual games

**Summative Assessment:**

- My World Social Studies Chapter test
- Hands-on activity - Quest: Explore a National Park and create a sightseeing guide

**Benchmark Assessment:**

- N/A

**Alternative Assessment:**

*Example: Create a concept map or infographic*

- Lesson check questions
- Ecosystems Mobile
- Design a Book Jacket
- Start a website or video channel

Lower Township School District  
Cape May New Jersey

- Regions Game
- Reader's Theater
- Mapping 100 Miles PBL
  - Mapping US Regions
  - Greetings From..
  - Regional Weather Collage
  - Mapping the Race Course

Activities	Materials
<b>Lesson 1: Land and Water</b>	<b>Lesson 1: Student edition pg 1-9</b>
<b>Lesson 2: Weather, Climate and Forces of Nature</b>	<b>Lesson 2: Student edition pg 10-17</b>
<b>Lesson 3: Using Earth's Resources</b>	<b>Lesson 3: Student edition pg 20-25</b>
<b>Lesson 4: Interacting with the Environment</b>	<b>Lesson 4: Student edition pg 28-35</b>
<b>Teacher Notes:</b> See My World Social Studies Activity Guide for different activities that you could incorporate into your classroom instruction.	

# Unit 2: Economics

Unit Overview	
<b>Content Area:</b> Social Studies	
<b>Unit Title:</b> Economics	<b>Unit:</b> 2
<b>Target Coure/Grade Level:</b> 3	<b>Timeline:</b> 12 days
<p><b>Unit Summary:</b> 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.</p>	
Learning Targets	
<b>Standards</b>	
<ul style="list-style-type: none"> <li>● <b>6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</li> <li>● <b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</li> </ul>	
<b>Content Statements</b>	
<ul style="list-style-type: none"> <li>● People make decisions based on their needs, wants, and the availability of resources.</li> <li>● Economics is a driving force for the occurrence of various events and phenomena in societies</li> <li>● Availability of resources affects economic outcomes.</li> <li>● Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.</li> <li>● Understand and use technology systems.</li> <li>● Select and use applications effectively and productively.</li> </ul>	
Indicator #	Indicator
6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
6.1.4.C.3	Explain why incentives vary between and

Lower Township School District  
Cape May New Jersey

	among producers and consumers.
6.1.4.C.4	Describe how supply and demand influence price and output of products.
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● <b>How do people get what they want and need?</b></li> <li>● <b>How have goods and services changed over time? Where are goods produced?</b></li> <li>● <b>What are the 3 types of resources used to create a product?</b></li> <li>● <b>How are economic choices made?</b></li> <li>● <b>How can I prepare for my future with my work today?</b></li> </ul>	<b>Unit Understandings</b> <ul style="list-style-type: none"> <li>● People must make economic choices about how to get what they need and want because resources are limited.</li> <li>● People use natural resources, human resources, and capital resources to produce goods and services.</li> <li>● People work jobs to earn money and trade, buy, and sell goods and services to meet their wants and needs.</li> <li>● People go to school and learn knowledge and skills to increase their human capital.</li> </ul>
List the Unit Learning Targets (Outcomes)- Students will... <ul style="list-style-type: none"> <li>● Use prior knowledge to gain understanding.</li> <li>● Make meaningful connections to personal experience.</li> <li>● Establish meaning.</li> </ul>	

Lower Township School District  
Cape May New Jersey

- Use concepts learned in the chapter to explain how to get resources needed to make lemonade.
- Discuss the compelling questions “How do we use resources?” completing the Quest.
- Describe how procedures 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.
- Interpret text and images in a primary source from early America.
- Use a primary source to draw conclusions about the economic history of the United States.
- 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.
- Understand that to summarize means to restate the most important information.
- Practice summarizing key details from selected texts.
- 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.
- Define cost and benefit.
- Conduct a cost-benefit analysis using a hypothetical historical situation.
- Conduct a cost-benefit analysis regarding a personal economic choice.
- 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.

**Integration of Technology:**

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- Students will use digital geography tools to learn more about the planet.
- Students will describe global information systems, and what they can do.
- Students will use active listening guides to analyze video from both the textbook and

Lower Township School District  
Cape May New Jersey

other sources.

**Technology Resources:**

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- Google maps
- etext (lesson interactives)
- Youtube

**Opportunities for Differentiation** (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

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- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention ([www.help4teachers.com](http://www.help4teachers.com))
- Follow all IEP and 504 modifications

**Primary Interdisciplinary Connections:** Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

**Integration of 21st Century Skills through NJSL 9:**

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X

Lower Township School District  
Cape May New Jersey

CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

**Evidence of Learning**

**Formative Assessment:**

- Lesson Review interactivities online
- Online lesson quizzes
- Graphic organizers
- Vocabulary term exercises
- Illustration
- Group discussion
- Group/individual games

**Summative Assessment:**

- Chapter Test
- Hand on Activity: Quest: Project Based Learning: Create a poster showing 3 types of resources needed to sell lemonade.

**Benchmark Assessment:**

- NA

**Alternative Assessment:**

*Example: Create a concept map or infographic*

- Lesson check questions
- Create a poster
- Create an advertisement
- Industries of the World
- Entrepreneur
- Past and Present
- Industries of Tomorrow PBL
  - Goods and Services

Lower Township School District  
Cape May New Jersey

- Resources
- Strengths and Weaknesses
- Preparing the Presentation Board
- Prepare a presentation

<b>Activities</b>	<b>Materials</b>
<b>Lesson 1: Goods and Services</b>	<b>Lesson 1: Student Edition pages 48-53</b>
<b>Lesson 2: Types of Resources</b>	<b>Lesson 2: Student edition pages 56-61</b>
<b>Lesson 3: Economic Choices</b>	<b>Lesson 3: Student Edition pages 64-69</b>
<b>Lesson 4: Human Capital and Your Future</b>	<b>Lesson 4: Student Edition pages 72-77</b>
<b>Teacher Notes:</b> See My World Social Studies Activity Guide for different activities that you could incorporate into your classroom instruction.	

# Unit 3: Communities Build a Nation

Unit Overview	
<b>Content Area:</b> Social Studies	
<b>Unit Title:</b> Communities Build a Nation	<b>Unit:</b> 3
<b>Target Course/Grade Level:</b> 3	<b>Timeline:</b> 15 days
<b>Unit Summary:</b> 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. English, Spanish, and French explorers explored and created settlements in North America. Their choices and decisions affected the Native Americans.	
Learning Targets	
<b>Standards</b>	
<ul style="list-style-type: none"> <li>● <b>6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</li> <li>● <b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</li> </ul>	
<b>Content Statements</b>	
<ul style="list-style-type: none"> <li>● Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere.</li> <li>● Key historical events, documents, and individuals led to the development of our nation.</li> <li>● Understand and use technology systems.</li> <li>● Select and use applications effectively and productively.</li> </ul>	
<b>Indicator #</b>	<b>Indicator</b>
6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Lower Township School District  
Cape May New Jersey

6.1.8.B.1.a	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How does our past affect our present?</li> <li>● How does geography influence communities?</li> <li>● What are the causes and effects of European exploration?</li> <li>● How did Spain settle and explore in North America?</li> <li>● How did France settle and explore in North America?</li> <li>● Why did settlers come from England to North America?</li> <li>● What were the causes and effects of the American Revolution?</li> </ul>	<p><b>Unit Understandings</b></p> <ul style="list-style-type: none"> <li>● People came to America to find wealth, land, and resources.</li> <li>● American exploration and settlement caused changes in the lives of people at the time.</li> <li>● The changes caused by American exploration and settlement affect our lives today.</li> </ul>
<p><b>Unit Learning Targets (Outcomes)-</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>● Use prior knowledge to gain understanding.</li> <li>● Make meaningful connections to personal experience.</li> <li>● Establish meaning.</li> <li>● Apply the concepts learned in this chapter to write about past events that have made</li> </ul>	

Lower Township School District  
Cape May New Jersey

the most difference in our lives today.

- Discuss the Compelling Question: “How have past events influenced our lives?”
- 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.
- Understand how to sequence information.
- Analyze text to find the proper sequence.
- Recognize that words and dates can help identify sequence.
- Identify reasons for exploration by European explorers.
- Explain the reasons and resulting effects of Spanish exploration.
- Describe the findings of French exploration.
- Describe the sequence of English exploration.
- Understand the concept of a timeline.
- Use timelines to analyze events in history.
- Create and interpret a horizontal timeline.
- Describe key events in the Spanish exploration of Florida.
- Identify key events in the battle between Spain and France for settlement 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 result 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.
- Describe the key events in 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.
- Understand that a primary source tells about events in the past from the perspective of someone who lived through them.
- Interpret a primary source to describe the effects of the Declaration of Independence on our lives today.

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Lower Township School District  
Cape May New Jersey

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**Opportunities for Differentiation** (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

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- Response to Intervention ([www.help4teachers.com](http://www.help4teachers.com))
- Follow all IEP and 504 modifications

**Primary Interdisciplinary Connections:** Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

**Integration of 21st Century Skills through NJSLS 9:**

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X

Lower Township School District  
Cape May New Jersey

CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

**Evidence of Learning**

**Formative Assessment:**

- Lesson Review interactivities online
- Online lesson quizzes
- Graphic organizers
- Map skills
- Vocabulary term exercises
- Illustration
- Group discussion
- Group/individual games

**Summative Assessment:**

- Chapter test
- Hands-on activity - Quest: Write a persuasive text about how a person or event from this chapter has made a difference in your life

**Benchmark Assessment:**

- N/A

Lower Township School District  
Cape May New Jersey

**Alternative Assessment:**

*Example: Create a concept map or infographic*

- Create a drawing that shows what life was like
- Act out a short skit that tells why you would want to be an explorer
- Create an advertisement
- Discuss how to create a new country
- Match the Act
- Write a Secret Letter
- Illustrate a Poem
- Create an Advertisement
- First Continental Congress
- Reader's Theater
- Let Freedom Ring (Writing Project)
  - Soldier Says
  - Shop--No, Stop
  - Create a timeline
  - Give me Liberty
  - Write a persuasive speech

Activities	Materials
<b>Lesson 1: America's First Peoples</b>	<b>Lesson 1: Student Edition pages 88-93</b>
<b>Lesson 2: Early Explorers</b>	<b>Lesson 2: Student Edition pages 96-101</b>
<b>Lesson 3: Early Spanish Communities</b>	<b>Lesson 3: Student Edition pgs 104-111</b>
<b>Lesson 4: Early French Communities</b>	<b>Lesson 4: Student Edition pgs 112-117</b>
<b>Lesson 5: Early English Communities</b>	<b>Lesson 5: Student Edition pgs 118-123</b>
<b>Lesson 6: Creating a New Nation</b>	<b>Lesson 6: Student Edition pgs 124-129</b>

**Teacher Notes:** See My World Social Studies Activity Guide for different activities that you could incorporate into your classroom instruction.

# Unit 4: Government, Landmarks, Symbols

Unit Overview	
<b>Content Area:</b> Social Studies	
<b>Unit Title:</b> Government, Landmarks, and Symbols	<b>Unit:</b> 4
<b>Target Course/Grade Level:</b> 3	<b>Timeline:</b> 12 days
<b>Unit Summary:</b> 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.	
Learning Targets	
<b>Standards</b>	
<ul style="list-style-type: none"><li>● <b>6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</li><li>● <b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</li></ul>	
<b>Content Statements</b>	
<ul style="list-style-type: none"><li>● Rules and laws are developed to protect people's rights and the security and welfare of society.</li><li>● The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.</li><li>● American constitutional government is based on principles of limited government, shared authority, fairness, and equality.</li><li>● There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.</li><li>● In a representative democracy, individuals elect representatives to act on the behalf of the people.</li><li>● The United States democratic system requires active participation of its citizens.</li><li>● Understand and use technology systems.</li><li>● Select and use applications effectively and productively.</li></ul>	

Lower Township School District  
Cape May New Jersey

Indicator #	Indicator
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
6.1.4.A.4	Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.
6.1.4.A.5	Distinguish the roles and responsibilities of the three branches of the national government.
6.1.4.A.6	Explain how national and state governments share power in the federal system of government.
6.1.4.A.7	Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
6.1.4.A.11	Explain how the fundamental rights of the individual and the common

Lower Township School District  
Cape May New Jersey

	good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about the problem or issue.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● <b>Why do we have government?</b></li> <li>● <b>How is the federal government organized?</b></li> <li>● <b>What does each branch of the government do?</b></li> <li>● <b>How does the US have 3 levels of government and what does each level do?</b></li> <li>● <b>What are some of the landmarks, documents, and symbols that bring us together?</b></li> </ul>	<b>Unit Understandings</b> <ul style="list-style-type: none"> <li>● The United States Constitution provides the plan for the United States government.</li> <li>● The three branches of government were established to limit each branch's power and to protect the rights of citizens.</li> <li>● Local, state, and national governments make and enforce laws and provide services to meet the needs of citizens.</li> <li>● National symbols, landmarks, songs, and documents help unite citizens and uphold ideals.</li> </ul>
<b>Unit Learning Targets (Outcomes)-</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>● Use prior knowledge to gain understanding.</li> <li>● Make meaningful connections to personal experience.</li> <li>● Apply the concepts learned in this chapter to create a report about a local government job.</li> <li>● Discuss the compelling question, “Why do we need government workers?” after completing the Quest.</li> <li>● Explain the need for government.</li> <li>● Evaluate the purpose and the importance of the U.S. Constitution.</li> </ul>	

Lower Township School District  
Cape May New Jersey

- Differentiate among the three branches of federal government.
- Identify key functions of and officials within the federal government.
- Describe how other levels of government work with the federal 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.
- Understand that a document written long ago can give us information about the past.
- Understand how to analyze a document.
- 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.
- Recognize how items are alike.
- Distinguish how items are different.
- Identify key words that signal similarities and differences.
- Use diagrams to compare and contrast information.
- 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.
- Identify data shown in a graph.
- Analyze data in a graph to draw conclusions about changes over time.

**Integration of Technology:**

Use of the following resources: Interactive Whiteboard, Microsoft PowerPoint, Microsoft Word, laptops, online data bases, My World Social Studies textbook, video, web quests, etc.

- Students will access primary source work to analyze and interpret information.
- Students will utilize technological resources in order to create, explain, summarize, and validate information.
- Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
- Students will use digital geography tools to learn more about the planet.
- Students will describe global information systems, and what they can do.
- Students will use active listening guides to analyze video from both the textbook and other sources.

**Technology Resources:**

- <http://www.brainpop.com>
- Google maps
- etext (lesson interactives)
- Youtube

**Opportunities for Differentiation** (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

Lower Township School District  
Cape May New Jersey

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention ([www.help4teachers.com](http://www.help4teachers.com))
- Follow all IEP and 504 modifications

**Primary Interdisciplinary Connections:** Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

**Integration of 21st Century Skills through NJSL 9:**

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X

Lower Township School District  
Cape May New Jersey

CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

**Evidence of Learning**

**Formative Assessment:**

- Lesson Review interactivities online
- Online lesson quizzes
- Graphic organizers
- Map skills
- Vocabulary term exercises
- Illustration
- Group discussion
- Group/individual games

**Summative Assessment:**

- Chapter test
- Hands-on activity - Quest: Prepare and give a presentation about a local government worker

**Benchmark Assessment:**

- N/A

**Alternative Assessment:**

*Example: Create a concept map or infographic*

- Symbols of America and My State
- Branches of Government
- Local vs State Government
- Dear Mayor
- Reader's Theater
- Create a Class Constitution
  - Right or Responsibility
  - We the People
  - We the Students
  - Bill of Rights
  - The Path to Ratification
  - Discussion

**Activities**

**Materials**

Lower Township School District  
Cape May New Jersey

<b>Lesson 1: The American Government</b>	<b>Lesson 1: Student Edition pages 142-149</b>
<b>Lesson 2: Branches of Government</b>	<b>Lesson 2: Student Edition pages 150 - 155</b>
<b>Lesson 3: Levels of Government</b>	<b>Lesson 3: Student Edition pages 158 - 165</b>
<b>Lesson 4: Landmarks, Symbols, and Documents</b>	<b>Lesson 4: Student Edition pages 168 - 173</b>
<b>Teacher Notes:</b> See My World Social Studies Activity Guide for different activities that you could incorporate into your classroom instruction.	

# Unit 5: Citizenship & Civic Engagement

Unit Overview	
<b>Content Area:</b> Social Studies	
<b>Unit Title:</b> Citizenship and Civic Engagement	<b>Unit:</b> 5
<b>Target Course/Grade Level:</b> 3	<b>Timeline:</b> 12 days
<b>Unit Summary:</b> 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.	
Learning Targets	
Standards	
<ul style="list-style-type: none"> <li>● <b>6.3 Active Citizenship in the 21st Century:</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</li> <li>● <b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</li> </ul>	
Content Statements	
<ul style="list-style-type: none"> <li>● Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.</li> <li>● Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.</li> <li>● Are aware of their relationships to people, places, and resources in the local community and beyond.</li> <li>● Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.</li> <li>● Develop strategies to reach consensus and resolve conflict.</li> <li>● Demonstrate understanding of the need for fairness and take appropriate action against unfairness.</li> <li>● Understand and use technology systems.</li> <li>● Select and use applications effectively and productively.</li> </ul>	
Indicator #	Indicator
6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in

Lower Township School District  
Cape May New Jersey

	your school or community (e.g., bike helmet, recycling).
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about the problem or issue.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● <b>How can I participate?</b></li> <li>● <b>Why do we have rules and laws?</b></li> <li>● <b>What happens when they're not followed?</b></li> <li>● <b>How can I be a good citizen?</b></li> <li>● <b>Who fought for the rights and freedoms of our country's citizens?</b></li> <li>● <b>Who were American heroes?</b></li> </ul>	<b>Unit Understandings</b> <ul style="list-style-type: none"> <li>● Understand the reasons for rules and laws. Realize the importance of being a good citizen.</li> <li>● Understand the contributions of people throughout history in securing American rights.</li> <li>● Understand what makes people heroes.</li> </ul>
<b>Unit Learning Targets (Outcomes)-</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>● Use prior knowledge to gain understanding.</li> <li>● Make meaningful connections to personal experience.</li> <li>● Establish meaning.</li> <li>● Express an opinion on a topic.</li> <li>● Identify facts that support an opinion.</li> <li>● Lead a discussion on a topic.</li> <li>● Discuss the compelling question “Which do you think is more beneficial to your community, voting or volunteering?” after completing the Quest.</li> <li>● Identify the rights and responsibilities of citizenship.</li> <li>● Compare and contrast rules and laws.</li> <li>● Identify possible consequences for breaking rules and laws.</li> <li>● Identify behaviors that are bullying.</li> <li>● Understand the consequences of bullying.</li> </ul>	

Lower Township School District  
Cape May New Jersey

- Identify the importance of good citizenship.
- Understand the benefits of civic engagement.
- Identify how technology has affected civic engagement around the world.
- Identify how asking and answering questions can enhance understanding of text.
- Describe actions and contributions of historical figures who have helped secure the rights and freedoms of our country's citizens.
- Understand the qualities of a hero.
- Identify heroes from our country's history.
- Distinguish between fact and opinion while reading.
- Understand when facts and opinions are presented in text.
- Fill in a chart with facts and opinions.

**Integration of Technology:**

Use of the following resources: Interactive Whiteboard, Microsoft PowerPoint, Microsoft Word, laptops, online data bases, My World Social Studies textbook, video, web quests, etc.

- Students will access primary source work to analyze and interpret information.
- Students will utilize technological resources in order to create, explain, summarize, and validate information.
- Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
- Students will use digital geography tools to learn more about the planet.
- Students will describe global information systems, and what they can do.
- Students will use active listening guides to analyze video from both the textbook and other sources.

**Technology Resources:**

- <http://www.brainpop.com>
- Google maps
- etext (lesson interactives)
- Youtube

**Opportunities for Differentiation** (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention ([www.help4teachers.com](http://www.help4teachers.com))
- Follow all IEP and 504 modifications

**Primary Interdisciplinary Connections:** Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

**Integration of 21st Century Skills through NJSL 9:**

Lower Township School District  
Cape May New Jersey

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X
Evidence of Learning		
<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>● Lesson Review interactivities online</li> <li>● Online lesson quizzes</li> <li>● Graphic organizers</li> <li>● Map skills</li> </ul>		

Lower Township School District  
Cape May New Jersey

- Vocabulary term exercises
- Illustration
- Group discussion
- Group/individual games

**Summative Assessment:**

- Chapter test
- Hands-on activity - Quest: Discuss whether voting or volunteering is more helpful to your community

**Benchmark Assessment:**

- N/A

**Alternative Assessment:**

*Example: Create a concept map or infographic*

- Citizenship over time
- Medal of Citizenship
- How can I help my Community
- Biography Trading Cards
- Reader's Theater
- What is an Ideal Citizen (PBL)
  - What would you do?
  - Portrait of Good Citizen
  - Who were good citizens?
  - Choosing a hero
  - Public Service Announcement Script

Activities	Materials
<b>Lesson 1: The Reasons for Rules and Laws</b>	<b>Lesson 1: Student Edition pages 182-193</b>
<b>Lesson 2: Being a Good Citizen</b>	<b>Lesson 2: Student Edition pages 194-201</b>
<b>Lesson 3: Taking Action for Our Rights</b>	<b>Lesson 3: Student Edition pages 202-207</b>
<b>Lesson 4: American Heroes</b>	<b>Lesson 4: Student Edition pages 208-221</b>

**Teacher Notes:** See My World Social Studies Activity Guide for different activities that you could incorporate into your classroom instruction.

# Unit 6: A Growing Nation

Unit Overview	
<b>Content Area:</b> Social Studies	
<b>Unit Title:</b> A Growing Nation	<b>Unit:</b> 6
<b>Target Course/Grade Level:</b> 3	<b>Timeline:</b> 12 days
<b>Unit Summary:</b> Changes in transportation helped the US grow. Immigrants to the US and American settlers changed where and how people lived. Technological developments affect how people live. New ideas and individuals can affect communities.	
Learning Targets	
<b>Standards</b>	
<ul style="list-style-type: none"><li>● <b>6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</li><li>● <b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</li></ul>	
<b>Content Statements</b>	
<ul style="list-style-type: none"><li>● Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</li><li>● Key historical events, documents, and individuals led to the development of our nation.</li><li>● Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.</li><li>● Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.</li><li>● Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.</li><li>● Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans</li><li>● The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic</li></ul>	

Lower Township School District  
Cape May New Jersey

and social groups.	
Indicator #	Indicator
6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.14	Trace how the American identity evolved over time.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.8.A.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
8.1.5.A.1	Select and use the appropriate digital tools

Lower Township School District  
Cape May New Jersey

	and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about the problem or issue.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● <b>How does life change throughout history?</b></li> <li>● <b>How have new ways of traveling changed people’s lives?</b></li> <li>● <b>How do people’s lives change when they move to a new country?</b></li> <li>● <b>How have people communicated throughout history?</b></li> <li>● <b>How have new ideas and machines changed people’s lives throughout history?</b></li> </ul>	<b>Unit Understandings</b> <ul style="list-style-type: none"> <li>● Changes in transportation helped the US grow.</li> <li>● Immigrants to the US and American settlers changed where and how people lived.</li> <li>● Technological developments affect how people live.</li> <li>● New ideas and individuals can affect communities.</li> </ul>
<b>Unit Learning Targets (Outcomes)-</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>● Use prior knowledge to gain understanding.</li> <li>● Make meaningful connections to personal experience.</li> <li>● Establish meaning.</li> <li>● Apply the concepts learned in this chapter to discuss how to make a 3-D model.</li> <li>● Discuss the compelling question “How can American immigrants succeed?” after completing the Quest.</li> <li>● Analyze how innovations in transportation influenced the growth of the United States.</li> <li>● Describe how Lewis and Clark and Sacagawea contributed to the growth of the American West.</li> <li>● Understand how canals and riverboats helped move people and goods in the developing country.</li> <li>● Recognize the difficulties faced by settlers in wagon trains.</li> <li>● Identify how railroads, highways, and airplanes improved transportation across the United States.</li> <li>● Identify primary and secondary sources, and understand the difference between them.</li> <li>● Read primary sources for eyewitness information.</li> <li>● Explain why people immigrate to new lands.</li> <li>● Identify patterns of immigration from Europe and Asia to the United States.</li> <li>● Describe how homesteaders built the American West.</li> <li>● Analyze how innovations in communication influenced the growth of the United</li> </ul>	

Lower Township School District  
Cape May New Jersey

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.
- Locate the important facts and details of a passage.
- Use details to draw conclusions.
- 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 contributions of human rights activists in gaining equal rights for all Americans.
- Interpret a primary source image of the Brooklyn Bridge.
- Use a primary source to draw conclusions about how life has changed.

**Integration of Technology:**

Use of the following resources: Interactive Whiteboard, Microsoft PowerPoint, Microsoft Word, laptops, online data bases, My World Social Studies textbook, video, web quests, etc.

- Students will access primary source work to analyze and interpret information.
- Students will utilize technological resources in order to create, explain, summarize, and validate information.
- Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
- Students will use digital geography tools to learn more about the planet.
- Students will describe global information systems, and what they can do.
- Students will use active listening guides to analyze video from both the textbook and other sources.

**Technology Resources:**

- <http://www.brainpop.com>
- Google maps
- etext (lesson interactives)
- Youtube

**Opportunities for Differentiation** (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention ([www.help4teachers.com](http://www.help4teachers.com))

Lower Township School District  
Cape May New Jersey

- Follow all IEP and 504 modifications

**Primary Interdisciplinary Connections:** Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

**Integration of 21st Century Skills through NJSLS 9:**

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

Lower Township School District  
Cape May New Jersey

Evidence of Learning	
<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>● Lesson Review interactivities online</li> <li>● Online lesson quizzes</li> <li>● Graphic organizers</li> <li>● Vocabulary term exercises</li> <li>● Illustration</li> <li>● Group discussion</li> <li>● Group/individual games</li> </ul>	
<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>● Chapter test</li> <li>● Hands-on activity - Quest: Create a 3-D model or exhibit that tells an immigrant story</li> </ul>	
<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>● NA</li> </ul>	
<p><b>Alternative Assessment:</b> <i>Example: Create a concept map or infographic</i></p> <ul style="list-style-type: none"> <li>● Our Community</li> <li>● What's in a Name?</li> <li>● Changes Over Time</li> <li>● Reader's Theater</li> <li>● Presenting a News Report               <ul style="list-style-type: none"> <li>○ Analyzing a timeline</li> <li>○ Let's investigate</li> <li>○ Finding answers</li> <li>○ Who? What? Where? When?</li> <li>○ Prepare a news report</li> </ul> </li> </ul>	
Activities	Materials
<b>Lesson 1: New Ways to Travel</b>	<b>Lesson 1: Student edition, pgs 230-235</b>
<b>Lesson 2: A New Home in America</b>	<b>Lesson 2: Student Edition pgs 238-243</b>
<b>Lesson 3: New Ways to Communicate</b>	<b>Lesson 3: Student Edition pgs 244-249</b>
<b>Lesson 4: New Ideas</b>	<b>Lesson 4: Student edition pgs 252-257</b>
<p><b>Teacher Notes:</b> See My World Social Studies Activity Guide for different activities that you could incorporate into your classroom instruction.</p>	

# Unit 7: Celebrating our Communities

Unit Overview	
<b>Content Area:</b> Social Studies	
<b>Unit Title:</b> Celebrating Our Communities	<b>Unit:</b> 7
<b>Target Course/Grade Level:</b> 3	<b>Timeline:</b> 15 days
<b>Unit Summary:</b> People from all over the world form communities to live, work, and play together. People live in rural, urban, and suburban 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.	
Learning Targets	
Standards	
<ul style="list-style-type: none"><li>● <b>6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</li><li>● <b>6.3 Active Citizenship in the 21st Century:</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</li><li>● <b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</li></ul>	
Content Statements	
<ul style="list-style-type: none"><li>● Citizenship begins with becoming a contributing member of the classroom community.</li><li>● Everyone is part of a larger neighborhood and community.</li><li>● There are many different cultures within the classroom and community.</li><li>● Individuals and families have unique characteristics.</li><li>● Personal, family, and community history is a source of information for individuals about the people and places around them.</li><li>● Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.</li><li>● American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.</li><li>● Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.</li></ul>	

Lower Township School District  
Cape May New Jersey

Indicator #	Indicator
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
6.1.4.B.8	Compare ways people choose to use and distribute natural resources
6.1.4.B.10	Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.12.D.14.f	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● <b>How is culture shared?</b></li> <li>● <b>How are communities the same and different?</b></li> <li>● <b>How are rural, urban, and suburban communities like?</b></li> <li>● <b>How is culture shaped by people and climate?</b></li> <li>● <b>How do people share culture</b></li> </ul>	<p><b>Unit Understandings</b></p> <ul style="list-style-type: none"> <li>● People from all over the world form communities to live, work, and play together.</li> <li>● People live in rural, urban, and suburban communities.</li> <li>● People share their culture in many different ways, such as through arts and celebrations.</li> </ul>

Lower Township School District  
Cape May New Jersey

- **through the arts?**
- **How do people share their culture through celebrations?**
- **How do people share and express their culture?**

- Our nation's diversity helps us better understand the people who live in our communities and throughout the world.

**Unit Learning Targets (Outcomes)-**

*Students will...*

- Use prior knowledge to gain understanding.
- Make meaningful connections to personal experience.
- Establish meaning.
- Apply the concepts learned in this chapter to write about reasons why people like living in your community.
- Discuss the compelling questions: What is special about your 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.
- 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,
- 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 5 regions of the US with other areas 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, plains.
- Identify and compare the human characteristics of various regions.
- Understand that a community's cultural heritage can be communicated through stories, art, and music.
- Explain the cultural values and significance 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.
- Holiday traditions are a part of 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.

Lower Township School District  
Cape May New Jersey

- People celebrate their harvests around the world.
- Identify reasons people come to live in the US.
- Identify contributions from various ethnic groups to the US.
- Explain the significance of and compare the various ethnic and/or cultural celebrations and contributions to the local community and other communities.

**Integration of Technology:**

Use of the following resources: Interactive Whiteboard, Microsoft PowerPoint, Microsoft Word, laptops, online data bases, My World Social Studies textbook, video, web quests, etc.

- Students will access primary source work to analyze and interpret information.
- Students will utilize technological resources in order to create, explain, summarize, and validate information.
- Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
- Students will use digital geography tools to learn more about the planet.
- Students will describe global information systems, and what they can do.
- Students will use active listening guides to analyze video from both the textbook and other sources.

**Technology Resources:**

- <http://edtech2.boisestate.edu/rebeccamuller/start.html>
- <http://www.brainpop.com>
- Google maps
- etext (lesson interactives)
- Youtube

**Opportunities for Differentiation** (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention ([www.help4teachers.com](http://www.help4teachers.com))
- Follow all IEP and 504 modifications

**Primary Interdisciplinary Connections:** Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

Lower Township School District  
Cape May New Jersey

**Integration of 21st Century Skills through NJSL 9:**

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

**Evidence of Learning**

**Formative Assessment:**

- Lesson Review interactivities online
- Online lesson quizzes

Lower Township School District  
Cape May New Jersey

- Graphic organizers
- Vocabulary term exercises
- Illustration
- Group discussion
- Group/individual games

**Summative Assessment:**

- Chapter test
- Hands-on activity - Quest: Create an advertisement to describe why people like your community

**Benchmark Assessment:**

- NA

**Alternative Assessment:**

*Example: Create a concept map or infographic*

- The History of Food
- Compare Celebrations
- Uniquely American
- Reader's Theater
- Celebrating Culture
  - Learning about my culture
  - My family name
  - How my culture celebrations
  - America's melting pot
  - Cultural scrapbook
  - Presentation

Activities	Materials
<b>Lesson 1: What Makes a Community?</b>	<b>Lesson 1: Student edition pgs 270-275</b>
<b>Lesson 2: 3 Types of Communities</b>	<b>Lesson 2: Student edition pgs 278-283</b>
<b>Lesson 3: People and Cultures</b>	<b>Lesson 3: Student edition pgs 284 -289</b>
<b>Lesson 4: Culture through the Arts</b>	<b>Lesson 4: Student edition pgs 290-295</b>
<b>Lesson 5: Cultural Celebrations</b>	<b>Lesson 5: Student edition pgs 296-301</b>
<b>Lesson 6: Our Nation's Diversity</b>	<b>Lesson 6: Student edition pgs 304-309</b>

**Teacher Notes:** See My World Social Studies Activity Guide for different activities that you could incorporate into your classroom instruction.

Lower Township School District  
Cape May New Jersey

**Differentiation Strategies**

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

**Low Prep Strategies (add to list as needed)**

<b>Varied journal prompts, spelling or vocabulary lists</b>	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
<b>Anchor activities</b>	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
<b>Choices of books</b>	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
<b>Choices of review activities</b>	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
<b>Homework options</b>	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.

Lower Township School District  
Cape May New Jersey

<b>Student-teacher goal setting</b>	The teacher and student work together to develop individual learning goals for the student.
<b>Flexible grouping</b>	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
<b>Varied computer programs</b>	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
<b>Multiple Intelligence or Learning Style options</b>	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
<b>Varying scaffolding of same organizer</b>	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
<b>Think-Pair-Share by readiness, interest, and/or learning profile</b>	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
<b>Mini workshops to re-teach or extend skills</b>	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
<b>Orbitals</b>	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
<b>Games to practice mastery of information and skill</b>	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.

Lower Township School District  
Cape May New Jersey

<b>Multiple levels of questions</b>	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)
<b>High Prep Strategies (add to list as needed)</b>	
<b>Cubing</b>	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
<b>Tiered assignment/ product</b>	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
<b>Independent studies</b>	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
<b>4MAT</b>	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons

Lower Township School District  
Cape May New Jersey

	<p>focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas</p>
<b>Jigsaw</b>	<p>Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.</p>
<b>Multiple texts</b>	<p>The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.</p>
<b>Alternative assessments</b>	<p>After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).</p>
<b>Modified Assessments</b>	<p>Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.</p>
<b>Learning contracts or Personal Agendas</b>	<p>A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite</p>

Lower Township School District  
Cape May New Jersey

	<p>similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.</p>
<b>Compacting</b>	<p>This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).</p>
<b>Literature circles</b>	<p>Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.</p>
<b>Learning Centers</b>	<p>A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.</p>
<b>Tic-Tac-Toe Choice Board (sometimes called "Think-Tac-Toe")</b>	<p>The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.</p>

Lower Township School District  
Cape May New Jersey