



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Social Studies					
Grade Level(s):	3					
Duration:	<i>Full Year:</i>		<i>Semester:</i>	X	<i>Marking Periods:</i>	3 & 4
Course Description:	<p>The Washington Township School District third grade curriculum uses an integrated approach to general social studies that focuses on <i>the five regions of the United States through the lens of four social sciences- economics, geography, political science, and history</i>. By using this approach, teachers will meet the needs of all students while aligning with the New Jersey Student Learning Standards for Social Studies. Students will research the state of New Jersey through the four lenses, focusing on how each has influenced life in our state. The major topics of study for third grade are taken specifically from the New Jersey Student Learning Standards.</p> <p>Units:</p> <ol style="list-style-type: none">1. Discovering Social Sciences2. Northeast3. Southeast4. Midwest5. Southwest6. West7. Discovering New Jersey and ongoing Study your State Activities					
Grading Procedures:	<p>Weighted Categories: 60% Major Assessments 40% Minor Assessments</p>					
Primary Resources:	TCI Social Studies Alive! Regions of Our Country					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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BOE Approval:

Unit Title: *Unit 1: Discovering Social Sciences***Unit Description:**

In this unit students will think like a social scientist by sharing and analyzing artifacts, gaining an understanding of what social sciences are, it's components, and how to act as a responsible citizen. In a Response Group activity, students discuss artifacts from the perspective of each of these social science traditions: economics, geography, political science, and history.

Unit Duration: 17-18 instructional periods**Desired Results****Standards:**

- Chronological sequencing helps us track events over time
- The world is comprised of nations that are similar to and different from the United States.
- 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.
- People make decisions based on their needs, wants, and the availability of resources.
- Regions form and change as a result of unique physical characteristics conditions, economies, and cultures.
- Patterns of settlement differ markedly from region to region, place to place, and time to time.
- The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition
- Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.
- Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.
- The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.
- Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.

Indicators:

- 6.1.5. Civics.DP.1: 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).
- 6.1.5. CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
- 6.1.5. GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5. GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5. GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5.GeoSV.1: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).
- 6.1.5. GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5. GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.

- 6.1.5. GeoSV.4: 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).
- 6.1.5. GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
- 6.1.5. GeoHE.1: 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.
- 6.1.5. GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- 6.1.5. GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5. GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.
- 6.1.5. GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5. GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5. HistoryCC.1: 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.
- 6.1.5. HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

Understandings:

Students will understand that...

Lesson 1 – The Four Core Social Sciences

- Create simple definitions for the terms economist, geographer, political scientist, and historian.
- Create a web diagram about the social sciences.
- Identify artifacts that social scientists use in their research.
- Draw conclusions from examination of artifacts from an archaeological perspective.
- Interpret primary sources
- Present and support choices. (speaking)

Lesson 2 - Exploring Regions

- Interpret a physical map of the United States by using directions and latitude and longitude.
- Interpret special-purpose maps: elevation, annual rainfall, and population density.
- Use geography skills to recommend where to build recreational parks in different regions
- Explore geographic regions using map skills
- Write reasons to support answers. (writing)

Essential Questions:

Lesson 1- The Four Core Social Sciences

What do social scientists do?

Lesson 2 – Exploring Regions

How do geographers study the regions of the United States?

Lesson 3 – The Peopling of the United States

How have different groups contributed to the United States?

Lesson 3 - The Peopling of the United States

- Analyze and record information from text and primary source documents about the settlement stories of ethnic groups.
- Identify key contributions to American society made by the five ethnic groups.
- Record and present information to others, listen to other presentations.(speaking, listening and writing)

Assessment Evidence**Performance Tasks:**

Lesson 1: Complete an associated writing or drawing activity for the social sciences.

Lesson 2: Map exploration through researching regions and using evidence from special-purpose maps.

Lesson 3: Collage on diverse people

Other Evidence:

Hands-On Activities
Lesson Games
Formative Assessments
Student interactive notebook assignments

Benchmarks: Benchmark will be given at the completion of Unit 6

Learning Plan

Each lesson within the program has the following elements: Preview, Vocabulary, Hands-On Activity, Extension, Show What You Know. Not all elements or all parts of each element will be taught.

Lesson Title Elements	Lesson 1: The Four Core Social Sciences	Amendments/Advance Preparation 5 instructional periods
Preview Activity (20 minutes)	Students view a video on Self Driving Cars, reflect & generate questions. Discuss economics, geography, civics, and history Read introduction (pg. 8) & answer questions about the four social sciences (Journal pg. 9).	
Vocabulary Activity (10 minutes)	Vocabulary Activity pg.10	Reference Vocabulary Toolkit for suggested activities
Hands-On Activity: Discovering the Social Sciences (40 minutes)	Create a web diagram about the social sciences. Find & share artifacts from home that represent economics, geography, civics & history. (Journal pgs. 11-17)	Materials: Paper bags Sticky notes Activity Card A-D: The Four Social Sciences
Extension: Thinking Like a Social Scientist (15 minutes)	Take on the role of each type of the four social scientists by examining artifacts in the classroom.	*Students bring in artifacts from home (Previous night's Homework)
Hands-On Activity: Sharing Social Science Artifacts	Find and share artifacts from home that represent the four	Materials: Paper bags Sticky notes

(35 minutes)	social sciences. (Journal pgs. 18-21)	Activity Card A-D: The Four Social Sciences
Show What You Know (30 minutes)	Summary & Student Journal responses. Choose two of the four writing or drawing activities to demonstrate an understanding of the social sciences. (Journal pgs. 22-24)	In-class, but may be assigned as homework if needed. Graded as a performance task.

Lesson Title Elements	<i>Lesson 2: Exploring the Regions of the United States</i>	Amendments/Advance Preparation 6 instructional periods
Preview Activity (15 minutes)	Examine images and videos of people in various parks around the U.S. (Journal pgs. 27-29)	<p>Read intro in student text and make a list of the 5 themes of geography. Preview and discuss the regions on slide 5 of the preview. [15 minutes]</p> <p><u><i>Optional Supporting Resources:</i></u> Flocabulary: Regions of the United States https://www.flocabulary.com/unit/regions-of-the-us/</p> <p>This engaging rap song and video focus on the regions of the United States, as well as the landforms, weather, animals, vegetation, natural resources, accents, and celebrations that make each region unique. Sign up for a free account to access Flocabulary's videos, printable activities, and vocabulary cards that relate to this video.</p>
Vocabulary Activity (10 minutes)	Vocabulary Activity pg. 30	Reference Vocabulary Toolkit for suggested activities
Hand-On Activity: Building Basic Geography Skills (40 minutes)	Learn the basic skills of a geographer and use those skills to answer questions about different regions. (Journal pgs. 31-38)	Place stations around the room; each station should have one region from <i>Activity Cards: A–E: Regional Maps and Photographs</i> . There are two sets of five posters (ten total) so there can be two stations for each region.
Hand-On Activity: Building Recreational Parks in Different Regions (75 minutes)	Use special purpose maps to figure out where to build recreational parks in different regions. (Journal pgs. 39-48)	<p>The same Activity Card stations from Hands-On Activity: Building Basic Geography Skills will be used during this activity.</p> <p>Place students into heterogeneous groups of four before the start of the activity.</p> <p><u><i>Optional Supporting Resources:</i></u> Eight Types of Theme Parks https://trashcansunlimited.com/blog/8-types-of-theme-parks/</p> <p>Theme parks are a beloved attraction for</p>

		people of all ages. There are many types of theme parks located throughout the United States. Water theme parks, zoological theme parks, historical theme parks, regional theme parks, pop culture theme parks, eco theme parks, golf parks, and ski parks are all explored on this website.
Show What You Know (30 minutes)	Summary & Student Journal responses. Research and describe a real recreational park in the United States. (Journal pgs. 49-50)	Graded as a performance task.
Extension: Exploring Regions (OPTIONAL) (20 minutes)	Examine different U.S. regions, and use special-purpose maps to evaluate proposed locations for recreational parks.	

Lesson Title Elements	<i>Lesson 3: The Peopling of the United States</i>	Amendments/Advance Preparation 3 instructional periods
Preview (15 minutes)	Read and analyze Emma Lazarus's poem "The New Colossus." (Journal pgs. 53-55)	
Vocabulary Activity (10 minutes)	Vocabulary Activity pg. 56	Reference Vocabulary Toolkit for suggested activities
Hands-On Activities (80 minutes)	<p>Students work in small groups/pairs to use primary sources as they learn about one of the groups who came to the U.S. Record and represent that group's experience in their notes. (Journal pgs. 57-70)</p> <p>Students, from each group, share out their findings.</p> <p>Create a culminating product capturing each group's information which depicts American diversity.</p> <p>Read journal page 71</p>	<p>Assign small groups or partners to one of the following five groups: American Indians Latinos European Americans African Americans Asian Americans</p> <p>Graded as a performance task.</p>

Unit Modifications for Special Population Students

Advanced Learners	<p>Students may complete the Explore Activities:</p> <ul style="list-style-type: none"> • A Nation of Immigrants • The Power of groups • The History of the Midwest • American Indians then and now
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	<p>Lesson 1 Have students gather information about the community in which they live. Tell them to then categorize their information into four groups—economics, geography, political science, and history. Students may then put together a presentation about their community from the point of view of each of the social scientists. This may be a good presentation to share with other classes or grade levels.</p> <p>Lesson 2 Have students think of various places that they would like to visit across the country. Have them write to both the visitors bureau of each state and the chamber of commerce for each city and ask for information. When they get a response, have them locate the place on a classroom map of the United States, using a sticky note or thumb tack. Display the information and materials they receive when the class studies the appropriate region.</p> <p>Lesson 3 Chief Seattle's speech is an excellent opportunity to teach students about sources and credibility. A widely circulated quote attributed to Chief Seattle is, "Teach your children what we have taught our children, that the earth is our mother. . . . The earth does not belong to man; man belongs to the earth. This we know. All things are connected like the blood which unites one family. All things are connected." But these lines were actually written by scriptwriter Ted Perry for a speech in a 1972 movie promoting environmental causes. (Perry has since written that he regretted writing and attributing a new version of Seattle's speech.) Encourage students to be careful consumers of things they read on social media and online articles and that they should look for multiple sources to confirm their findings. Ask them to find a news story (article or video) that has been posted on social media, and then have them conduct research to determine the validity of the story.</p>
Struggling Learners	<p>Lesson 1 For the Hands-On Activity: Discovering the Social Sciences reading, divide students into four large groups. Assign each group only one of the four sections; group members should read, complete the notes, and write sticky notes for only this section. Then have students present to each other (jigsaw style), do a gallery walk, or give presentations to the class so students can fill out notes for the remaining three sections</p> <p>Lesson 2 For each Hands-On Activity reading, divide students into six large groups. Assign each group only one of the six sections; group members should read and complete the notes only this section. Then have students present to each other (jigsaw style) so students can fill out notes for the remaining five sections.</p> <p>During Hands-On Activity: Building Recreational Parks in Different Regions, consider reading Section 7 together as a class. Then discuss Sections 8–12 by looking at the maps and images, and identify the main ideas in each section.</p> <p>Lesson 3 Before students begin reading the primary sources, have them circle three words that they do not know the meaning of but that they think might be important. As students share their words and the class discusses the definitions, students can annotate the source. You may also wish to have students cross out lines that you don't feel are important in the primary source. This will reduce the amount of text that they have to read and interpret.</p>

English Language Learners	<p>Lesson 1 Before groups share their conclusions about their artifact during Hands-On Activity: Sharing Social Science Artifacts, have them write down their conclusions or dictate them to their partner. Their partner can then read the written statement aloud to the class.</p> <p>Lesson 2 Give students more time to work on vocabulary and become familiar with the new language introduced in this lesson. Consider having students keep a vocabulary journal to record the new terms throughout the year. During activities, put students into mixed-ability pairs so they have a partner from whom they can learn. Allow students to use completed Reading Notes and Geography Challenge pages, as well as vocabulary resources, on any assessments.</p> <p>Lesson 3 Before the Preview Activity, pre-teach the terms <i>symbol</i> and <i>liberty</i> so that students will have greater success interpreting the poem about the Statue of Liberty. Also let students know that it is not necessary that they understand every word in a poem to get the gist of its meaning. Another possibility is to have students work with partners, sharing ideas and receiving help with vocabulary.</p>
Special Needs Learners	<p>Lesson 1 Collect four different kinds of hats (possibly from a secondhand store) and allow students to attach artifacts appropriate to one social scientist to each of them. This will give students a visual to refer to throughout this lesson. This will also give students the opportunity to actually put on the hat of a social scientist, which may motivate students during the Processing activity.</p> <p>Lesson 2 Give students extra time to work on vocabulary and become familiar with the new language introduced in the lesson. Provide them with a printed copy of the vocabulary and definitions. Allow them to use this as a resource throughout the lesson.</p> <p>Lesson 3 During Hands-On Activities: In Their Own Words, consider choosing shorter excerpts from each primary source. Let students know ahead of time that they are going to listen to and read primary sources from long ago, and they may not recognize all the words because language changes over time. During the discussion at the end of each slide, provide sentence starters to scaffold the activity. For example, you might write on the board, "I think that this group's experience in the United States was _____ because in the poem it says . . ." or "I agree/disagree with your idea because . . ."</p>
Learners with a 504	<p>Parent and Educator Resource Guide to Section 504 https://www.parentcenterhub.org/ocr-guide-to-section504/</p>

Interdisciplinary Connections	
<p>Indicators:</p> <ul style="list-style-type: none"> • NJSLSA.R. Anchor Standards: Reading • Key Ideas and Details • NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 	

- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Craft and Structure
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Range of Reading and Level of Text Complexity
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W. Anchor Standards: Writing
- Text Types and Purposes
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Production and Distribution of Writing
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL. Anchor Standards: Speaking and Listening
- Comprehension and Collaboration
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.L. Anchor Standards: Language
- Knowledge of Language
- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Vocabulary Acquisition and Use
- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- NJ.RI.3. Progress Indicators for Reading Informational Text
- Key Ideas and Details
- RI.3.1. 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.
- 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.
- Craft and Structure
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Integration of Knowledge and Ideas
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- NJ.RF.3. Progress Indicators for Reading Foundational Skills
- Fluency
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
- RF.3.4. A. Read grade-level text with purpose and understanding.
- RF.3.4. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- NJ.W.3. Progress Indicators for Writing
- Production and Distribution of Writing

- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- NJ.SL.3. Progress Indicators for Speaking and Listening
- Comprehension and Collaboration
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.1. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- SL.3.1. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.3.1. C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1. D. Explain their own ideas and understanding in light of the discussion.
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJ.L.3. Progress Indicators for Language
- Vocabulary Acquisition and Use
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.3.5.A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- L.3.5.B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Integration of 21st Century Skills

Core Idea:

CRP1. Act as a responsible and contributing citizen and employee

Performance Expectation:

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Core Idea:

CRP3. Attend to personal health and financial well-being.

Performance Expectation:

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet,

	exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Core Idea: CRP5. Consider the environmental, social and economic impacts of decisions.	Performance Expectation: Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

Unit Title: Unit 7: Discovering New Jersey and Study Your State Activities

*****This unit is taught out of sequence, prior to the other regions, in order to prepare students for their long-term in-depth study of New Jersey.***

Unit Description:

In this unit, students will explore and research New Jersey's history, economy, geography, and government. This is accomplished through investigation, research and creating a state geography game that connects to history and economics. Additionally, students research historical events in New Jersey using primary and secondary sources. Students explore economics through pictures and apply this learning to their daily lives, developing a presentation on the economy of New Jersey. Students work collaboratively learning about our state's government.

Additionally, students will further their understanding about the state of New Jersey through "Study your State" activities. An outline of these activities along with suggested web resources can be found in the appendix of this guide. Although each lesson in this program has "Study your State" activities, they do not need to be taught during that lesson and not all are required. A total of six activities are required, while 9 activities are student choice.

Students may complete the "Study Your State" activities independently or collaboratively. It is suggested students work on the "Study your State" activities once a week. Time has been allocated to complete 2 – 3 activities at the conclusion of Lesson 17.

Unit Duration: 14-16 instructional periods**Desired Results****Standards:**

- Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.
- The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition
- Levels of government (i.e., local, state, and federal) have different powers and responsibilities.
- Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.
- There are different processes for establishing rules and laws.
- It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.
- The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.
- A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.
- Chronological sequencing helps us track events over time
- Interactions of people and events throughout history have shaped the world we experience today.
- Events may be viewed differently based on one's perspective.

Indicators:

- 6.1.5. Civics.PI.4: Describe the services our government provides the people in the community, state and across the United States.
- 6.1.5. Civics.PI.5: Explain how government functions at the local, county, and state level.
- 6.1.5. Civic.DP.1: 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).

- 6.1.5. CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5. CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
- 6.1.5. CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- 6.1.5. CivicsPR.2: Describe the process by which immigrants can become United States citizens.
- 6.1.5. CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
- 6.1.5. GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5. GeoHE.1: 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.
- 6.1.5. GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- 6.1.5. EconEM.1: Explain why individuals and businesses specialize and trade.
- 6.1.5. EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- 6.1.5. EconEM.3: Describe how supply and demand influence price and output of products.
- 6.1.5. EconEM.4: 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.
- 6.1.5. EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
- 6.1.5. EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 6.1.5. HistoryCC.1: 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.
- 6.1.5. HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
- 6.1.5. HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.5. HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
- 6.1.5. HistoryUP.1: 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.

Understandings:

Students will understand that...

Lesson 14 – Geography of Your State

- Identify the major geographic features of their state.
- Create a game that details the geography of their state.
- Connect geography with history and economics
- Apply the inquiry process: analyze geographic information, generate and answer questions

Essential Questions:

Lesson 14 – Geography of Your State

How has geography influenced life in your state?

Lesson 15 – History of Your State

How can you learn about your state's history?

Lesson 16 –Economy of Your State

What do you need to know to understand your state's economy?

about our state's geography, acquire and organize geographic information.

Lesson 15 – History of Your State

- Distinguish the difference between a primary and secondary source
- Sequence events on a timeline.
- Research primary and secondary sources of information.
- Identify details of the settlement, growth, and development of our states.
- Research a building in their state to learn about state history.
- Share artifacts (Speaking & listening)

Lesson 16 – Researching Your State's Economy

- Identify the primary economic activities of the state.
- Identify the three factors of production.
- Explain how the geography and natural resources of the state relate to the state's economic activities.
- Apply understanding of economic concepts to real-world scenarios.
- Present about important economic activities in the state. (Speaking)
- Research and organize information on the state's economy. (reading and writing)

Lesson 17 – Researching Your State's Government

- Identify state problems and propose solutions.
- Define the three branches of state government and what each branch does.
- Identify some rights and responsibilities of citizens.
- Describe the process of how an idea becomes a state law. (writing)

Lesson 17 – Government of Your State

How does your state's government work?

Assessment Evidence

Performance Tasks:

Lesson 14: Create a State's geography game

Lesson 15: Create displays to show our state's history.

Lesson 16: Research and apply economic concepts to our own state..

Lesson 17: Research our state government

Unit 7 Assessment

Other Evidence:

Hands-On Activities

Lesson Games

Formative Assessment

Student interactive notebook assignments

Students will complete 2-3 *Study Your State* Activities during this Unit

Benchmarks: Benchmark will be given at the completion of Unit 6

Learning Plan

Each lesson within the program has the following elements: Preview, Vocabulary, Hands-On Activity, Extension, Show What You Know. Not all elements or all parts of each element will be taught.

Lesson Title Elements	<i>Lesson 14: The Geography of Your State</i>	Amendments/Advance Preparation 4 instructional periods
Preview Activity (15 minutes)	Students decode a clue to answer a trivia question about geography.(Journal pgs. 331-333)	<p>Activity Card: Decoder Keys Scissors</p> <p>Familiarize yourself with the Atbash cipher, which connects each letter with its reverse counterpart in the alphabet. Students will use this throughout the lesson and may need help with it. You may also provide them with resources to translate it online Use this resource to learn more about the Atbash Cipher that is part of this lesson. There are free tools and resources for solving codes, logic puzzles, and escape room games.</p> <p>https://www.boxentriq.com/code-breaking/atbash-cipher</p> <p>Section 1 can be found in Hands-On Activity: Creating a State Geography Trivia Game. The music track is 2:30 long. Feel free to play it twice if you believe that students will need the full five minutes to find the answer. Hand out an Atbash cipher <i>Activity Card: Decoder Keys</i> to pairs of students. This introduces students the Atbash cipher. Although it is shown on the slide in a different format, they will use the circular version throughout the rest of the lesson.</p>
Vocabulary Activity (10 minutes)	Vocabulary Activity pg.334	Reference Vocabulary Toolkit for suggested activities
Hands-On Activity: Creating a State Geography Trivia Game (75 minutes)	Explore the tools geographers use as students create a state geography game that connects to history, economics, and more. (Journal pgs. 335-343)	<p>Work in small groups or with a partner.</p> <p>Have students use a piece of scrap paper to jot down the decoded answer from the Atbash cipher for each question. Consider having students work in pairs with the Atbash ciphers (from the Activity Card or on the slide.).</p> <p>Students are asked to complete the Activity Notes as part of Step 2. However, the Activity Notes are divided into two steps: students</p>

answer a question at Step 2 and write a question at Step 4.

Graded as a performance task.

Additional websites for reference:

U.S. State Travel and Tourism Information
<https://www.usa.gov/state-travel-and-tourism>

Find travel and tourism information from each state. Learn about events, attractions, activities, lodging, food, and more for the state in which you live.

U.S. Census Bureau
<https://www.census.gov/programs-surveys/sis/resources/data-tools/quickfacts.html>

The U.S. Census Bureau has a website with information on demographics for every state. Click on “Quick Facts” and search by location, categories of people, type of business, and geographical features.

Demographics Animation of the U.S. Population, 2016

<https://www.youtube.com/watch?v=mCTaiKxpWSA>

What did the population of the United States look like in 2016? This engaging animation contains fascinating facts and statistics on the demographics of our country’s population.

Tools Used in Geography

<https://sciencing.com/tools-used-geography-8245388.html>

This site highlights some of the specialized tools that geographers use to describe, understand, and explain the structure of the earth.

https://www.nj.com/news/2014/01/vintage_photos_of_new_jersey_street_scenes.html

<https://www.nj.com/atlantic/2020/05/vintage-nj-photos-that-are-really-old.html>

		https://www.theancestorhunt.com/blog/new-jersey-online-historical-photos-research#.XxHup21KhxB https://www.onlyinyourstate.com/new-jersey/vintage-photos-of-nj/
Hands-On Activity: Playing a State Geography Trivia Game (30 minutes)	Students play a state geography game with a partner.	
Lesson Title Elements	<i>Lesson 15 – The History of Your state</i>	Amendments/Advance Preparation 4 instructional periods
Preview Activity (15 minutes)	Students explore the connection between looking at old items and studying history. (Journal pgs. 347-349)	
Vocabulary Activity (10 minutes)	Vocabulary Activity pg.350	<p>Reference Vocabulary Toolkit for suggested activities</p> <p>Video on Primary and Secondary Sources https://secondary.oslis.org/learn-to-research/plan/plan-possible-sources/primary-and-secondary-sources-video Located on the website of the Oregon School Library Information System, this tutorial video will help students tell the difference between primary and secondary sources. Learn about the characteristics of each, see some examples, and learn how and when to use them.</p>
Hands-On Activity: Training to be an Archivist (90 minutes)	Students Learn the difference between primary and secondary sources and understand why people study the past. Read sections 1 and 2. Journal pgs. 351-354)	<p>Activity Card: Artifacts Scissors</p> <p>Students work in small groups</p> <p>Make sure that each group has time to share their artifact or agree/disagree with a group that has the same artifact as them. Encourage students to build up their reasoning with information from their text and the artifact.</p> <p>Details of the letter and newspaper can be more easily seen by clicking on each image and zooming in. (The newspaper is dated March 4, 1929.)</p> <p>Additional websites for reference:</p>

		https://nj.gov/nj/about/history/short_history.html#:~:text=The%20Dutch%2C%20Swedes%2C%20and%20Finns,added%20it%20to%20their%20colonies.&text=Carteret%20had%20been%20governor%20of%20the%20Isle%20of%20Jersey https://kids.kiddle.co/Geography_of_New_Jersey https://kids.nationalgeographic.com/explore/states/new-jersey/ https://nj.gov/state/historykids/
Hands-On Activity: Artifacts of Our History (30 minutes)	Students research primary or secondary sources related to your state's history through three time periods.(Journal pgs. 355-359)	Students work in small groups Graded as a performance task.

Lesson Title Elements	<i>Lesson 16 – Researching Your States' Economy</i>	Amendments/Advance Preparation 2 instructional periods
Preview Activity	Students spot economic concepts in a picture of everyday life. (Journal pgs. 363-365) [15 min]	
Vocabulary Activity (5 minutes)	Vocabulary Activity pg.366	Reference Vocabulary Toolkit for suggested activities
Hands-On Activity: Picturing Economics (60 minutes)	Students Learn how to spot economics all around you. Research economics in your state and collect images that showcase everyday economics.(Journal pgs. 367-375)	Graded as a performance task. <u>Additional websites for reference:</u> https://kids.kiddle.co/New_Jersey#Economy https://www.netstate.com/economy/nj_economy.htm
Explore OPTIONAL	Read, discuss and complete activities: <ul style="list-style-type: none"> • Explore- Education for Everyone • Explore- Money Makes the World Go Around • Explore- Our Market Economy • Explore- Why We Pay Taxes 	Found in the Reading Section

Lesson Title Elements	<i>Lesson 17 – Researching Your State's Government</i>	Amendments/Advance Preparation 3 instructional periods
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Preview Activity (20 minutes)	Students find hidden messages to solve a puzzle. (Journal pgs. 379-381)	Allow students to have their reading open before starting the music. Consider telling a few students to say the numbers or letters they discover to those around them. This can be useful later in the activity to remind students that we can get more done when we work as a team. The solution to this puzzle is "State Government."
Vocabulary Activity (10 minutes)	Vocabulary Activity pg.382	Reference Vocabulary Toolkit for suggested activities
Hands-On Activity: Building a State Government Puzzle (75 minutes)	Students learn about our state government while creating a puzzle game. (Journal pgs. 383-393)	<p>Students work in small groups of four</p> <p>Activity Card: Templates</p> <p>The Activity Card features ideas for puzzles. However, you may present or have students research alternative puzzle formats. For additional ideas about creating puzzles and using digital tools, visit https://www.keslerscience.com/escape-room-puzzle-ideas-for-the-science-classroom/.</p> <p>Graded as a performance task.</p> <p>Additional Escape Room Ideas</p> <p>Message</p> <p>Maze: https://www.festisite.com/text-layout/maze/</p> <p>Rebus</p> <p>Generator: https://www.festisite.com/rebus/</p> <p>Divide the class into mixed-ability groups of four. Note that there are six sections, so some sections may be assigned to multiple groups. This will give the class a chance to practice another puzzle related to the content, so choose the sections that have the most important content.</p> <p><u>Additional websites for reference:</u></p> <p>What Is a Constitution? Ben's Guide to U.S. Government for Kids</p> <p>http://bensguide.gpo.gov/learning-adventures-14more?id=36&age=ben4_8</p> <p>Read about how laws are made. These sites also have an excellent list of government websites about politics for kids.</p>

		<p>Kids in the House: How a Bill Becomes a Law</p> <p>https://kids-clerk.house.gov/grade-school/ This website has pages for grade school, middle school, and high school students about the U.S. House of Representatives, including its Members, responsibilities, and history. 5th graders students can learn about the nine steps involved with a bill becoming a law in Congress.</p> <p>Video: How Governments Help our Communities</p> <p>https://virtualfieldtrips.org/grade-3-how-government-helps-our-communities/ Watch this three-minute video clip to Introduce your students to the three branches of government and the roles performed by each. They will also hear about their state and local governments.</p> <p>https://www.njleg.state.nj.us/kids/index.asp</p> <p>https://kids.kiddle.co/Government of New Jersey</p>
Extension OPTIONAL (15 minutes)	Puzzle Party: Trade puzzles with another group and learn more about our state's government	

Unit Modifications for Special Population Students

Advanced Learners	<p>Students may read and complete Explore Activities:</p> <ul style="list-style-type: none"> • Explore- State Transportation Systems • Explore- Searching for the Truth • Explore- Education for Everyone • Explore- Money Makes the World Go Around • Explore- Our Market Economy • Explore- Why We Pay Taxes • Student Citizens Help Make Laws • Student Citizens Help Make Laws • Explore- Public Policy <p>Lesson 14 – Geography of my state Encourage students to create additional questions for their state geography games. For example, you could require them to create two questions for demographics, two for history, and two for economics. Alternatively, have students create their own codes and ciphers using the same information from the game in the Activity. Have others solve their puzzles.</p> <p>Lesson 15 – History of my state Challenge advanced learners to provide both a primary and secondary source for their assigned topic. Students can also provide their partners support with their reading and research, create their own artifacts or</p>
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	<p>displays for the gallery walk, or add a multimedia component to their artifact or important historical figure from their state.</p> <p>Lesson 16 – Researching my state’s economy For Hands-On Activity: Picturing Economics, challenge students to take or find pictures that exemplify each of the five terms. For Show What You Know, ask students to write a paragraph or an essay or to create a multimedia presentation that identifies where they see each term they studied represented in the image.</p> <p>Lesson 17 – Researching my state’s government Ask students to create more than one escape room game, or come up with an entirely different type of escape room game than any of the templates provided. Allow students to focus on one or more of the following:</p> <ul style="list-style-type: none"> (1) A storyline: What exciting events have led them to this puzzle? What will happen if they solve the puzzle? (2) Artwork: What drawings, color, or visuals could enhance your game? (3) Video/Audio: Are there any music or video clips that would add excitement? Students can also create a forum for playing these games, such as a website or a live escape room event.
Struggling Learners	<p>Lesson 14 – Geography of my state Pair students reading or writing below grade level with a stronger reader during the Hands-On Activity. If needed, provide students with a partially completed copy of the Activity Notes. In Section 4, for example, you could match two of the sources, leaving just three for the student to finish. For <i>Hands-On Activity: Creating a State Geography Trivia Game</i>, pair students strategically so they can successfully read and locate information using maps, books, and the Internet.</p> <p>Lesson 15 – History of my state Students may need support as they describe the attic artifacts in the Preview Activity. Provide examples and support as students research important events specific to state history and write captions explaining an artifact’s significance. Modify the research, reading, and writing expectations based on student need. Students may also need assistance generating ideas and finding resources at appropriate reading levels to complete the Show What You Know assignment.</p> <p>Lesson 16 – Researching my state’s economy Be prepared to support students as they gather images or take photos during Hands-On Activity: Picturing Economics. Have students brainstorm examples that could represent each economic concept. Students can use this list to help them decide what to photograph or collect images of. If needed, find images that showcase everyday economics to share as options for students.</p> <p>Lesson 17 – Researching my state’s government Use the Toolbar in the online text as a means of increasing reading fluency and comprehension. Allow students to choose the role that best matches their skills and abilities: researcher, script writer, puzzle master, or game designer. Reduce the writing requirements of the Hands-On Activity Notes as needed. Make sure students have gathered enough information from the reading to write questions for the puzzles.</p>

<p>English Language Learners</p>	<p>Lesson 14 – Geography of my state During the Preview Activity, Vocabulary Activity, and Hands-On Activity, provide decoded letters or words if students are struggling with the cipher. For the Preview Activity, ensure students understand the terms “physical geography feature” and “human geography feature” before completing their Student Journals. Model examples if needed.</p> <p>Lesson 15 – History of my state For the Preview Activity, have students describe artifacts of their choosing before completing their Student Journals. Provide sentence starters and have students practice describing the artifacts orally before completing written work. If appropriate, encourage the student to use tools like Google Translate in their research, making sure that another group member helps them to correctly translate the captions correctly for their artifact. If doing oral presentations on their artifacts or state historical figures, provide sentence starters and ample time to rehearse their presentations so they feel comfortable speaking in front of the class.</p> <p>Lesson 16 – Researching my state’s economy Before the Preview, give students an image with which they can practice identifying economic. Provide sentence starters to model their responses. During the Preview, review the vocabulary terms <i>budget</i>, <i>factors of production</i>, <i>market</i>, <i>scarcity</i>, and <i>tax</i> so students can use the terms when identifying economic concepts in images. Also, identify the three factors of production.</p> <p>During Hands-On Activity: Picturing Economics, have students partner with another student to transcribe their captions or allow students to use audio-to-text tools. Alternatively, during Extension: Displaying Economics, have students orally describe their images and captions.</p> <p>Lesson 17 – Researching my state’s government For the Vocabulary Activity, pre-teach the vocabulary words with students who need language support. Have students draw pictures, translate words from their native language into English, and create their own sentences to ensure comprehension. If appropriate, limit the number of words the student must decode or provide every other answer for them. In the Hands-On Activity, have students focus on one of the vocabulary terms as the code or part of their game since the student will by then be more familiar with them.</p>
<p>Special Needs Learners</p>	<p>Lesson 14 – Geography of my state Familiarize students with the Atbash cipher, which connects each letter with its reverse counterpart in the alphabet. Students will be using this throughout the lesson and may need help with it. You may also provide them with this resource (https://www.boxentriq.com/code-breaking/) to translate Atbash ciphers online.</p> <p>For the Study Your State section, have students work in pairs to research and locate images of their state’s geography. Assist them with writing explanations for each photograph and completing the Study Your State assignment in the Student Journals.</p> <p>Lesson 15 – History of my state Prior to conducting the Hands-On Activity, ensure students understand the difference between primary and secondary sources and why people study</p>

	<p>the past. Play a “Name that Source” game, where a primary or secondary source of information is shown, and students must label it correctly and describe what evidence they have to prove it is primary or secondary. If needed, provide assistance with their written descriptions of primary and secondary sources.</p> <p>For the first Hands-On Activity, use your state’s archives as a resource. Provide learners with special education needs with a selection of three artifacts related to their assigned topic. Have them pick one and work with their group to come up with the caption.</p> <p>Lesson 16 – Researching my state’s economy Provide students with several images that would work well for Hands-On Activity: Picturing Economics. Allow students to pick which images they would like to use. Partner each student with another in the class who can help them to write a caption linking the term to the picture.</p> <p>Lesson 17 – Researching my state’s government For the Hands-On Activity, simplify the game experience for students. Have their design team focus on short words and simple directions. Encourage the design team to allow your special needs student to pick the escape room template. Allow students to choose the role that best matches their skills and abilities: researcher, script writer, puzzle master, or game designer.</p>
Learners with a 504	<p>Parent and Educator Resource Guide to Section 504 https://www.parentcenterhub.org/ocr-guide-to-section504/</p>

Interdisciplinary Connections	
Indicators:	<ul style="list-style-type: none"> • NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. • Craft and Structure • NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • Range of Reading and Level of Text Complexity • NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. • NJSLSA.W. Anchor Standards: Writing • Text Types and Purposes • NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • Production and Distribution of Writing • NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • NJSLSA.L. Anchor Standards: Language • Knowledge of Language

- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Vocabulary Acquisition and Use
- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- NJ.RI.3. Progress Indicators for Reading Informational Text
- Key Ideas and Details
- RI.3.1. 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.
- 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.
- Craft and Structure
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Integration of Knowledge and Ideas
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- NJ.RF.3. Progress Indicators for Reading Foundational Skills
- Fluency
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
- RF.3.4. A. Read grade-level text with purpose and understanding.
- RF.3.4. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- NJ.W.3. Progress Indicators for Writing
- Production and Distribution of Writing
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- NJ.SL.3. Progress Indicators for Speaking and Listening
- Comprehension and Collaboration
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJ.L.3. Progress Indicators for Language
- Vocabulary Acquisition and Use
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.3.5.A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- L.3.5.B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Integration of 21st Century Skills

<p>Core Idea: CRP1. Act as a responsible and contributing citizen and employee</p>	<p>Performance Expectation: Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p>
<p>Core Idea: CRP2. Apply appropriate academic and technical skills.</p>	<p>Performance Expectation: Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation</p>
<p>Core Idea: CRP6. Demonstrate creativity and innovation.</p>	<p>Performance Expectation: Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>

Study Your State Activities

Students will continue learning about the state of New Jersey through “Study your State” activities. An outline of these activities along with suggested web resources can be found in the appendix of this guide. Although each lesson in this program has “Study your State” activities, they do not need to be taught during that lesson and not all are required. A total of six activities are required while 9 activities are student choice. Students may complete the activities independently or collaboratively. It is suggested to work on the “Study your State” activities one day each week. Time has been allocated to complete the remaining activities throughout the semester.

Unit Title: *Unit 2: Northeast***Unit Description:**

In this unit, students will take a cinematic tour of the Northeast region of the United States learning what it is like to live in this region. Students will experience the population density of the Northeast and compare it to other locations in the United States. They will create a comic strip that highlights life in the heavily populated areas of the Northeast.

Unit Duration: 11 instructional periods**Desired Results****Standards:**

- Chronological sequencing helps us track events over time
- Interactions of people and events throughout history have shaped the world we experience today.
- Events may be viewed differently based on one's perspective.
- Levels of government (i.e., local, state, and federal) have different powers and responsibilities.
- Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.
- There are different processes for establishing rules and laws.
- It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.
- Regions form and change as a result of unique physical characteristics conditions, economies, and cultures.
- Patterns of settlement differ markedly from region to region, place to place, and time to time.
- The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition
- Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.
- Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.
- The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition
- The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.
- A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.

Indicators:

- 6.1.5. CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.
- 6.1.5. CivicsDP.1: 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).
- 6.1.5. CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
- 6.1.5. GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5. GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5. GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

- 6.1.5. GeoSV.1: 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).
- 6.1.5. GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5. GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- 6.1.5. GeoSV.4: 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).
- 6.1.5. GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
- 6.1.5. GeoHE.1: 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.
- 6.1.5. GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- 6.1.5. GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5. GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.
- 6.1.5. GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5. GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5. HistoryCC.1: 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.
- 6.1.5. HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
- 6.1.5. HistoryUP.1: 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.

Understandings:

Students will understand that...

Lesson 4 – Tour of the Northeast

- Investigate elements of the economy, geography, government, history, and people of the Northeast.
- Use a map of the region to trace the route of a tour through the Northeast.
- Ask and answer inquiry-based questions

Lesson 5- Population Density

- Simulate the population density of the Northeast and compare it with that of other regions of the United States.
- Evaluate the effects of population density on the environment, economics, transportation and communities overall living
- Synthesize information from the reading into a creative writing assignment. (writing)

Essential Questions:

Lesson 4: Tour of the Northeast

What are different parts of the Northeast like?

Lesson 5- Population Density

How do people live in the Northeast?

Assessment Evidence

Performance Tasks:

Lesson 4: Label a map of the Northeast with nine famous tour stops and then rank them according to which ones you would most like to visit
 Lesson 5: Create a comic strip about the Northeast
 Reading notes on population density.
 Unit 2 Assessment

Other Evidence:

Hands-On Activities
 Lesson Games
 Formative Assessment
 Student interactive notebook assignments

Benchmarks: Benchmark will be given at the completion of Unit 6

Learning Plan

Each lesson within the program has the following elements: Preview, Vocabulary, Hands-On Activity, Extension, Show What You Know. Not all elements or all parts of each element will be taught.

Lesson Title Elements	<i>Lesson 4: A Train Tour of the Northeast</i>	Amendments/Advance Preparation 5 instructional periods
Preview Activity (35 minutes)	Complete a fun, fast-paced geography challenge to learn about the Northeast. Read the introduction and answer questions. (Journal pgs. 81-85)	Activity Card: Northeast Scissors
Vocabulary Activity (10 minutes)	Vocabulary Activity pg. 86	Reference Vocabulary Toolkit for suggested activities
Hands-On Activity: Tour the Northeast (75 minutes)	Take a video tour of the Northeast, read each section (1-11), and write questions about each stop. (Journal pgs. 87-101)	<p>This may be done whole class or with partners; Wrap-Up (slide 20) should be done as a whole class.</p> <p><u>Optional Supporting Resources:</u> Northeast Region of the U.S. Video https://virtualfieldtrips.org/grade-4-northeast-region-of-the-u-s/</p> <p>This eight-minute video takes students on a trip in time to learn how the Northeast region became the place it is today. Consider the region's natural resources, geography, history, and economy to help understand how the Northeast has developed over time.</p> <p>Mount Washington Cog Railway (Section 2) https://www.thecog.com/1869</p> <p>While the <u>main site</u> has information about the Cog Railway and the surrounding region of New Hampshire, this particular page chronicles the story of the Cog Railway. In particular, it examines the innovation behind the railway and challenges posed by the local environment. Each section features historical photos.</p>

Boston's Black Heritage Trail (Section 4)
<https://www.bostonusa.com/things-to-do/sightseeing-and-trails/black-heritage-trail/>

The Black Heritage Trail is a 1.6-mile walking tour that explores the history of Boston's 19th-century African American community. Watch the three-minute video on the trail, as well as the 90-second video on Boston's African Meeting House.

Unwrapped: Inside the HERSHEY Chocolate Factory (Section 7)
https://www.youtube.com/watch?v=b6c_NlryvNI

Find out how the most iconic and historic chocolate bar is made in this five-minute video from the Food Network's *Unwrapped*. Learn the history of the man, the company, and the chocolate bar that made the town of Hershey, Pennsylvania—and made it famous.

The Constitutional Walking Tour: Virtual Field Trip (Section 8)
<https://www.theconstitutional.com/field-trips/virtual-field-trip>

The Constitutional Walking Tour has two tour formats available: (1) a downloadable, self-guided virtual tour, with recently updated content with new information and graphics, or (2) a live Zoom tour hosted by the same tour guides who host the guided in-person tours.

Architect of the Capitol: Virtual Field Trips (Section 9)
<https://www.aoc.gov/explore-capitol-campus/visitor-resources/virtual-field-trips>

There are many videos on this site that will take you in and around historic spaces of the U.S. Capitol. There is a nine-minute video called "Virtual U.S. Capitol Tour." Go on other video tours, explore the gardens, check out the online programs, and listen to podcasts. For additional resources, click on "Elementary School Level" section at the bottom of the page.

Tour the White House in 360 Degrees (Section 10)
<https://www.whitehousehistory.org/tour-the-white-house-in-360-degrees>

		This immersive experience takes visitors inside the White House and provides access to all the public rooms on the Ground and State Floors. It also enables visitors to examine the rooms and objects close-up.
Show What You Know (20 minutes)	<p>Review the Summary. Then complete this formative assessment to show what you learned.</p> <p>Label a map of the Northeast with nine famous tour stops and then rank them according to which ones you would most like to visit.</p> <p>(Journal pg. 102)</p>	Graded as a performance task.

Lesson Title Elements	<i>Lesson 5: Population Density and Life in the Northeast</i>	Amendments/Advance Preparation 5 instructional periods
Preview Activity (15 minutes)	Analyze a satellite photograph of the United States at night for signs of uneven population density. (Journal pgs. 105-107)	<p><u><i>Optional Supporting Resources:</i></u> Population Density...with Minecraft! https://www.youtube.com/watch?v=Bbs-gwmAuGw Learn about population density, scarce population, and dense population through Minecraft in this five-minute video that students can easily understand. This is a great video to show prior to the lesson to build background knowledge on this important concept.</p> <p>Population Density in the United States https://www.youtube.com/watch?v=Qhp1Gkm33ws This one-minute video shows population density of the United States using a 3D map with an emphasis on the East Coast.</p>
Vocabulary Activity (10 minutes)	Vocabulary Activity pg. 108	Reference Vocabulary Toolkit for suggested activities
Hands-On Activity: Experiencing Population Density (20 minutes)	Experience the population density of the Northeast and compare it to other locations in the United States. Read sections 1 & 2 and create a population density map. (Journal pgs. 109-112)	35 sheets of paper, colored markers Performance task.
Hands-On Activity: Drawing a Comic About Life in the Northeast	Read sections 3-7 and create a comic strip that highlights life in the heavily populated areas of the Northeast. Culminate with	Paper and colored markers/crayons May be done in small groups or with a partner Graded as a performance task.

(85 minutes)	reading the summary and class discussion. (Journal pgs. 113-120)	
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Unit Modifications for Special Population Students		
Advanced Learners	<p>Students may read and complete the explore activities:</p> <ul style="list-style-type: none"> Workers in the Workplace Native Americans in the Northeast How Science and Technology have Changed our Lives <p>Lesson 4</p> <p>Have students research additional locations in the Northeast to create another tour of the region. Encourage them to create a map of the route, include pictures of each location, and narrate the tour (in an audio recording or aloud in front of the class) by sharing interesting information about each location. Allow students to work individually or in groups and to share their completed tours with the class.</p> <p>Alternatively, have students learn more about one or more of the tour stops covered in the lesson. Students can do further research using the resources in Enhancing Learning or resources found online or in the library. Ask students to create a multimedia presentation, or any other teacher-approved product of their choosing, based on what they learned. Allow students to share their work with their classmates.</p> <p>Lesson 5</p> <p>To extend the Study Your State activity, have students create a physical or electronic version of a population density map. Depending on the number of students participating, assign a state in the Northeast to one or two students. Provide practice and assistance with making tables of data, or create a template for students to use. Encourage the use of materials and designs that relate to the Northeastern state they are assigned.</p>	
Struggling Learners	<p>Lesson 4</p> <p>Use the Toolbar in the online text as a means to increase reading fluency and comprehension, or read the sections of the text in an adult-led small group. Assist students as needed with producing clear and coherent questions and answers for the Hands-on Activity. Model the three types of questions: multiple choice, fill in the blank, or true/false. Remind students to note the answer beneath each.</p> <p>For Show What You Know, provide sentence starters as needed for students to write a short explanation about which tour stop was their favorite. Modify the writing expectations based on students' ability levels.</p> <p>Lesson 5</p> <p>Use the Toolbar in the online text as a means of increasing reading fluency and comprehension. Provide support with generating ideas and sentences for the comics. Assist students with creating a storyboard for their comics. If appropriate, allow them to dictate the dialogue to someone or provide assistance with spelling and punctuation.</p>	
English Language Learners	<p>Lesson 4</p> <p>Before the Geography Challenge in the Preview, create a sentence bank with the correct answers. Have students use this sentence bank to help them complete the Geography Challenge pages in their Interactive Student</p>	

	<p>Notebooks. The sentence bank will enable them to focus on developing their geographic vocabulary and be successful at the same time.</p> <p>During the Geography Challenge, consider matching each English Learner with a student proficient in English. If necessary, provide instruction on how to read map legends, especially the circled star representing the nation's capital. Also be sure students understand the terms used in the Geography Challenge questions.</p> <p>Lesson 5</p> <p>Provide sentence starters for the discussion on experiencing population density after the first Hands-On Activity. Help students create a storyboard for their comics in the second Hands-On Activity, and provide language support as needed before beginning their work. Have students draw their illustrations for the comic first, and then work with a partner or adult to complete any dialogue. Each student will guide the story of the cartoon but will receive help in phrasing and vocabulary as needed to complete the comic.</p>
Special Needs Learners	<p>Lesson 4</p> <p>Provide support with the Geography Challenge as needed, and consider pairing each student with another student who can help them if they are struggling. For the Hands-On Activity, provide examples of questions and/or create one together for each tour stop about the Northeast. Model the three types of questions: multiple choice, fill in the blank, or true/false. Remind students to note the answer beneath each.</p> <p>Lesson 5</p> <p>During the comic strip activity, have students focus on only one of the topics: housing, employment, transportation, the environment, or recreation. Ask the student which topic he or she would like to focus on, and help the student make a decision. You may also give students more guidance about what happens in each frame of the cartoon.</p>
Learners with a 504	<p>Parent and Educator Resource Guide to Section 504 https://www.parentcenterhub.org/ocr-guide-to-section504/</p>

Interdisciplinary Connections

Indicators:

- NJSLSA.R. Anchor Standards: Reading
- Key Ideas and Details
- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Craft and Structure
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Range of Reading and Level of Text Complexity
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W. Anchor Standards: Writing
- Text Types and Purposes
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Production and Distribution of Writing

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Range of Writing
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- NJSLSA.SL. Anchor Standards: Speaking and Listening
- Comprehension and Collaboration
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- NJSLSA.L. Anchor Standards: Language
- Conventions of Standard English
- NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Knowledge of Language
- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Vocabulary Acquisition and Use
- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- NJ.RI.3. Progress Indicators for Reading Informational Text
- Key Ideas and Details
- RI.3.1. 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.
- 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.
- Craft and Structure
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Integration of Knowledge and Ideas
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- NJ.RF.3. Progress Indicators for Reading Foundational Skills
- Fluency
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
- RF.3.4. A. Read grade-level text with purpose and understanding.
- RF.3.4. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- NJ.W.3. Progress Indicators for Writing
- Text Types and Purposes
- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.1.A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1.B. Provide reasons that support the opinion.

- W.3.1.C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- W.3.1.D. Provide a conclusion.
- W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Production and Distribution of Writing
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- Range of Writing
- W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- NJ.SL.3. Progress Indicators for Speaking and Listening
- Comprehension and Collaboration
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.1. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- SL.3.1. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.3.1. C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1. D. Explain their own ideas and understanding in light of the discussion.
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJ.L.3. Progress Indicators for Language
- Conventions of Standard English
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2.F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Knowledge of Language
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.3.3.A. Choose words and phrases for effect.
- Vocabulary Acquisition and Use
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.3.5.A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- L.3.5.B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Integration of 21st Century Skills

Core Idea:

CRP1. Act as a responsible and contributing citizen and employee

Performance Expectation:

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Core Idea:

CRP2. Apply appropriate academic and technical skills.

Performance Expectation:

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

Core Idea:

CRP5. Consider the environmental, social and economic impacts of decisions.

Performance Expectation:

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

Unit Title: Unit 3: Southeast**Unit Description:**

In this unit students will explore the Southeast region of the United States. Students use their “social science” glasses to analyze what they see as they explore the Southeast on a self-directed tour. Students engage in interactive experiences and learn key concepts and facts about the region.

Unit Duration: 5 instructional periods**Desired Results****Standards:**

- Chronological sequencing helps us track events over time
- Interactions of people and events throughout history have shaped the world we experience today.
- Events may be viewed differently based on one's perspective.
- It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.
- Regions form and change as a result of unique physical characteristics conditions, economies, and cultures.
- Patterns of settlement differ markedly from region to region, place to place, and time to time.
- The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition
- Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.
- Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.
- The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition
- The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.
- A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.

Indicators:

- 6.1.5. GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5. GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5. GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5. GeoSV.1: 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).
- 6.1.5. GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5. GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- 6.1.5. GeoSV.4: 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).
- 6.1.5. GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.

- 6.1.5. GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5. GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.
- 6.1.5. GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5. GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5. HistoryCC.1: 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.
- 6.1.5. HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
- 6.1.5. HistoryUP.1: 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.

Understandings:

Students will understand that...

Lesson 6 – A Tour of the Southeast

- Investigate and explore different locations within the Southeast through different perspectives
- Ask and answer inquiry-based questions

Lesson 7 – The Effects of Geography on Life in the Southeast

- Interpret geographic information from special-purpose maps and images of the Southeast.
- Hypothesize the effects of geography and read to confirm or correct.

Essential Questions:

Lesson 6 – A Tour of the Southeast

What factors have shaped the culture in the Southeast?

Lesson 7 – The Effects of Geography on Life in the Southeast

How has geography helped shape daily life in the Southeast?

Assessment Evidence

Performance Tasks:

Lesson 7: Students create titles for videos and using vocabulary words construct a short caption for each video depicting how geography affects life.

Other Evidence:

Hands-On Activities
Lesson Games
Student interactive notebook assignments

Benchmarks: Benchmark will be given at the completion of Unit 6

Learning Plan

Each lesson within the program has the following elements: Preview, Vocabulary, Hands-On Activity, Extension, Show What You Know. Not all elements or all parts of each element will be taught.

Lesson Title Elements	<i>Lesson 6: A Tour of the Southeast</i>	Amendments/Advance Preparation 3 instructional periods
Preview Activity (35 minutes)	Complete a fun, fast-paced geography challenge to learn about the Southeast. Read the	Activity Card: Southeast Scissors

	introduction and answer questions. (Journal pgs. 131-135)	Read Aloud: <i>The Quilter's of Gees Bend</i> <u>Optional Supporting Resources:</u> Video: Southeast Region of the U.S. https://virtualfieldtrips.org/grade-4-southeast-region-of-the-u-s/ Play this five-minute video clip so your students can see the geography, history, and economy of the area and begin to understand how the people and the many natural resources have helped to shape its development over time.
Vocabulary Activity (10 minutes)	Vocabulary Activity pg. 136	Reference Vocabulary Toolkit for suggested activities
Hands-On Activity: Tour the Southeast (50 minutes)	Students use their "social science" glasses to analyze what they see as they explore the Southeast participating in a self-directed tour. (Journal pgs. 137-149)	Students can complete the Activity individually or work through the tour together in pairs Alternatively, consider projecting the slide and clicking through the tour together as a class. The directions only require students to read about their three favorite stops.

Lesson Title Elements	<i>Lesson 7: The Effects of Geography in the Southeast</i>	Amendments/Advance Preparation 2 instructional periods
Vocabulary Activity (10 minutes)	Vocabulary Activity pg. 156	Reference Vocabulary Toolkit for suggested activities
Hands-On Activity: Effects of Geography on Life in the Southeast (70 minutes)	Read the introduction together (pg, 154). Read sections 1-6 and learn how geography affects life in the Southeast. Create titles and captions for videos of geography in the Southeast. Students look at maps and answer questions about climate, elevation, natural resources, and bodies of water. (Journal pgs. 156-166)	Students may complete this activity in small groups or with partners or in small groups and jigsaw the information at the end. Discss summary (pg. 166) as a whole class. Activity Notes- (pg. 165) Graded as a performance task

Unit Modifications for Special Population Students

Advanced Learners	<p>Students may read and complete the explore activities:</p> <ul style="list-style-type: none"> • Juneteenth • Native Americans in the Southeast • Hurricane Andrew <p>Lesson 6</p> <p>Have students learn more about one or more of the tour stops in the Southeast. Students can do further research using any resources provided in the Enhancing Learning tab, or they can find their own additional resources from the internet or the library. Have students create a multimedia presentation, or any other teacher-approved product of their choosing,</p>
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	<p>based on what they learned. Allow students to share their work with their classmates.</p> <p>Lesson 7</p> <p>Challenge students to find some relevant images and/or video clips that depict how geography affects life in their area. Similar to the activity, have them create a title and caption for each one. If preferred, students can research a location in the Southeast they learned about in the text instead of their local geography.</p>
Struggling Learners	<p>Lesson 6</p> <p>Use the Toolbar in the online text as a means of increasing reading fluency and comprehension, or read the sections of the text in an adult-led small group. Assist students as needed with producing clear and coherent questions and answers about the social sciences and the Southeast that are appropriate to task, purpose, and audience. Provide sentence starters for the questions for students if needed to generate their social scientist questions. If any student groups create social scientist posters, ask students to use these as a tool for generating questions and answers.</p> <p>Lesson 7</p> <p>Use the Toolbar in the online text as a means of increasing reading fluency and comprehension. Highlight the keywords on the evidence that are directly taken from the text to make it easier for students to locate information. Brainstorm caption ideas for the Hands-On Activity assignment before students complete the journal page. For the Show What You Know journal page, modify the assignment if needed to reduce writing.</p>
English Language Learners	<p>Lesson 6</p> <p>Support students' language development prior to beginning the lesson. Pre-teach the ten vocabulary words for this lesson, and have students draw or identify images associated with each term: bayou, delta, hurricane, mineral, petroleum, plantation, savanna, segregation, strip mine, swamp. In addition, review lesson one and its description of the four social science perspectives: economist, historian, political scientist, and geographer. Make this learning visual by charting details for each social science perspective for students to refer to in the Hands-On Activity, or by creating social science posters to hang in the classroom as a reference.</p> <p>For the Study Your State assignment, allow students to write their letter with the assistance of another student. You may also want to allow students to write as much as they can in English and then work with a partner or adult to improve sentence structure and vocabulary. Provide sentence starters as needed.</p> <p>Lesson 7</p> <p>Consider partnering students with stronger readers as pairs to complete or cut down the number of sections you require from the student. Consider creating captions in advance for each video on slips of paper and provide them to students. Instead of composing their own, they could review the available ones you provide and pick the most appropriate one to include in their journal.</p>
Special Needs Learners	<p>Lesson 6</p> <p>Remind students what the jobs of an economist, a historian, a political scientist, and a geographer entail. If appropriate, create a poster for each social science and chart students ideas about each to hang in the classroom and refer to during the lesson. Alternatively, students can draw or act out what a person from each social scientist perspective would think, feel, say, hear, do, or go. Include sentence starters as needed to help students bring these perspectives to life.</p>

	<p>Rather than having students write a letter in the Study Your State assignment, have them draw pictures with brief captions that address the questions that are asked. This will convey the same message but without the structure of a letter. Students might be more comfortable with drawing a picture and writing only a few words than with writing a whole letter.</p> <p>Lesson 7</p> <p>Partner students with stronger readers as pairs to complete and/or cut down the number of sections you require from the student. Provide support for the Vocabulary by having students draw pictures and write captions for the words. Assign each student one or two words each to caption and illustrate. Put them all together and use them for vocabulary review with students.</p>
Learners with a 504	<p>Parent and Educator Resource Guide to Section 504</p> <p>https://www.parentcenterhub.org/ocr-guide-to-section504/</p>

Interdisciplinary Connections

Indicators:

- NJSLSA.R. Anchor Standards: Reading
- Key Ideas and Details
- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Craft and Structure
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Range of Reading and Level of Text Complexity
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W. Anchor Standards: Writing
- Text Types and Purposes
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Production and Distribution of Writing
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Range of Writing
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- NJSLSA.SL. Anchor Standards: Speaking and Listening
- Comprehension and Collaboration
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- NJSLSA.L. Anchor Standards: Language
- Conventions of Standard English
- NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Knowledge of Language

- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Vocabulary Acquisition and Use
- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- NJ.RI.3. Progress Indicators for Reading Informational Text
 - Key Ideas and Details
 - RI.3.1. 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.
 - 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.
 - Craft and Structure
 - RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
 - RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
 - Integration of Knowledge and Ideas
 - RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- NJ.RF.3. Progress Indicators for Reading Foundational Skills
 - Fluency
 - RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
 - RF.3.4. A. Read grade-level text with purpose and understanding.
 - RF.3.4. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- NJ.W.3. Progress Indicators for Writing
 - Text Types and Purposes
 - W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - W.3.1.A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - W.3.1.B. Provide reasons that support the opinion.
 - W.3.1.C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
 - W.3.1.D. Provide a conclusion.
 - W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - Production and Distribution of Writing
 - W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
 - W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - Range of Writing
 - W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- NJ.SL.3. Progress Indicators for Speaking and Listening
 - Comprehension and Collaboration
 - SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- SL.3.1. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- SL.3.1. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.3.1. C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1. D. Explain their own ideas and understanding in light of the discussion.
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJ.L.3. Progress Indicators for Language
- Conventions of Standard English
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2.F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Knowledge of Language
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.3.3.A. Choose words and phrases for effect.
- Vocabulary Acquisition and Use
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.3.5.A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- L.3.5.B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Integration of 21st Century Skills

Core Idea:

CRP1. Act as a responsible and contributing citizen and employee

Performance Expectation:

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Core Idea:

CRP5. Consider the environmental, social and economic impacts of decisions.

Performance Expectation:

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings,

	procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Core Idea: CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	Performance Expectation: Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Unit Title: *Unit 4: Midwest***Unit Description:**

In this unit students will explore the region of the Midwest, dig into its history, and explore its geography including its agriculture. Students "tour" the Midwest. Through interactive experiences, students learn key concepts and facts about the region. In a Visual Discovery activity, students analyze farm life in 1800, 1900, and today to discover how agriculture has changed in the Midwest.

Unit Duration: 8 instructional periods**Desired Results****Standards:**

- Chronological sequencing helps us track events over time.
- Regions form and change as a result of unique physical characteristics conditions, economies, and cultures.
- Patterns of settlement differ markedly from region to region, place to place, and time to time.
- The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition
- Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.
- Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.
- The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition
- The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.
- A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.

Indicators:

- 6.1.5. GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5. GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 6.1.5. GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
- 6.1.5. GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- 6.1.5. GeoSV.1: 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).
- •6.1.5. GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- 6.1.5. EconEM.1: Explain why individuals and businesses specialize and trade.
- 6.1.5. EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- 6.1.5. EconEM.3: Describe how supply and demand influence price and output of products.
- 6.1.5. EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.5. EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.

- 6.1.5. EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.
- 6.1.5. EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- 6.1.5. HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

Understandings:

Students will understand that...

Lesson 8: A Tour of the Midwest

- Describe the major physical and human features of the Midwest.
- Apply map skills to locate nine important sites in the Midwest.
- Use a map of the region to trace the route of a tour through the Midwest.
- Categorize key elements of the economy, geography, transportation, history, and people of the Midwest over time.
- Synthesize information into letter form. (writing)

Lesson 9: Agricultural Changes in the Midwest

- Read a timeline of events
- Research farming and how it changed over time.
- Compare and contrast farm size, farm technologies, and farm life from 1800 to today.
- Articulate and support ideas in presentations. (speaking)
- Synthesize information for interview responses. (listening and speaking)

Essential Questions:

Lesson 8: A Tour of the Midwest

Why do we call the Midwest "America's Heartland"?

Lesson 9: Agricultural Changes in the Midwest

How has farming changed in the Midwest over time?

Assessment Evidence

Performance Tasks:

Lesson 8: Make recommendations for tourists visiting the Midwest by suggesting tours

Other Evidence:

Hands-On Activities
Lesson Games
Student interactive notebook assignments

Benchmarks: Benchmark will be given at the completion of Unit 6

Learning Plan

Each lesson within the program has the following elements: Preview, Vocabulary, Hands-On Activity, Extension, Show What You Know. Not all elements or all parts of each element will be taught.

Lesson Title Elements	<i>Lesson 8: A Tour of the Midwest</i>	Amendments/Advance Preparation 4 instructional periods
Preview Activity (35 minutes)	Complete a fun, fast-paced geography challenge to learn	Activity Card: Midwest Scissors

	about the Midwest. Read the introduction and answer questions. (Journal pgs. 175-179)	
Vocabulary Activity (10 minutes)	Vocabulary Activity pg. 180	Reference Vocabulary Toolkit for suggested activities
Hands-On Activity: Tour the Midwest (55 minutes)	Explore the Midwest on this self-directed tour and collect clues to reveal a secret word. Read each section, answer questions and find a hidden letter. Through interactive experiences, students learn key concepts and facts about the region. Then students use their notes to reveal a saying about the Midwest. (Journal pgs. 181-193)	<p>Students can complete the Activity individually or work through the tour together in pairs or in small groups and jigsaw the information at the end.</p> <p>The answers to the focus questions should be shared with whole class at the end.</p> <p>Alternatively, consider projecting the slide and clicking through the tour together as a class.</p> <p>Slide 2: Hidden Letters – Stop 1: A; Stop 2: T; Stop 3: E; Stop 4: A; Stop 5: L; Stop 6: D; Stop 7: N; Stop 8: H; Stop 9: R.</p> <p>Slide 3: Unscrambled, the hidden letters spell "Heartland."</p>
Show What You Know (15 minutes)	<p>Review the Summary. Then complete this formative assessment to show what you learned.</p> <p>Recommend the best three stops on a tour of the Midwest.</p> <p>(Journal pg. 194)</p>	Graded as a performance task.

Lesson Title Elements	<i>Lesson 9: Agricultural Changes in the Midwest</i>	Amendments/Advance Preparation 4 instructional periods
Preview Activity (15 minutes)	Watch a short video that highlights some of the key changes in farming, and then analyze differences between farming in the past and present. (Journal Pgs. 197-199)	
Vocabulary Activity (10 minutes)	Vocabulary Activity pg. 200	Reference Vocabulary Toolkit for suggested activities
Hands-On Activity: Completing a Jigsaw About Agricultural Changes (80 minutes)	Students complete a Jigsaw activity about how farming has changed over time. Students focus on one reading their assigned one section as they learn about how farming has changed over the years.	<p>Activity Card A: Then and Now</p> <p>Activity Card B-E: Farm Topics</p> <p>Each jigsaw group should have at least one student covering each section. Some groups may have multiple students per section.</p>

	Culminate with reading summary pg. 213 (Journal pgs. 201-213)	Assign each student to one section from Sections 1–9 and to a jigsaw group. As an alternative to students working in large groups, consider having students go to the front of the class, one section at time, to present their section to the class. While students present each section, those remaining in their seats complete the Activity Notes.
Extension: Local Family Farms (OPTIONAL)	Research our local farms and report on the farm and its products	You may help students find local farms on https://www.localharvest.org/organic-farms/ .

Unit Modifications for Special Population Students

Advanced Learners	<p>Students may read and complete Explore Activities:</p> <ul style="list-style-type: none"> • Detroit During WWII • Mississippi Civilization • Native Americans in the Midwest • Making Choices • Corn-Key Crop of the Midwest <p>Lesson 8 Have students research what life was like in a town or city (other than Detroit) in their state during World War II. They can then compare what they discover with what they have learned about Detroit in this lesson. Have students create posters showcasing what they learn about industry, home life, and opportunities in their state during World War II. Allow them to present their posters and findings to the class or to another appropriate audience.</p> <p>Lesson 9 Have students collect examples of different uses of corn, such as labels from food products or advertisements for cars that use ethanol. Then have students create a mural from their collected items, showing the many uses of corn in the United States. Have students research farmers' markets in your community and share their learning in a manner of their choosing. Alternatively, have them research farming in the Midwest from the 1800s to today. Students can create a slideshow or other product that compares agricultural practices and inventions from the past to the present. This Smithsonian website is a useful resource for finding information on farming long ago.</p>
Struggling Learners	<p>Lesson 8 Use the Toolbar in the online text as a means of increasing reading fluency and comprehension, or read the sections of the text in an adult-led small group. In addition, support students' language development and reading skills prior to beginning the lesson by pre-teaching the ten vocabulary words for this lesson and asking them to draw or identify images associated with each term: frontier, prairie, fertile, livestock, feedlot, meatpacking, reservation, assembly line, and transportation hub.</p> <p>Lesson 9 Use the Toolbar in the online text as a means of increasing reading fluency and comprehension. Highlight key words or phrases that will help students follow the text and complete the Activity Notes for Hands-On Activity:</p>

	Completing a Jigsaw About Agricultural Changes. For Show What You Know, modify the writing portion of the Activity Notes to ensure student success. Allow drawings with captions or other ways to represent student learning instead of writing an article.
English Language Learners	<p>Lesson 8 Before the Geography Challenge in the Preview Activity, create a sentence bank with the correct answers. Have students use this sentence bank to help them complete the Geography Challenge pages in their Preview Activity Notes. The sentence bank will enable them to focus on developing their geographic vocabulary and be successful at the same time. During the Geography Challenge, match each English learner with a student proficient in English. If necessary, provide instruction on how to read map legends. Also be sure students understand terms used in the questions on the Geography Challenge Cards.</p> <p>Lesson 9 Pre-teach the nine vocabulary words about farming to students. Use the strategy of Total Physical Response (TPR), or have students act out words in a game format to increase meaningful learning opportunities and language retention.</p>
Special Needs Learners	<p>Lesson 8 Pair students strategically during the Hands-On Activity so they have support with answering the focus questions and finding the hidden letters on the tour stops. Modify the Show What You Know assignment so students recommend only one or two stops instead of three. Alternatively, give each student a blank note card and have them decorate one side with pictures from one or more of the sites they visited. Students can then write one or two sentences about their visit to the Midwest, perhaps focusing on just one site and incorporating two or three of the vocabulary words.</p> <p>Lesson 9 Use the Toolbar in the online text as a means of increasing reading fluency and comprehension. Highlight key words or phrases that will help students follow the text and complete the Activity Notes for Hands-On Activity: Completing a Jigsaw About Agricultural Changes. For Show What You Know, modify the writing portion of the Activity Notes to ensure student success. Allow drawings with captions or other ways to represent student learning instead of writing an article.</p>
Learners with a 504	<p>Parent and Educator Resource Guide to Section 504 https://www.parentcenterhub.org/ocr-guide-to-section504/</p>

Interdisciplinary Connections

Indicators:

- NJSLSA.R. Anchor Standards: Reading
- Key Ideas and Details
- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- Craft and Structure
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Range of Reading and Level of Text Complexity
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W. Anchor Standards: Writing
- Text Types and Purposes
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.SL. Anchor Standards: Speaking and Listening
- Comprehension and Collaboration
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- NJSLSA.L. Anchor Standards: Language
- Knowledge of Language
- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Vocabulary Acquisition and Use
- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- NJ.RI.3. Progress Indicators for Reading Informational Text
- Key Ideas and Details
- RI.3.1. 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.
- 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.
- Craft and Structure
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Integration of Knowledge and Ideas
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- NJ.RF.3. Progress Indicators for Reading Foundational Skills
- Fluency
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
- RF.3.4. A. Read grade-level text with purpose and understanding.
- RF.3.4. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- NJ.W.3. Progress Indicators for Writing
- Text Types and Purposes
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2.B. Develop the topic with facts, definitions, and details.
- W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- NJ.SL.3. Progress Indicators for Speaking and Listening

- Comprehension and Collaboration
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.1. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- SL.3.1. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.3.1. C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1. D. Explain their own ideas and understanding in light of the discussion.
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJ.L.3. Progress Indicators for Language
- Conventions of Standard English
- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Vocabulary Acquisition and Use
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.3.5.A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- L.3.5.B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Integration of 21st Century Skills

Core Idea:

CRP1. Act as a responsible and contributing citizen and employee

Performance Expectation:

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Core Idea:

CRP4. Communicate clearly and effectively and with reason.

Performance Expectation:

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master

	conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
Core Idea: CRP5. Consider the environmental, social and economic impacts of decisions.	Performance Expectation: Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

Unit Title: *Unit 5: Southwest***Unit Description:**

In this unit students will explore the region of the Southwest, explore its geography, and study its history. Students work in cooperative groups researching and constructing and presenting dioramas that depict life in the Southwest.

Unit Duration: 5 instructional periods**Desired Results****Standards:**

- Chronological sequencing helps us track events over time.
- Regions form and change as a result of unique physical characteristics conditions, economies, and cultures.
- Patterns of settlement differ markedly from region to region, place to place, and time to time.
- The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition
- Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.
- Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.
- The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition
- The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.
- A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.

Indicators:

- 6.1.5. GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5. GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 6.1.5. GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
- 6.1.5. GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- 6.1.5. GeoSV.1: 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).
- •6.1.5. GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
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- 6.1.5. EconEM.1: Explain why individuals and businesses specialize and trade.
- 6.1.5. EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- 6.1.5. EconEM.3: Describe how supply and demand influence price and output of products.
- 6.1.5. EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.5. EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.
- 6.1.5. EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.

- 6.1.5. EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- 6.1.5. HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

Understandings:

Students will understand that...

Lesson 10 – A Tour of the Southwest

- Research the Southwest and construct a Diorama reflecting this region
- Gather information learned during their Diorama tour. (listening)
- Synthesize information into activity notes. (writing)

Essential Questions:

Lesson 10 – A Tour of the Southwest

How have geography and history shaped life in the Southwest?

Assessment Evidence

Performance Tasks:

Lesson 10: Construct diorama representing information learned about the Southwest

Other Evidence:

Hands-On Activities
Lesson Games
Student interactive notebook assignments

Benchmarks: Benchmark will be given at the completion of Unit 6

Learning Plan

Each lesson within the program has the following elements: Preview, Vocabulary, Hands-On Activity, Extension, Show What You Know. Not all elements or all parts of each element will be taught.

Lesson Title Elements	Lesson 10: A Tour of the Southwest	Amendments/Advance Preparation 5 instructional periods
Preview Activity (35 minutes)	Complete a fun, fast-paced geography challenge to learn about the Southwest. Read the introduction and answer questions. (Journal pgs. 223-237)	Activity Card: Midwest Scissors, shoebox & tape Activity Cards: <ul style="list-style-type: none"> • A: Dioroma Cutouts • B: Inhabitant Biographies • C: The Southwest
Vocabulary Activity (10 minutes)	Vocabulary Activity pg. 228	Reference Vocabulary Toolkit for suggested activities
Hands-On Activity: Creating Dioramas for a Tour of the Southwest (55 minutes)	Students construct a shoebox diorama that will act as one of nine tour stops in the Southwest. (Journal pgs. 229-242)	Activity Card: Midwest Scissors, shoebox & tape Activity Cards: <ul style="list-style-type: none"> • A: Dioroma Cutouts • B: Inhabitant Biographies • C: The Southwest Students work in small groups with assigned roles and responsibilities <u>Optional Supporting Resources:</u> The Wonderful and Horrible History of the Hoover Dam (Section 3)

<https://interestingengineering.com/video/the-wonderful-and-horrible-history-of-the-hoover-dam>

This article on the Interesting Engineering site discusses the positive and negative aspects of the construction of the Hoover Dam. It includes an eight-minute video, "The Construction of the Hoover Dam in Detail," that is both age-appropriate and incredibly informative.

Grand Canyon National Park (Section 4)

<http://www.nps.gov/grca>

Visit the Grand Canyon virtually at the National Park Service website. You will find lots of modern photos, historical photos, several virtual tours, and information about the canyon's archaeology, geology, and history.

The Hidden World of National Parks: Carlsbad Caverns (Section 5)

<https://artsandculture.withgoogle.com/en-us/national-parks-service/carlsbad-caverns/natural-entrance-tour>

This page is part of Google Arts & Culture's the Hidden World of National Parks site, which enables visitors to explore national parks through interactive images and videos. Visitors to the Carlsbad Cavern page can learn how the caves formed, tour the caves from above, and descend 750 feet underground. Click and drag to explore the park as rangers provide a guided tour.

Only in El Paso: Crossing Borders with an International Student (Section 6)

<https://www.youtube.com/watch?v=EsWsLDEHwAU>

Follow international student Gabriela Robles on her daily, early morning journey, crossing the border from Ciudad Juárez in Mexico to attend school in El Paso in Texas in this six-minute video.

PBS: The Alamo (Section 7)

<https://www.pbs.org/video/latino-americans-alamo/>

The 1836 Battle of the Alamo occurred over 13 days during Texas's war for independence from Mexico. Watch this three-minute video to learn more about this famous battle and its consequences on the Southwest.

		<p>State Preservation Board: Texas Capitol (Section 8) https://tspb.texas.gov/prop/tc/tc/capitol.html</p> <p>Explore the history of the Capitol, view photographs, examine the building's architecture, and more on the website from the state agency charged with preserving and maintaining the Texas Capitol. There is also a 13-minute video called "The Texas Capitol: Building for the Ages" about its history in the city of Austin.</p> <p><i>Indian Country Today</i>: "Native History: Land Rush for Oklahoma Indian Territory Begins" (Section 9) https://indiancountrytoday.com/archive/native-history-land-rush-for-oklahoma-indian-territory-begins</p> <p>This article summarizes the Oklahoma land rush of 1889 and describes some of its devastating, long-lasting consequences on the Native American groups of the Southwest.</p>
Hands-On Activity: Diorama Tours of the Southwest (40 minutes)	Students present their diorama and take notes in travel journals. Read and discuss summary. (Journal pgs. 243-245)	Graded as a performance task

Unit Modifications for Special Population Students

Advanced Learners	<p>Students may read and complete Explore Activities:</p> <ul style="list-style-type: none"> Native Americans in the Southwest <p>Have students use the links from the Enhancing Learning section to learn more about one or more of the stops on the Southwest tour. Have students create a newspaper to report what they have learned. Each should write an article about the site they visited. Students should also create a name for the newspaper and add creative headlines, pictures, captions, and even advertisements. If possible, make copies of the newspaper to distribute to the class. For a simpler version, students can use the outline of a big rig to record their learning. Share the big rigs with the class, and display them for others to see and learn from.</p>
Struggling Learners	<p>Use the Toolbar in the online text as a means to increase reading fluency and comprehension, or read the sections of the text in an adult-led small group. In Hands-On Activity: Creating Dioramas for a Tour of the Southwest, students use the text for their section and the biographies on their Activity Card to create their dioramas and presentations. During the Hands-On Activities, assign students to the role of Diorama Designer or Task Manager, which require less reading and writing than the other roles.</p>

	For Study Your State, provide sentence starters when students write their observations about their maps and their explanations about why they think their chosen city is located where it is.
English Language Learners	<p>Before the Geography Challenge in the Preview, create a sentence bank with the correct answers. Have students use this sentence bank to help them complete the Geography Challenge pages in their Interactive Student Notebooks. The sentence bank will enable them to focus on developing their geographic vocabulary and be successful at the same time.</p> <p>Teach the 11 vocabulary words for the lesson before the Hands-On Activity by showing examples of each: <i>adapt, aqueduct, border, canyon, capital, cavern, dam, desert, mesa, mission, and rebellion</i>. Consider dividing these words among students and having them create a sticker like they'll see in the Show What You Know Activity Notes. The sticker should include the vocabulary word, an image that shows its meaning, and a slogan or sentence using the word.</p>
Special Needs Learners	As with English Learners, build vocabulary with students before the Hands-On Activity so they can understand their meanings and identify images of each. For the Hands-On Activities, assign students their role (Diorama Educator, Tour Director, Diorama Designer, Task Manager) based on their needs and abilities. Have groups practice presenting several times in their small group before they do so in front of classmates. Offer constructive feedback before they present so they can revise.
Learner with a 504	Parent and Educator Resource Guide to Section 504 https://www.parentcenterhub.org/ocr-guide-to-section504/

Interdisciplinary Connections

Indicators:

- NJSLSA.R. Anchor Standards: Reading
- Key Ideas and Details
- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Craft and Structure
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Range of Reading and Level of Text Complexity
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W. Anchor Standards: Writing
- Text Types and Purposes
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.SL. Anchor Standards: Speaking and Listening
- Comprehension and Collaboration
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- NJSLSA.L. Anchor Standards: Language
- Knowledge of Language

- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Vocabulary Acquisition and Use
- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- NJ.RI.3. Progress Indicators for Reading Informational Text
- Key Ideas and Details
- RI.3.1. 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.
- 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.
- Craft and Structure
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Integration of Knowledge and Ideas
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- NJ.RF.3. Progress Indicators for Reading Foundational Skills
- Fluency
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
- RF.3.4. A. Read grade-level text with purpose and understanding.
- RF.3.4. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- NJ.W.3. Progress Indicators for Writing
- Text Types and Purposes
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2.B. Develop the topic with facts, definitions, and details.
- W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- NJ.SL.3. Progress Indicators for Speaking and Listening
- Comprehension and Collaboration
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.1. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- SL.3.1. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.3.1. C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1. D. Explain their own ideas and understanding in light of the discussion.
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJ.L.3. Progress Indicators for Language
- Conventions of Standard English
- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Vocabulary Acquisition and Use
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.3.5.A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- L.3.5.B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Integration of 21st Century Skills

Core Idea: CRP1. Act as a responsible and contributing citizen and employee	Performance Expectation: Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Core Idea: CRP4. Communicate clearly and effectively and with reason.	Performance Expectation: Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
Core Idea: CRP5. Consider the environmental, social and economic impacts of decisions.	Performance Expectation: Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the

	social condition, the environment and the profitability of the organization.
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Unit Title: *Unit 6: West***Unit Description:**

In this unit students will explore the region of the West. They will discover its geography and how it impacts the population. Students discover the unique characteristics of the West through a scavenger hunt. In a Problem Solving Groupwork activity, students learn about the cities in the West as they investigate each city.

Unit Duration: 10 instructional periods**Desired Results****Standards:**

- Chronological sequencing helps events over time.
- Regions form and change as a result of unique physical characteristics conditions, economies, and cultures.
- Patterns of settlement differ markedly from region to region, place to place, and time to time.
- The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition
- Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.
- Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.
- The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition
- The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.
- A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.

Indicators:

- 6.1.5. GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5. GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 6.1.5. GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
- 6.1.5. GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- 6.1.5. GeoSV.1: 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).
- •6.1.5. GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- 6.1.5. EconEM.1: Explain why individuals and businesses specialize and trade.
- 6.1.5. EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- 6.1.5. EconEM.3: Describe how supply and demand influence price and output of products.
- 6.1.5. EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.5. EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.

- 6.1.5. EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.
- 6.1.5. EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- 6.1.5. HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

Understandings:

Students will understand that...

Lesson 12 –Tour of the West

- Describe the major physical and human features of the West
- Apply map skills to locate nine important sites in the West
- Draw and label on a map land features of the West
- Research, synthesize and report in written form

Lesson 13 –Cities in the West

- Identify characteristics of the geography, history, people, economy, and recreational activities of cities in the West.

Essential Questions:

Lesson 12 –Tour of the West

What are the features that have drawn people to the West?

Lesson 13 –Cities in the West

What attracts people to the cities of the West?

Assessment Evidence

Performance Tasks:

Lesson 12: Research an area and write about three new things learned about the area and why people may want to visit.

Other Evidence:

Hands-On Activities
Lesson Games
Formative Assessment
Student interactive notebook assignments

Benchmarks: Benchmark will be given at the completion of Unit 6

Learning Plan

Each lesson within the program has the following elements: Preview, Vocabulary, Hands-On Activity, Extension, Show What You Know. Not all elements or all parts of each element will be taught.

Lesson Title Elements	Lesson 12: Tour of the West	Amendments/Advance Preparation 4 instructional periods
Preview Activity (25 minutes)	Complete a fun, fast-paced geography challenge to learn about the West. Read the introduction and answer questions. (Journal pgs. 277-281)	Activity Card: West Scissors Emphasize to your students that Alaska and Hawaii's locations are not accurate on this map. Consider showing them a world map so they understand where these two states are located and how big they are relative to the rest of the United States.
Vocabulary Activity (10 minutes)	Vocabulary Activity pg. 282	Reference Vocabulary Toolkit for suggested activities
Hands-On Activity:	Complete a scavenger hunt while touring the	Students can complete the Activity individually or work through the tour together in pairs or in small groups and

Tour of the West (60 minutes)	West and learn why people are drawn to each location. (Journal pgs. 283-295)	<p>kigsaw the information at the end. The answers to the fiscus questions should be shared with the whole class at the end.</p> <p>Alternatively, consider projecting the slide and clicking through the tour together as a class.</p>
Show What You Know 25 minutes	<p>Review the Summary. Then complete this formative assessment to show what you learned.</p> <p>Research your favorite stop on the tour of the West to discover three new interesting facts about it.</p> <p>(Journal pg. 296)</p>	<p>Graded as a performance task.</p> <p><u>Additional resources:</u></p> <p>Section 1: Lewis and Clark Trail http://www.nps.gov/lecl/index.htm The website, nps.gov: Lewis and Clark Trail, from the National Park Service provides a history of the trail, maps, and links to various sites along the trail. Click on this link from the site to experience Native America along the Lewis and Clark Trail.</p> <p>Section 2: Yellowstone National Park http://www.nps.gov/yell/ https://www.nps.gov/yell/learn/photosmultimedia/indepth-geysers.htm The official website of Yellowstone National Park has online history and nature tours, detailed information about the park, and a kid's page. The second link is for a six-minute video on geyser; explore the mechanics of geysers, their role in the park's history and what they can teach us about the world in which we live.</p> <p>Section 3: Leadville, Colorado https://leadville.com/ Explore the town of Leadville, CO through its website; it contains tabs for exploring, learning about its history, services available, and finding places to stay, play, and eat.</p> <p>Section 4: Sunny Southern California's Movie Industry https://film.ca.gov/ The California Film Commission website is a resource for film, TV, and commercial production across the Golden State. There is a two-minute video on its homepage that shows why California is the perfect location for filming movies.</p> <p>Section 5: California's Central Valley https://www.cdfa.ca.gov/Kids/ The California Department of Food and Agriculture website contains information for kids about plants and bugs, saving water, and livestock and crops. Under the Education tab, you'll discover two different tabs for students called Ag in the Classroom (CA Foundation's) and USDA's Agriculture in the Classroom. They have featured videos, handouts, and other resources.</p> <p>Section 6: The Columbia River Gorge National Scenic Area http://www.columbiarivergorge.info/ The Columbia River Gorge is the largest national scenic area in the United States. There are web pages devoted</p>

		<p>to facts, fish, flowers, dams, trails, waterfalls, maps, photos, and more!</p> <p>Section 7: Logging Images from Washington https://timeline.com/logging-photos-of-washington-states-old-growth-forests-bf18aef19955 These photographs were taken in the early 1900's as logging was shifting from small crews of prospectors to organized and well funded extensions of big business. The photographer, Darius Kinsey, arrived in Washington in 1889 and began photographing remote logging camps in the area. There are nearly twenty photographs on this site for students to explore.</p> <p>Section 8: Alaska Glacier Tour https://artsandculture.withgoogle.com/en-us/national-parks-service/kenai-fjords/exit-glacier-tour Explore the mountains, glaciers, and lagoons of Kenai Fjords National Park. From Google Arts & Culture, this interactive, 360° tour allows students to climb into a crevasse, learn about glacier melts, kayak through icebergs, listen to icebergs underwater, and see a whale breach</p> <p>Section 9: Hawaii Volcanoes National Park Lava Tour https://artsandculture.withgoogle.com/en-us/national-parks-service/hawaii-volcanoes/nahuku-lava-tube-tour Explore the land shaped by the world's most active volcanoes at Hawaii Volcanoes National Park. From Google Arts & Culture, this interactive, 360° tour allows students to explore a lava tube, visit volcanic cliffs, fly over an active volcano, watch an eruption from 1959, and hear its rumbling as it explodes.</p>
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Lesson Title Elements	<i>Lesson 13: Cities of the West</i>	Amendments/Advance Preparation 4 instructional periods
Preview Activity (10 minutes)	Watch a video with landmarks in western cities and answer questions. (Journal pgs. 299-301)	<p>Students may need to watch this video more than once to be able to answer the first three questions.</p> <p><u>Additional Resources:</u> 10 Classic Western Landmarks https://www.5280.com/2018/04/10-classic-western-landmarks-you-should-visit-now/ Check out this list of the West's 10 most iconic landmarks with images and descriptions of each.</p> <p>Incredible Outdoor Adventures in the Western USA https://www.explore-mag.com/13-Incredible-Outdoor-Adventures-in-the-Western-USA</p>

		This outdoor adventure website contains thirteen locations in the West and different outdoor activities people often do in these areas.
Vocabulary Activity (10 minutes)	Vocabulary Activity pg. 302	Reference Vocabulary Toolkit for suggested activities
Hands-On Activity: Collecting Evidence from Cities in the West (60 minutes)	Students solve a case of missing landmarks to learn more about western cities. Students are detectives working in collaborative with their classmates to solve the mystery. (Journal pgs. 303-317)	<p>Activity Card: Evidence Card Scissors</p> <p>Each Activity Card corresponds to a section from the reading as follows:</p> <ul style="list-style-type: none"> ○ Evidence ID #1 – Section 5: Portland, Oregon • Evidence ID #2 – Section 6: San José, California • Evidence ID #3 – Section 2: Salt Lake City, Utah • Evidence ID #4 – Section 1: Denver, Colorado • Evidence ID #5 – Section 7: Las Vegas, Nevada • Evidence ID #6 – Section 4: Seattle, Washington • Evidence ID #7 - Section 3: Boise, Idaho
Hands-On Activity: Catching a Thief (20 minutes)	Students analyze a text exchange to prevent the thieves from shrinking the next landmark. (Journal pgs. 318-320)	<p>From this text exchange, students should use the following facts to locate the next western city:</p> <ul style="list-style-type: none"> • Grape = vineyard • Established in 1777 • National Cheeseburger Day = September 18 • Population: 998,537 (found in Section 8) <p>From this, they can conclude that the next landmark is in San Jose, California</p>
Diversity, Equity & Inclusion Educational Resources: https://www.nj.gov/education/standards/dei/index.shtml		

Unit Modifications for Special Population Students	
Advanced Learners	<p>Students may read and complete Explore Activities:</p> <ul style="list-style-type: none"> • Native Americans in the West • Exploring the Pacific West Trail <p>Lesson 12</p> <p>Have students use information from their Student Text, additional texts, or Web sites to research more information about any of the tour stops in the West, or another historical location in the West such as the Pacific Crest</p>

	<p>Trail. Ask students to create a travelogue, which is a movie, book, or illustrated lecture about the places visited and experiences of travelers. Students should include how many miles the trail is, when in the year travelers should begin the trip and why, what travelers should bring, and what they need to be careful of. Students should also map the distance a traveler can cover each week and write brief paragraphs to describe what can be seen along the way. Have students share their travelogues with the class to highlight the trail in greater depth.</p> <p>Lesson 13</p> <p>Enhance the difficulty of the Preview by asking students to compare and contrast the West to where students live using a Venn Diagram or other organizer. For the Study Your State assignment, allow students to actually create a website using Google Sites or another student-friendly platform. Students can work independently or in a group to divide the work and create a website that can be used by classmates.</p> <p>As an alternative, challenge students to create a fictional piece of evidence similar to the activity for another city in the West. Have the students share their examples with others to see if the students can correctly locate the city based on the clues they create.</p>
Struggling Learners	<p>Lesson 12</p> <p>Use the Toolbar in the online text as a means of increasing reading fluency and comprehension, or read the sections of the text in an adult-led small group. In addition, support students' language development and reading skills prior to beginning the lesson by pre-teaching the vocabulary words for this lesson and asking them to draw or identify images associated with each term.</p> <p>During the Hands-On Activity, provide support for students when reading the scavenger hunt clues. Consider pairing them with proficient readers and writers so they have assistance and support when needed. For the Study Your State activity, share ideas for presenting information on their state that are less focused on writing, such as creating illustrations or photographs with captions. Be sure to have them include images that show the sites, celebrations, and symbols you have chosen. Assist with writing captions as needed.</p> <p>Lesson 13</p> <p>Before students begin the reading, point out that every section is organized the same way: geography, history, population, economy, and two ways to have fun. This will help with their reading comprehension. In addition, use the Toolbar in the online text as a means of increasing reading fluency and comprehension. Highlight the keywords on the evidence that are directly taken from the text to make it easier for students to locate the correct city.</p>
English Language Learners	<p>Lesson 12</p> <p>Before the Geography Challenge in the Preview Activity, create a sentence bank with the correct answers. Have students use this sentence bank to help them complete their Preview Activity Notes. The sentence bank will enable them to focus on developing their geographic vocabulary and be successful at the same time. During the Geography Challenge, consider matching each English learner with a student proficient in English. If necessary, provide instruction on how to read map legends. Also be sure students understand terms used in the questions on the Geography Challenge Cards.</p>

	<p>For the Show What You Know assignment, provide assistance with finding resources to learn about other attractions in the West. Provide sentence starters when they write the things they learned about the area and why people might want to visit.</p> <p>Lesson 13</p> <p>During <i>Hands-On Activity: Collecting Evidence from Cities in the West</i>, pair English learners with stronger readers. Have their partner assist in finding and highlighting the key words that might be listed in the clue and together find the connected city in the text. It might also be practical to limit the number of pieces of evidence that pairs have to examine. In the Show What You Know, help students identify and research a nearby landmark so they can successfully complete the Student Journal assignment.</p>
Special Needs Learners	<p>Lesson 12</p> <p>To get students excited about the scavenger hunt, show them some of the questions they'll be trying to answer in their Hands-On Activity Notes. Consider requiring students to bring their work to you to check their answers and locate the scavenger questions correctly.</p> <p>For the Study Your State activity, help students find resources and research popular tourist attractions, celebrations, and symbols that are special to your state. Give them an organizer or sentence starters when writing information they find for the assignment.</p> <p>Lesson 13</p> <p>In the Preview, allow students to choose which of the two prompts they would like to respond to. During <i>Hands-On Activity: Collecting Evidence from Cities in the West</i>, limit the number of pieces of evidence that students must examine. Before class, highlight the most important words and phrases on each piece of evidence. Provide sentence starters for the Hands-On Activity Notes or any other support needed when completing the writing portion of the assignment.</p>
Learners with a 504	<p>Parent and Educator Resource Guide to Section 504 https://www.parentcenterhub.org/ocr-guide-to-section504/</p>

Interdisciplinary Connections

Indicators:

- NJSLSA.R. Anchor Standards: Reading
- Key Ideas and Details
- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Craft and Structure
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Range of Reading and Level of Text Complexity
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W. Anchor Standards: Writing

- Text Types and Purposes
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.SL. Anchor Standards: Speaking and Listening
- Comprehension and Collaboration
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.L. Anchor Standards: Language
- Knowledge of Language
- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Vocabulary Acquisition and Use
- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- NJ.RI.3. Progress Indicators for Reading Informational Text
- Key Ideas and Details
- RI.3.1. 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.
- 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.
- Craft and Structure
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Integration of Knowledge and Ideas
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- NJ.RF.3. Progress Indicators for Reading Foundational Skills
- Fluency
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
- RF.3.4. A. Read grade-level text with purpose and understanding.
- RF.3.4. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- NJ.W.3. Progress Indicators for Writing
- Text Types and Purposes
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2.B. Develop the topic with facts, definitions, and details.
- NJ.SL.3. Progress Indicators for Speaking and Listening
- Comprehension and Collaboration
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.1. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- SL.3.1. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.3.1. C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1. D. Explain their own ideas and understanding in light of the discussion.
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- NJ.L.3. Progress Indicators for Language
- Vocabulary Acquisition and Use
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.3.5.A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- L.3.5.B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Integration of 21st Century Skills

Core Idea: CRP1. Act as a responsible and contributing citizen and employee	Performance Expectation: Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Core Idea: CRP2. Apply appropriate academic and technical skills.	Performance Expectation: Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
Core Idea: CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	Performance Expectation: Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Appendix A

Resources for Grade 3

Study Your State Activity

Suggested Order of Completion for State Activities

Lesson	Order of Completion	Status
Required		
17 – Class Rules	1	Whole Class Modeling
1 – First People	2	Required
2 - Regions	3	Required
6- Landmarks	4	Required
12 – Symbols, attractions	5	Required
15 – Historical Events	6	Required
Student Choice		
3 - Why people moved to your state	Order may vary	Student Choice
4- Most important city	Order may vary	Student Choice
5 – Population Data	Order may vary	Student Choice
7- Important Resources	Order may vary	Student Choice
8-Important Industry	Order may vary	Student Choice
9 – Agriculture Map	Order may vary	Student Choice
10 - Landforms	Order may vary	Student Choice
11- Water problems	Order may vary	Student Choice
13 - Outdoor Site	Order may vary	Student Choice
14- How Humans Changed the Environment	Order may vary	Student Choice
16 - State product	Order may vary	Student Choice

Lesson 1:-(pgs. 25-26) Required

What was life like for the first people in New Jersey?

Activity: Research who the first people in New Jersey were. Include drawings and artifacts

Suggested Websites:

https://www.state.nj.us/hangout_nj/assignment_history_II.html#:~:text=The%20first%20people%20to%20live,when%20the%20first%20Europeans%20arrived.

http://www.bigorrin.org/lenape_kids.htm

https://kids.kiddle.co/Delaware_Tribe_of_Indians

<https://kids.kiddle.co/Lenape>

https://nj.gov/nj/about/history/short_history.html

<https://www.newjerseyalmanac.com/native-americans.html>

Lesson 2 – (pgs. 51-52) Required

Create a map of a region of our state of New Jersey.

Activity: Draw an outline of New Jersey with a compass rose and latitude and longitude lines. Draw and label physical and geographical features. Include capitals and major cities. Label the Regions

Choose one region in New Jersey and write an essay about how the physical features of this region affect people that live there.

Suggested Websites:

<https://mrnussbaum.com/new-jersey-outline-map>

<https://www.visitnj.org/new-jersey-cities-regions>

<https://www.ereferencedesk.com/resources/state-geography/new-jersey.html>

<https://kids.britannica.com/students/article/New-Jersey/276074#205472-toc>

https://www.state.nj.us/hangout_nj/images_assignment_nj/hangout_nj_map.pdf

<https://www.ereferencedesk.com/resources/state-geography/new-jersey.html>

<https://www.ducksters.com/geography/state.php?State=New%20Jersey>

Lesson 3 – (pgs. 73-74) **Choice**

Research why people settled in New Jersey.

Activity: Create a sales pitch to convince people to move to New Jersey.

Interview people to find out why they came to New Jersey or go to the library and read diaries from people who lived in New Jersey.

Create a poster or presentation to share your sales pitch.

Suggested Websites:

https://nj.gov/nj/about/history/short_history.html

<https://kids.britannica.com/students/article/New-Jersey/276074#205472-toc>

https://www.ducksters.com/geography/us_states/new_jersey_history.php

https://www.state.nj.us/hangout_nj/assignment_firsts.html<https://sciencing.com/ecosystems-indiana-7506483.html>

Lesson 4 – (pgs. 103-104) **Choice**

Build arguments that support which city in New Jersey is the most important.

Activity – Complete a table about the most important cities in New Jersey.

Research to find information such as population, job opportunities, points of interest in 3 cities in New Jersey

Create a persuasive presentation on which city in New Jersey is most important.

Suggested Websites:

<https://mrnussbaum.com/new-jersey-outline-map>

<https://www.new-jersey-leisure-guide.com/top-new-jersey-cities.html>

<https://www.choosenj.com/stats-and-facts/major-cities/>

<https://www.ducksters.com/geography/state.php?State=New%20Jersey>

Lesson 5 – (pgs. 123-124) **Choice**

Find population data to create a population density map for New Jersey.

Activity: Compare population density for 6 cities in New Jersey.

Include area in square miles and population density for each city.

Create a map and include regions, physical features, major cities and population densities for each city.

Make a map key and include population densities on your map.

Suggested Websites:

https://www.state.nj.us/hangout_nj/images_assignment_nj/hangout_nj_map_02.pdf

https://www.state.nj.us/hangout_nj/images_assignment_nj/hangout_nj_map.pdf

<https://mrnussbaum.com/new-jersey-outline-map>

<https://kids.nationalgeographic.com/explore/states/new-jersey/>

<https://www.nj.com/news/2019/01/3d-maps-show-parts-of-nj-are-the-most-densely-populated-on-the-planet.html>

<https://www.history.com/topics/us-states/new-jersey>

Lesson 6 – (pgs. 151-152) Required

Write a persuasive essay about which landmark in New Jersey is the most important.

Activity – Write a letter including details from your research persuading your classmates that this is our state's most important landmark.

Suggested Websites:

<https://www.visitnj.org/new-jersey-landmarks>

<http://landmarkunitedstates.com/state/New-Jersey>

<https://kids.britannica.com/students/article/New-Jersey/276074#205457-toc>

https://www.state.nj.us/hangout_nj/200208_lighthouses_p1.html

<https://bestofnj.com/features/travel/best-historical-places-nj/>

Lesson 7 – (pgs. 167-168) Choice

Create a flyer to convince your classmates to help you protect a natural resource in New Jersey.

Activity: Choose and research a resource that you think is important in New Jersey.

Suggested Websites:

<https://sciencing.com/list-jersey-state-natural-resources-7572666.html>

https://www.netstate.com/states/links/nj_links.htm

<https://www.nj.gov/dep/infofinder/topics/natural.htm>

Lesson 8 – (pgs. 195-196) Choice

Write an explanation about how an industry has affected New Jersey.

Activity: Research an industry in New Jersey. Create a timeline and write a three-paragraph essay.

Suggested Websites:

https://kids.kiddle.co/New_Jersey#Economy

<https://kids.britannica.com/students/article/New-Jersey/276074>

Lesson 9 – (pgs. 215-216) Choice

Create a map of the agriculture in New Jersey.

Activity: Research different farm products in New Jersey. Where are each grown? How much is grown? Are factories used?

Create a map of New Jersey labelling regions, highways, railroads, water, where crops and animals are grown,

Answer questions using your map.

Suggested Websites:

https://www.state.nj.us/hangout_nj/images_assignment_nj/hangout_nj_map_02.pdf

https://www.state.nj.us/hangout_nj/images_assignment_nj/hangout_nj_map.pdf

https://www.state.nj.us/hangout_nj///200307_garden_state_p2.html

<https://kids.britannica.com/students/article/New-Jersey/276074#303006-toc>

<https://www.localharvest.org/organic-farms/>

Lesson 10 – (pgs. 247-248) Choice

Write an explanation about how landforms have affected a specific city in New Jersey.

Activity: Draw a physical map of New Jersey and label cities. Research a city, draw landforms and create map key.

Write an essay explaining why this city is located where it is.

Suggested Websites:

https://www.state.nj.us/hangout_nj/images_assignment_nj/hangout_nj_map_02.pdf

https://www.state.nj.us/hangout_nj/images_assignment_nj/hangout_nj_map.pdf

Lesson 11 – (pgs. 269-270) Choice

Create a presentation about water problems affecting New Jersey and come up with a solution to this problem.

Activity: Research a water problem in New Jersey and possible solutions to solve this problem.

Write a four-paragraph essay about the problem and the solutions you found.

Suggested Websites:

<https://www.nj.gov/dep/dwq/student.htm>

Lesson 12 - (pgs. 297-298) Required

Create a presentation about New Jersey's attractions, symbols and celebrations.

Activity – Research popular tourist attractions, celebrations and symbols that are important to New Jersey.

Create a presentation showing what is important in New Jersey.

Suggested Websites:

https://www.state.nj.us/hangout_nj/assignment_symbols.html

<https://www.njleg.state.nj.us/kids/1680njsym.asp>

https://nj.gov/hangout_nj/travel_historic.html

https://kids.kiddle.co/New_Jersey#Economy

<https://www.visitnj.org/new-jersey-landmarks>

<https://bestofnj.com/features/travel/best-historical-places-nj/>

Lesson 13: - (pgs. 323-324) Choice

Research a plan a website about an outdoor site in New Jersey.

Activity: Create a website about a fun outdoor place in New Jersey including the name of the place, the region it is located and what is fun to do there. Include photos and information about this outdoor site.

Suggested Websites:

<https://libguides.njstatelib.org/nj/recreation>

https://nj.gov/hangout_nj/travel_historic.html

<https://www.funnewjersey.com/en/show/category/512/top-50-kids-attractions-in-nj>

<https://www.jerseyfamilyfun.com/new-jersey-outdoor-activities/>

Lesson 14: - (pgs. 345-346) Choice

Use photos to analyze how humans have changed the environment of New Jersey.

Activity: Take photos of natural settings in New Jersey and compare them to photos of long ago. Choose three photos of today and compare them to photos of long ago.

Write a three-paragraph essay proving how humans changed the environment over time.

Suggested Websites:

https://www.nj.com/news/2014/01/vintage_photos_of_new_jersey_street_scenes.html

<https://www.nj.com/atlantic/2020/05/vintage-nj-photos-that-are-really-old.html>

<https://www.theancestorhunt.com/blog/new-jersey-online-historical-photos-research#.XxHup21KhxB>

<https://www.onlyinyourstate.com/new-jersey/vintage-photos-of-nj/>

Lesson 15: - (pgs. 361-362) Required

Research historical events during different eras that happened in New Jersey.

Activity: Choose one historical event and write an essay on why this was the most important era in the history of New Jersey.

Create a persuasive presentation on your era and events.

Suggested Websites:

https://nj.gov/nj/about/history/short_history.html#:~:text=The%20Dutch%2C%20Swedes%2C%20and%20Finns,added%20it%20to%20their%20colonies.&text=Carteret%20had%20been%20governor%20of%20the%20Isle%20of%20Jersey.

https://kids.kiddle.co/Geography_of_New_Jersey

<https://kids.nationalgeographic.com/explore/states/new-jersey/>

<https://nj.gov/state/historykids/>

Lesson 16: - (pgs. 377-378) Choice

Build a business plan that shows whether or not they would sell as product made in New Jersey to another country. Research which are the most important products made in New Jersey.

Activity: Create a chart and determine which product would be most successfully sold to another country.

Write an argument defending your choice.

Suggested Websites:

https://www.netstate.com/economy/nj_economy.htm

https://kids.kiddle.co/New_Jersey#Economy

<https://www.onlyinyourstate.com/new-jersey/products-made-in-nj/>

<https://usamadeproducts.biz/new-jersey-products.html>

<https://magazine.funnewjersey.com/made-and-manufactured-njs-coolest-products/>

<https://usamadeproducts.biz/new-jersey-products.html>

Lesson 17:-(pgs. 395-396) Whole Group

Follow a democratic process to create rules for your school and your classroom.

Activity: Write down problems in the class that you and your classmates want to fix. Select one rule and vote on it. Get the rule approved by the teacher and principal.

Suggested Websites:

https://www.ducksters.com/history/us_government/democracy.php

<https://www.njleg.state.nj.us/kids/index.asp>

Additional websites needed for Lessons 14 – 17

Lesson 14 Activity:

Indepth research of New Jersey's geography

Websites:

<https://www.time4learning.com/blog/tips-worksheets/homeschool-unit-study-new-jersey-state-facts/>

https://kids.kiddle.co/Geography_of_New_Jersey

<https://kids.nationalgeographic.com/explore/states/new-jersey/>

Lesson 15 Activity:

Indepth research of significant buildings in New Jersey

Websites:

<https://www.usatoday.com/story/travel/destinations/2018/01/31/25-must-see-buildings-new-jersey/1080053001/>

https://en.wikipedia.org/wiki/List_of_National_Historic_Landmarks_in_New_Jersey

<https://bestofnj.com/features/travel/best-historical-places-nj/>

<https://www.new-jersey-leisure-guide.com/historic-places.html>

<https://www.state.nj.us/nj/things/historical/>

Lesson 16 Activity:

Indepth research of New Jersey's economy

Websites:

https://kids.kiddle.co/New_Jersey#Economy

https://www.netstate.com/economy/nj_economy.htm

Lesson 17 Activity:

Complete research of New Jersey's government.

Websites:

<https://www.njleg.state.nj.us/kids/index.asp>

https://kids.kiddle.co/Government_of_New_Jersey

Appendix B

Additional Social Studies Lessons

Inclusion of these activities and resources fulfills state mandates.

❖ September 11th – Patriots’ Day

Discuss vocabulary and complete suggested activities:

Suggested: wear red, white, and blue or 1-2 of these colors

Patriot: a person who vigorously supports their country and is prepared to defend it against enemies or detractors

Freedom: the ability to act or change without constraint

Ways to show patriotism: flag salute, fly U.S. flag, sing patriotic songs

Suggested Activities:

Color U.S. flag picture or Patriot picture located in Schoology

Nearpod Activity: Patriots’ Day Sept. 11th <https://share.nearpod.com/e/HiPbzYJf6hb>

❖ September 17th – Constitution Day

Discuss vocabulary and complete suggested activities:

Suggested: wear red, white, and blue or 1-2 of these colors

The Constitution of the United States **established America's national government and fundamental laws, and guaranteed certain basic rights for its citizens.** It was signed on September 17, 1787, by delegates to the Constitutional Convention in Philadelphia.

Discuss rule in class, in school, our community, state, etc, and why they are important.

Display the Constitution in person or online and discuss the Preamble/ Bill of Rights, etc.

View a video on the Constitution: (see Schoology)

<https://www.youtube.com/watch?v=jsTB7gSfDPI>

❖ **January – Rev. Dr. Martin Luther King, Jr.**

Prior to participating in Nearpod lessons and a PowerPoint presentation containing factual information about Dr. Martin Luther King Jr., students reflect and record what they already know about this historical figure. Students deepen their understanding through Dr. Kings' experiences about prejudice. They discuss the phrase, "You can't judge a book by its cover" and the Golden Rule, "Do unto others as you would have them do unto you". Using primary sources documents, they watch and discuss a video on the March on Washington and a You Tube video of his I Have A Dream Speech. Students delve more deeply into his life including his assassination. Students record on a collaborative board their dreams for making the world a better place and why they have this aspiration.

Discuss Dr. King, his life, and his contributions to the Civil Rights Movement. Read 5 minutes a day from the supplemental book: Child of the Civil Rights Movement by Paula Young Shelton.

Text for 5 minutes read aloud:

Child of the Civil Rights Movement by Paula Young Shelton

Nearpods and Powerpoint in Schoology:

1. Dr. King Nearpod Lesson Day 1
<https://share.nearpod.com/e/blSfAGWh6hb>
2. Dr. King Nearpod Lesson Day 2
<https://share.nearpod.com/e/Z4YGj5oh6hb>
3. Days 1-2 M.L. King, Jr. Powerpoint [Dr. King.pptx \(sharepoint.com\)](#)

Brainpop supplemental activities:

1. <https://www.brainpop.com/socialstudies/famoushistoricalfigures/martinlutherkingjr/>
2. <https://www.brainpop.com/socialstudies/ushistory/civilrights/>

❖ February – Black History Month

****TCI “Current Connections” resources****

Use these texts and Nearpod videos in Schoology to discuss the lives and contributions of African- Americans in **weekly** lessons:

(suggested: each Wednesdays or Fridays)

***** See Schoology for choices of African - Americans to study through Nearpods for Black History Month.**

Texts for each week:

1. 28 Days: Moments in Black History That Changed the World by Charles R. Smith, Jr.
2. Back of the Bus by Aaron Reynolds
3. The United States v Jackie Robinson by Sudipta Bardhan-Qualle
4. The Quilts of Gee’s Bend by Susan Goldman Rubin *TCI Lesson- Current Connection

Nearpod CHOICES in Schoology:

1. Harriet Tubman <https://share.nearpod.com/e/X8O9BdTt4cb> or <https://share.nearpod.com/e/54punGZAddb>
2. Jackie Robinson <https://share.nearpod.com/e/yKbPWnnBddb>
3. George Washington Carver <https://share.nearpod.com/e/9uoLbJpBddb>
4. Misty Copeland <https://share.nearpod.com/e/E3Tm3vdDddb>
5. Thurgood Marshall & Ruby Bridges
<https://np1.nearpod.com/sharePresentation.php?code=fd4c5f34972c09382ab9985dfb13d26e-1>
6. Benjamin Banneker <https://share.nearpod.com/e/UCOnjlxUedb>
7. Marian Anderson <https://share.nearpod.com/e/UCOnjlxUedb>
8. Madame CJ Walker <https://share.nearpod.com/e/j2JUqIcWedb>
9. Hidden Figures <https://share.nearpod.com/e/iJiwlxcgAdb>

Brainpop activities:

1. <https://www.brainpop.com/socialstudies/ushistory/undergroundrailroad/>
2. <https://www.brainpop.com/socialstudies/famoushistoricalfigures/jackierobinson/>
3. <https://www.brainpop.com/science/famousscientists/georgewashingtoncarver/>
4. <https://www.brainpop.com/socialstudies/ushistory/civilwar/>

❖ March – Women’s History Month

****TCI “Current Connections” resources****

Use these supplemental texts and Nearpod videos in Schoology to discuss the lives and contributions of famous Women in **weekly** lessons:

(suggested: each Wednesdays or Fridays)

***** See Schoology for choices of famous women to study through Nearpods for Women’s History Month.**

Texts for each week:

1. Shaking Things Up 14 Young Women Who Changed the World by Susan Hood
2. Dangerous Jane by Suzanne Slade
3. Little Leader’s: Bold Women in Black History by Vashti Harrison

Nearpod **CHOICES** in Schoology:

1. Marian Anderson <https://share.nearpod.com/e/wKVI5ZiVedb>
2. Madame CJ Walker <https://share.nearpod.com/e/j2JUqIcWedb>
3. Hidden Figures <https://share.nearpod.com/e/iJiwlxcgAdb>
4. Clara Barton <https://share.nearpod.com/e/AjgL7KCZ8db>
5. Ruth Bader Ginsburg <https://share.nearpod.com/e/k2EuX2118db>
6. Helen Keller and Anne Sullivan <https://share.nearpod.com/e/o7uor8dZveb>

Brainpop activities:

1. <https://www.brainpop.com/socialstudies/famoushistoricalfigures/pocahontas/>
2. <https://www.brainpop.com/science/famousscienists/janegoodall/>

❖ April – Holocaust Remembrance Month

*** Choose ONE day in April ---

Use the Brainpop on the Holocaust **FIRST** to give background information.
Then, use this text and Nearpod video on **Anne Frank** in Schoology for the lesson:

Texts for this lesson:

Book: Tree in the Courtyard Looking Through Anne Frank's Window by Jeff Gottesfeld

Nearpod CHOICE in Schoology:

1. Anne Frank <https://share.nearpod.com/e/h6lUZTfR8db>

Brainpop supplemental activities:

1. <https://www.brainpop.com/socialstudies/worldhistory/holocaust/>
2. <https://www.brainpop.com/english/famousauthorsandbooks/annefrank/>

❖ May- Memorial Day

Nearpod CHOICE in Schoology:

1. Memorial Day <https://share.nearpod.com/e/N3qUtFKP4hb>

Appendix C

Grade 3 TCI Performance Task Activities Standards Correlation

Lesson	Standards
1 –Show What You Know	Introduction to Social Sciences- not aligned to one particular standard
2 – Show What You Know	<ul style="list-style-type: none"> • Interprets and analyzes maps and other geographic representations. • Understand that human-environmental interaction and unique features of each region in our country.
3 – Hands-On Activity	<ul style="list-style-type: none"> • Analyzes how people and events shaped New Jersey and the United States, using a variety of sources.
4 – Show What You Know	<ul style="list-style-type: none"> • Interprets and analyzes maps and other geographic representations. • Understand that human-environmental interaction and unique features of each region in our country.
5 –Hands-On Activity	<ul style="list-style-type: none"> • Understand that human-environmental interaction and unique features of each region in our country.
7– Hands-On Activity	<ul style="list-style-type: none"> • Interprets and analyzes maps and other geographic representations. • Understand that human-environmental interaction and unique features of each region in our country.
8– Show What You Know	<ul style="list-style-type: none"> • Interprets and analyzes maps and other geographic representations. • Understand that human-environmental interaction and unique features of each region in our country.
10 – Hands-On Activity	<ul style="list-style-type: none"> • Understand that human-environmental interaction and unique features of each region in our country.
12-Show What You Know	<ul style="list-style-type: none"> • Interprets and analyzes maps and other geographic representations. • Understand that human-environmental interaction and unique features of each region in our country.
14 – Hands-On Activity	<ul style="list-style-type: none"> • Analyzes how people and events shaped New Jersey and the United States, using a variety of sources. • Interprets and analyzes maps and other geographic representations. • Understand that human-environmental interaction and unique features of each region in our country.
15– Hands-On Activity	<ul style="list-style-type: none"> • Analyzes how people and events shaped New Jersey and the United States, using a variety of sources.
16 – Hands-On Activity	<ul style="list-style-type: none"> • Analyzes how people and events shaped New Jersey and the United States, using a variety of sources. • Understands the relationship between resources and the specialization of trade and production
17- Hands-On Activity	<ul style="list-style-type: none"> • Analyzes how people and events shaped New Jersey and the United States, using a variety of sources. • Explains the levels of government and the process of establishing rules and laws

Appendix D

2020 New Jersey Student Learning Standards – Social Studies

6.1 U.S. History: America in the World by the End of Grade 5

Civics, Government, and Human Rights: Civics and Political Institutions

	Grade 3							Grade 4			Grade 5		
6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.								1	2	3		2	3
6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).									2		1	2	3
6.1.5.CivicsPI.3: 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.									2		1	2	3
6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.		2					7			3	1	2	3
6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.							7				1		
6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.											1	2	3
6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.												2	3
6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.												2	3
6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.								1	2				

Civics, Government, and Human Rights: Participation and Deliberation

6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.										3	1		
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6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).										3	1		
6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.								1	2	3		2	3
6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.												2	3

Civics, Government, and Human Rights: Democratic Principles

6.1.5.Civics.DP.1: 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).	1	2					7				1	2	3
6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).							7	1	2		1	2	3
6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.	1	2					7		2		1		

Civics, Government, and Human Rights: Processes and Rules

6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.							7	1	2				3
6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.							7						
6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.												2	3
6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.										3			

Civics, Government, and Human Rights: Human and Civil Rights

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of							7				1	2	3
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expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).													
6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.													3
6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.													3
6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.											1	2	3

Civics, Government, and Human Rights: Civic Mindedness

6.1.5.CivicsCM.1: 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.								1	2	3	1		
6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.									2		1	2	3
6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.									2			2	3
6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.									2			2	3
6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.									2				
6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.									2	3	1	2	

Geography, People, and the Environment: Human Population Patterns

6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical	1	2	3	4	5	6		1	2				
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characteristics to understand the concept of regionalism.													
6.1.5.GeoPP.2: 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.	1	2	3					1	2				
6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.				4	5	6		1	2		1		
6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.				4	5	6							
6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.				4	5	6		1	2				
6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.	1	2	3				7	1	2		1		

Geography, People, and the Environment: Spatial Views of the World

6.1.5.GeoSV.1: 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).	1	2	3	4	5	6							
6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.	1	2	3					1	2				
6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.	1	2	3										
6.1.5.GeoSV.4: 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).	1	2	3					1	2				

6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.	1	2	3					1	2				
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Geography, People, and the Environment: Human Environment Interaction

6.1.5.GeoHE.1: 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.	1	2					7			3			
6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).	1	2					7			3			
6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.				4	5	6		1		3			

Geography, People, and the Environment: Global Interconnections

6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.	1	2	3					1	2		1		
6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.	1	2	3					1					
6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.	1	2	3					1	2				
6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	1	2	3					1	2				

Economics, Innovation, and Technology: Economic Ways of Thinking

6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.											1	2	3
6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.											1	2	3
6.1.5.EconET.3: Explain how scarcity and choice influence decisions made									2		1	2	3

by individuals, communities, and nations.														
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Economics, Innovation, and Technology: Exchange and Markets

6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.				4	5	6	7	1	2				3
6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).				4	5	6	7	1	2				3
6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.				4	5	6	7				1		
6.1.5.EconEM.4: 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.							7						
6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.								1	2				3
6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.								1	2		1		

Economics, Innovation, and Technology: National Economy

6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.												2	
6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.							7		2				3
6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.							7						3
6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.				4	5	6		1					3
6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.				4	5	6							3
6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.				4	5	6						2	3
6.1.5.EconNM.7: Describe the role and relationship among households,				4	5	6							3

businesses, laborers, and governments within the economic system.														
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Economics, Innovation, and Technology: Global Economy

6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.														3
6.1.5.EconGE.2: 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.													2	
6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.									2					3
6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.								1	2					3
6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.								1						3

History, Culture, and Perspectives: Continuity and Change

6.1.5.HistoryCC.1: 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.	1	2	3				7		2		1	2	3
6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.	1	2	3	4	5	6	7	1	2		1	2	3
6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.											1		
6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.								1	2				
6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.								1	2		1		
6.1.5.HistoryCC.6: Use multiple sources to make evidence-based								1	2				

inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.													
6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.								2					
6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.						7							
6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.						7		2					
6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.							1	2		1			
6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.							1	2		1			
6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.								2		1			
6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.								2		1	2		
6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.								2					
6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).								2		1	2	3	

History, Culture, and Perspectives: Understanding Perspectives

6.1.5.HistoryUP.1: 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.		2	3				7	1	2		1		3
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6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.								1	2		1		
6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.								1					
6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.								1					
6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.								1	2		1		3
6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.								1	2		1	2	
6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.								1	2		1		

History, Culture, and Perspectives: Historical Sourcing and Evidence

6.1.5.HistorySE.1: 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.								1	2		1		
6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.									2		1		3

History, Culture, and Perspectives: Claims and Argumentation

6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.									2		1		
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6.3 Active Citizenship in the 21st Century by the End of Grade 5

Civics, Government, and Human Rights: Participation and Deliberation

6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.										3		2	
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