

Grade Three

Course: Social Studies

Grade: 3

Time Frame: September - October

Unit of Study: I. Communities Around the World

STAGE 1: Desired Results

21st Century Skills

Learning and Innovation Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration
Information, Media and Technology Skills: Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy
Life and Career Skills: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSLS	Indicator
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.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
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.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.
NJSLS - Technology	
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures.
NJSLS - 21st Century Life and Career	
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2)
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8)
9.4.5.TL.2	Sort and filter data in a spreadsheet to analyze findings
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols

MEANING

Enduring Understandings

Students will understand that...

- Global societies are diverse, creating varied perspectives, contributions, and challenges.
- Culture is a way of life of a group of people who share similar beliefs

Essential Questions

Students will keep considering...

- Why should we study other cultures and what does it teach us?
- What is culture?
- How do the beliefs and values of a diverse culture affect individuals

and customs.

- People are affected by environmental, economic, social, cultural, and civic concerns.
- Culture is both a unifying and diverse force in human relations.
- Societies must balance the rights and responsibilities of individuals with the common good.

and society?

- Why do people live together and form societies?
- What are the roles and responsibilities of citizens in a society?

ACQUISITION

Knowledge

Students will know...

- Comparison of local community with other communities around the world: location/geography, government, currency, language, education, landmarks, customs, and methods of food production.
- Recognition of one's own and others' nationalities and citizenship

Skills

Students will be able to...

- Describe the relationship among people, places, and events
- Compare and contrast people, events, and cultures in terms of similarities and differences
- Locate features on a map and globe: continents, landforms
- Compare elements of a local community life and culture to others around the world.

STAGE 2: Assessment Evidence

Assessment and Performance Tasks: *Students will show they have achieved Stage 1 Goals by...*

<p>Formative: Close Reading of Text Use graphic organizer to summarize Compare and contrast communities around the world using a Venn Diagram Use graphic organizer to identify facts and opinions from reading Use context clues to decode words and understand ideas Take notes in a graphic organizer while reading Exit Tickets for customs and global societies</p> <p>Summative: Identify customs and traditions using a graphic organizer Mid-Unit/Unit Assessment - global communities, Vocabulary Quizzes - Content specific vocabulary</p>	<p>Alternative: Compose a journal entry from the perspective of an immigrant describing their journey to the United States and what their country was like and why they felt they had to leave it.</p> <p>Benchmark: LinkIt Reading Inventories</p>
---	--

STAGE 3: Learning Plan (Key Learning Events and Instruction)

<p>Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)</p> <ul style="list-style-type: none"> ● Respond to an open ended question based on an editorial or any informational text read in class ● Write a summary in paragraph form that contains a main idea and supporting details. ● Research citizens from other communities such as Malala Yousafzai and explain their contributions. ● Write a letter to another classmate highlighting an important custom or tradition of their ancestors. ● Create a T-Chart to reflect how their individual beliefs, values, customs and traditions reflect more than one culture. ● Read and take notes in a graphic organizer utilizing a variety of text. 	<p>Integrated Accommodations and Modifications ELL</p> <ul style="list-style-type: none"> ● Numerous illustrations that help clarify the text ● Use pictures with words ● Dictate to a scribe ● Use a bilingual picture dictionary ● Work in small group to take notes ● Tiered Vocabulary- Concepts in primary language <p>Special Education (See IEP for specific modifications to content)</p> <ul style="list-style-type: none"> ● Provide books on tape ● Use images to illustrate the similarities and differences with the different communities ● Numerous illustrations that help clarify the text ● Work with a partner to write a letter about a particular tradition ● Support auditory presentation with visuals ● Tiered Vocabulary - Picture support ● Vocabulary - Pre-teaching http://www.educators/content/introducing 504 (See 504 plan for specific accommodations)
---	---

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavioral, Presentation, Evaluation)	Specific Procedures used in instruction
Use colored sticky notes to chart prior knowledge about a topic and compare it to the knowledge gained.	Presentation	Create a skit, graphic organizer, poster or journal entry
<ul style="list-style-type: none"> ● Use colored sticky notes to chart prior knowledge about a topic and compare it to the knowledge gained. ● Use word cards with pictures to make vocabulary cards ● Cut out pictures and paste into a document to illustrate the components that go into each type of community ● Vary the method of lesson presentation using multi-sensory techniques ● Tiered Vocabulary - Pre-teaching <p>Students At Risk for Failure</p> <ul style="list-style-type: none"> ● Clear, specific instructions on how to compare and contrast customs and 		

traditions

- Audio text and clarification
- Use pictures with labels for vocabulary
- Dictate to a computer or person
- Work with a partner
- Tiered Vocabulary Pre-teaching

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
Knowledge (deepening):	Cognitive Structures
Written Products: Design, and create a brochure of a place that has different traditions	Problem Solving Strategies
Spoken Products:	Values
Constructed Products:	Appreciations
Artistic Performances:	Self-Actualization
Leadership Behaviors Plan and build structure to represent one from a particular country and use material to represent the climate	

- Design, and create a brochure of a place that has different traditions
- Plan and build structure to represent one from a particular country and use

		material to represent the climate ● Compare and contrast holiday traditions and present to the class ● Tiered Vocabulary - concrete to abstract examples	
Interdisciplinary Connections Language Arts: <ul style="list-style-type: none"> ● Reading informational texts and answering corresponding questions using the RACE format. ● ● Write a letter following the proper friendly letter structure to effectively communicate your ideas to a friend. 	Technology Integration <ul style="list-style-type: none"> ● Using digital resources to research influential people who impacted their community. ● Use a word processing program to produce a published document. ● Use Google earth to visualize the other countries and regions in the U.S.A discussed in literature. 	21st Century Life and Career <ul style="list-style-type: none"> ● Work productively in a group to be able to create TChart. ● Communicate clearly and effectively with reason in letter about the customs and traditions of your ancestors. 	Resources https://www.superteacherworksheets.com/communities.html Pebble Go Next website Kahoot! Website Pearson Social Studies textbook Scholastic News Rain School by James Rumford Nasreen’s Secret School by Jeanette Winter The Librarian from Basra by Jeanette Winter That Book Woman by Heather Henson Waiting for the Biblioburro by Monica Brown
Content Specific Vocabulary culture, customs, traditions, citizenship, diversity, heritage, ancestor			

ELL

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. Spanish-English cognates <http://www.pdf/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades.

Supporting reading instruction

Tier One	Teacher will determine words based on the need of the student
-----------------	---

Tier Two	culture, customs, traditions, citizenship, diversity, heritage, ancestor
Tier Three	Teacher will determine words based on the need of the student

Course: Social Studies		Grade: 3	Time Frame: September - June
Unit of Study: II. Geography - Map Skills			
STAGE 1: Desired Results			
21st Century Skills			
<i>Learning and Innovation Skills:</i> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration			
<i>Information, Media and Technology Skills:</i> Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy			
<i>Life and Career Skills:</i> Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility			
NJSLS	Indicator		
6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when 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.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.		
NJSLS - Technology			

8.1.5.A.1	Select and use 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.
NJSLS - 21st Century Life and Career	
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2)
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8)

MEANING

Enduring Understandings

Students will understand that...

- Map skills are necessary for understanding and navigating through the world around you.
- The geography of where we live influences how we live.
- Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places and the environment, for problem solving and historical understanding.

Essential Questions

Students will keep considering...

- How can a map be used to learn about different communities?
- How do different map features influence understanding of a region?
- How do geographical skills help us learn more about the world and it's people?

ACQUISITION

Knowledge*Students will know...*

- Use of globes and maps to identify hemispheres (see unit vocabulary)
- Identification and description of landforms (see unit vocabulary)
- Identification of cardinal and intermediate directions on a map
- Use of the key and symbols on a map
- The North Pole is the farthest place north on Earth. The South Pole is the farthest place south on Earth.
- The equator is an imaginary line circling Earth. It is half way between the North and South Poles. Above the equator is the northern half of Earth. Below is the southern half.
- There are four cardinal directions. They are north, south, east, and west.
- Map symbols are drawings that stand for real things. Symbols can be lines, colors, pictures.

Skills*Students will be able to...*

- Determine locations of places and interpret information available on maps and globes.
- Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
- Use a globe/map and identify: oceans, continents, equator, Arctic and Antarctic Circles, lines of longitude and latitude, prime meridian, North and South poles
- Use a coordinate system to locate a place on a map

STAGE 2: Assessment Evidence**Assessment and Performance Tasks:** *Students will show they have achieved Stage 1 Goals by...*

<p>Formative: Close Reading of a variety of text on the student’s level and practice note taking skills using graphic organizers. Use graphic organizer to summarize “Understanding the Making of Maps a Globes” (Discovery Education) Use graphic organizer to identify facts of cardinal and intermediate directions Use context clues to decode words and ideas Exit Tickets after each lesson</p> <p>Summative: Visual presentation indicating understanding of map and globe Create a map and compass rose Project - Write a letter to 2 friends indicating absolute and relative directions- evaluate with Rubric.</p>	<p>Alternative: Create a map of an amusement park. Student writes directions to get from entrance to specific exhibit using cardinal and intermediate directions. Trade with partner and follow directions given to create a path.</p> <p>Benchmark: LinkIt Reading Inventories</p>
--	---

ST AGE 3: Learning Plan (Key Learning Events and Instruction)

<p>Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)</p> <ul style="list-style-type: none"> ● Compare and contrast a map and a globe. ● Locate the equator, prime meridian, dateline, and axis on a globe. ● Define and use a map key and its symbols. ● Describe what technology replaced an atlas and how it works. (GPS) ● Identify and utilize cardinal and intermediate directions. ● Create a compass rose that represents you, using the correct capitalization for each abbreviation. ● Hide a class pet (stuffed animal) in the classroom, and use verbal cardinal and intermediate directions in order to have a few students locate it. ● Use the outdoor blacktop painting of the United States in order to practice moving with cardinal and intermediate directions. ● View and discuss Discovery Education, “Understanding the Making of Maps and Globes.” ● Write a letter to two different friends, telling where to meet you and include a map, one with absolute directions and the other relative 	<p>Integrated Accommodations and Modifications ELL</p> <ul style="list-style-type: none"> ● Numerous illustrations that help clarify the text ● Use pictures with words ● Label globe and map with native and English ● Dictate to a scribe ● Fill in a compass rose ● Use a bilingual picture dictionary ● Work in small group to create a slide ● Tiered Vocabulary- Concepts in primary language <p>Special Education (See IEP for specific modifications to content)</p> <ul style="list-style-type: none"> ● Provide books on tape ● Use the computer to locate places around the world ● Use images to illustrate the directions ● Numerous illustrations that help clarify the text ● Work with a partner to build a community of choice ● Support auditory presentation with visuals ● Tiered Vocabulary - Picture support ● Vocabulary - Pre-teaching <p>504 (See 504 plan for specific accommodations)</p>
---	---

- directions.
Create a physical features map of the east coast of the United States.

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavioral, Presentation, Evaluation)	Specific Procedures used in instruction
Use word cards with pictures to make vocabulary cards	Presentation	Vocabulary acquisition

- Use colored paper to represent each direction
- Use word cards with pictures to make vocabulary cards
- Cut out pictures and paste into a document to illustrate the components that go into each type of community
- Vary the method of lesson presentation using multi-sensory techniques
- Tiered Vocabulary - Pre-teaching

Students At Risk for Failure

- Clear, specific instructions and demonstration on how to use compass rose
- Use pictures and videos to illustrate locations
- Use pictures with labels for vocabulary
- Create a game using cards - write descriptions of relative locations of various places on the map. Students select a card and identify the place on a map using the description.
- Tiered Vocabulary Pre-teaching

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
Knowledge (deepening):	Cognitive Structures Describe how the globe is identified with latitude and longitude and justify why it has been done

Written Products:

Create map of a place they know

Problem Solving Strategies

	<table border="1" data-bbox="1077 237 1864 833"> <tr> <td data-bbox="1077 237 1474 354">Spoken Products:</td> <td data-bbox="1474 237 1864 354">Values</td> </tr> <tr> <td data-bbox="1077 354 1474 532">Constructed Products: Design, and create a matching game for vocabulary</td> <td data-bbox="1474 354 1864 532">Appreciations</td> </tr> <tr> <td data-bbox="1077 532 1474 651">Artistic Performances:</td> <td data-bbox="1474 532 1864 651">Self-Actualization</td> </tr> <tr> <td data-bbox="1077 651 1474 833">Leadership Behaviors Research and present how maps have changed over time</td> <td data-bbox="1474 651 1864 833"></td> </tr> </table> <p data-bbox="1077 833 2003 1081">Design, and create a matching game for vocabulary</p> <ul data-bbox="1123 868 2003 1040" style="list-style-type: none"> ● Use coordinates to locate places in the world ● Describe how the globe is identified with latitude and longitude and justify why it has been done ● Research and present how maps have changed over time ● Tiered Vocabulary - concrete to abstract examples 			Spoken Products:	Values	Constructed Products: Design, and create a matching game for vocabulary	Appreciations	Artistic Performances:	Self-Actualization	Leadership Behaviors Research and present how maps have changed over time	
Spoken Products:	Values										
Constructed Products: Design, and create a matching game for vocabulary	Appreciations										
Artistic Performances:	Self-Actualization										
Leadership Behaviors Research and present how maps have changed over time											
<p data-bbox="96 1097 585 1130">Interdisciplinary Connections</p> <p data-bbox="96 1130 585 1162">Language Arts:</p> <ul data-bbox="117 1170 585 1349" style="list-style-type: none"> ● Reading informational texts and answering corresponding questions ● Write a letter following the criteria for a friendly letter. <p data-bbox="96 1390 585 1422">Visual and Performing Arts:</p> <ul data-bbox="117 1430 585 1463" style="list-style-type: none"> ● Using different art mediums 	<p data-bbox="585 1097 1062 1130">Technology Integration</p> <ul data-bbox="642 1170 1062 1463" style="list-style-type: none"> ● Use an appropriate digital application to publish a selfdesigned map of an amusement park. ● Use a word processing application to publish a writing piece. ● Conduct research using a 	<p data-bbox="1062 1097 1539 1130">21st Century Life and Career</p> <ul data-bbox="1119 1170 1539 1422" style="list-style-type: none"> ● Communicate effectively and clearly to classmates in order for them to follow your directions. ● Work cooperatively in a group to create a physical features map. 	<p data-bbox="1539 1130 2003 1162">Resources</p> <ul data-bbox="1539 1203 2003 1422" style="list-style-type: none"> ● www.brainpop.com (Map Skills) ● www.topozone.com ● www.animatedatlas.com <p data-bbox="1539 1357 2003 1422">Use Google Earth to locate positions on the globe</p>								

			<ul style="list-style-type: none"> Play https://geoguessr.com/ Use physical features of an area to identify its global location
create a physical features map that highlights the Appalachian Mountain range.	variety of databases to explore different types of maps.		Pebble Go Next website Discovery Education website United Streaming website Scholastic Website Kahoot! Website Pearson Social Studies textbook Scholastic News
Content Specific Vocabulary: globes, hemispheres, political map, physical features map, latitude, longitude, scale, sphere, continents, oceans, poles, equator, prime meridian, peninsula, plain, coast, gulf, river, valley, island, canal, beach, hill, mesa, lake, port, bay, harbor, mountain, canyon, plateau, cliff, grid, absolute directions, relative directions			

ELL

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. See cognates: <http://educators/background/cognates> helpful Spanish-English cognates <http://www.pdfs/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades.

Tier One	Teacher will determine words based on the need of the student
Tier Two	globes, hemispheres, political map, physical features map, latitude, longitude, scale, sphere, continents, oceans, poles, equator, prime meridian, peninsula, plain, coast, gulf, river, valley, island, canal, beach, hill, mesa, lake, port, bay, harbor, mountain, canyon, plateau, cliff, grid, absolute directions, relative directions

Tier Three	Teacher will determine words based on the need of the student
-------------------	---

Course: Social Studies	Grade: 3	Time Frame: November - December
Unit of Study: III. Early Communities in America (Native Americans and early settlers)		
STAGE 1: Desired Results		
21st Century Skills		
<i>Learning and Innovation Skills:</i> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration		
<i>Information, Media and Technology Skills:</i> Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy		
<i>Life and Career Skills:</i> Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility		
NJSLS	Indicator	
6.1.4.B.5	Describe how human interactions 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	
6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.	

6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
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.3	Express individuality and cultural diversity (e.g., through dramatic play)
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.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

NJSLS - Technology	
8.1.5.A.1	Select and use 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 and include graphics, symbols and/or pictures.
NJSLS - 21st Century Life and Career	
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2)
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8)

MEANING

Enduring Understandings

Students will understand that...

- Native American culture relied on the environment and its resources
 - Culture is the way of life of a group of people.
- Europeans chose to explore and settle in North America for several reasons.

Essential Questions

Students will keep considering...

- How did the environment influence Native American culture? ●
- What makes up a people’s culture?
- Why did Europeans choose to explore and settle in North America?

ACQUISITION

Knowledge

Students will know...

- Native Americans formed the first communities in America.
- About 400 years ago new people came from other lands. They too built communities in North America.
- The environment influenced the development of such things as food, clothing, shelter, education, and trade.
- Jamestown was the first American colony located in Virginia in 1607.
- Storytelling, environmental influences, and language are some things

Skills

Students will be able to...

- 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.
- Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
- Explain why some locations in New Jersey and the United States are

that make up a person’s culture.

- The ways American colonists survived without today’s modern technology.

more suited for settlement than others.

- Compare ways people choose to use and divide natural resources.
- Describe how culture is expressed through and influenced by the behavior of people.
- Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.

STAGE 2: Assessment Evidence

Assessment and Performance Tasks: *Students will show they have achieved Stage 1 Goals by...*

Formative:

Close Reading of text on varied levels
Venn Diagram - compare/contrast colonist life to today's life
Use graphic organizer to develop reasons for conflict during this time
Exit Tickets after each lesson

Summative: :

Create a timeline of historical events during this time period
Written drama or skit depicting Powhatans and the settlers of Jamestown
Rubric for Journal/Scrapbook project

Alternative:

Write and illustrate "If/Then" statements to discuss the positive and negative consequences of European colonization on Native American groups.

Students will create a journal / scrapbook detailing the life of a Native American on a given day. The product must include, through writing, illustrations, charts, etc. the role of men, women and children, family structure, ceremonies, music / arts, and how basic needs were met.

Benchmark:

LinkIT
Reading Inventories

STAGE 3: Learning Plan (Key Learning Events and Instruction)

Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts) ●

- Create a Powerpoint presentation on a Native American tribe.
Minimum of 11 slides- with the last slide being a Venn Diagram comparing their life to the life of a typical child in the tribe of your choice. www.questgarden.com/q/NativeAmerican5
- Construct a Venn diagram comparing life of the early colonists to present-day life

Integrated Accommodations and Modifications ELL

- Numerous illustrations that help clarify the text
- Use pictures with words
- Dictate to a scribe
- Use a bilingual picture dictionary
- Work in small group to create a slide presentation

- Argue reasons for conflict between Native Americans and early colonists
- Organize the events that occurred in one of the early American colonies into a timeline.
- Develop a drama or skit depicting a situation the Powhatans and the settlers of Jamestown may have experienced
- Read If You Sailed on the Mayflower by Ann McGovern, and relate the lifestyles of those on the Mayflower to our own lives today
- Listen to and outline The Thirteen Colonies by Marc Tyler Nobleman
- Visit www.plimoth.org in order to locate more information on the replica of the Mayflower, the Mayflower II, and to visit Plimoth Plantation virtually
- Play “Journey to a New World: Sail on the Mayflower” paper game in order to allow children to learn more about the Pilgrims’ voyage. View and interpret discovery education video clip on how the English came to Jamestown and Plymouth, “Exploring the World; The English Come to Jamestown and Plymouth.”
- Read Notes From a Wampanoag Child in order to gain perspective of this child’s point of view as a native meeting the English
- Read Letters From a Pilgrim Child in order to better understand the life of a Pilgrim girl named Lizzy
- Research colonial jobs, list and discuss jobs. Then play Pictionary in order to recall those jobs.
- Class trip to Waterloo Village (Lenape) Stanhope, NJ
-

● Tiered Vocabulary- Concepts in primary language
Special Education (See IEP for specific modifications to content)

- Provide books on tape
- Use images to illustrate the similarities and differences with the different communities
- Numerous illustrations that help clarify the text
- Work with a partner to build a community of choice
- Act out skit with assistance
- Support auditory presentation with visuals
- Tiered Vocabulary - Picture support
- Vocabulary - Pre-teaching <http://www.educators/content/introducing> **504 (See 504 plan for specific accommodations)**

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavioral, Presentation, Evaluation)	Specific Procedures used in instruction
Use colored sticky notes to chart prior knowledge about a topic and compare it to the knowledge gained.	Presentation	Focus on a topic, create a skit, graphic organizer, poster or journal entry

- Use colored sticky notes to chart prior knowledge about a topic and compare it to the knowledge gained.
- Use word cards with pictures to make vocabulary cards
- Act out jobs that were needed in colonial times
- Vary the method of lesson presentation using multi-sensory techniques
- Work with partner or small group to create a skit
- Tiered Vocabulary - Pre-teaching <http://www.educators/content/introducing>

Students At Risk for Failure

- Clear, specific instructions on how to compare and contrast
- Listen to audio books
- Small group
- Demonstrate the differences between colonists and Native Americans
- Use pictures with labels for vocabulary

- Give students a map that shows the Louisiana Purchase. Have them outline the entire area and color it in to highlight its relation to the entire United States
- Tiered Vocabulary Pre-teaching <http://www.educators/content/introducing>

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
Knowledge (deepening):	Cognitive Structures Use current US road map and make a list of the states we know today that were part of the Louisiana Purchase
Written Products: Write a debate for the class over who has more rights the Native Americans or colonists	Problem Solving Strategies
Spoken Products: Engage in debate for the class over who has more rights the Native Americans or colonists	Values
Constructed Products: Design, and create a matching game for vocabulary	Appreciations
Artistic Performances:	Self-Actualization
Leadership Behaviors	

- Design, and create a matching game for vocabulary
- Present what a typical day at sea would be like
- Write a debate for the class over who has more rights the Native Americans or colonists
- Use data to determine the cost of the voyage
- Tiered Vocabulary - concrete to abstract examples

--	--

<p>Interdisciplinary Connections Language Arts: Reading informational texts and answering corresponding questions.</p> <p>Visual and performing Arts: Create a play with dialogue that is to be acted out by the students. Adhere to proper grammar, mechanics and spelling.</p>	<p>Technology Integration</p> <p>Native American Tribe Powerpoint</p> <p>Visit Plimoth Plantation interactively</p> <p>Research using a variety of databases to discover what colonists did for jobs.</p>	<p>21st Century Life and Career</p> <p>Communicate clearly and effectively to have a debate as to why there were conflicts between early settlers and Native Americans.</p> <p>Work productively as a team to establish a platform in which they would hold to argue the point of either the Native Americans or Early Settlers.</p>	<p>Resources</p> <ul style="list-style-type: none"> ● You Tube- Exploring the World video ● https://www.scholastic.com/scholastic_thanksgiving/letters/Mayflower_letter1.htm
<p>Content Specific Vocabulary: Pocahontas, Powhatan, John Smith, colony, colonist, Jamestown, cultures, ancient, heritage, wigwam, longhouse, plank house, Plymouth, adobe, natural resources</p>			

ELL

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. Spanish-English cognates <http://www.pdf/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades.

Tier One	Teacher will determine words based on the need of the student
Tier Two	Pocahontas, Powhatan, John Smith, colony, colonist, Jamestown, cultures, ancient, heritage, wigwam, longhouse, plank house, Plymouth, adobe, natural resources
Tier Three	Teacher will determine words based on the need of the student

Course: Social Studies

Grade: 3

Time Frame: January- February

Unit of Study: IV. Development of a Nineteenth Century Community

STAGE 1: Desired Results

21st Century Skills

Learning and Innovation Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration
Information, Media and Technology Skills: Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy
Life and Career Skills: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSLS	Indicator
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
6.1.4.A.13	Describe the process by which immigrants become United States citizens.
6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
6.1.4.D.2	Describe characteristics of oneself, one’s family, and others.

6.1.4.D.3	Express individuality and cultural diversity (e.g., through dramatic play)
6.1.4.D.14	Trace how the American identity evolved over time.
6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
NJSLS - Technology	
8.1.5.A.1	Select and use appropriate digital tools and resources to accomplish a variety of tasks including problem-solving.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures.
NJSLS - 21st Century Life and Career	
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2)
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8)
MEANING	

Enduring Understandings*Students will understand that...*

- Historical figures have made contributions that impact our lives today.
- Citizens have responsibilities to the society in which they live.
- Government impacts the way people live.
- During the 19th century transportation and inventions changed the way people lived
- Immigrants make valuable contributions to society.

Essential Questions*Students will keep considering...*

- What were some of the factors impacting the developing America?
- How did the transcontinental railroad change the way people lived? ●What were some of the developing transportation modes that influenced America?
- How did immigrants help build our nation?
- Who are the nineteenth century inventors and what were their community shaping inventions?

ACQUISITION**Knowledge***Students will know...*

- Inventors, such as Thomas Edison, Henry Bessemer, Andrew Carnegie, and Alexander Graham Bell made innovative contributions to the American society.
- The transcontinental railroad connected the west and the east.
- The Oregon Trail, Old Spanish Trail, California Trail, and Santa Fe Trail were all routes used by wagon trains during the nineteenth century.
- In 1803 the United States bought land from France, known as the Louisiana Purchase. It doubled the size of the country and created new land to explore.
- The similarities differences between life in the 19th century to today
- Immigrants each brought different languages, religions, customs, and traditions to communities across our country.

Skills*Students will be able to...*

- Identify and research two or more famous people from their country's history, and cite the reasons for their fame.
- Identify two important inventors and research their inventions.
- Compare and contrast life today with communities of the nineteenth century.

STAGE 2: Assessment Evidence**Assessment and Performance Tasks:** *Students will show they have achieved Stage 1 Goals by...*

<p>Formative: Close Reading of a variety of text Compare and contrast your life to a child on the Oregon Trail (Venn Diagram) Use graphic organizer to organize facts -virtual tour of Ellis Island and webquest Exit Tickets after each lesson</p> <p>Summative: Research project - Inventors and historical figures of the 19th century Letter writing rubric - Immigrant coming to the US and becoming a citizen</p>	<p>Alternative: Create a brochure that highlights natural resources in a given region and their importance to human settlement</p> <p>Benchmark: LinkIT Reading inventories</p>
---	--

STAGE 3: Learning Plan (Key Learning Events and Instruction)

Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)	Integrated Accommodations and Modifications
--	--

<ul style="list-style-type: none"> ● Students will experience what it was like for an immigrant coming to the United States. Set up stations: Arrival, medical exam, interview, name change, etc. ● Write a letter explaining what the experience would have been like for an immigrant coming to the United States and becoming a citizen. ● Virtual tour of Ellis Island and webquest ● Dear America: Story of a Jewish Immigrant ● Read Orphan of Ellis Island by Elvira Woodruff ● Host an Immigration Day complete with an Ellis Island simulation and country research project. ● Build their own electromagnetic telegraph to send messages. ● Discuss Samuel Morse and the invention of the telegraph ● Read Death of the Iron Horse which presents the viewpoint of the Transcontinental Railroad from a Native American. ● Read A New Home in America ● Compare your life to a child who was on the Oregon Trail - use Venn Diagram. 	<p>ELL</p> <ul style="list-style-type: none"> ● Numerous illustrations that help clarify the text ● Use pictures with words ● Dictate to a scribe ● Use a bilingual picture dictionary ● Work in small group to discuss immigration to the US ● Tiered Vocabulary- Concepts in primary language <p>Special Education (See IEP for specific modifications to content)</p> <ul style="list-style-type: none"> ● Homestead Act - write/speak about why people would move west, how their lives would be different ● Use images to illustrate the similarities and differences with the different communities ● Numerous illustrations that help clarify the text ● Work with a partner to build electromagnetic telegraph ● Provide pictures and words for Venn Diagram ● Support auditory presentation with visuals ● Tiered Vocabulary - Picture support ● Vocabulary - Pre-teaching http://www.educators/content/introducing ● 504 (See 504 plan for specific accommodations)
---	--

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavioral, Presentation, Evaluation)	Specific Procedures used in instruction
write/speak about why people would move west, how their lives would be different	Presentation	Homestead Act

- Homestead Act - write/speak about why people would move west, how their lives would be different
- Use colored sticky notes to chart prior knowledge about a topic and compare it to the knowledge gained.
- Use word cards with pictures to make vocabulary cards
- Work in small groups or partners for added support
- Vary the method of lesson presentation using multi-sensory techniques
- Tiered Vocabulary - Pre-teaching <http://www.educators/content/introducing>

Students At Risk for Failure

- Clear, specific instructions on how to use and what to put in a Venn Diagram
- Use pictures with labels for vocabulary
- Allow opportunities to be in leadership role
- Work with a partner

- Tiered Vocabulary Pre-teaching <http://www.educators/content/introducing>

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
Knowledge (deepening):	Cognitive Structures Prioritize what immigrants needed coming to a new land
Written Products:	Problem Solving Strategies Distinguish between people that left their homeland because of hardships or to gain opportunities
Spoken Products:	Values
Constructed Products: Use data to determine where and why immigrants settled in specific places and make a slide presentation	Appreciations
Artistic Performances:	Self-Actualization
Leadership Behaviors	

Design, and create a webquest for students

- Distinguish between people that left their homeland because of hardships or to gain opportunities
- Prioritize what immigrants needed coming to a new land

		<ul style="list-style-type: none"> Use data to determine where and why immigrants settled in specific places and make a slide presentation Tiered Vocabulary - concrete to abstract examples 	
Interdisciplinary Connections Language Arts: <ul style="list-style-type: none"> Reading informational texts and answering corresponding questions 	Technology Integration <ul style="list-style-type: none"> Collaborate with peers by participating in interactive games or activities. Use google docs to publish letters 	21st Century Life and Career <ul style="list-style-type: none"> Build a telegraph cooperatively with a group and send messages correctly and have the other group understand what was sent. 	Resources <p>Virtual tour of Ellis Island http://teacher.scholastic.com/activities/immigration/tour/</p> <p>Brainpop - Immigration/Citizenship</p> <p>Orphan of Ellis Island by Elvira Woodruff</p> <p>Death of the Iron Horse by Paul Goble</p> <p>Telegraph lesson activities: http://teacher.scholastic.com/lessonrepro/lessonplans/profbooks/gotmessage.htm</p> <p>Oregon Trail Game</p>
Content Specific Vocabulary Century, frontier, pioneer, transcontinental, George Washington, Meriwether Lewis, William Clark, Sacagawea, Daniel Boone, immigrant, migration, Homestead Act			

ELL

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. Spanish-English cognates <http://www.pdf/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated.

Tier One	Teacher will determine words based on the need of the student
Tier Two	Century, frontier, pioneer, transcontinental, George Washington, Meriwether Lewis, William Clark, Sacagawea, Daniel Boone, immigrant, migration, Homestead Act
Tier Three	Teacher will determine words based on the need of the student

Course: Social Studies
Unit of Study: V. Sussex County

Grade: 3

Time Frame: March - April

STAGE 1: Desired Results

21st Century Skills

Learning and Innovation Skills: Creativity and Innovation **Critical Thinking and Problem Solving** **Communication and Collaboration**
Information, Media and Technology Skills: **Information Literacy** Media Literacy ICT (Information, Communications and Technology) Literacy
Life and Career Skills: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills **Productivity and Accountability** **Leadership and Responsibility**

NJSLS	Indicator
6.1.4.A.1	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.3	Determine how “fairness,” “equality,” and the “common good” have influenced change 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 limits 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 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.
6.3.4.A.1	Evaluate what makes a good rule or law.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.
NJSLS - Technology	
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue.
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.1	Select and use appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
NJSLS - 21st Century Life and Career	
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2)
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8)

MEANING

Enduring Understandings

Students will understand that... ●

Voting a democratic right.

- The geography of Sussex County affects people's daily lives
- Sussex County's growth has transformed and changed many aspects including but not limited to: government, roads/transportation, and communities.

Essential Questions

Students will keep considering...

- Why is voting important?
- How does geography affect people's lives in Sussex County?
- How have local historical figures that impacted the history of Sussex County?
- How has Sussex County changed over the years and what caused some of these changes?

ACQUISITION

Knowledge

Students will know...

- Citizens vote and elect officials to lead Sussex County.
- Sussex County developed as a farming area.
- Sussex County began as a rural community and has developed into a suburban community.
- Sussex County is located in the upper northwestern part of New Jersey. It is shaped like a "diamond". It is surrounded by 2 states and 3 other New Jersey counties.
- _____ Township is found in the _____ of the county.

Skills

Students will be able to...

- Locate Sussex County on a NJ map.
- Know and find the township in which they live on a Sussex County map.
- Determine how local and state communities have changed over time, and explain the reasons for changes.

STAGE 2: Assessment Evidence

Assessment and Performance Tasks: *Students will show they have achieved Stage 1 Goals by...*

Formative:

Close Reading of Text of a variety of text (topic and level) Use graphic organizers while completing research

Exit Tickets after each lesson

Students will engage in a research project by visiting a place of interest in Sussex County and using other digital resources to create a project that displays facts and history about their location and then they will then present to other groups

Summative: :

Timeline of major historical events in Sussex County

Sussex County presentations

Project Rubrics

Alternative: Use a wall map of Europe and United States to show the locations of the countries that settlers came from. Have students label the countries and the states.

Benchmark:

MAP/STAR360

Reading inventories

STAGE 3: Learning Plan (Key Learning Events and Instruction)

Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)

- Construct a Step Book including information about my town, my county, my state, my country, my continent, my hemisphere, and my world

Integrated Accommodations and Modifications ELL

- Numerous illustrations that help clarify the text
- Use pictures with words
- Fill-in fact sheets

- Complete a fill-in-the-blank with facts about our township
- Create a “Community Camera” in order to draw an important place in our town on its lens, and explain why that is a great place to see
- Explain how some goods and services are provided by the government, such as roads, schools, and police departments
- Differentiate transportation by asking one group in class to create a flow chart of ways transportation has changed in our town over the years, asking another group to study a specific way one type of transportation changed our community over time (such as how our mail system formed and changed our lives), and asking the final group to compare transportation in our town to that of a suburb or urban community of their choice.
- Label a map of Sussex County, adding in the names of all 15 townships, 8 boroughs and 1 town, Pennsylvania, New York, Delaware Water Gap, Delaware River, and compass rose abbreviations
- Locate important roads on a Sussex County map
- Visit a location in Sussex County- take a tour, take pictures, ask questions- present information in a creative way i.e., posterboard of pictures, Powerpoint presentation, a replica, or written report and present it to the class.

- Dictate to a scribe
- Use a bilingual picture dictionary
- Work in small group to create a slide
- Tiered Vocabulary- Concepts in primary language

Special Education (See IEP for specific modifications to content)

- Describe the different transportation that is seen in the county
- Work with a partner to design and build a type of transportation
- Use different scaled maps and computer maps to show location
- Provide books on tape
- Use images to illustrate the similarities and differences with the different communities
- Numerous illustrations that help clarify the text
- Support auditory presentation with visuals
- Tiered Vocabulary - Picture support
- Vocabulary - Pre-teaching <http://www.educators/content/introducing> 504

(See 504 plan for specific accommodations)

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavioral, Presentation, Evaluation)	Specific Procedures used in instruction
compare/contrast	Presentation	Draw past transportation and today’s transportation

- Use colored sticky notes to chart prior knowledge about a topic and compare it to the knowledge gained.
- Use word cards with pictures to make vocabulary cards
- Cut out pictures and paste into a document to illustrate the components that show then and now
- Vary the method of lesson presentation using multi-sensory techniques
- Tiered Vocabulary - Pre-teaching <http://www.educators/content/introducing>

Students At Risk for Failure

- Clear, specific instructions what is expected
- Demonstrate when possible the difference between then and now
- Use pictures with labels for vocabulary
- Allow dictation to explain changes

- Work with a partner
- Tiered Vocabulary Pre-teaching <http://www.educators/content/introducing>

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

	CONCRETE PRODUCTS	ABSTRACT PRODUCTS
	Knowledge (deepening):	Cognitive Structures
	Written Products:	Problem Solving Strategies
	Spoken Products:	Values
	Constructed Products: Write a Guide Book that describes the attributes of Sussex County	Appreciations
	Artistic Performances:	Self-Actualization
	Leadership Behaviors Present the three different communities illustrating similarities and differences	
	<ul style="list-style-type: none"> ● Write a Guide Book that describes the attributes of Sussex County ● Plan and build a schedule to go from one part of the county to another ● Summarize the products that are made in Sussex County ● Present the three different communities illustrating similarities and differences ● <p>Tiered Vocabulary - concrete to abstract examples</p>	

<p>Interdisciplinary Connections</p> <p>Language Arts:</p> <ul style="list-style-type: none"> ● Reading informational texts and answering corresponding questions. ● Writing assignments (Journal) 	<p>Technology Integration</p> <ul style="list-style-type: none"> ● Powerpoint presentations on place of interest in the county. ● Visiting locations through virtual tours 	<p>21st Century Life and Career</p> <ul style="list-style-type: none"> ● Presenting Sussex County projects in front of peers. ● Working cooperatively to create transportation flow chart. 	<p>Resources</p> <p>All About NJ http://50states.mrdonn.org/newjersey.html</p> <p>Virtual tours of State Parks: http://www.state.nj.us/dep/parksandforests/parks/kittval.html</p> <p>Pearson My World</p>
<p>Content Specific Vocabulary community, citizen, rural, urban, election, vote, transportation, suburban, mayor, tax, Freeholder, population, township, borough, town</p>			

ELL

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. Spanish-English cognates

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades.

Tier One	Teacher will determine words based on the need of the student
Tier Two	community, citizen, rural, urban, election, vote, transportation, suburban, mayor, tax, Freeholder, population, township, borough, town
Tier Three	Teacher will determine words based on the need of the student

<p>Course: Social Studies Unit of Study: VI. The World Market Place (Economics)</p>	<p>Grade: 3</p>	<p>Time Frame: April - June</p>
--	------------------------	--

STAGE 1: Desired Results

21st Century Skills

Learning and Innovation Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration
Information, Media and Technology Skills: Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy
Life and Career Skills: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSLs	Indicator
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.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.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.C.1	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.3	Explain why incentives vary between and 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.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
6.1.4.C.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
6.1.4.C.8	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in
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.
6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
6.1.4.C.13	Determine the qualities of entrepreneurs in a capitalistic society.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
6.3.4.A.4	Communicate with students from various countries about common issues of public concern and possible solutions.
6.3.4.C.1	Develop and implement a group initiative that addresses an economic issue impacting children.

NJSLS - Technology	
8.2.5.B.1	Examine ethical considerations in the development and production of a product through its life cycle.
8.2.5.B.4	Research technologies that have changed due to society's changing needs and wants.
8.2.5.A.1	Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.

NJSLS - 21st Century Life and Career	
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2)
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8)
9.1.4.B.5	Identify ways to earn and save.

MEANING

Enduring Understandings*Students will understand that...*

- Decisions concerning the allocation and use of economic resources impact individuals and groups.
- Local, national, and international relationships are affected by economic transactions.
- Sources of income provide opportunities for making decisions about spending money in ways that positively impact the community.

Essential Questions*Students will keep considering...*

- Why do we use money?
- What does it mean to make a living?
- How does something acquire a value?
- What effect does the economy have on society?
- How do economic systems affect your life and the lives of others?
- What impact does scarcity have on the production, distribution, and consumption of goods and services?
- How does trade affect local, national, and international relationships?
- What impact does trade have on a society?

ACQUISITION**Knowledge***Students will know...*

- Supply and demand are influenced by the world marketplace.
- A country's natural resources and geography influence its imports/exports.
- Transportation is developed and essential to a country's economy.

Skills*Students will be able to...*

- Differentiate between goods and services.
- Differentiate between imports and exports.
- Identify the relationship between supply and demand.
- Locate countries on a map/globe and identify how geography influences imports and exports
- Explain the relationship between the community and the available natural resources.

STAGE 2: Assessment Evidence**Assessment and Performance Tasks:** *Students will show they have achieved Stage 1 Goals by...*

<p>Formative: Close Reading of varied leveled text Use graphic organizer to compare contrast producers and consumers and identify economics principles Exit Tickets after each lesson</p> <p>Summative: Completed student lapbooks Google sheets checkbook Playdough Economics assessment</p>	<p>Alternative: Write a persuasive letter to your parents about why you should receive an allowance or get an increase in your allowance. Be sure to identify the additional ways that you can earn money and how you will save it better. Include Economics vocabulary. Persuade your parents why you should have something that you have wanted for a long time but do not necessarily need. Include Economics vocabulary.</p> <p>Benchmark: LinkIt Reading Inventories</p>
---	---

STAGE 3: Learning Plan (Key Learning Events and Instruction)

<p>Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)</p> <ul style="list-style-type: none"> ● Set up a class store in which students can purchase pencils, erasers, bookmarks, etc. Currency is earned through good behavior. ● Switch to using a checkbook to have students keep track of their money. They will to add, subtract to keep their checkbook balanced. ● Create a budget using the following scenario: Students will be given \$20 to purchase classroom supplies for the day. Teacher will put a price on necessary item (needs) and extra items (wants). Students selfassess at the end of the day how effective their spending was. 	<p>Integrated Accommodations and Modifications</p> <p>ELL</p> <ul style="list-style-type: none"> ● Numerous illustrations that help clarify the text ● Use currency from native country and explain value ● Use pictures with words ● Dictate to a scribe ● Use a bilingual picture dictionary ● Work in small group to create a slide ● Tiered Vocabulary- Concepts in primary language <p>Special Education (See IEP for specific modifications to content)</p>
---	---

- To identify the differences between producers and consumers students will read nonfiction text and answer text dependent question ensuring to cite your evidence.
- Scarcity lesson (Playdough economics- See resources for complete unit lessons)- Using playdough tell students to create a sculpture. Afterwards hold up sculpture and ask who would like to keep this sculpture. If more than one person holds up their hand you have a scarce product.
- Make a lapbook that defines what all economic terms are. Students give their own examples as well to display their knowledge. (See resources for lap book template)
- Class trip to ShopRite to engage on their economics lessons.

- Provide books on tape
- Use images to illustrate the similarities and differences with the different currency
- Numerous illustrations that help clarify the text
- Work with a partner to build a community of choice
- Support auditory presentation with visuals
- Tiered Vocabulary - Picture support
- Vocabulary - Pre-teaching <http://www.educators/content/introducing>

504 (See 504 plan for specific accommodations)

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavioral, Presentation, Evaluation)	Specific Procedures used in instruction
Use colored sticky notes to chart prior knowledge about a topic and compare it to the knowledge gained.	Presentation	

- Have a partner when making lapbook
- Use word cards with pictures to make vocabulary cards
- Cut out pictures and paste into a document to cite evidence
- Vary the method of lesson presentation using multi-sensory techniques
- Tiered Vocabulary - Pre-teaching <http://www.educators/content/introducing>

Students At Risk for Failure

- Clear, specific instructions
- Assign leadership role when possible
- Demonstrate how currency is used
- Use pictures with labels for vocabulary
- Work with a partner
- Tiered Vocabulary Pre-teaching

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS

ABSTRACT PRODUCTS

Knowledge (deepening):

Cognitive Structures
**Stock Market Game research,
buy and sell stocks**

	Written Products:	Problem Solving Strategies Hypothesize how tariffs are used in the world and is it helpful
	Spoken Products:	Values
	Constructed Products: Design, and create a matching game for vocabulary	Appreciations
	Artistic Performances:	Self-Actualization
	Leadership Behaviors Describe the Stock Market and lead the class into following a company	
		<ul style="list-style-type: none"> ● Design, and create a matching game for vocabulary ● Stock Market Game research, buy and sell stocks ● Hypothesize how tariffs are used in the world and is it helpful ● Describe the Stock Market and lead the class into following a company ● Tiered Vocabulary - concrete to abstract examples

<p>Interdisciplinary Connections</p> <p>Language Arts:</p> <ul style="list-style-type: none"> ● Read nonfiction text and answer text dependent question ensuring to cite your evidence 	<p>Technology Integration</p> <ul style="list-style-type: none"> ● Use Google sheets to create a checkbook template that will allow them to input their credits and debits. 	<p>21st Century Life and Career</p> <ul style="list-style-type: none"> ● Budgeting money ● Balancing a checkbook ● Determining a source of income. ● Determining various ways to save. 	<p>Resources</p> <p>Teachers Pay Teachers- Economics Lap book</p> <p>Biz Kid\$ series - Amazon Prime</p>
---	---	---	---

Content Specific Vocabulary
 Goods, services, expenses, profit, employee, producer, consumer, economy, budget, income, interest, supply, demand, scarcity, manufacturing, assembly line, import, export, trade, marketplace

ELL

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. Spanish-English cognates <http://www.pdf/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades.

<p>Tier One</p>	<p>Teacher will determine words based on the need of the student</p>
<p>Tier Two</p>	<p>Goods, services, expenses, profit, employee, producer, consumer, economy, budget, income, interest, supply, demand, scarcity, manufacturing, assembly line, import, export, trade, marketplace</p>
<p>Tier Three</p>	<p>Teacher will determine words based on the need of the student</p>