

**East Newark Public School**  
**Social Studies Curriculum**  
**Grade 3**



**Equity Statement:**

East Newark Public School District does not discriminate on the basis of race, color, creed, religion, sex, ancestry, or national origin. The East Newark Board of Education ensures that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No student shall be denied access to or benefit from any educational program or activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.

**Philosophy:**

The East Newark Public School District strives to prepare our twenty-first century students with the historical knowledge to analyze change--they must understand that history is a key to their future. In an interdependent world, it is necessary that our students learn about the common qualities that unite people, cultures, societies and economic systems and recognize the political and cultural barriers that impede dialogue. The social studies curriculum provides preparation and practice for lifelong citizenship skills. Citizenship in a democratic society requires the development of skills for critical thinking, decision-making, and participation. In a democratic society, citizens of all ages make decisions that affect themselves, their families, their communities, their nations, and the world. The social studies curriculum is designed to interact with learning from other disciplines. It integrates history, geography, economics, civics and contemporary issues with the other curricular areas. Social studies should allow students to experience topics in depth rather than covering a lot of material at the surface level. The curriculum will help develop well-informed, responsible citizens who will be productive members of society, and who have learned to work actively and cooperatively with others.

**Introduction:**

The curriculum has been developed to enhance and expand instruction by providing teachers with a framework for instruction that is aligned to the 2020 New Jersey Student Learning Standards. In this age of information, emphasis is placed not only on content, but on behavior that emphasizes reasoning and responsibility. In structuring learning experiences, the educator must assist students in making connections to real world experiences that make the learning relevant. Learning experiences should be active and inquiry based, with a variety of print and technology to encourage the adolescent learner to question and seek answers.

**Current Events:**

Current events are a key component of instruction and should be a regular component of every unit. Examination of the past and the connection it has to the present is critical. Students will be aware of current events on a state, national, and international level. To learn how these events affect them, students will watch and analyze news broadcasts by relating current events to classroom topics. Newspapers, periodicals, and other forms of digital media will be used to review events. Students will be encouraged to evaluate current events using higher order thinking skills such as analysis, synthesis, and evaluation. Students will understand how past experiences have influenced and continue to influence the present day.

### **Writing Across the Curriculum:**

In order for students to be successful writers, writing must take place in all content areas. Communication with the language arts teacher regarding the writing genres they have taught is crucial so that expectations for students are consistent across the content areas. Students should utilize their knowledge about writing to write about social studies content. The Social Studies teacher will provide regular opportunities for students to respond to topics related to the content in the forms of: Outlines, Captions, Political cartoons, Summaries, Journal entries, Open-ended questions, Essays, and Research projects.

### **Best Practices:**

Best practices come from research-based, effective methodologies in presenting material in a manner to engage all students in the learning process. Thorough planning and collaborative discussions about instructional practices are part of the ongoing practice of teachers. Student activities and practices that reflect effective methodology include, but are not limited to providing students with:

- Regular opportunities to investigate topics in depth
- The ability to exercise choice and responsibility by choosing their own topics
- Opportunities for active participation in the classroom and the community
- Exploration of open-ended questions that challenge their thinking
- Opportunities for reading, writing, observing, discussing, and debating ideas
- Activities that include independent inquiry and cooperative learning
- Assessment of student learning that promotes lifelong responsible citizenship rather than the sole memorization of facts
- Strategies and tools to read and comprehend informational text

### **Amistad Commission and Holocaust Education:**

In order to meet the newly instated Amistad Commission Mandates, teachers and students will utilize <http://www.njamistadcurriculum.net/> as an online curriculum resource throughout the World Civilizations/Civics course. Instructors will also utilize online curricular materials from the New Jersey Commission on Holocaust Education from <https://www.nj.gov/education/holocaust/curriculum/> throughout this third grade course.

### **Heritage, History, and Awareness Months:**

In efforts to celebrate, study, and respect diversity, East Newark Public School encourages social studies teachers to develop lessons, activities, or experiences related to the following Heritage, History, and Awareness Months: **Hispanic-Latino, Disabled, Native American, Black American, Women, Autistic, Asian American and Pacific Islander, and LGBTQ+ history are American history.**

| <b>Month</b> | <b>Heritage, History, Awareness</b>   |
|--------------|---|
| September    | Hispanic-Latino Heritage Month (September 15- October 15)<br>Deaf Awareness Month |
| October      | Learning Disabilities Awareness Month   |
| November     | Native American Heritage Month  |
| February     | Black History Month   |
| March        | Women's History Month   |
| April        | Autism Awareness Month  |
| May          | Asian-American and Pacific Islander History Month                                 |
| June         | LGBTQ+ Pride Month  |

**Grade 3 Scope and Sequence:**

| <b>Unit</b>           | <b>Estimated Pacing</b> |
|-----------------------|-------------------------|
| Civics and Government | 10 weeks                |
| Geography             | 12 weeks                |
| Economics             | 6 weeks                 |
| History               | 5 weeks                 |

| Marking Period   | Unit Title  | Recommended Instructional Days  |
|--|---|---|
| 1  | Cives and Government  | 10 weeks  |
| <b>NJSLS - World History/Global Studies 6.2<br/>Disciplinary Strand:<br/>Disciplinary Concept:</b>   |   | <b>Recommended Activities, Investigations,<br/>Interdisciplinary Connections, and/or Student<br/>Experiences to Explore NJSL-SS within Unit</b> |
| <i>Core Ideas:</i>   | <i>Performance Expectation:</i>   |   |
| <p>In a representative democracy, individuals play a role in how government functions.</p>   | <ul style="list-style-type: none"> <li>● <b>6.1.5.CivicsPI.1:</b> Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</li> <li>● <b>6.1.5.CivicsPI.2:</b> Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).</li> </ul>  |   |
| <p>Levels of government (i.e., local, state, and federal) have different powers and responsibilities.</p>  | <ul style="list-style-type: none"> <li>● <b>6.1.5.CivicsPI.4:</b> Describe the services our government provides the people in the community, state and across the United States.</li> <li>● <b>6.1.5.CivicsPI.5:</b> Explain how government functions at the local, county, and state level.</li> <li>● <b>6.1.5.CivicsPI.6:</b> Distinguish the roles and responsibilities of the three branches of the national government.</li> <li>● <b>6.1.5.CivicsPI.9:</b> Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.</li> </ul> |   |
| <p>Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials).</p>   | <ul style="list-style-type: none"> <li>● <b>6.1.5.CivicsPD.2:</b> Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).</li> </ul>   |   |
| <p>Effective conflict resolution is possible when evidence, diverse perspectives, and</p>  | <ul style="list-style-type: none"> <li>● <b>6.1.5.CivicsPD.3:</b> Explain how and why it is important that people from diverse cultures collaborate to find solutions to</li> </ul>   |   |
| <p><b>Essential Question/s:</b></p> <ol style="list-style-type: none"> <li>1. Why are rules and laws important?</li> <li>2. Why do people live in communities?</li> <li>3. How does asking questions about history help us?</li> <li>4. Why do we use primary and secondary sources to help us learn?</li> <li>5. Why are multiple perspectives important?</li> <li>6. How is the United States government similar to and different from other government systems?</li> <li>7. What principles and ideas guide the United States government?</li> <li>8. Why is consent of the governed so important to the United States government system?</li> <li>9. Why are formal documents important to our nation, state, and community?</li> <li>10. How do important documents help protect our rights?</li> <li>11. What important rights do I have as a citizen of the United States?</li> <li>12. What are the basic levels of government in the United States?</li> <li>13. How do the three branches of government work together?</li> <li>14. How are laws made in the United States?</li> <li>15. How are taxes and government services related?</li> <li>16. What are steps we can take to solve conflicts?</li> <li>17. Who are some people or organizations that can help us solve conflicts?</li> <li>18. What does it mean to be a good citizen?</li> <li>19. What are the rights and responsibilities of citizens of the United States?</li> <li>20. What are universal human rights and how do we protect them?</li> <li>21. What are some of our national symbols?</li> <li>22. What values and beliefs do they represent?</li> <li>23. What is the significance of national holidays and monuments?</li> </ol> |   |   |

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| intended/unintended consequences are considered.   | community, state, national, and global challenges.  | 24. How do memorials, monuments, and holidays help unite citizens?  |
| A major role of citizens in a representative democracy is to make responsible decisions about who should govern.             | <ul style="list-style-type: none"> <li>● <b>6.1.5.CivicsPD.4:</b> Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.</li> </ul>  | <p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>● Weekly article analysis</li> <li>● Create a community in your school. What is something that many students are interested in? Decide and list the characteristics of a good community member. Choose a leader and think about the responsibilities of the leader. With permission, create posters to let students know how to become a member of your community.</li> </ul>  |
| There are different processes for establishing rules and laws.   | <ul style="list-style-type: none"> <li>● <b>6.1.5.CivicsPR.1:</b> Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</li> </ul>   | <ul style="list-style-type: none"> <li>● Discuss: What are three positive things that can happen when everyone at school obeys the rules? How does obeying the rules help people to have basic needs met?</li> <li>● Write a letter to one of your community leaders expressing your opinion on something important and showing gratitude for the work they have accomplished.</li> </ul>   |
| Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good. | <ul style="list-style-type: none"> <li>● <b>6.1.5.CivicsPR.3:</b> Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.</li> <li>● <b>6.1.5.CivicsPR.4:</b> Explain how policies are developed to address public problems.</li> </ul>  | <ul style="list-style-type: none"> <li>● Think-Pair-Share: When you disagree with a friend, how can you use multiple perspectives to help you resolve the conflict?</li> <li>● Discuss: Which democratic principles do you think are important in your classroom and why?</li> </ul>  |
| Individuals have the right to be safe and not to be bullied or discriminated against.  | <ul style="list-style-type: none"> <li>● <b>6.1.5.CivicsHR.4:</b> Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</li> </ul>   | <ul style="list-style-type: none"> <li>● Writing prompt: How do you think you would feel about school if you did not have the democratic principle of fairness or equality in place in your classroom or school?</li> <li>● In pairs, discuss what it means to have a "right to liberty." Explore what this means to you personally.</li> </ul>   |
| Certain dispositions help individuals contribute to the health of American democracy.  | <ul style="list-style-type: none"> <li>● <b>6.1.5.CivicsCM.1:</b> Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.</li> <li>● <b>6.1.5.CivicsCM.2:</b> Use evidence from multiple sources to construct a claim about how selfdiscipline and civility contribute to the common good.</li> <li>● <b>6.1.5.CivicsCM.3:</b> Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</li> <li>● <b>6.1.5.CivicsCM.4:</b> Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.</li> <li>● <b>6.1.5.CivicsCM.5:</b> Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.</li> <li>● <b>6.1.5.CivicsCM.6:</b> Cite evidence from a variety of sources to describe how a</li> </ul> | <ul style="list-style-type: none"> <li>● Write a paragraph to explain why we need to write our important information in documents.</li> <li>● Writing prompt: How is the system of school government similar to and different from our federal government? Imagine you want to make a new "law" in your classroom. What is the process?</li> <li>● Mock classroom elections - students will write campaign speeches.</li> <li>● Write a script about a fictional conflict that happened either at home, in school, in the community, or in the world. Have the characters work through resolving the conflict.</li> <li>● Community outreach: Think of something that needs to be done to improve your classroom, school, neighborhood or community. Create a plan to improve the area that you feel needs support. Share this plan with others and see if you can unite citizens to improve your community!</li> <li>● Think-Pair-Share: How would your life change if you had limited or no rights as a citizen of the United States? What things would be difficult?</li> <li>● Draw a picture to represent what patriotism means to you.</li> </ul> |

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|  | democracy depends upon and responds to individuals' participation.   | <ul style="list-style-type: none"> <li>Write a persuasive letter to your local representative about a person or place that you feel should be honored with a memorial or holiday. Explain why they should be honored and give an idea for how to do it.</li> </ul>   |
| <b>NJSLS - Active Citizenship in the 21st Century 6.3</b><br><b>Disciplinary Strand:</b><br><b>Disciplinary Concept:</b>   |  |  |
| Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.  | <b>6.3.5.CivicsPD.3:</b> Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.   | <b>Interdisciplinary Connections: Content: NJSLS#:</b><br><br>Reading Standards for Informational Text: <ul style="list-style-type: none"> <li>RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>RI.3.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> <li>RI.3.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</li> <li>RI-3.5 - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>RI.3.7 - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> <li>RI.3.9 - Compare and contrast the most important points and key details presented in two texts on the same topic.</li> </ul> |
| <b>Social Studies Practices</b>  |  |  |
| <ul style="list-style-type: none"> <li>Developing Questions and Planning Inquiry</li> <li>Gathering and Evaluating Sources</li> <li>Seeking Diverse Perspectives</li> <li>Developing Claims and Using Evidence</li> <li>Presenting Arguments and Explanations</li> <li>Engaging in Civil Discourse and Critiquing Conclusions</li> <li>Taking Informed Action</li> </ul> |  |  |
| <b>Social and Emotional Learning:</b><br><i>Competencies</i>   | <b>Social and Emotional Learning:</b><br><i>Sub-Competencies</i>   | Writing Standards: <ul style="list-style-type: none"> <li>W.3.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.. (a-d)</li> <li>W.3.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-e)</li> <li>W.3.7 - Conduct short research projects that build knowledge about a topic.</li> <li>W.3.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> </ul> Technology: <ul style="list-style-type: none"> <li>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</li> <li>8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.</li> </ul>  |
| <ul style="list-style-type: none"> <li>Self-Awareness</li> <li>Self-Management</li> <li>Responsible Decision Making</li> <li>Social Awareness</li> <li>Relationship Skills</li> <li>Motivation</li> </ul>  | <ul style="list-style-type: none"> <li>Emotional Awareness</li> <li>Internal Regulation</li> <li>Behavior Control</li> <li>Goal Persuance</li> <li>Appreciating Social and Environment Diversity</li> <li>Adaptive Behavior</li> <li>Communication</li> <li>Social Engagement</li> <li>Constructive Thinking</li> <li>Consequence Evaluation</li> <li>Respect for Self and Others</li> <li>Enthusiasm</li> <li>Initiative</li> <li>Resilience</li> </ul> |  |
| <b>Assessments (Formative)</b>   |  | <b>Assessments (Summative)</b>   |

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| <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>  |   | <i>To show evidence of meeting the standard/s, students will successfully complete:</i>  |   |
| <b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Participation in class discussions</li> <li>• Exit tickets</li> <li>• Quizzes</li> <li>• In-class assignments/activities</li> <li>• Map/Vocabulary Activity</li> </ul>   |   | <b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Writing Prompts</li> </ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>• Unit tests</li> <li>• Unit projects</li> </ul> |   |
| <b>Differentiated Student Access to Content:<br/>Teaching and Learning Resources/Materials</b>  |   |  |   |
| <b>Core Resources</b>   | <b>Alternate Core Resources<br/><i>IEP/504/At-Risk/ESL</i></b>  | <b>ELL Core Resources</b>  | <b>Gifted &amp; Talented Core Resources</b>   |
| <ul style="list-style-type: none"> <li>• Our Community Studies Weekly Student Magazine</li> <li>• Teacher created reading guides and presentations</li> </ul>   | <ul style="list-style-type: none"> <li>• Our Community Studies Weekly Student Magazine (modified articles)</li> <li>• Teacher created reading guides and presentations</li> </ul> | <ul style="list-style-type: none"> <li>• Our Community Studies Weekly Student Magazine (translated articles)</li> <li>• Translated teacher created reading guides and presentations</li> </ul>               | <ul style="list-style-type: none"> <li>• Our Community Studies Weekly Student Magazine</li> <li>• Teacher created reading guides and presentations</li> </ul> |
| <b>Supplemental Resources</b>   |   |  |   |
| <b>Technology:</b> <ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• SmartBoard</li> <li>• IXL</li> <li>• Teacher Online Resources</li> <li>• Newsela.com</li> <li>• Quizlet</li> <li>• Kahoot</li> <li>• Applicable educational videos</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>• Glossary</li> <li>• Map/Atlas of the World</li> </ul> |   |  |   |
| <b>Differentiated Student Access to Content:<br/>Recommended Strategies &amp; Techniques</b>  |   |  |   |
| <b>Core Resources</b>   | <b>Alternate Core Resources</b>   | <b>ELL Core Resources</b>  | <b>Gifted &amp; Talented Core</b>   |



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|  | <i><b>IEP/504/At-Risk/ESL</b></i>   |   |   |
| <ul style="list-style-type: none"> <li>Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> </ul> | <ul style="list-style-type: none"> <li>Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>Use prompts and model directions</li> <li>Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul>  | <ul style="list-style-type: none"> <li>Utilize visual supports and graphic organizers</li> <li>Use prompts and model directions</li> <li>Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>Device used for translation purposes</li> </ul>  | <ul style="list-style-type: none"> <li>Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>Modeling or independent student-led research</li> <li>Use of higher leveled text and/or writing assignments</li> </ul> |
| <b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>  | <b>Disciplinary Concept: Career Awareness and Planning</b>  |   |   |
|  | <i><b>Core Ideas:</b></i>   | The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.   |   |
|  | <i><b>Performance Expectation/s:</b></i>  | <ul style="list-style-type: none"> <li>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</li> <li>9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</li> <li>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</li> </ul> |   |
|  | <b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>  |   |   |
|  | <ul style="list-style-type: none"> <li>Act as a responsible and contributing community members and employee.</li> <li>Attend to financial well-being.</li> <li>Consider the environmental, social and economic impacts of decisions.</li> <li>Demonstrate creativity and innovation.</li> <li>Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>Model integrity, ethical leadership and effective management</li> </ul> |   |   |

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|  | <ul style="list-style-type: none"> <li>● Plan education and career paths aligned to personal goals.</li> <li>● Use technology to enhance productivity increase collaboration and communicate effectively.</li> <li>● Work productively in teams while using cultural/global competence.</li> </ul> |
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| Marking Period   | Unit Title  | Recommended Instructional Days  |
|--|---|---|
| 2  | Geography   | 12 weeks  |
| <b>NJSLS - World History/Global Studies 6.2</b><br><b>Disciplinary Strand:</b><br><b>Disciplinary Concept:</b> |   | <b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</b>  |
| <i>Core Ideas:</i>   | <i>Performance Expectation:</i>   |   |
| Regions form and change as a result of unique physical characteristics conditions, economies, and cultures.    | <ul style="list-style-type: none"> <li>● <b>6.1.5.GeoPP.1:</b> Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</li> <li>● <b>6.1.5.GeoPP.2:</b> 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.</li> </ul> |   |
| Patterns of settlement differ markedly from region to region, place to place, and time to time.                | <ul style="list-style-type: none"> <li>● <b>6.1.5.GeoPP.3:</b> Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</li> <li>● <b>6.1.5.GeoPP.4:</b> Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.</li> </ul>  |   |
| The experiences people have when they migrate to new places differs for many                                   | <ul style="list-style-type: none"> <li>● <b>6.1.5.GeoPP.6:</b> Compare and contrast the voluntary and involuntary migratory</li> </ul>  | <b>Essential Question/s:</b> <ol style="list-style-type: none"> <li>1. How do maps and other geographical tools help us learn about our world?</li> <li>2. How does a grid system help us find places?</li> <li>3. What are the five themes of geography?</li> <li>4. How do the five themes help us study geography?</li> <li>5. How do we use latitude and longitude to describe absolute location?</li> <li>6. How can we use cardinal and intermediate directions to describe relative location?</li> <li>7. What are physical characteristics? How do physical characteristics help us describe a location?</li> <li>8. What are human characteristics? How do human characteristics help us describe place?</li> <li>9. How do humans interact with their environment?</li> <li>10. How does the environment impact people's decisions?</li> <li>11. How do humans adapt to and modify their environment?</li> <li>12. Where do different natural disasters occur and how do these impact humans?</li> <li>13. How can people help their environment?</li> <li>14. Why do people move? What are the impacts of movement?</li> </ol> |

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| <p>reasons, including whether it is by choice or condition.</p>   | <p>experiences of different groups of people and explain why their experiences differed.</p>   | <p>15. How does culture change as people and ideas move from place to place?<br/> 16. What are the characteristics of culture?<br/> 17. What is a region?<br/> 18. What are physical and human characteristics of a region?</p>   |
| <p>Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.</p>  | <ul style="list-style-type: none"> <li>● <b>6.1.5.GeoSV.1:</b> 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).</li> <li>● <b>6.1.5.GeoSV.2:</b> Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</li> <li>● <b>6.1.5.GeoSV.3:</b> Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</li> <li>● <b>6.1.5.GeoSV.4:</b> 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).</li> </ul> | <p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>● Weekly article analysis</li> <li>● Discuss: What kind of problems do maps help people solve? What can maps help you learn about other communities besides your own?</li> <li>● Map labeling activity</li> <li>● Choose two of the five themes of geography and give examples (using pictures or sentences) of the themes from your community.</li> <li>● Think-Pair-Share: What kind of impact do you think you have on your physical and social environment? What kind of impact do you think your environment has on you?</li> <li>● Research climate change. Work in small groups to create an informational poster to educate others about the risks and ways they can help mitigate the issue.</li> <li>● Using an alphanumeric grid, draw a map of your classroom. Ask a classmate to use the map to find the absolute location of different parts of your room.</li> <li>● Discuss: What physical characteristics in your area impact the economy and people’s ability to make a living?</li> <li>● Imagine you are writing to a new friend about where you live. Describe where you live using both absolute and relative location.</li> <li>● Writing prompt: How are climates and biomes related? What would happen to a biome if the climate changed?</li> <li>● Discuss: How does the physical geography of a place influence how people live?</li> <li>● Thinking about the physical characteristics and human characteristics of your community, create a poster detailing why someone should visit. Give reasons to support your ideas.</li> <li>● Discuss: If basic needs are not being met in your environment, what can you do?</li> <li>● In groups of two or three, discuss some of your families’ cultural beliefs that are the same and some that are different.</li> <li>● Think-Pair-Share: How does movement impact culture?</li> <li>● Choose a region and explain how the physical characteristics of the region influence the human characteristics.</li> <li>● Discuss: How do differences between areas encourage connection between communities?</li> </ul> |
| <p>Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.</p>   | <ul style="list-style-type: none"> <li>● <b>6.1.5.GeoHE.1:</b> 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.</li> <li>● <b>6.1.5.GeoHE.3:</b> Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</li> </ul>   |   |
| <p>Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.</p> | <ul style="list-style-type: none"> <li>● <b>6.1.5.GeoGI.1:</b> Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</li> <li>● <b>6.1.5.GeoGI.4:</b> Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</li> </ul>  |   |

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| <b>NJSLS - Active Citizenship in the 21st Century 6.3</b><br><b>Disciplinary Strand:</b><br><b>Disciplinary Concept:</b>   |  | <b>Interdisciplinary Connections: Content: NJSLS#:</b><br><br>Reading Standards for Informational Text: <ul style="list-style-type: none"> <li>● RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>● RI.3.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> <li>● RI.3.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</li> <li>● RI.3.5 - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>● RI.3.7 - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> <li>● RI.3.9 - Compare and contrast the most important points and key details presented in two texts on the same topic.</li> </ul> |
| Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts  | <b>6.3.5.GeoHE.1:</b> Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.  |  |
| <b>Social Studies Practices</b>  |  | Writing Standards: <ul style="list-style-type: none"> <li>● W.3.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.. (a-d)</li> <li>● W.3.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-e)</li> <li>● W.3.7 - Conduct short research projects that build knowledge about a topic.</li> <li>● W.3.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> </ul>  |
| <ul style="list-style-type: none"> <li>● Developing Questions and Planning Inquiry</li> <li>● Gathering and Evaluating Sources</li> <li>● Seeking Diverse Perspectives</li> <li>● Developing Claims and Using Evidence</li> <li>● Presenting Arguments and Explanations</li> <li>● Engaging in Civil Discourse and Critiquing Conclusions</li> <li>● Taking Informed Action</li> </ul> |  |  |
| <b>Social and Emotional Learning:</b><br><i>Competencies</i>   | <b>Social and Emotional Learning:</b><br><i>Sub-Competencies</i>   | Technology: <ul style="list-style-type: none"> <li>● 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</li> <li>● 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.</li> </ul>  |
| <ul style="list-style-type: none"> <li>● Self-Awareness</li> <li>● Self-Management</li> <li>● Responsible Decision Making</li> <li>● Social Awareness</li> <li>● Relationship Skills</li> <li>● Motivation</li> </ul>  | <ul style="list-style-type: none"> <li>● Emotional Awareness</li> <li>● Internal Regulation</li> <li>● Behavior Control</li> <li>● Goal Persuance</li> <li>● Appreciating Social and Environment Diversity</li> <li>● Adaptive Behavior</li> <li>● Communication</li> <li>● Social Engagement</li> <li>● Constructive Thinking</li> <li>● Consequence Evaluation</li> <li>● Respect for Self and Others</li> <li>● Enthusiasm</li> <li>● Initiative</li> <li>● Resilience</li> </ul> |  |
| <b>Assessments (Formative)</b><br><i>To show evidence of meeting the standard/s, students will successfully engage within:</i>   |  | <b>Assessments (Summative)</b><br><i>To show evidence of meeting the standard/s, students will successfully complete:</i>  |

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| <b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Participation in class discussions</li> <li>• Exit tickets</li> <li>• Quizzes</li> <li>• In-class assignments/activities</li> <li>• Map/Vocabulary Activity</li> </ul>                    |   | <b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Writing Prompts</li> </ul>   |   |
|  |   | <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>• Unit tests</li> <li>• Unit projects</li> </ul>  |   |
| <b>Differentiated Student Access to Content:<br/>Teaching and Learning Resources/Materials</b>   |   |  |   |
| <b>Core Resources</b>  | <b>Alternate Core Resources<br/><i>IEP/504/At-Risk/ESL</i></b>  | <b>ELL Core Resources</b>  | <b>Gifted &amp; Talented Core Resources</b>   |
| <ul style="list-style-type: none"> <li>• Our Community Studies Weekly Student Magazine</li> <li>• Teacher created reading guides and presentations</li> </ul>  | <ul style="list-style-type: none"> <li>• Our Community Studies Weekly Student Magazine (modified articles)</li> <li>• Teacher created reading guides and presentations</li> </ul> | <ul style="list-style-type: none"> <li>• Our Community Studies Weekly Student Magazine (translated articles)</li> <li>• Translated teacher created reading guides and presentations</li> </ul> | <ul style="list-style-type: none"> <li>• Our Community Studies Weekly Student Magazine</li> <li>• Teacher created reading guides and presentations</li> </ul> |
| <b>Supplemental Resources</b>  |   |  |   |
| <b>Technology:</b> <ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• SmartBoard</li> <li>• IXL</li> <li>• Teacher Online Resources</li> <li>• Newsela.com</li> <li>• Quizlet</li> <li>• Kahoot</li> <li>• Applicable educational videos</li> </ul> |   |  |   |
| <b>Other:</b> <ul style="list-style-type: none"> <li>• Glossary</li> <li>• Map/Atlas of the World</li> </ul>   |   |  |   |
| <b>Differentiated Student Access to Content:<br/>Recommended Strategies &amp; Techniques</b>   |   |  |   |
| <b>Core Resources</b>  | <b>Alternate Core Resources<br/><i>IEP/504/At-Risk/ESL</i></b>  | <b>ELL Core Resources</b>  | <b>Gifted &amp; Talented Core</b>   |

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| <ul style="list-style-type: none"> <li>Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> </ul> | <ul style="list-style-type: none"> <li>Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>Use prompts and model directions</li> <li>Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul> | <ul style="list-style-type: none"> <li>Utilize visual supports and graphic organizers</li> <li>Use prompts and model directions</li> <li>Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>Device used for translation purposes</li> </ul> | <ul style="list-style-type: none"> <li>Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>Modeling or independent student-led research</li> <li>Use of higher leveled text and/or writing assignments</li> </ul> |
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| <p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>  | <p><b>Disciplinary Concept: Career Awareness and Planning</b></p>           |   |
|   | <p><i>Core Ideas:</i></p>   | <p>The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</p>  |
|   | <p><i>Performance Expectation/s:</i></p>                                    | <ul style="list-style-type: none"> <li>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</li> <li>9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</li> <li>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</li> </ul> |
|   | <p><b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b></p> |   |
| <ul style="list-style-type: none"> <li>Act as a responsible and contributing community members and employee.</li> <li>Attend to financial well-being.</li> <li>Consider the environmental, social and economic impacts of decisions.</li> <li>Demonstrate creativity and innovation.</li> <li>Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>Model integrity, ethical leadership and effective management</li> <li>Plan education and career paths aligned to personal goals.</li> <li>Use technology to enhance productivity increase collaboration and communicate effectively.</li> </ul> |   |   |

- Work productively in teams while using cultural/global competence.

| Marking Period   | Unit Title  | Recommended Instructional Days  |
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| 3  | Economics   | 6 weeks   |
| <b>NJSLS - World History/Global Studies 6.2</b><br><b>Disciplinary Strand:</b><br><b>Disciplinary Concept:</b>                               |   | <b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</b>  |
| <i>Core Ideas:</i>   | <i>Performance Expectation:</i>   |   |
| Economic decision making involves setting goals and identifying the resources available to achieve those goals.                              | <b>6.1.5.EconET.1:</b> Identify positive and negative incentives that influence the decisions people make.  | <b>Essential Question/s:</b> <ol style="list-style-type: none"> <li>1. How do we meet our needs and wants?</li> <li>2. What are the different types of resources?</li> <li>3. How do resources shape an economy?</li> <li>4. How do resources impact where people live?</li> <li>5. What are private goods and services and public goods and services?</li> <li>6. What kinds of economic activity might be in a community?</li> <li>7. What are expenses, profit, income, and loss for a business?</li> <li>8. What is an entrepreneur?</li> <li>9. What are supply and demand?</li> <li>10. What are surplus and scarcity?</li> <li>11. What is opportunity cost?</li> <li>12. What are trade and bartering?</li> <li>13. What are imports and exports?</li> <li>14. What are regulations and incentives?</li> <li>15. What is income? What is spending?</li> <li>16. What is savings? What is budgeting?</li> <li>17. What are banks? What are loans?</li> <li>18. What is interest? What is debt?</li> </ol><br><b>Activity Description:</b> <ul style="list-style-type: none"> <li>• Weekly article analysis</li> <li>• Discuss: What are some specific ways the people in your community meet their needs and wants?</li> </ul> |
| An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.                       | <b>6.1.5.EconET.3:</b> Explain how scarcity and choice influence decisions made by individuals, communities, and nations.   |   |
| The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production. | <ul style="list-style-type: none"> <li>• <b>6.1.5.EconEM.1:</b> Explain why individuals and businesses specialize and trade.</li> <li>• <b>6.1.5.EconEM.2:</b> Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).</li> <li>• <b>6.1.5.EconEM.3:</b> Describe how supply and demand influence price and output of products.</li> <li>• <b>6.1.5.EconEM.4:</b> Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.</li> </ul> |   |
| The exchange of goods and services can have negative and positive effects.   | <ul style="list-style-type: none"> <li>• <b>6.1.5.EconEM.5:</b> Explain why individuals and societies trade, how trade functions, and the role of trade.</li> </ul>   |   |
| A nation's economy is influenced by its government, human and physical capital,  | <ul style="list-style-type: none"> <li>• <b>6.1.5.EconNM.5:</b> Explain how the availability of private and public goods and</li> </ul>   |   |

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| <p>availability of resources, and technological progress.</p>  | <p>services is influenced by the government and the global economy.</p> <ul style="list-style-type: none"> <li>● <b>6.1.5.EconNM.6:</b> Examine the qualities of entrepreneurs in a capitalistic society.</li> <li>● <b>6.1.5.EconNM.7:</b> Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</li> </ul>   | <ul style="list-style-type: none"> <li>● Think of something you really want. How are you going to get it? Write a plan describing the steps you will take to get what you want.</li> <li>● In small groups, analyze how community resources can create connectedness between communities.</li> <li>● Discuss: How do our needs and wants impact what businesses are in our community?</li> <li>● Let's start a business! Describe the natural, human, and capital resources you will need to get started.</li> <li>● Write a "Help Wanted" advertisement for your business. Who do you need to hire? What will they do? How much will they make?</li> <li>● Think-Pair-Share: What are two things that can impact the buying and selling of goods and services?</li> <li>● Discuss: How do supply and demand affect a person's ability to have their basic needs met?</li> <li>● Think about opportunity cost. Describe a time you have had to make a choice. What choice did you make and what was the opportunity cost (what you gave up)?</li> <li>● Discuss: How does spending impact a family's ability to meet basic needs of its members? How can saving improve a person's well-being?</li> <li>● Write a letter to your future self about personal finances. What do you want to tell yourself about savings, spending, and/or budgeting?</li> </ul> |
| <p>Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.</p>  | <ul style="list-style-type: none"> <li>● <b>6.1.5.EconGE.1:</b> Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</li> <li>● <b>6.1.5.EconGE.2:</b> 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.</li> <li>● <b>6.1.5.EconGE.4:</b> Compare and contrast how the availability of resources affects people across the world differently.</li> </ul> |   |
| <p><b>NJSLS - Active Citizenship in the 21st Century 6.3</b><br/> <b>Disciplinary Strand:</b><br/> <b>Disciplinary Concept:</b></p>  |   |   |
| <p>Economic decision making involves setting goals and identifying the resources available to achieve those goals.</p>   | <p><b>6.3.5.EconET.1:</b> Investigate an economic issue that impacts children and propose a solution.</p>   |   |
| <p><b>Social Studies Practices</b></p>   |   |   |
| <ul style="list-style-type: none"> <li>● Developing Questions and Planning Inquiry</li> <li>● Gathering and Evaluating Sources</li> <li>● Seeking Diverse Perspectives</li> <li>● Developing Claims and Using Evidence</li> <li>● Presenting Arguments and Explanations</li> <li>● Engaging in Civil Discourse and Critiquing Conclusions</li> <li>● Taking Informed Action</li> </ul> |   |   |
| <p><b>Social and Emotional Learning:</b><br/> <i>Competencies</i></p>  | <p><b>Social and Emotional Learning:</b><br/> <i>Sub-Competencies</i></p>   |   |

**Interdisciplinary Connections: Content: NJSLS#:**

Reading Standards for Informational Text:

- RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.5 - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.7 - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.9 - Compare and contrast the most important points and key details presented in two texts on the same topic.



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| <ul style="list-style-type: none"> <li>● Self-Awareness</li> <li>● Self-Management</li> <li>● Responsible Decision Making</li> <li>● Social Awareness</li> <li>● Relationship Skills</li> <li>● Motivation</li> </ul>                                       | <ul style="list-style-type: none"> <li>● Emotional Awareness</li> <li>● Internal Regulation</li> <li>● Behavior Control</li> <li>● Goal Persuance</li> <li>● Appreciating Social and Environment Diversity</li> <li>● Adaptive Behavior</li> <li>● Communication</li> <li>● Social Engagement</li> <li>● Constructive Thinking</li> <li>● Consequence Evaluation</li> <li>● Respect for Self and Others</li> <li>● Enthusiasm</li> <li>● Initiative</li> <li>● Resilience</li> </ul> | <p>Writing Standards:</p> <ul style="list-style-type: none"> <li>● W.3.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.. (a-d)</li> <li>● W.3.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-e)</li> <li>● W.3.7 - Conduct short research projects that build knowledge about a topic.</li> <li>● W.3.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> </ul> <p>Technology:</p> <ul style="list-style-type: none"> <li>● 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</li> <li>● 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.</li> </ul> |   |
| <p><b>Assessments (Formative)</b><br/><i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>  |  | <p><b>Assessments (Summative)</b><br/><i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>   |   |
| <p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Participation in class discussions</li> <li>● Exit tickets</li> <li>● Quizzes</li> <li>● In-class assignments/activities</li> <li>● Map/Vocabulary Activity</li> </ul> |  | <p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● Writing Prompts</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Unit tests</li> <li>● Unit projects</li> </ul>  |   |
| <p><b>Differentiated Student Access to Content:<br/>Teaching and Learning Resources/Materials</b></p>   |  |   |   |
| <p><b>Core Resources</b></p>  | <p><b>Alternate Core Resources<br/><i>IEP/504/At-Risk/ESL</i></b></p>  | <p><b>ELL Core Resources</b></p>  | <p><b>Gifted &amp; Talented Core Resources</b></p>  |
| <ul style="list-style-type: none"> <li>● Our Community Studies Weekly Student Magazine</li> <li>● Teacher created reading guides and presentations</li> </ul>   | <ul style="list-style-type: none"> <li>● Our Community Studies Weekly Student Magazine (modified articles)</li> <li>● Teacher created reading guides and presentations</li> </ul>  | <ul style="list-style-type: none"> <li>● Our Community Studies Weekly Student Magazine (translated articles)</li> <li>● Translated teacher created reading guides and presentations</li> </ul>  | <ul style="list-style-type: none"> <li>● Our Community Studies Weekly Student Magazine</li> <li>● Teacher created reading guides and presentations</li> </ul> |
| <p><b>Supplemental Resources</b></p>  |  |   |   |

**Technology:**

- Chromebooks
- SmartBoard
- IXL
- Teacher Online Resources
- Newsela.com
- Quizlet
- Kahoot
- Applicable educational videos

**Other:**

- Glossary
- Map/Atlas of the World

**Differentiated Student Access to Content:  
Recommended *Strategies & Techniques***

| Core Resources   | Alternate Core Resources<br><i>IEP/504/At-Risk/ESL</i>   | ELL Core Resources   | Gifted & Talented Core  |
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| <ul style="list-style-type: none"> <li>● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> </ul> | <ul style="list-style-type: none"> <li>● Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>● Use prompts and model directions</li> <li>● Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul> | <ul style="list-style-type: none"> <li>● Utilize visual supports and graphic organizers</li> <li>● Use prompts and model directions</li> <li>● Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>● Device used for translation purposes</li> </ul> | <ul style="list-style-type: none"> <li>● Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>● Modeling or independent student-led research</li> <li>● Use of higher leveled text and/or writing assignments</li> </ul> |

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| <p align="center"><b>NJSLS CAREER READINESS,<br/>LIFE LITERACIES &amp; KEY SKILLS</b></p> | <p align="center"><b>Disciplinary Concept: Career Awareness and Planning</b></p> |  |
|   | <p><b>Core Ideas:</b></p>  | <p>The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</p> |

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|  | <i>Performance Expectation/s:</i>   | <ul style="list-style-type: none"> <li>● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</li> <li>● 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</li> <li>● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</li> </ul> |
|  | <b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>  |   |
|  | <ul style="list-style-type: none"> <li>● Act as a responsible and contributing community members and employee.</li> <li>● Attend to financial well-being.</li> <li>● Consider the environmental, social and economic impacts of decisions.</li> <li>● Demonstrate creativity and innovation.</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● Model integrity, ethical leadership and effective management</li> <li>● Plan education and career paths aligned to personal goals.</li> <li>● Use technology to enhance productivity increase collaboration and communicate effectively.</li> <li>● Work productively in teams while using cultural/global competence.</li> </ul> |   |

| Marking Period   | Unit Title  | Recommended Instructional Days  |
|--|---|---|
| 4  | History   | 5 weeks   |
| <b>NJSLS - World History/Global Studies 6.2<br/>Disciplinary Strand:<br/>Disciplinary Concept:</b> |   | <b>Recommended Activities, Investigations,<br/>Interdisciplinary Connections, and/or Student<br/>Experiences to Explore NJSLS-SS within Unit</b>                        |
| <i>Core Ideas:</i>   | <i>Performance Expectation:</i>   |   |
| Interactions of people and events throughout history have shaped the world we experience today.    | <ul style="list-style-type: none"> <li>● <b>6.1.5.HistoryCC.11:</b> Make evidence-based inferences to explain the impact that belief systems and family structures of African,</li> </ul> |   |
|  |   | <b>Essential Question/s:</b> <ol style="list-style-type: none"> <li>1. Why do we use timelines?</li> <li>2. How do we experience cause and effect every day?</li> </ol> |

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|  | European, and Native American groups had on government structures.   | 3. How can critical thinking help us and our communities?<br>4. How can I look at my questions through different lenses?<br>5. What is the process of inquiry?   |
| Historical records are shaped by the society that the creator lived in.  | <ul style="list-style-type: none"> <li>• <b>6.1.5.HistoryUP.5:</b> Compare and contrast historians' interpretations of important historical ideas, resources and events.</li> <li>• <b>6.1.5.HistoryUP.6:</b> Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</li> <li>• <b>6.1.5.HistoryUP.7:</b> Describe why it is important to understand the perspectives of other cultures in an interconnected world.</li> </ul> | <p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>• Weekly article analysis</li> <li>• Arrange events in chronological order using timelines.</li> <li>• Create a timeline of one of your days this week. What would you say are some critical choices in your day?</li> <li>• In a paragraph of about six sentences, explain how learning about history can help us to make better choices in the future.</li> <li>• Discuss: What new insights can come from looking at a problem with different lenses?</li> <li>• Choose one of the lenses (historian, geographer, political scientist, well-being scientist, or economist). Write a paragraph that shares a compelling question you have and why it is interesting to you.</li> <li>• Examine and analyze evidence to locate answers to compelling and supporting questions.</li> <li>• Discuss: How can I find information to answer my compelling questions?</li> <li>• Discuss: What is a clear way to present my information?</li> <li>• Think-Pair-Share: What does taking action look like? How can I make a difference?</li> <li>• Writing prompt: Benjamin Franklin said, "Well done is better than well said." What do you think he meant, and how does it apply to taking action?</li> <li>• Discuss: Can you think of any big issues in the world today that need someone to take action? Then conduct research to learn more about an issue and come up with possible ways someone could take action.</li> <li>• Discuss: If you could get answers to any question, what would you ask? Who would you ask?</li> </ul> <p><b>Interdisciplinary Connections: Content: NJSLS#:</b></p> <p>Reading Standards for Informational Text:</p> <ul style="list-style-type: none"> <li>• RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>• RI.3.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> <li>• RI.3.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures</li> </ul> |
| <b>NJSLS - Active Citizenship in the 21st Century 6.3</b><br><b>Disciplinary Strand:</b><br><b>Disciplinary Concept:</b>   |  |  |
| Economic decision making involves setting goals and identifying the resources available to achieve those goals.  | <b>6.3.5.EconET.1:</b> Investigate an economic issue that impacts children and propose a solution.   |  |
| <b>Social Studies Practices</b>  |  |  |
| <ul style="list-style-type: none"> <li>• Developing Questions and Planning Inquiry</li> <li>• Gathering and Evaluating Sources</li> <li>• Seeking Diverse Perspectives</li> <li>• Developing Claims and Using Evidence</li> <li>• Presenting Arguments and Explanations</li> <li>• Engaging in Civil Discourse and Critiquing Conclusions</li> <li>• Taking Informed Action</li> </ul> |  |  |
| <b>Social and Emotional Learning:</b><br><i>Competencies</i>   | <b>Social and Emotional Learning:</b><br><i>Sub-Competencies</i>   |  |
| <ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Self-Management</li> <li>• Responsible Decision Making</li> <li>• Social Awareness</li> <li>• Relationship Skills</li> <li>• Motivation</li> </ul>  | <ul style="list-style-type: none"> <li>• Emotional Awareness</li> <li>• Internal Regulation</li> <li>• Behavior Control</li> <li>• Goal Persuance</li> <li>• Appreciating Social and Environment Diversity</li> <li>• Adaptive Behavior</li> <li>• Communication</li> </ul>  |  |

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|  | <ul style="list-style-type: none"> <li>● Social Engagement</li> <li>● Constructive Thinking</li> <li>● Consequence Evaluation</li> <li>● Respect for Self and Others</li> <li>● Enthusiasm</li> <li>● Initiative</li> <li>● Resilience</li> </ul> | <p>in a text, using language that pertains to time, sequence, and cause/effect.</p> <ul style="list-style-type: none"> <li>● RI.3.5 - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>● RI.3.7 - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> <li>● RI.3.9 - Compare and contrast the most important points and key details presented in two texts on the same topic.</li> </ul> <p>Writing Standards:</p> <ul style="list-style-type: none"> <li>● W.3.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.. (a-d)</li> <li>● W.3.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-e)</li> <li>● W.3.7 - Conduct short research projects that build knowledge about a topic.</li> <li>● W.3.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> </ul> <p>Technology:</p> <ul style="list-style-type: none"> <li>● 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</li> <li>● 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.</li> </ul> |   |
| <b>Assessments (Formative)</b><br><i>To show evidence of meeting the standard/s, students will successfully engage within:</i>   |   | <b>Assessments (Summative)</b><br><i>To show evidence of meeting the standard/s, students will successfully complete:</i>  |   |
| <b><u>Formative Assessments:</u></b> <ul style="list-style-type: none"> <li>● Participation in class discussions</li> <li>● Exit tickets</li> <li>● Quizzes</li> <li>● In-class assignments/activities</li> <li>● Map/Vocabulary Activity</li> </ul> |   | <b><u>Benchmarks:</u></b> <ul style="list-style-type: none"> <li>● Writing Prompts</li> </ul> <b><u>Summative Assessments:</u></b> <ul style="list-style-type: none"> <li>● Unit tests</li> <li>● Unit projects</li> </ul>   |   |
| <b>Differentiated Student Access to Content:<br/>Teaching and Learning Resources/Materials</b>   |   |  |   |
| <b>Core Resources</b>  | <b>Alternate Core Resources</b>   | <b>ELL Core Resources</b>  | <b>Gifted &amp; Talented Core Resources</b> |

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|   | <b><i>IEP/504/At-Risk/ESL</i></b>   |  |   |
| <ul style="list-style-type: none"> <li>• Our Community Studies Weekly Student Magazine</li> <li>• Teacher created reading guides and presentations</li> </ul>   | <ul style="list-style-type: none"> <li>• Our Community Studies Weekly Student Magazine (modified articles)</li> <li>• Teacher created reading guides and presentations</li> </ul>   | <ul style="list-style-type: none"> <li>• Our Community Studies Weekly Student Magazine (translated articles)</li> <li>• Translated teacher created reading guides and presentations</li> </ul>   | <ul style="list-style-type: none"> <li>• Our Community Studies Weekly Student Magazine</li> <li>• Teacher created reading guides and presentations</li> </ul>   |
| <b>Supplemental Resources</b>   |   |  |   |
| <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• SmartBoard</li> <li>• IXL</li> <li>• Teacher Online Resources</li> <li>• Newsela.com</li> <li>• Quizlet</li> <li>• Kahoot</li> <li>• Applicable educational videos</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• Glossary</li> <li>• Map/Atlas of the World</li> </ul> |   |  |   |
| <b>Differentiated Student Access to Content:<br/>Recommended <i>Strategies &amp; Techniques</i></b>   |   |  |   |
| <b>Core Resources</b>   | <b>Alternate Core Resources<br/><i>IEP/504/At-Risk/ESL</i></b>  | <b>ELL Core Resources</b>  | <b>Gifted &amp; Talented Core</b>   |
| <ul style="list-style-type: none"> <li>• Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> </ul>  | <ul style="list-style-type: none"> <li>• Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>• Use prompts and model directions</li> <li>• Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>• Extended time for revisions or</li> </ul> | <ul style="list-style-type: none"> <li>• Utilize visual supports and graphic organizers</li> <li>• Use prompts and model directions</li> <li>• Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>• Device used for translation purposes</li> </ul> | <ul style="list-style-type: none"> <li>• Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>• Modeling or independent student-led research</li> <li>• Use of higher leveled text and/or writing assignments</li> </ul> |

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|   | opportunity to identify and develop areas of personal interest       |   |  |
| NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS  | <b>Disciplinary Concept: Career Awareness and Planning</b>           |   |  |
|   | <b>Core Ideas:</b>   | The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.   |  |
|   | <b>Performance Expectation/s:</b>                                    | <ul style="list-style-type: none"> <li>● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</li> <li>● 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</li> <li>● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</li> </ul> |  |
|   | <b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b> |   |  |
| <ul style="list-style-type: none"> <li>● Act as a responsible and contributing community members and employee.</li> <li>● Attend to financial well-being.</li> <li>● Consider the environmental, social and economic impacts of decisions.</li> <li>● Demonstrate creativity and innovation.</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● Model integrity, ethical leadership and effective management</li> <li>● Plan education and career paths aligned to personal goals.</li> <li>● Use technology to enhance productivity increase collaboration and communicate effectively.</li> <li>● Work productively in teams while using cultural/global competence.</li> </ul> |  |   |  |

| New Jersey Legislative Statutes and Administrative Code<br>(place an "X" before each law/statute if/when present within the curriculum map) |   |  |   |  |   |  |  |   |   |
|---|---|--|---|--|---|--|--|---|---|
| x   | Amistad Law:<br><i>N.J.S.A. 18A<br/>52:16A-88</i> |  | Holocaust Law:<br><i>N.J.S.A. 18A:35-28</i> |  | LGBT and Disabilities<br>Law: <i>N.J.S.A.<br/>18A:35-4.35</i> |  | Diversity & Inclusion:<br><i>N.J.S.A. 18A:35-4.36a</i> | x | Standards in Action:<br><i>Climate Change</i> |

