

Beach Haven School District

Social Studies Curriculum

Grade 3

Introduction

Social Studies is the integrated study of the social sciences and humanities in order to promote civic understanding, patriotism, and the values of the American heritage. A well-established and comprehensive curricular program should include a combination of civics, US and world history, economics, geography, cultures of the past and present, the Holocaust, and the Amistad Movement. Once these ideals are understood, students will then be prepared for their futures.

As educators we are responsible to provide solid content, student-centered instructional methods and varied assessment. These shall include, internet and traditional methods of research, PBL's, teacher designed classroom activities, problem solving strategies, and text (as a guide). This curriculum is designed and aligned with the New Jersey Student Learning Standards and serves as a guide for educators.

For our 21st Century learners, the world has become much smaller with the use of the internet and increased communication possibilities. Students are able to access information more easily and are exposed to the tools needed to succeed in their educational journey. Being that the US is a democratic society, it is ever changing, diverse and full of opportunity. Such a society needs knowledgeable, thoughtful and ethical participation by its citizens in an effort to promote the common good and increase the general welfare of its citizens. Compliance with this curriculum will give our students the tools needed for success in their future.

When using the Social Studies curriculum provided, all students should be able to participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity. This map contains interdisciplinary connections to Language Arts, Math, Science, Physical Education, Art, Drama, and Theater. Students will learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

Revised on:	December 18, 2019
Revised by:	Katie Micek, Jessica Wiehr
Proposed Revision Date	Summer 2021

Unit 1: Making a Difference: Citizenship in New Jersey	40 days- ongoing
Unit 2: Settlement and Resources of New Jersey	30 days- ongoing
Unit 3: Impact of Ideas and Inventions in New Jersey	40 days- ongoing
Unit 4: Crossroads to the American Revolution	40 days- ongoing
Unit 5: Perspectives Over Time	30 days- ongoing

Unit 1: Making a Difference: Citizenship in New Jersey	Duration: 40 days- ongoing
Standards	
<p>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.</p> <p>6.1.4. A.12 Explain the process of creating change at the local, state, or national level.</p> <p>6.3.4. D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p> <p style="text-align: center;">Interdisciplinary Connections:</p> <p>ELA: SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p style="text-align: center;">Career Ready Practices:</p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason. CRP12. Work productively in teams while using cultural global competence.</p> <p style="text-align: center;">21st Century Life and Career Standards:</p> <p>9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</p> <p style="text-align: center;">Technology:</p> <p>8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p>	

Essential Understanding	Essential Questions
<p data-bbox="182 228 659 256"><i>Students will understand that...</i></p> <ul data-bbox="247 302 1087 634" style="list-style-type: none"> <li data-bbox="247 302 940 375">● The decisions of the state government affect local government and interact with federal law <li data-bbox="247 386 1024 459">● Various individuals and groups influence the way an issue affecting government is viewed and resolved. <li data-bbox="247 470 1024 544">● Active citizens respect different viewpoints and take actions that result in a more just and equitable society. <li data-bbox="247 555 1087 634">● Individuals can become activists for social justice in their own daily life and in the future. 	<ul data-bbox="1241 228 1871 906" style="list-style-type: none"> <li data-bbox="1241 228 1759 345">● How can an individual or organization create change at the local, state, or national level? <li data-bbox="1241 357 1822 605">● How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world? <li data-bbox="1241 617 1871 824">● How do responsible community members understand the structure, function and origin of the local, state, and federal government? <li data-bbox="1241 836 1787 906">● How can we become activists for social injustice in our communities?

Accommodations & Modifications

English Language Learners

- Pre Teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cuing
- Activate schema
- Build background knowledge
- Work toward longer passages as skills in English increase
- Use visuals
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Gifted and Talented

- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Teach cognitive and methodological skills
- Use centers
- Organize integrated problem-solving simulations

- Propose interest-based extension activities

Basic Skills

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

Economically Disadvantaged

- Provide Student with Materials and Supplies to Support Lesson and Home Connections
- Help Student to Make Real Life Connections to the Lesson by Relating the Skills and Understandings to the Student's Background
- Preteach Vocabulary and Help Students to Preview Lesson to Build Background Knowledge and Help Students Make Connections with their Experiences to Achieve Lesson and Unit Goals
- Provide Students with Study Guides

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide student with specific graphic organizers to help them note take about the different levels of government
- Provide students with notes from the lesson and discussions
- Provide students with a study guide before a test or quiz to help them prepare
- Group students in partnerships that will facilitate discussion and collaborative environments
- Pre-teach and model strategies to learn and practice new vocabulary words pertaining to the unit
- Read directions, tests/quizzes, and classwork aloud in a small group, rewording as needed
- Allow students to verbalize before beginning an assignment

- Help students to plan projects and goals with the teacher before beginning the assignment
- Provide preferential seating for group lessons and individual work
- Review concepts and important vocabulary from previous lessons before teaching new information
- Check for student understanding often with formal, informal, verbal, and nonverbal measures
- Provide students with modified assessments that are organized, easy to follow, and have clear directions
- Assess students assignments on quality over quantity
- Provide visual aids to support concepts being taught, such as maps, charts, tables, pictures, or diagrams
- Use anchor charts in the classroom to support the concepts being taught and to use to review these ideas in future lessons
- Use graphic organizers to help students organize important information from a lesson
- Provide frequent movement opportunities and breaks for students as needed
- Allow students with opportunities for additional time to complete assignments
- Provide small group and/or individual instruction to help reinforce concepts and new ideas being taught

504 Plans

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide student with specific graphic organizers to help them note take about the different levels of government
- Provide students with notes from the lesson and discussions
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Vocabulary

Vote, council, separation of powers, democracy, representative, executive branch, judicial branch, legislative branch, governor, president, congress, bullying, perpetrator, victim, upstander, bystander, quote, difference, change, inspire

Knowledge and Skills

Content

Students will know....

- How to take action to improve their community.
- How to identify their civic responsibilities.
- How to engage in conflict resolution.
- How dreams, goals, values drive people to make a positive difference in the world.

Skills

Students will be able to ...

- Show how citizens work together to improve communities.
- Actively participate in their community and civic endeavors.

- Identify how people solve problems and the steps they follow.
- Identify the process of creating change in their community.
- Identify the branches of government and the roles they are responsible for in our country.
- Collaborate with their peers and community to discuss changes that could be done to improve their community/school.
- Actively participate in the democratic process of electing class officials.
- Retell the meanings of social activists' quotations about making change in the world.
- Analyze how social activists used figurative and descriptive language to emphasize themes about making change in the world.
- Write creative paragraphs that apply historical excerpts to their own lives.

Suggested Activities	Resources
<p>Students will create an interactive flipbook illustrating national symbols and meanings, levels/branches of government, congressional responsibilities, and process of checks-and-balances, highlights government services, and describes presidential responsibilities.</p>	<p>Schoolwide mentor text : <i>How the U.S. Government Works</i> Government Flipbook part 1 Government Flipbook part 2</p>
<p>After reading <i>A More Perfect Union</i>, and <i>The Bill of Rights</i>, Students will collaborate and create a “Constitution” pertaining to the classroom rules and student responsibilities. This activity will emulate what the founding fathers created for our country.</p>	<p>http://teacher.scholastic.com/lessonrepro/lessonplans/profbooks/billrights.pdf Schoolwide mentor text: <i>A More Perfect Union</i> and <i>The Bill of Rights</i> What If Everybody Did That? Read Aloud by Ellen Javernick (can facilitate a discussion about the importance of rules in our society) <i>We the Kids</i> by David Catrow (can be used as an extension to have students create their own rules based on the U.S. Constitution)</p>
<p>Students will create the identity of the classroom and set up a framework of government lead by students with the guidance of the classroom teacher.</p>	<p>https://www.teacherspayteachers.com/Product/Classroom-Government-Simulation-Making-US-Government-Relevant-for-Kids-1531628</p>
<p>Students will address problems at their school. Together, students and their teacher will collaborate and discuss possible solutions for the problem. For example, if students know that their local food drive is struggling to keep shelves full, students can hold a food drive and donate to pantry.</p>	<p>Problem and solution T chart graphic organizer</p>

<p>One Person Makes a Difference Activity - Read the mentor text, <i>If A Bus Could Talk</i> and discuss the unfair way that Rosa Parks was treated. Use this discussion to guide students into brainstorming what we can do to make the world a better place and record this on an anchor chart. Have students journal about what qualifies as</p>	<p><i>If A Bus Could Talk</i> by Faith Ringgold</p>
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“making a difference” to make our world a better place, about other people that have made a difference to help our world, and how each student can personally make a difference. Students can each make a poster to display about what they do or plan to do to make our world a better place and make a difference.

Students will read the list of 10 Ways to be an Upstander, found at the BullyBust site. With a partner, create a poem, or song, that includes the 10 ways.

Teachers and students will create a climate of “safe space” by posting classroom expectations predominantly in the classroom and create roles that are used in small group discussion.

Students will analyze quotes by historical figures and discuss how they changed the world. Students will use a journal or their writing notebooks, to record the discussion and the meanings of their famous quotations, why they are important, and how it can be related to their own life.

<http://www.bullybust.org/students/upstander>

<https://www.nj.gov/education/holocaust/curriculum/UniversalK-5.pdf> pg. 17-23

<https://www.nj.gov/education/holocaust/curriculum/UniversalK-5.pdf> pgs. 11-16

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Literature

Government

HMH- Kids Discover
Weekly Reader- Scholastic News
Houghton Mifflin, Social Studies- 2008
Voting, by Sarah De Caupa
The Declaration of Independence, by Elaine Landau
Rosa Parks: My Story, by Rosa Parks
If a Bus Could Talk, by Faith Ringgold
My Grandma's the Mayor, by Marjorie White Pellegrino
A More Perfect Union, by Betsy Maestro and Giulio Maestro
How the U.S. Government Works, by Syl Sobel
The Bill of Rights, by Christine Taylor-Butler

Websites

https://kids.usa.gov/	https://www.commonsense.org/education/blog/13-best-websites-and-games-for-us-history-and-civics
https://www.congressforkids.net/	https://www.brainpop.com/socialstudies/
https://betterlesson.com/search?keyword=US%20government&from=autocomplete_submit	

Evidence of Student Learning

Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*

Other Assessments

- Create a map of New Jersey, including their natural resources and elevations.
- Write a persuasive letter to their parents describing a certain landmark of interest that they would like to visit.
- Suggested Problem-Based Learning Unit
 - First, you will research the Lenni Lenape tribe to find out about their culture and see what influences are still seen today. As a group you will develop a support campaign to inform others about the Lenni Lenape and how they have influenced the state of New Jersey or Pennsylvania. As part of your campaign, you must design a model to illustrate the tribe culture and write a persuasive letter to gain support. You will present your campaign to the class and any supporters who attend. As a class we will determine the best parts of each

Formative Assessments

- Teacher Observation
- Performance Assessments
- Exit Slips
- Anecdotal Records
- Oral Assessments/
- Conferencing
- Daily Class Work
- Pre-assessments

Summative Assessments

- Tests
- Quizzes
- Projects

Alternative Assessments

- Group Work/Class Discussion Rubric
- Teacher Observations
- Questions Starters
- Participation Rubric
- Modified Tests/Quizzes/Classwork
- Social Studies related Reading A-Z
- Social Studies related Achieve 3000 Leveled Articles
- Fundamentals Unlimited Books and Assessments

Unit 2: Settlement and Resources of New Jersey	Duration: 30 days- ongoing
Standards	
6.1.4. B.7 Explain why some locations in NJ and the US are more suited for settlement than others.	
6.1.4. B.8 Compare ways people choose to use and divide natural resources.	
6.1.4. B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.	
6.1.4. D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of NJ.	
Interdisciplinary Connections:	
ELA:	
SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
Career Ready Practices:	
CRP1. Act as a responsible and contributing citizen and employee.	
CRP4. Communicate clearly and effectively and with reason.	
CRP12. Work productively in teams while using cultural global competence.	
21st Century Life and Career Standards:	
9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.	
Technology:	
8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product	
8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.	

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The Lenape living in NJ used resources in their environment. ● The Native Americans developed their village around the geographical terrain good for farming, hunting, and preparing food. ● NJ has a rich variety of landforms, including mountains, hills, and plains. ● Many waterways throughout NJ provide transportation and recreational opportunities. ● NJ has a temperate climate influenced by its nearness to the Atlantic Ocean and its distance from the equator. 	<ul style="list-style-type: none"> ● How does the land, water, and climate of NJ affect how people live? ● How do New Jersey's resources provide jobs for its people? ● How does the geography affect the patterns of settlement?

Vocabulary	
Landforms, landscape, resources, waterway, topographical, interpret, Lenape, environment, settlement, culture, harvest	
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to recognize and differentiate between the landforms found in NJ. ● How to comprehend a topographical map and understand the importance of them. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Identify the landscape of NJ and its major landforms.

- The major resources that come from NJ and the importance of them.
- How to compare/contrast life of the Native Americans to the people of the 21st century.

- Describe how people use the waterways in NJ. Read and interpret a topographical map to better understand the land of NJ.
- Identify major natural resources and their importance in NJ.
- Summarize the role of the seasons and region in Lenape Life.
- Compare/contrast the daily tasks of Lenape children compared to the children of today.
- Describe how the Lenape living in NJ used the resources in their environment.
- Describe and summarize how and why the Native Americans developed their village around the geographical terrain good for farming, hunting, and preparing food.
- Analyze how the NJ temperate climate is influenced by its nearness to the Atlantic Ocean and its distance from the equator.
- Research and create a display about the Lenape people and their connection to NJ.

Instructional Plan

Suggested Activities

Resources

Students will be split into 2 groups in the class. As a class, create a chain of “pen pal” letters on google docs to each other. Letters will be written 1. From the point of view of a Lenape child illustrating the roles and responsibilities of the child in the tribe and 2. From the student’s modern point of view.	Prior knowledge of Lenape tribe, google doc access
Students will use molding clay, students will create a topographical map of New Jersey, identifying major landforms.	Molding clay, toothpicks, small labels
Students will create a brochure of New Jersey advertising to pilgrims why New Jersey is a great place to travel to. Students will be sure to highlight the importance of waterways and landscape of New Jersey to growing communities. Using the internet, students will import images from the internet to support their claims.	2 Manilla folders, taped together to form a trifold, internet access
Students will complete research project on the Lenape tribe’s food traditions. Using Microsoft Word, create a menu for Thanksgiving Dinner using accurate ingredients that were available to the Native Americans in New Jersey.	Internet access, Microsoft Word, Google Docs
Literature	
<i>HMH- Kids Discover</i> <i>Houghton Mifflin, Social Studies- 2008</i> <i>Weekly Reader- Scholastic News</i> <i>Understanding Weather and Climate</i> , by Edward Aguado <i>The Light in the Forest</i> , by Conrad Ritcher <i>When the Shadbush Blooms</i> , by Carla Messinger <i>A Braid of Lives: A Native American Childhood</i> , by Nail Philip	
Websites	
http://www.lenapelifeways.org/lenape1.htm	http://www.nanticoke-lenape.info/history.htm
http://www.bigorrin.org/lenape_kids.htm	https://www.warpaths2peacepipes.com/indian-tribes/lenapi-tribe.htm

<http://www.state.nj.us/state/historykids/NJHistoryKids.htm>

<http://geology.com/state-map/new-jersey.shtml>

Accommodations & Modifications

English Language Learners

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Gifted and Talented

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- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum

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Economically Disadvantaged

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- Provide Students with Study Guides

Special Education

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- Follow all IEP modifications
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- Provide student with specific graphic organizers to help them note take about the different levels of government
- Provide students with notes from the lesson and discussions
- Provide students with a study guide before a test or quiz to help them prepare

- Group students in partnerships that will facilitate discussion and collaborative environments
- Pre-teach and model strategies to learn and practice new vocabulary words pertaining to the unit
- Read directions, tests/quizzes, and classwork aloud in a small group, rewording as needed
- Allow students to verbalize before beginning an assignment
- Help students to plan projects and goals with the teacher before beginning the assignment
- Provide preferential seating for group lessons and individual work
- Review concepts and important vocabulary from previous lessons before teaching new information
- Check for student understanding often with formal, informal, verbal, and nonverbal measures
- Provide students with modified assessments that are organized, easy to follow, and have clear directions
- Assess students assignments on quality over quantity
- Provide visual aids to support concepts being taught, such as maps, charts, tables, pictures, or diagrams
- Use anchor charts in the classroom to support the concepts being taught and to use to review these ideas in future lessons
- Use graphic organizers to help students organize important information from a lesson
- Provide frequent movement opportunities and breaks for students as needed
- Allow students with opportunities for additional time to complete assignments
- Provide small group and/or individual instruction to help reinforce concepts and new ideas being taught

504 Plans

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide student with specific graphic organizers to help them note take about the different levels of government
- Provide students with notes from the lesson and discussions
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- Allow students with opportunities for additional time to complete assignments
- Provide small group and/or individual instruction to help reinforce concepts and new ideas being taught

Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<ul style="list-style-type: none"> ● Create a map of New Jersey, including their natural resources and elevations. ● Write a persuasive letter to their parents describing a certain landmark of interest that they would like to visit. ● Suggested Problem-Based Learning Unit <ul style="list-style-type: none"> ○ First, you will research the Lenni Lenape tribe to find out about their culture and see what influences are still seen today. As a group you will develop a support campaign to inform others about the Lenni Lenape and how they have influenced the state of New Jersey or Pennsylvania. As part of your campaign, you must design a model to illustrate the tribe culture and write a persuasive letter to gain support. You will present your campaign to the class and any supporters who attend. As a class we will determine the best parts of each 	<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher Observation ● Performance Assessments ● Exit Slips ● Anecdotal Records ● Oral Assessments/ ● Conferencing ● Daily Class Work ● Pre-assessments <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Tests ● Quizzes ● Projects

	<p>Alternative Assessments</p> <ul style="list-style-type: none"> ● Group Work/Class Discussion Rubric ● Teacher Observations ● Questions Starters ● Participation Rubric ● Modified Tests/Quizzes/Classwork ● Social Studies related Reading A-Z ● Social Studies related Achieve 3000 Leveled Articles ● Fundamentals Unlimited Books and Assessments
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<p>Unit 3: Impact of Ideas and Inventions in New Jersey</p>	<p>Duration: 40 days- ongoing</p>
<p style="text-align: center;">Standards</p>	
<p>6.1.4. C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.</p> <p>6.1.4. C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.</p> <p style="text-align: center;">Interdisciplinary Connections:</p> <p>ELA: SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p style="text-align: center;">Career Ready Practices:</p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason. CRP12. Work productively in teams while using cultural global competence.</p> <p style="text-align: center;">21st Century Life and Career Standards:</p> <p>9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</p> <p style="text-align: center;">Technology:</p> <p>8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p>	

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Post war inventions led to change in New Jersey. ● In New Jersey during the 1800's transportation developed, industries developed and reform improved people's lives. 	<ul style="list-style-type: none"> ● What post war inventions had the greatest impact on change in New Jersey? ● How did transportation and industries improve the lives of people living in New Jersey?

Vocabulary	
Invention, innovation, transportation, contribute, railway, impact, prototype, model, inspiration, patent	
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● New Jersey was a center for innovation, and recognizes various New Jerseyans responsible for their contributions towards innovation. ● The impact of transportation on development and economics. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Explain why New Jersey can be considered a center for innovations ● Describe some inventions introduced by New Jerseyans ● Describe how new bridges, turnpikes, railroads, and steamboat travel improved transportation in New Jersey.

	<ul style="list-style-type: none"> ● Analyze the purpose and need for post war inventions and how they led to change in New Jersey. ● Research and discuss about how the 1800's transportation developed, industries developed and reform improved people's lives. ● Create a presentation about a NJ prominent figure and their impact on society. ● Compare/contrast the different regions of NJ based on their geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
Instructional Plan	
Suggested Activities	Resources
Students will create a nonfiction book with google slides identifying and describing New Jersey bridges, turnpikes, railroads, and waterways used for travel. In each of the sections includes the pros and cons to traveling that specific route.	Google slides, prior research on travel in NJ
Students will create a "museum" of inventions created by famous New Jersey inventors.	Various student-chosen materials for models, index cards for product descriptions.

	http://www.state.nj.us/state/historykids/teachersGuide.htm
Students will write a story about traveling through New Jersey. In the story, students will identify which roads, bridges, railroads, etc. they used to get from one town to another.	Map of New Jersey illustrating roads, bridges, railroads.
Students will write "MapQuest" style directions on how to get to a specific location of their choosing in New Jersey. Students should use their knowledge of keys and legends to indicate how many miles (approximately) on each road. Students may also choose which means of travel they want to illustrate (car, train, etc.)	Google Earth
Students will research an African American from New Jersey who was an inventor and present to class.	Google Slides Chromebook Classroom Library
Students will create a commercial and present to peers, advertising various inventions from New Jerseyans.	http://www.state.nj.us/state/historykids/teachersGuide.htm
Literature	
<i>HMH- Kids Discover</i> <i>Houghton Mifflin, Social Studies- 2008</i> <i>Weekly Reader- Scholastic News</i> <i>What Do You Do With An Idea?, by Kobi Yamada</i> <i>Who was Thomas Jefferson? by Dennis Brindell Fradin</i> <i>If I Build a Car, by Chris Van Dusen</i> <i>African American Inventors, by Ortha Richard Sullivan</i>	
Websites	
http://www.njinvent.org/publications.html	https://njmonthly.com/articles/jersey-living/motherlode-of-invention/
http://www.onlyinyourstate.com/new-jersey/nj-inventions/	http://newjersey.hometownlocator.com/features/cultural.class.bridge.cfm

Accommodations & Modifications

English Language Learners

- Pre Teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cuing
- Activate schema
- Build background knowledge
- Work toward longer passages as skills in English increase
- Use visuals
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Gifted and Talented

- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Teach cognitive and methodological skills
- Use centers

- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Basic Skills

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

Economically Disadvantaged

- Provide Student with Materials and Supplies to Support Lesson and Home Connections
- Help Student to Make Real Life Connections to the Lesson by Relating the Skills and Understandings to the Student's Background
- Preteach Vocabulary and Help Students to Preview Lesson to Build Background Knowledge and Help Students Make Connections with their Experiences to Achieve Lesson and Unit Goals
- Provide Students with Study Guides

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide student with specific graphic organizers to help them note take about the different levels of government
- Provide students with notes from the lesson and discussions
- Provide students with a study guide before a test or quiz to help them prepare
- Group students in partnerships that will facilitate discussion and collaborative environments
- Pre-teach and model strategies to learn and practice new vocabulary words pertaining to the unit
- Read directions, tests/quizzes, and classwork aloud in a small group, rewording as needed

- Allow students to verbalize before beginning an assignment
- Help students to plan projects and goals with the teacher before beginning the assignment
- Provide preferential seating for group lessons and individual work
- Review concepts and important vocabulary from previous lessons before teaching new information
- Check for student understanding often with formal, informal, verbal, and nonverbal measures
- Provide students with modified assessments that are organized, easy to follow, and have clear directions
- Assess students assignments on quality over quantity
- Provide visual aids to support concepts being taught, such as maps, charts, tables, pictures, or diagrams
- Use anchor charts in the classroom to support the concepts being taught and to use to review these ideas in future lessons
- Use graphic organizers to help students organize important information from a lesson
- Provide frequent movement opportunities and breaks for students as needed
- Allow students with opportunities for additional time to complete assignments
- Provide small group and/or individual instruction to help reinforce concepts and new ideas being taught

504 Plans

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
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- Provide students with notes from the lesson and discussions
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- Provide frequent movement opportunities and breaks for students as needed
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Evidence of Student Learning

Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*

Other Assessments

- Create a map of New Jersey, including their natural resources and elevations.
- Write a persuasive letter to their parents describing a certain landmark of interest that they would like to visit.
- Suggested Problem-Based Learning Unit
 - First, you will research the Lenni Lenape tribe to find out about their culture and see what influences are still seen today. As a group you will develop a support campaign to inform others about the Lenni Lenape and how they have influenced the state of New Jersey or Pennsylvania. As part of your campaign, you must design a model to illustrate the tribe culture and write a persuasive letter to gain support. You will present your campaign to the class and any supporters who attend. As a class we will determine the best parts of each

Formative Assessments

- Teacher Observation
- Performance Assessments
- Exit Slips
- Anecdotal Records
- Oral Assessments/
- Conferencing
- Daily Class Work
- Pre-assessments

Summative Assessments

- Tests
- Quizzes
- Projects

	<p>Alternative Assessments</p> <ul style="list-style-type: none"> ● Group Work/Class Discussion Rubric ● Teacher Observations ● Questions Starters ● Participation Rubric ● Modified Tests/Quizzes/Classwork ● Social Studies related Reading A-Z ● Social Studies related Achieve 3000 Leveled Articles ● Fundamentals Unlimited Books and Assessments
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<p>Unit 4: Crossroads to the American Revolution</p>	<p>Duration: 40 days- ongoing</p>
<p style="text-align: center;">Standards</p> <p>6.1.4. D.7 Explain the role Governor William Livingston played in the development 12 of New Jersey government.</p> <p>6.1.4. D.8 Determine the significance of New Jersey’s role in the American Revolution.</p> <p>6.1.4. D.9 Explain the impact of Transatlantic slavery on New Jersey, the nation, and individuals.</p> <p style="text-align: center;">Interdisciplinary Connections:</p> <p>ELA: SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p style="text-align: center;">Career Ready Practices:</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p style="text-align: center;">21st Century Life and Career Standards:</p> <p>9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</p> <p style="text-align: center;">Technology:</p> <p>8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p>	

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Governor Livingston played an important role in the development of New Jersey government. ● Victories at Trenton and Princeton were significant accomplishments for the state during the American Revolution. ● Trans-Atlantic slavery impacted the economy on a national and state level. 	<ul style="list-style-type: none"> ● How did early leaders affect the development of New Jersey State Government? ● How did New Jersey play an important role in the American Revolution? ● How did transatlantic slavery impact individuals, New Jersey and the nation?

<p>Vocabulary</p> <p>revolution, economic, development, government, governor, slave, Trans-Atlantic slavery, colony, continental army, democracy, redcoat</p>	
<p>Knowledge and Skills</p>	
<p>Content</p>	<p>Skills</p>

<p><i>Students will know....</i></p> <ul style="list-style-type: none"> • The role that Governor Livingston played in the development of New Jersey. • The importance of New Jersey's location to the American Revolution. • The effects that Trans-Atlantic slavery had on the economy. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Analyze the effects that Governor Livingston had on the development of New Jersey government. • Locate and identify significant sites that played a role in the American Revolution. • Describe the effects that the slave trade had on the economy. • Research and write about Governor Livingston's impact on the state of NJ. • Explain and discuss the impact of transatlantic slavery on New Jersey, the nation, and individuals. • Formulate reasons why the victories at Trenton and Princeton were significant accomplishments for the state during the American Revolution.
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	<ul style="list-style-type: none"> • Summarize and justify the importance of NJ's role in the American Revolution.
Instructional Plan	
Suggested Activities	Resources

<p>Students will create a diary of a Continental Soldier. Students will describe life in the Continental Army during the winter encampments at Morristown. Students will also highlight the wardrobe that was worn by a continental soldier. Students can also create a story play based on this Continental Soldiers experiences. They can create a setting, costumes, and props to present this short play about his experiences in New Jersey. The play needs to include characters, the plot, theme, and mood.</p>	<p>Lender, Mark E. The New Jersey Soldier. New Jersey's Revolutionary Experience, no. 3. Trenton: New Jersey Historical Commission, 1975. http://www.njstatelib.org/NJ_Information/Digital_Collections/Revolution/ Soldier.pdf http://www.state.nj.us/state/historykids/pdfs/american_revolution/american_revolution_teacher.pdf</p>
<p>Students will locate key places on a map and analyze the factors that resulted in Washington's decision to locate two winter encampments at Morristown during the War for Independence.</p>	<p>Lender, Mark E. The New Jersey Soldier. New Jersey's Revolutionary Experience, no. 3. Trenton: New Jersey Historical Commission, 1975. http://www.njstatelib.org/NJ_Information/Digital_Collections/Revolution/ Soldier.pdf http://www.state.nj.us/state/historykids/pdfs/american_revolution/american_revolution_teacher.pdf</p>
<p>Students will create a diary of a slave owner/ seller. They will document their sales and their earnings.</p>	<p>Computers, pencil, notebook</p>
<p>Students will create a biography about governor Livingston, being sure to focus on his role in the development of New Jersey government.</p>	<p>http://www.let.rug.nl/usa/biographies/william-livingston/</p>

<p>Students will create a brochure demonstrating New Jersey-specific locations that played a role in the American Revolution. In the brochure, students will indicate important landmarks and people that were involved in that specific location.</p>	<p>http://www.revolutionarywarnewjersey.com/new_jersey_revolutionary_war_sites/counties/ocean_county_revolutionary_war_sites.htm</p>
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Literature

HMH- Kids Discover
Houghton Mifflin, Social Studies- 2008
Weekly Reader- Scholastic News
What is the Declaration of Independence?, by Michael C. Harris
American Revolution, by Mary Pope Osborne
The Fighting Ground, by Avi
John, Paul, George, and Ben, by Lane Smith
Heroes of the Revolution, by Donald A. Smith & David Adler
Eyewitness: American Revolution, by Stuart Murray
Daniel at the Siege of Boston 1776, by Laurie Calkhoven

Websites

<p>http://www.state.nj.us/state/historykids/NJHistoryKids.htm</p>	<p>http://www.state.nj.us/state/historykids/about.htm</p>
<p>https://njmonthly.com/articles/historic-jersey/freedoms-path-underground-railroad-nj/</p>	<p>http://www.american-historama.org/1829-1841-jacksonian-era/underground-railroad-map.htm</p>
<p>http://www.ducksters.com/history/american_revolution.php</p>	<p>http://mrnussbaum.com/american-revolution/</p>

Accommodations & Modifications

English Language Learners

- Pre Teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cuing
- Activate schema
- Build background knowledge
- Work toward longer passages as skills in English increase
- Use visuals
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Gifted and Talented

- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Teach cognitive and methodological skills
- Use centers
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Basic Skills

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- Chunk texts
- Summarize as you go
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- Graphic organizers
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- Prompting and cueing
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Economically Disadvantaged

- Provide Student with Materials and Supplies to Support Lesson and Home Connections
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Special Education

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- Provide students with notes from the lesson and discussions
- Provide students with a study guide before a test or quiz to help them prepare
- Group students in partnerships that will facilitate discussion and collaborative environments
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- Read directions, tests/quizzes, and classwork aloud in a small group, rewording as needed
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- Review concepts and important vocabulary from previous lessons before teaching new information

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- Provide students with modified assessments that are organized, easy to follow, and have clear directions
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- Provide visual aids to support concepts being taught, such as maps, charts, tables, pictures, or diagrams
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504 Plans

- Provide differentiated instruction as needed
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Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments

Suggested Problem-Based Learning Unit:

What was the role of New Jersey in the Revolutionary War? Many travelers like to visit historic sites throughout the United States. In pairs or a group, students will create a brochure enticing tourists to visit various historic sites throughout the state and explore their significance as it relates to the Revolutionary War. Students should include a timeline of important events, a map of historic sites in New Jersey, and biographical information on any influential people involved in making the site historic.

Formative Assessments

- Teacher Observation
- Performance Assessments
- Exit Slips
- Anecdotal Records
- Oral Assessments/ Conferencing
- Portfolio
- Daily Class Work
- Pre-assessments

Summative Assessments

- Tests
- Quizzes
- Projects
- Problem-Based Learning Units

Benchmark Assessment

- Social Studies Notebook Check with Scoring Rubric

Alternative Assessments

- Group Work/Class Discussion Rubric
- Teacher Observations
- Questions Starters
- Participation Rubric
- Modified Tests/Quizzes/Classwork
- Social Studies related Reading A-Z
- Social Studies related Achieve 3000 Leveled Articles

- Fundamentals Unlimited Books and Assessments

Unit 5: Perspectives Over Time	Duration: 30 days- ongoing
Standards	
<p>6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.</p> <p>6.1.4. D.11 Determine how local and state communities have changed over time, and explain the reasons for the changes.</p> <p>6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <p>6.3.4. A.4 Communicate with students from various countries about common issues of public concern and possible solutions.</p> <p style="text-align: center;">Interdisciplinary Connections:</p> <p>ELA: SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p style="text-align: center;">Career Ready Practices:</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p style="text-align: center;">21st Century Life and Career Standards:</p> <p>9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</p> <p style="text-align: center;">Technology:</p> <p>8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p>	

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Different cultural groups have contributed to make our country what it is today. ● Individual beliefs, values, and traditions may be reflected in more than one cultural group that makes up a unified community. ● Cultural and ethnic celebrations are important to the diversity of communities. 	<ul style="list-style-type: none"> ● How has the presence of different cultural groups contributed to their communities? ● How does individual interpretation of events affect a community? ● Why are cultural celebrations in communities important? ● How can individual actions serve the good of a community? ● Why is it important to learn about and respect all cultures and histories?

<p>Vocabulary</p> <p>diversity, culture, community, citizen, collaboration, values, traditions, inherent, perspective, promote, vote, region, responsibility, volunteer</p>	
<p>Knowledge and Skills</p>	
<p>Content</p>	<p>Skills</p>

Students will know....

- How to acquire the skills needed to be an active, informed citizen who value diversity and promote cultural understanding.
- They will be working collaboratively to address the challenges that are inherent in living in an interconnected world.

Students will be able to ...

- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences and all of these people make a community.
- Become aware of individuals' relationships to people, places, and resources in the local community and beyond.
- Discuss and describe the different cultural groups have contributed to make our country what it is today.

	<ul style="list-style-type: none"> ● Compare/Contrast individual beliefs, values, and traditions that may be reflected in more than one cultural group that makes up a unified community. ● Evaluate their role in their community and as an informed citizen. ● Compare/contrast how communities have changed over time and why they have changed. ● Communicate with various students about common issues of public concern and possible solutions. ● Research and create a presentation about how they can solve problems in their community or world. ● Discuss the importance of African American history and freedom and equality for all people.
Instructional Plan	
Suggested Activities	Resources
Students will create a community newspaper that includes the different cultural events occurring in the community.	Chromebooks to research, google docs access
Students will host a cultural party where each student brings a traditional dish related to their family heritage.	Student background knowledge of individual heritage, parent participation.
Students will connect with a pen pal to discuss current events, people, places, and resources in their community.	Paper, pen, teacher connection to another classroom

Students will research an issue in their community and create a campaign with a solution to the issue, including a slogan and plan of action.	Poster board, computer, art supplies
Students will play various games from around the world.	http://crystalandcomp.com/games-from-around-the-world/
History Of Your Community – Students can visit the Amistad Trail Web site to explore information about homes in Connecticut that played an important role in the lives of the Amistad Africans once they were freed by the courts but before the money could be raised to return them to their homeland. The residents of Farmington were among those who spearheaded the campaign to raise funds for the eventual return of the freed slaves. After this visit, students can discuss: “What homes in your community are of historical significance?” Invite students to research and write the "stories" behind some of your community's historic homes and other places.	http://www.ctfreedomtrail.org/trail/amistad/
Literature	
<p><i>HMH- Kids Discover</i> <i>Houghton Mifflin, Social Studies- 2008</i> <i>Weekly Reader- Scholastic News</i> <i>The City Kid and The Suburb Kid</i>, by Deb Pilutti <i>All Kinds of Families</i>, by Mary Ann Hoberman <i>Community Workers</i>, by Joanne Ruelos Diaz <i>Serving Your Community</i>, by Christin Ditchfield <i>The Usborne Book of Peoples of the World</i>, by Anna Claybourne <i>Mufaro's Beautiful Daughters</i>, by John Steptoe <i>John Henry: An American Legend</i>, by Ezra Jack Keats <i>The Snowy Day</i>, by Erza Jack Keats <i>My Dream of Martin Luther King Jr.</i>, by Faith Ringgold</p>	

Websites

<http://staffordhistory.org/cultural.html>

<http://staffordhistory.org/churchevents.html>

<https://www.kidsmatter.edu.au/health-and-community/information-sheets/supporting-difference/cultural-differences/cultural>

<http://www.njamistadcurriculum.net/history/units#>

Accommodations & Modifications

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- Work toward longer passages as skills in English increase
- Use visuals
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Gifted and Talented

- Higher level questioning
- Students design questions
- Choice board to extend learning

- Expose to sophisticated vocabulary
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
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Special Education

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504 Plans

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- Provide small group and/or individual instruction to help reinforce concepts and new ideas being taught

Evidence of Student Learning

Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*

Other Assessments

Suggested Problem-Based Learning Unit:

Have students work individually, in pairs or in groups to publish a community scrapbook, demonstrating how our town has changed over time. Themes might include community settlement, economy, culture, government, transportation, communication, and environment. Students work could be displayed in the school library.

Formative Assessments

- Teacher
- Observations
- Performance
- Assessments Exit Slips
- Anecdotal Records
- Oral Assessments/ Conferencing Daily
- Classwork
- Pre-Assessments

Summative Assessments

- Tests
- Quizzes
- Projects
- Problem-Based Learning Units

Benchmark Assessment

- Social Studies Notebook Check with Scoring Rubric

Alternative Assessments

- Group Work/Class Discussion Rubric
- Teacher Observations
- Questions Starters

	<ul style="list-style-type: none">● Participation Rubric● Modified Tests/Quizzes/Classwork● Social Studies related Reading A-Z● Social Studies related Achieve 3000 Leveled Articles● Fundamentals Unlimited Books and Assessments
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