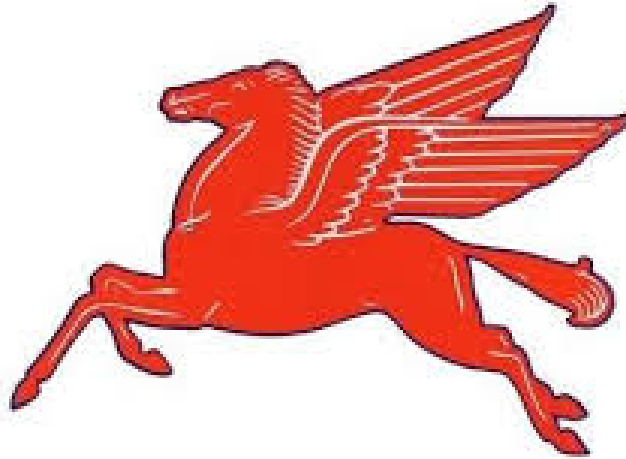


Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



Social Studies - Grade 3

UPDATED 2020-2021

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: October 2021

Table of Contents

Paulsboro Public Schools Administration and Board of Education

Paulsboro Public Schools Mission Statement

Definitions

Pacing Guide

Standards/Objectives/Essential Questions/Assessments/Enduring understandings/Resources/Modifications

Benchmark Assessments

Paulsboro Public Schools

Superintendent, Dr. Roy Dawson, III

Board of Education

Mr. Marvin E. Hamilton, President

Mrs. Danielle Scott, Vice President

Mrs. Theresa Cooper

Mr. Robert Davis

Mrs. Crystal L. Henderson

Mrs. Rosanne Lombardo*

Ms. Elizabeth Reilly

Mr. Markee Robinson

Ms. Tyesha Scott

Mrs. Irma R. Stevenson

* Greenwich Township Board of Education Representative

District Administration

Mrs. Christine Lindenmuth, Director of Curriculum, Instruction & Assessment

Mrs. Anisah Coppin, Business Administrator/Board Secretary

Mr. Robert Harris, Director of Special Services

Mrs. Tina Morris, Principal, grades Pre-K to 2

Mr. Matthew J. Browne, Principal, grades 3-6

Mr. Paul Morina, Principal, grades 7-12

Paulsboro Public Schools

Mission Statement

The mission of the Paulsboro School District is to work with students, parents, educators, and community to develop excellence in education while preparing each student to be viable and productive citizens in society. Our goal is to develop the unique potential of the whole student by creating a challenging and diverse learning climate that prepares students for the 21st Century and is rich in tradition and pride.

(#) GRADE PACING CHART (2020-2021)

TOPIC	# OF DAYS	DATES	COMMENTS
1 – Our environment	12	MP 1 of 2	Focus on how we interact with our planet.
2 – Economics	15	MP 1 of 2	Focus on how people get what they want and need.
3 – Communities Build a Nation	20	MP 1 of 2	Focus on how our past affects our present.
4 – Government, Landmarks, and Symbols	15	End of MP 1 of 2 (5-7 days) Beginning of MP 2 of 2 (5-8 days)	Focus on why we have a government.
5 – Citizenship and Civic Engagement	23	MP 2 of 2	Focus on how you as a citizen can participate.
6 – A Growing Nation	15	MP 2 of 2	Focus on how life changes throughout history.
7 – Celebrating our Communities	20	MP 2 of 2	Focus on how culture is shared.

DEFINITIONS

NJ Student Learning Standards – Clear and specific benchmarks for students’ achievement in various content areas. The standards ensure that each child receives a “thorough and efficient education”.

21st Century Life and Careers Standards – These skills that are comprised of the “12 Career Ready Practices” and Standards 9.1 through 9.4. The organization of these standards intends to enable students to make informed decisions that prepare them to engage as active citizens in global society and be prepared for the opportunities of the 21st century workplace.

ELA Companion Standards – Consists of standards for reading and writing in History, Social Studies, Science and Technical subjects. ELA curricula

Gifted and Talented Learners – Students with high-ability who may need more depth and complexity in instruction.

Special Education Learners – Students in need of supports and interventions to improve student achievement

English Language Learners – Students with a native language other than English or who are at varying degrees of English language proficiency.

MP 1 -

Big Idea: Our Environment

Topic: Land and water; Weather, climate, and forces of nature; Using Earth's resources; Interacting with the Environment

Standards:	GOAL	
<p>NJ Student Learning Standards:</p> <ul style="list-style-type: none"> ● SOC.6.1.5.GeoSV.1 - [Performance Expectation] - Identify the maps or types of maps most appropriate for specific purposes (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations). ● SOC.6.1.5.GeoSV.4 - [Performance Expectation] - Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS). ● SOC.6.1.5.GeoHE.1 - [Performance Expectation] - Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States. ● SOC.6.1.5.GeoGI.1 - [Performance Expectation] - Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. ● <p>21st Century Life and Careers:</p> <ul style="list-style-type: none"> ● PFL.9.1.4.G.1 - [Standard Statement] - Describe how valuable items might be damaged or lost and ways to protect them. <p>Technology Standards:</p>	<p>SWBAT :</p> <ul style="list-style-type: none"> ● Identify and describe physical features such as landforms and bodies of water. Locate physical features on a map or globe. Understand that regions have similar physical and cultural characteristics. Identify and compare the characteristics of different regions. Locate different regions on a map or globe. Describe state- and community- specific regions and physical features of significance. ● Recognize that weather and climate vary from place to place, and describe them for different regions. Tell how weather/climate affect people and the communities. ● Compare/contrast different ecosystems. Identify natural hazards and disasters. Know how natural resources are used, that they characterize certain regions, and identify environmental concerns related to the use of these resources. ● Understand that environment and climate influence where people live. Describe how people interact with their environment, how their actions affect the environment, and how they protect the environment. 	
	<p>Essential Questions Assessments</p>	
	<ul style="list-style-type: none"> ● How do we interact with our planet? 	

<ul style="list-style-type: none"> • TECH.8.1.5.A.1 - [Cumulative Progress Indicator] - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. • TECH.8.1.5.B.CS2 - [Content Statement] - Create original works as a means of personal or group expression <p>ELA Companion Standards:</p> <ul style="list-style-type: none"> • LA.RI.3.3 - [Progress Indicator] - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and CAUSE/EFFECT. <p>MODIFICATIONS:</p> <p>Gifted and Talented Learners:</p> <ul style="list-style-type: none"> • Have students write a paragraph that describes how people may have interacted with the environment as they built the local community. <p>Special Education Learners:</p> <ul style="list-style-type: none"> • Explain to students that their local environment is the land and water around them. Have students draw a picture of their local environment. Work with them to label different parts of the environment. <p>English Language Learners:</p> <ul style="list-style-type: none"> • Have students draw a picture of a landslide and a volcano. Help them label the drawings. 	<p>Enduring Understanding</p> <ul style="list-style-type: none"> • The physical geography of the United States includes a variety of landforms and bodies of water. These features are what make the United States unique. • The environment (including weather, climate, and natural resources) varies from one region of the United States to another and influences how and where people, plants, and animals live. • The way people use natural resources affects how long those resources are available for people in the future. • Conserving the environment is a critical part of our future. 	<p>Resources</p> <ul style="list-style-type: none"> • Leveled readers (<i>Let's Protect the Planet; Saving the Planet; Protecting the Planet</i>) • Content Readers • Student Activity Mats 1B, 4B • Chapter 1 Quest Finding • Chapter video • Primary Source: From the Essay by Rachel Carson • Map and Graph skills: use digital tools to understand geography
---	--	---

MP 1 -

Big Idea: Economics

Topic: Good and services; Types of resources; Economic Choices; Human Capital

Standards:

NJ Student Learning Standards:

- **SOC.6.1.5.EconEM.5** - [Performance Expectation] - Explain why individuals and societies trade, how trade functions, and the role of trade.
- **SOC.6.1.5.EconNM.1** - [Performance Expectation] - Explain the ways in which the government pays for the goods and services it provides
- **SOC.6.1.5.EconNM.3** - [Performance Expectation] - Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- **SOC.6.1.5.EconNM.4** - [Performance Expectation] - Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- **SOC.6.1.5.EconGE.2** - [Performance Expectation] - Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community
- **SOC.6.1.5.EconGE.4** - [Performance Expectation] - Compare and contrast how the availability of resources affects people across the world differently.

21st Century Life and Careers:

- **PFL.9.1.4.B.1** - [Standard Statement] - Differentiate between financial wants and needs.
- **PFL.9.1.4.E.1** - [Standard Statement] - Determine factors that influence consumer decisions related to money.
- **PFL.9.1.4.F.1** - [Standard Statement] - Demonstrate an understanding of individual financial obligations and community financial obligations.

GOAL

SWBAT :

- Describe how producers use different types of resources to make goods/provide services. Describe the change over time of the production/consumption of goods/services. Understand people trade to get resources/goods, and companies import/export goods or services. Identify factors that producers and consumers consider when making choices.
- Differentiate between natural, human, and capital resources. Describe how each type contributes to the production of goods/services. Explain how education enhances human resources. Explain how technological advances change ways we use resources.
- Understand economic choices involve trade-offs. Explain the role of opportunity cost in these choices. Analyze costs and benefits of sample economic choices. List steps for making these choices. Differentiate between wants/needs.
- Explain how students are human resources with human capital. Describe ways they can increase their human capital. Explain why government/tax payers provide public education. Identify skills needed to do different types of jobs. Explain the value of volunteer work.

Essential Questions

- How do people get what they want and need?

Assessments

- Lesson Checks (1 per lesson)
- Chapter 2 Assessment (pgs. 80-82)
- Online chapter test
- Online lesson quizzes
- Chapter 2 Quest Finding (pg. 83)
- Workbook pages

<p>Technology Standards:</p> <ul style="list-style-type: none"> • TECH.8.1.5.A.2 - [Cumulative Progress Indicator] - <i>Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.</i> <p>ELA Companion Standard:</p> <ul style="list-style-type: none"> • LA.RI.3.2 - [Progress Indicator] - <i>Determine the main idea of a text; recount the key details and explain how they support the main idea.</i> <p>MODIFICATIONS:</p> <p>Advanced Learner:</p> <ul style="list-style-type: none"> • Tell students to find images of needs and wants in magazine or other classroom resources. Then have them place their items on ‘Needs’ and ‘Wants’ posters in the classroom. Divide the class into teams, on for each poster. Have teams explain why each item does or does not belong. Finally, ask students to identify any items that might be both needs and wants and to explain why. <p>Students with Disabilities:</p> <ul style="list-style-type: none"> • Obtain images of needs, such as food, water, and basic clothing, and wants, such as toys, games, and jewelry. On the board, draw a T-chart labeled “I need...” and “I want...”. Help students categorize the 	<p>Enduring Understanding</p> <ul style="list-style-type: none"> • People must make economic choices about how to get what they need and want because resources are limited. • People use natural resources, human resources, and capital resources to produce goods and services. • People work jobs to earn money and trade, buy, and sell goods and services to meet their wants and needs. • People go to school and learn knowledge and skills to increase their human capital. 	<p>Resources</p> <ul style="list-style-type: none"> • Leveled readers (<i>How Do Industries Grow?; Technology and California; Silicon Valley</i>) • Content Readers • Student Activity Mats 3A, 5B • Chapter 2 Quest Finding • Chapter video • Primary Source: Advertisement From Early America
---	---	---

images. Then tell them to write sentences using the chart.

English Language Learners:

- Tell students to look for the words near and close to in the worktext. Have them write and say a sentence in which they use each word or phrase. Stand close to a student, and say: I am close to you. Then move across the classroom from the students. Ask students what you should say now. Guide them to understand that you would say: Now, I am far from you. Have partners use complete sentence to ask each other to identify things near, close to, and far from them.

MP 1 -

Big Idea: Communities Build a Nation

Topic: America's first people; Early Explorers; Early Spanish communities; Early French communities; Early English communities; Creating a new nation

Standards:

NJ Student Learning Standards:

- **SOC.6.1.5.HistoryCC.1** - [Performance Expectation] - Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- **SOC.6.1.5.HistoryCC.3** - [Performance Expectation] - Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.
- **SOC.6.1.5.HistoryUP.1** - [Performance Expectation] - Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

GOAL

SWBAT:

- Identify/compare how different cultural groups used their available resources. Identify ways Native American groups cooperated with one another and worked against each other. Describe interactions between Europeans and American Indians. Compare/contrast American Indian cultures, past and present.
- Identify reasons for Exploration by European explorers. Explain the reason and effects of Spanish exploration. Describe the findings of French exploration. Describe the sequence of European exploration.
- Describe key events in Spanish exploration in Florida. Identify key events in the battle between Spain and France for settlement of Florida. Identify other Spanish explorers and the results of their explorations. Describe Spanish exploration and settlement of the Southwest.
- Explain why settlers came to North America. Describe key events in the French exploration of North America. Identify reasons why the French built Quebec City.

<ul style="list-style-type: none"> ● SOC.6.1.5.HistorySE.1 - [Performance Expectation] - Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had. <p>21* Century Life and Careers:</p> <ul style="list-style-type: none"> ● CAEP.9.2.4.A.1 - [Standard] - Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 	<p>Describe the exploration of the Mississippi River. Explain the onset and the result of the French and Indian war.</p> <ul style="list-style-type: none"> ● Explain why English settlers came to North America. Describe key details in the settlement of English colonies. Identify hardships English settlements encountered. ● Describe the key event in American Independence and the cause of the Revolution. Describe the creation and significance of key documents. Identify documents that exemplify American history and ideals. Describe how individuals, events, and ideas have formed and changed government. Use terms to describe historical times. Identify the purpose of the Declaration of Independence and the U.S. constitution, including the Bill of Rights. 	
<p>Technology Standards:</p> <ul style="list-style-type: none"> ● TECH.8.1.5.E.CS3 - [Content Statement] - Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. <p>ELA Companion Standards:</p> <ul style="list-style-type: none"> ● LA.RI.3.3 - [Progress Indicator] - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, SEQUENCE, and cause/effect. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ● How does our past affect our present? 	<p>Assessments</p> <ul style="list-style-type: none"> ● Lesson Checks (1 per lesson) ● Chapter 3 Assessment (pgs. 134-136) ● Online chapter test ● Online lesson quizzes ● Chapter 3 Quest Finding (pg. 137) ● Workbook pages
<p>MODIFICATIONS:</p> <p>Advanced Learner:</p> <ul style="list-style-type: none"> ● Encourage Students to think about skills they can learn or positive actions they can take that will affect their lives in the future. Have students use if-then statements to discuss these future effects. <p>Students with Disabilities:</p> <ul style="list-style-type: none"> ● Provide students with a scaffolded sentence stem to help them in making connections 	<p>Enduring Understanding</p> <ul style="list-style-type: none"> ● People came to America to find wealth, land, and resources. ● American exploration and settlement cause changes in the lives of people at the time. ● The changes cause by American exploration and settlement affect our lives today. 	<p>Resources</p> <ul style="list-style-type: none"> ● Leveled readers (<i>Together we Give Thanks; A New Tradition; Thanksgiving Then and Now</i>) ● Content Readers ● Student Activity Mats 4B ● Chapter 3 Quest Finding ● Chapter video ● Primary Source: The Declaration of Independence ● Map and Graph skills: timeline

<p>between past skills or actions and their lives today.</p> <p>English Language Learners:</p> <ul style="list-style-type: none"> Show students photos or illustrations of two or three major events in United States history (such as the signing of the Declaration of Independence or the Boston Tea party), and name each event. Give a simple, direct explanation of each event. Have students draw and label an illustration of one of these events. 		
---	--	--

**MP 1 (end) and 2 (beginning) –
Big Idea: Government, Landmarks, and Symbols
Topic: The American government; Branches of government; Levels of government; Landmarks, symbols, and documents**

Standards:	GOAL	
<p>NJ Student Learning Standards:</p> <ul style="list-style-type: none"> SOC.6.1.5.CivicsPI.2 - [Performance Expectation] - Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers). SOC.6.1.5.CivicsPI.3 - [Performance Expectation] - 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. SOC.6.1.5.CivicsPI.4 - [Performance Expectation] - Describe the services our government provides the people in the community, state and across the United States. 	<p>SWBAT</p> <ul style="list-style-type: none"> Explain the need for government and evaluate the purpose/importance of the U.S. Constitution. Differentiate between the three branches of government. Identify key functions of and officials within the federal government. Describe home other levels of government work with the federal government. Identify the responsibilities of the three branches of government. Describe the roles and key leaders in each branch of government and how they make decisions. Understand there are three levels of government in the U.S. (local, state, and national). Identify the responsibilities of each level. Identify key leaders in each level and understand that they make decisions based on well-being of the people who voted for them. Connect the meaning of holidays, landmarks, and symbols to history and culture. Assess the value of holidays, landmarks, and symbols to civic pride. Explain the 	

<ul style="list-style-type: none"> • SOC.6.1.5.CivicsPI.6 - [Performance Expectation] - Distinguish the roles and responsibilities of the three branches of the national government. • SOC.6.1.5.CivicsPI.5 - [Performance Expectation] - Explain how government functions at the local, county, and state level. • SOC.6.1.5.CivicsPI.8 - [Performance Expectation] - Describe how the United States Constitution defines and limits the power of government. <p>21st Century Life and Careers:</p> <ul style="list-style-type: none"> • CAEP.9.2.4.A.2 - [Standard] - Identify various life roles and civic and work - related activities in the school, home, and community • PFL.9.1.4.F.2 - [Standard Statement] - Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living. <p>Technology Standards:</p> <ul style="list-style-type: none"> • TECH.8.1.5.E.CS3 - [Content Statement] - Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. <p>ELA Companion Standard:</p> <ul style="list-style-type: none"> • LA.RI.3.8 - [Progress Indicator] - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text • LA.RI.3.9 - [Progress Indicator] - Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic. 	<p>legacy of ideas contained in the Declaration of Independence and the U.S. Constitution.</p> <table border="1"> <thead> <tr> <th data-bbox="827 326 1388 362">Essential Questions</th> <th data-bbox="1388 326 1906 362">Assessments</th> </tr> </thead> <tbody> <tr> <td data-bbox="827 362 1388 1049"> <ul style="list-style-type: none"> • Why do we have government? </td> <td data-bbox="1388 362 1906 1049"> <ul style="list-style-type: none"> • Lesson Checks (1 per lesson) • Chapter 4 Assessment (pgs. 178-180) • Online chapter test • Online lesson quizzes • Chapter 4 Quest Finding (pg. 181) • Workbook pages </td> </tr> <tr> <th data-bbox="827 1049 1388 1084">Enduring Understanding</th> <th data-bbox="1388 1049 1906 1084">Resources</th> </tr> <tr> <td data-bbox="827 1084 1388 1416"> <ul style="list-style-type: none"> • The United States Constitution provides the plan for the United States government. • The three branches of government were established to limit each branch's power and to protect the rights of citizens. • Local, state, and national governments make and enforce laws </td> <td data-bbox="1388 1084 1906 1416"> <ul style="list-style-type: none"> • Leveled readers (<i>What are Rules?; A Day Without Rules; Our Constitution at Work</i>) • Content Readers • Student Activity Mats 1B, 4B • Chapter 4 Quest Finding • Chapter video • Primary Source: The Preamble to the United States Constitution </td> </tr> </tbody> </table>	Essential Questions	Assessments	<ul style="list-style-type: none"> • Why do we have government? 	<ul style="list-style-type: none"> • Lesson Checks (1 per lesson) • Chapter 4 Assessment (pgs. 178-180) • Online chapter test • Online lesson quizzes • Chapter 4 Quest Finding (pg. 181) • Workbook pages 	Enduring Understanding	Resources	<ul style="list-style-type: none"> • The United States Constitution provides the plan for the United States government. • The three branches of government were established to limit each branch's power and to protect the rights of citizens. • Local, state, and national governments make and enforce laws 	<ul style="list-style-type: none"> • Leveled readers (<i>What are Rules?; A Day Without Rules; Our Constitution at Work</i>) • Content Readers • Student Activity Mats 1B, 4B • Chapter 4 Quest Finding • Chapter video • Primary Source: The Preamble to the United States Constitution
Essential Questions	Assessments								
<ul style="list-style-type: none"> • Why do we have government? 	<ul style="list-style-type: none"> • Lesson Checks (1 per lesson) • Chapter 4 Assessment (pgs. 178-180) • Online chapter test • Online lesson quizzes • Chapter 4 Quest Finding (pg. 181) • Workbook pages 								
Enduring Understanding	Resources								
<ul style="list-style-type: none"> • The United States Constitution provides the plan for the United States government. • The three branches of government were established to limit each branch's power and to protect the rights of citizens. • Local, state, and national governments make and enforce laws 	<ul style="list-style-type: none"> • Leveled readers (<i>What are Rules?; A Day Without Rules; Our Constitution at Work</i>) • Content Readers • Student Activity Mats 1B, 4B • Chapter 4 Quest Finding • Chapter video • Primary Source: The Preamble to the United States Constitution 								

<p>MODIFICATIONS: Advanced Learner:</p> <ul style="list-style-type: none"> Instruct students to write five rules that they are expected to follow at different places in the community, such as the library, a park, and on town or city streets. <p>Students with Disabilities:</p> <ul style="list-style-type: none"> Instruct students to share with a partner two rules that they are expected to follow at home or in a group or team to which they belong. <p>English Language Learners:</p> <ul style="list-style-type: none"> Have students underline one work that tells when an event took place, and to draw a picture of the event. Beneath the event have students label the event and tell when the event occurred. 	<p>and provide services to meet the needs of citizens.</p> <ul style="list-style-type: none"> National symbols, landmarks, songs, and documents help unite citizens and uphold ideals. 	<ul style="list-style-type: none"> Map and Graph skills: Interpret Graphs
---	---	--

MP 2-
Big Idea: Citizenship and Civic Engagement
Topic: The reasons for rules and laws; Being a good citizen; Taking action for our rights; American heroes

<p>Standards: NJ Student Learning Standards:</p> <ul style="list-style-type: none"> SOC.6.1.5.CivicsPD.1 - [Performance Expectation] - Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them SOC.6.1.5.CivicsPD.2 - [Performance Expectation] - Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials). SOC.6.1.5.CivicsPD.3 - [Performance Expectation] - Explain how and why it is important that people from 	<p style="text-align: center;">GOAL</p> <p>SWBAT:</p> <ul style="list-style-type: none"> Identify the rights and responsibilities of citizenship. Compare/contrast rules and laws. Identify possible consequences for breaking rules and laws. Identify the importance of good citizenship. Understand the benefits of civic engagement. Identify how technology has affected civic engagements around the world. Describe actions and contributions of historical figures who have helped secure the rights and freedoms of our country's citizens. Understand the qualities of a hero, and identify heroes from our country's history.
--	--

<p><i>diverse cultures collaborate to find solutions to community, state, national, and global challenges.</i></p> <ul style="list-style-type: none"> • SOC.6.1.5.CivicsDP.1 - [Performance Expectation] - <i>Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).</i> • SOC.6.1.5.CivicsPR.3 - [Performance Expectation] - <i>Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.</i> • SOC.6.1.5.HistoryCC.3 - [Performance Expectation] - <i>Use multiple sources to describe how George WASHINGTON, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time</i> <p>21* Century Life and Careers:</p> <ul style="list-style-type: none"> • PFL.9.1.4.F.2 - [Standard Statement] - <i>Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.</i> • CAEP.9.2.4.A.2 - [Standard] - <i>Identify various life roles and civic and work - related activities in the school, home, and community.</i> <p>Technology Standards:</p> <ul style="list-style-type: none"> • TECH.8.1.5.C.CS4 - [Content Statement] - <i>Contribute to project teams to produce original works or solve problems</i> <p>ELA Companion Standards:</p> <ul style="list-style-type: none"> • LA.RI.3.1 - [Progress Indicator] - <i>Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i> 	Essential Questions		Assessments	
	<ul style="list-style-type: none"> • How can I participate? 		<ul style="list-style-type: none"> • Lesson Checks (1 per lesson) • Chapter 5 Assessment (pgs. 222-224) • Online chapter test • Online lesson quizzes • Chapter 5 Quest Finding (pg. 225) • Workbook pages 	
	Enduring Understanding		Resources	
	<ul style="list-style-type: none"> • Understand the reason for rules and laws. • Realize the importance of being a good citizen. • Understand the contributions of people throughout history in securing American Rights. • Understand what makes people heroes. 		<ul style="list-style-type: none"> • Leveled readers (<i>Who is Eleanor Roosevelt?; An American Hero: Eleanor Roosevelt; Eleanor Roosevelt: First Lady and Human Rights Leader</i>) • Content Readers • Student Activity Mats 4A, 4B • Chapter 5 Quest Finding • Chapter video • Primary Source: The Preamble to the United States Constitution • Map and Graph skills: Interpret Graphs 	

MODIFICATIONS:

Advanced Learner:

- Encourage students to think about a way they can be a good citizen by helping someone. Have them work together to brainstorm a list of ideas. Then have them work toward completing one of the ideas, such as creating a thank-you card for the school nurse, cafeteria worker, or custodial staff.

Students with Disabilities:

- State each of the following and have students give a thumbs up if it is a way to make someone feel good and a thumbs down if it is not. Behaviors: smiling, frowning, waving hello, helping someone carry something, making a card for someone who is sick, not helping someone who needs help, and giving someone a compliment.

English Language Learners:

- Have students draw and label a picture of a volunteer, for example, someone delivering meals to the elderly.

MP 2 -

Big Idea: A Growing Nation

Topic: New ways to travel; A new home in America; New ways to communicate; New ideas

Standards:

NJ Student Learning Standards:

- **SOC.6.1.5.GeoPP.2** - [Performance Expectation] - Describe how landforms, climate and weather, and availability of resources have impacted where and how

GOAL

SWBAT :

- Analyze how innovations in transportation influenced the growth of the United States. Describe how Lewis and Clark and Sacagawea contributed to the growth of the American West. Understand how canals and riverboats helped move people

<p>people live and work in different regions of New Jersey and the United States.</p> <ul style="list-style-type: none"> ● SOC.6.1.5.GeoPP.3 - [Performance Expectation] - Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict. ● SOC.6.1.5.GeoPP.5 - [Performance Expectation] - Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere ● SOC.6.1.5.GeoPP.4 - [Performance Expectation] - Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space ● SOC.6.1.5.GeoHE.2 - [Performance Expectation] - Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications). ● SOC.6.1.5.GeoGI.2 - [Performance Expectation] - Use historical maps to explain what led to the exploration of new water and land routes. ● SOC.6.1.5.GeoGI.3 - [Performance Expectation] - Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies. ● SOC.6.1.5.EconNM.4 - [Performance Expectation] - Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. ● SOC.6.1.5.EconGE.1 - [Performance Expectation] - Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world. 	<p>and goods in the developing country. Recognize the difficulties faced by settlers in wagon trains. Identify how railroads, highways, and airplanes improved transportation across the United States.</p> <ul style="list-style-type: none"> ● Explain why people immigrate to new lands. Identify patterns of immigration from Europe and Asia to the United States. Describe how homesteaders built the American West. ● Analyze how innovations in communication influenced the growth of the United States. Compare how people communicate in the 1800s and today. Recognize how telegraphs, telephones, and computers made instance communication possible. Give examples of key people who improved communication. ● Analyze how new ideas and machines changed people’s lives in the United States and around the world. Recognize how activists improved access to education for all Americans. Understand how innovations in technology changed people’s everyday lives. Explain how new machines and ideas changed the workplace. Recognize how innovations in medicine helped people lead longer, healthier lives. Describe the new ideas that developed in the arts. 								
<p>21* Century Life and Careers:</p> <ul style="list-style-type: none"> ● CAEP.9.2.4.A.2 - [Standard] - Identify various life roles and civic and work - related activities in the school, home, and community. 	<table border="1"> <thead> <tr> <th data-bbox="821 803 1388 836">Essential Questions</th> <th data-bbox="1388 803 1906 836">Assessments</th> </tr> </thead> <tbody> <tr> <td data-bbox="821 836 1388 1274"> <ul style="list-style-type: none"> ● How does life change throughout history? </td> <td data-bbox="1388 836 1906 1274"> <ul style="list-style-type: none"> ● Lesson Checks (1 per lesson) ● Chapter 6 Assessment (pgs. 262-264) ● Online chapter test ● Online lesson quizzes ● Chapter 6 Quest Finding (pg. 265) ● Workbook pages </td> </tr> <tr> <th data-bbox="821 1274 1388 1307">Enduring Understanding</th> <th data-bbox="1388 1274 1906 1307">Resources</th> </tr> <tr> <td data-bbox="821 1307 1388 1412"> <ul style="list-style-type: none"> ● Changes in transportation helped the United States grow. </td> <td data-bbox="1388 1307 1906 1412"> <ul style="list-style-type: none"> ● Leveled readers (<i>New Beginnings; Early America; Starting Out</i>) </td> </tr> </tbody> </table>	Essential Questions	Assessments	<ul style="list-style-type: none"> ● How does life change throughout history? 	<ul style="list-style-type: none"> ● Lesson Checks (1 per lesson) ● Chapter 6 Assessment (pgs. 262-264) ● Online chapter test ● Online lesson quizzes ● Chapter 6 Quest Finding (pg. 265) ● Workbook pages 	Enduring Understanding	Resources	<ul style="list-style-type: none"> ● Changes in transportation helped the United States grow. 	<ul style="list-style-type: none"> ● Leveled readers (<i>New Beginnings; Early America; Starting Out</i>)
Essential Questions	Assessments								
<ul style="list-style-type: none"> ● How does life change throughout history? 	<ul style="list-style-type: none"> ● Lesson Checks (1 per lesson) ● Chapter 6 Assessment (pgs. 262-264) ● Online chapter test ● Online lesson quizzes ● Chapter 6 Quest Finding (pg. 265) ● Workbook pages 								
Enduring Understanding	Resources								
<ul style="list-style-type: none"> ● Changes in transportation helped the United States grow. 	<ul style="list-style-type: none"> ● Leveled readers (<i>New Beginnings; Early America; Starting Out</i>) 								

<p>Technology Standards:</p> <ul style="list-style-type: none"> • TECH.8.1.5.B.CS2 - [Content Statement] - Create original works as a means of personal or group expression <p>ELA Companion Standards:</p> <ul style="list-style-type: none"> • LA.RI.3.6 - [Progress Indicator] - Distinguish their own point of view from that of the author of a text <p>MODIFICATIONS:</p> <p>Advanced Learner:</p> <ul style="list-style-type: none"> • Have students read more about one-room schoolhouses. Ask them to write a paragraph explaining what they learned. <p>Students with Disabilities:</p> <ul style="list-style-type: none"> • Remind students that the big question is about change over time. Ask them to describe how a one-room schoolhouse is different from their school today. <p>English Language Learners:</p> <ul style="list-style-type: none"> • Have students draw one way we travel today and one way people traveled in the past. Help students, as needed, to write labels for their drawings. 	<ul style="list-style-type: none"> • Immigrants to the United States and American Settlers changed where and how people lived. • Technological developments affect how people live. • New ideas and individuals can affect communities. 	<ul style="list-style-type: none"> • Content Readers • Student Activity Mats 1B, 4A, 4B • Chapter 6 Quest Finding • Chapter video • Primary Source: John Roebling and the Brooklyn Bridge
<p>MP 2 - Big Idea: Celebrating our Communities Topic: What makes a community; Three types of communities; People and culture; Culture through the arts; Cultural celebrations; Our nation’s diversity</p>		
<p>Standards:</p>	<p>GOAL</p>	

NJ Student Learning Standards:

- **SOC.6.1.5.GeoGI.1** - [Performance Expectation] - Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- **SOC.6.1.5.GeoGI.2** - [Performance Expectation] - Use historical maps to explain what led to the exploration of new water and land routes
- **SOC.6.1.5.GeoGI.4** - [Performance Expectation] - Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas
- **SOC.6.1.5.GeoPP.1** - [Performance Expectation] - Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- **SOC.6.1.5.GeoPP.2** - [Performance Expectation] - 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.
- **SOC.6.1.5.GeoPP.5** - [Performance Expectation] - Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- **SOC.6.1.5.GeoPP.6** - [Performance Expectation] - Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

21st Century Life and Careers:

- **CAEP.9.2.4.A.2** - [Standard] - Identify various life roles and civic and work - related activities in the school, home, and community.

Technology Standards:

SWBAT:

- Identify reasons people have formed communities, and the type of characteristics that comprise a community or religion. Describe how communities have changed over time. Explain similarities and differences between various communities. Recognize that people need to fulfill certain responsibilities to make their communities good places to live.
- Distinguish between the characteristics of rural, suburban, and urban communities. Understand how the characteristics of these communities influence settlement patterns and daily life in these places. Recognize that each type of community has unique characteristics compared to the other types. Explain why people who live in each type of community need to interact with each other.
- Identify the cultures that have settled the United States and other areas of the world. Compare the cultural characteristics of diverse populations in one of the five regions of the U.S. with another area of the world.
- Identify and compare how people in different communities adapt to or modify the physical environment in which they live, such as deserts, mountains, wetlands, and plains. Identify and compare the human characteristics of various regions.
- Understand that a community’s cultural heritage can be communicated through stories, art, and music. Explain the cultural values and significance of characters, people, and events portrayed through the arts. Understand the importance of writers and artists to the cultural heritage of communities. Identify various individual writers and artists and their works, and other examples of cultural heritage from various communities. Compare/contrast the arts from various communities.
- Holiday traditions are part of a culture. Some national holidays honor important people. People celebrate freedom differently. People with the same culture and way of life enjoy ethnic celebrations. People celebrate their harvests around the world.
- Identify reason people come to live in the U.S. Identify contributions from various ethnic groups to the U.S. Explain the significance of and compare the various ethnic and/or cultural celebrations and contributions to the local community and other communities.

Essential Questions

- How is culture shared?

Assessments

- Lesson Checks (1 per lesson)

<ul style="list-style-type: none"> • TECH.8.1.5.B.CS2 - [Content Statement] - Create original works as a means of personal or group expression. <p>ELA Companion Standards:</p> <ul style="list-style-type: none"> • LA.RI.3.1 - [Progress Indicator] - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 		<ul style="list-style-type: none"> • Chapter 7 Assessment (pgs. 314-316) • Online chapter test • Online lesson quizzes • Chapter 7 Quest Finding (pg. 317) • Workbook pages
<p>MODIFICATIONS:</p> <p>Advanced Learner:</p> <ul style="list-style-type: none"> • As students participate in the Think-Pair-Share, have them use a Venn diagram to find things that are shared between the two holidays. Have one partner label the left circle with the name of his or her holiday and the other partner label the right circle with the other holiday. As students discuss the celebrations of their holidays, have them write things that they have in common in the center of the Venn diagram. <p>Students with Disabilities:</p> <ul style="list-style-type: none"> • Provide students with sentence stems to help them when explaining their celebration to a partner. <p>English Language Learners:</p> <ul style="list-style-type: none"> • Show students photos or illustrations of two or three common cultural celebrations in America, and name each event. Give a simple, direct explanation of the event. 	<p>Enduring Understanding</p> <ul style="list-style-type: none"> • People from all over the world form communities to live, work, and play together. • People live in rural, suburban, or urban communities. • People share their culture in many different ways, such as through arts and celebrations. • Our nation’s diversity helps us better understand the people who live in our communities and throughout the world. 	<p>Resources</p> <ul style="list-style-type: none"> • Leveled readers (<i>Our Communities; American Communities; Building Communities</i>) • Content Readers • Student Activity Mats 4A, 4B • Chapter 7 Quest Finding • Chapter video • Primary Source: Photographs: Cultures in the United States

