

Lower Township School District
Cape May, New Jersey

Social Studies Instructional Units



SOCIAL STUDIES INSTRUCTIONAL UNITS TASK FORCE MEMBERS

HEATHER GARAGOZZO

HEATHER LAVANCHER

SABINA MULLER, CURRICULUM AND INSTRUCTION SUPERVISOR

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**Lower Township School District
Cape May, New Jersey**

Unit 1

Our Communities

**Lower Township School District
Cape May, New Jersey**

Unit Overview	
Content Area: Social Studies	
Unit Title: Our Communities	Unit: 1
Target Course/Grade Level: Third Grade	Timeline: about 7 days
<p>Unit Summary: People live and work in communities. People choose which community to live in based on location, natural resources, and job opportunities. There are many diverse cultures within communities. This unit will distinguish between the three types of communities, recognize what each has to offer, and demonstrate how communities change over time.</p>	
Learning Targets	
Standards	
6.1	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
9.1	21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.2	Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
9.3	Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Content Statements	
<ul style="list-style-type: none"> • Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environment on Earth. • Places are jointly characterized by their physical and human properties. • The physical environment can both accommodate and be endangered by human activities. • Urban areas, worldwide, share common physical characteristics, but may also have cultural differences. • Economic opportunities in New Jersey and other states are related to the availability of resources and technology. • Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products. • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. • Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. • Effective communication skills convey intended meaning to others and assist in preventing misunderstandings. • Digital media are 21st-century tools used for local and global communication. • The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration. • Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle. • Appropriate application of basic economic principles leads to wiser decisions for individual, family, and business financial planning. 	

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<ul style="list-style-type: none"> • Cost-benefit analysis informs responsible spending practices. • The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen. • Career awareness includes an understanding of the world of work and the knowledge and skills needed for traditional and nontraditional jobs and careers. 	
CPI #	Cumulative Progress Indicator (CPI) –
6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.B.10	Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.1.4.A.2	Evaluate available resources that can assist in solving problems.
9.1.4.A.3	Determine when the use of technology is appropriate to solve problems.
9.1.4.A.4	Use data accessed on the Web to inform solutions to problems and the decision-making process.
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
9.1.4.D.2	Express needs, wants, and feelings appropriately in various situations.
9.1.4.E.2	Demonstrate effective communication using digital media during classroom activities.
9.1.4.F.2	Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.
9.2.4.A.1	Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
9.3.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.
9.3.4.A.3	Appraise personal likes and dislikes and identify careers that might be suited to personal likes.
9.3.4.A.4	Identify qualifications needed to pursue traditional and nontraditional careers and occupations.

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Unit Essential Questions

- What makes a good community?
- How does the structure and well-being of a community affect its interactions?

Unit Understandings

- Students will recognize that people establish different types of communities to meet their basic needs.
- Students will discover that a community or region has unifying characteristics.
- Students will compare and contrast the characteristics of different types of communities.

Unit Learning Targets (Outcomes) – *Students will ...*

- Understand how and why people establish communities.
- Identify the types of characteristics that comprise a community or region.
- Describe how communities have changed over time.
- Explain similarities and differences between various communities.
- Recognize that people in communities need to fulfill certain responsibilities in order to make their communities good places to live.
- Recognize what a generalization is.
- Understand how to generalize based on facts.
- Realize that different types of maps serve different purposes and have distinctive characteristics.
- Use parts of a map to locate and describe places and features.
- Use a grid system to locate places and features.
- Use a map scale to measure the distance between two places.
- Understand the concepts of latitude and longitude.
- Find the latitude and longitude of places on a map.
- Use knowledge of latitude and longitude to find the absolute locations of places on a map.
- Use a grid system to locate places and features.
- Distinguish between the characteristics of rural, suburban, and urban communities.
- Understand how the characteristics of rural, suburban, and urban communities influence settlement patterns and daily life in these communities.
- Recognize that each type of community has unique characteristics compared to the other types of communities.
- Explain why people who live in each type of community need to interact with each other.

Integration of Technology: LCD Projector, laptop computers, DVDs

Technology Resources: myworldsocialstudies.com, brainpop.com, brainpopjr.com, history.org, worldbookonline.com, <http://www.50states.com/>, <http://www.si.edu/>, <http://www.whitehouse.gov/node/135895>, <http://www.amnh.org/kids>, <http://www.ipl.org/div/potus/>, <http://www.history.org/kids/games/>, eduplace.com <http://www.netrover.com/~kingskid/social.htm>

DVDs from the Maud Abrams Library-Life In The City Habitat, Learning About Natural Resources

Opportunities for Differentiation:

- ♦ Utilize pairing & grouping activities.
- ♦ Deliver instruction in a variety of modalities.
- ♦ Opportunities provided to express learning through the written assignments and through art.
- ♦ Express understanding through role playing scenarios.
- ♦ Express understanding through the use of problem solving situations.
- ♦ Use necessary practice, anchor tasks, personal agendas, centers, contracts, and other strategies that students use to learn routinely and independently.
- ♦ Using video & audio clips to teach.
- ♦ Using pre-assigned groups so students know by cue where to move in the room and who to sit with.
- ♦ Teaching with both part-to-whole and whole-to-part emphasis.
- ♦ Making connections with key ideas/skills and students' cultures and interests.
- ♦ Provide tiered practice & assessments.
- ♦ Encouraging student to work alone or with a peer.
- ♦ Using "expert groups" to help teach key ideas.

Primary interdisciplinary connections: Language Arts,

21st century themes: civic resources and solutions, usefulness of being an informed citizen, understanding personal influence of democratic government, critical thinking & problem solving, creativity and innovation, collaboration, teamwork, leadership, cross-cultural understanding and interpersonal communication

Evidence of Learning

Summative Assessment

- ♦ Assessment p 38-41
- ♦ Choice A- Writing Activity
- ♦ Choice B- Hands on Activity
- ♦ Test forms A & b
- ♦ Exam View Test Bank-Create your own test
- ♦ Community Scrapbook- Use brochures and handouts to create a scrapbook about Lower Township.

Formative Assessments

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| <ul style="list-style-type: none"> ♦ Discussions & observations throughout the chapter ♦ Written question & answer ♦ Main Idea & Details ♦ Fill in the chart ♦ Generalized based on facts ♦ Map skill- measuring distance | <ul style="list-style-type: none"> ♦ Find the absolute location ♦ Compare & Contrast |
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Unit 2

Land and Water

**Lower Township School District
Cape May, New Jersey**

Unit Overview	
Content Area: Social Studies	
Unit Title: Land & Water	Unit: 2
Target Course/Grade Level: 3	Timeline: about 9 days
<p>Unit Summary Geography is the study of Earth and its people. Earth is divided into 7 continents: North America, South America, Europe, Africa, Asia, Australia, and Antarctica. Each of these continents hosts a variety of landforms or shapes in the earth. Among the continents there are also oceans, lakes, and rivers. The landforms, nearby bodies of water, weather, and climate in a region influence how people in the area live. The resources in a region also influence the lives of people by determining what types of jobs people have and what goods people have access to. As humans, we must be careful not to abuse the earth and help it to renew for the future population.</p>	
Learning Targets	
Standards	
6.1	U.S. History: America in the world: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
6.3	Active citizenship in the 21st century: all students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
9.1	21 st century life and career skills: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> • Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environment on Earth. • Places are jointly characterized by their physical and human properties. • The physical environment can both accommodate and be endangered by human activities. • Regions form and change as a result of unique physical/ecological conditions, economies, and cultures. • Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time. • Advancements in science and technology can have unintended consequences that impact individuals and/or societies. • Urban areas, worldwide, share common physical characteristics, but may also have cultural differences. • Availability of resources affects economic outcomes. • Recognize that different people have different perspectives based on their beliefs, values, traditions, culture, and experiences. • Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. • Are aware of their relationships to people, places, and resources in the local community and beyond. • Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. • Develop strategies to reach consensus and resolve conflict. • Demonstrate understanding of the need for fairness and take appropriate action against unfairness. • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. • Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. • Effective communication skills convey intended meaning to others and assist in preventing misunderstandings. 	

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<ul style="list-style-type: none"> • Digital media are 21st-century tools used for local and global communication. • The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration. • Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle. • Appropriate application of basic economic principles leads to wiser decisions for individual, family, and business financial planning. • Cost-benefit analysis informs responsible spending practices. • The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen. 	
CPI #	Cumulative Progress Indicator (CPI) –
6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
6.1.4.B.8	Compare ways people choose to use and divide natural resources.
6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
6.1.4.B.10	Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
6.1.4.C.9	Compare and contrast how access to and use of resources affects people across the world differently.
6.3.4.A.4	Communicate with students from various countries about common issues of public concern and possible solutions.
6.3.4.B.1	Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.1.4.A.2	Evaluate available resources that can assist in solving problems.
9.1.4.A.3	Determine when the use of technology is appropriate to solve problems.
9.1.4.A.4	Use data accessed on the Web to inform solutions to problems and the decision-making process.
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
9.1.4.D.2	Explain the needs, wants, and feelings appropriately in various situations.
9.1.4.E.2	Demonstrate effective communication using digital media during classroom activities.
9.1.4.F.2	Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.

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<p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none">• How do we interact with our planet?	<p><u>Unit Understandings</u></p> <ul style="list-style-type: none">• Maps & globes can be used to locate places, physical features such as landforms and bodies of water, and features made by humans.• The environment (including weather, climate, and natural resources) varies from one place to another and influences how and where people, plants, and animals live.
<p>Unit Learning Targets (Outcomes) – Students will ...</p>	
<ul style="list-style-type: none">• Identify & describe physical features such as landforms and bodies of water.• Locate physical features on a map or globe.• Understand that regions have similar physical and cultural characteristics.• Identify and compare characteristics of different regions.• Locate different regions on a map or globe.• Describe state- and community- specific regions and physical features and significance.• Recognize that weather and climate vary from place to place.• Identify and describe the weather and climate in different places.• Describe how and where people, plants, and animals live.• Understand the concept of an ecosystem and compare and contrast different ecosystems.• Understand that maps show different types of information, including physical features and elevation.• Know how to read and interpret an elevation map.• Recognize that different regions have different elevations.• Identify different areas of elevation in the United States.• Recognize that regions can be characterized by availability and use of resources.• Understand that people use resource in different ways and explain how humans’ use of resources affects people, plants, animals, and the environment.• Identify various environmental concerns related to the use of the resources.• Understand cause-and-effect relationships.• Identify examples of cause and effect.• Recognize words that signal cause or effect.• Understand that the environment influences how and where people live.• Describe ways people depend on, interact with, modify, and adapt to their physical environment to meet their basic needs.• Identify human actions that affect the environment in positive and negative ways.• Explain how and why people protect the environment.	
<p><u>Integration of Technology:</u> LCD Projector, laptop computers, DVDs</p>	
<p><u>Technology Resources:</u> myworldsocialstudies.com, brainpop.com, brainpopjr.com, history.org, worldbookonline.com, http://www.50states.com/, http://www.si.edu/, http://www.whitehouse.gov/node/135895, http://www.amnh.org/kids, http://www.ipl.org/div/potus/, http://www.history.org/kids/games/, eduplace.com DVDs from the Maud Abrams Library-Landforms 1, Discover the world all about globes</p>	
<p><u>Primary interdisciplinary connections:</u> Language Arts, Mathematics, & Science</p>	
<p>21st century themes:</p> <ul style="list-style-type: none">• usefulness of being an informed citizen• understanding personal influence of democratic government• critical thinking & problem solving, creativity and innovation,• collaboration, teamwork, leadership,• cross-cultural understanding and interpersonal communication• environmental responsibilities	

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Evidence of Learning

Summative Assessment

- ♦ Assessment p74-77.
- ♦ Choice A- Writing Activity
- ♦ Choice B- Hands on Activity
- ♦ Test forms A & b
- ♦ Exam View Test Bank-Create your own test
- ♦ Complete landform booklet available at superteacherworksheets.com
- ♦ Performance based assessment-Create a landform model using clay

Formative Assessments

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| <ul style="list-style-type: none">♦ Discussions & observations throughout the chapter♦ Cause & Effect♦ Main Idea & Details | <ul style="list-style-type: none">♦ Cause & Effect♦ Interpret elevation map♦ Complete natural resource chart |
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Unit 3

Communities Build a Nation

Unit Overview	
Content Area: Social Studies	
Unit Title: Communities Build a Nation	Unit: 3 (excluding lessons 3 & 4)
Target Course/Grade Level: 3	Timeline: about 11 days
Unit Summary: Native Americans were proud people and the foundation of our nation. They managed to live in the wilderness, survive hard times, and make a good life for themselves. This unit will look into the daily life of Native Americans, along with their different tribes and locations within the United States. It will also examine the changes that took place once European settlers came to the New World.	
Learning Targets	
Standards	
6.1	U.S. History: America in the world: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
9.1	21 st century life and career skills: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> • The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. • Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environment on Earth. • Urban areas, worldwide, share common physical characteristics, but may also have cultural differences. • Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. • Key historical events, documents, and individuals led to the development of our nation. • Personal, family, and community history is a source of information for individuals about the people and places around them. • The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage. • American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States. • Cultures struggle to maintain traditions in changing societies. • Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history. • The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns. • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. • Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. • Effective communication skills convey intended meaning to others and assist in preventing misunderstandings. • Digital media are 21st-century tools used for local and global communication. • The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration. 	

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CPI #	Cumulative Progress Indicator (CPI) –
6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
6.1.4.B.10	Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
6.1.4.D.14	Trace how the American identity evolved over time.
6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.1.4.A.2	Evaluate available resources that can assist in solving problems.
9.1.4.A.3	Determine when the use of technology is appropriate to solve problems.
9.1.4.A.4	Use data accessed on the Web to inform solutions to problems and the decision-making process.
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
9.1.4.D.2	Explain the needs, wants, and feelings appropriately in various situations.
9.1.4.E.2	Demonstrate effective communication using digital media during classroom activities.
9.1.4.F.2	Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.

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Unit Essential Questions <ul style="list-style-type: none">• How does our past affect our present?	Unit Understandings <ul style="list-style-type: none">• Identify ways that communicate change over time.• Determine that conflicts sometimes arise over resources.• Discuss how our nation has been shaped by events and actions of the past.• Understand that the actions of individuals can affect history.
Unit Learning Targets (Outcomes) – Students will ...	
<ul style="list-style-type: none">• Explain how geography influences communities.• Describe interactions between Europeans and Native Americans.• Compare and contrast Native American cultures.• Explain ways in which the past connects to the present.• Describe the cultures of Native Americans today.• Understand how to sequence events as they read.• Analyze text to find the proper sequence.• Recognize that words and dates can help identify sequence.• Identify the causes of European exploration.• Describe the effects of European exploration.• Identify the contributions of notable individuals.• Explain ways in which the past connects to the present.• Understand the concept of a timeline.• Use timelines to analyze events in history.• Create and read a horizontal timeline.• Explain why settlers came to North America.• Describe how location affects the development of a community.• Recognize the contributions of notable individuals.• Describe the key events in European settlements of North America.• Explain ways in which the past connects to the present.• Describe interactions between Europeans and Native Americans.• Explain why settlers came to North America.• Describe how locations affect the development of a community.• Recognize the contributions of notable individuals.• Explain ways in which the past connects to the present.• Describe the interactions between Europeans and Native Americans.• Explain why settlers came to North America.• Describe how location affects the development of a community.• Recognize the contributions of notable individuals.• Describe the key events on European settlement of North America.• Explain ways in which the past connects to the present.• Describe interactions between European and Native Americans.• Describe the key events in American independence.• Identify the contributions of notable individuals.• Explain the causes of the American Revolution.• Describe the creation and significance of key documents.• Explain ways in which the past connects to the present.• Identify landmarks, symbols, holidays, and documents that exemplify American history and ideals.	

Integration of Technology: LCD Projector, laptop computers, DVDs

Technology Resources: myworldsocialstudies.com, brainpop.com, brainpopjr.com, history.org, worldbookonline.com, <http://www.50states.com/>, <http://www.si.edu/>, <http://www.whitehouse.gov/node/135895>, <http://www.amnh.org/kids>, <http://www.ipl.org/div/potus/>, <http://www.history.org/kids/games/>, eduplace.com, www.pbs.org

DVDs from the Maud Abrams library- Early Settlers, A History of Slavery in America, Native American Life, The Pilgrims of Plymouth

Opportunities for Differentiation:

- Utilize pairing & grouping activities.
- Deliver instruction in a variety of modalities.
- Opportunities provided to express learning through the written assignments and through art.
- Express understanding through role playing scenarios.
- Express understanding through the use of problem solving situations.
- Use necessary practice, anchor tasks, personal agendas, centers, contracts, and other strategies that students use to learn routinely and independently.
- Using video & audio clips to teach.
- Using pre-assigned groups so students know by cue where to move in the room and who to sit with.
- Teaching with both part-to-whole and whole-to-part emphasis.
- Making connections with key ideas/skills and students' cultures and interests.
- Provide tiered practice & assessments.
- Encouraging student to work alone or with a peer.
- Using "expert groups" to help teach key ideas.

Primary interdisciplinary connections: Language Arts, Mathematics

21st century themes:

- usefulness of being an informed citizen
- understanding personal influence of democratic government
- critical thinking & problem solving
- creativity and innovation
- collaboration, teamwork, leadership
- cross-cultural understanding and interpersonal communication
- communication and media fluency

Evidence of Learning

Summative Assessment

- Assessment 122-5
- Choice A- Writing Activity
- Choice B- Hands on Activity
- Test forms A & b
- Exam View Test Bank-Create your own test
- Performance based assessment-Research and write a report on early explorers using laptop computers and library books.

Formative Assessments

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| <ul style="list-style-type: none"> • Discussions & observations throughout the chapter • Main Idea & Details • Cause & Effect • Identify sequence of events | <ul style="list-style-type: none"> • Identify the cause & effect of European exploration • Read, complete, & explain the timeline • Summarize • Sequence main events of the lesson |
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Unit 4

United States Government

Unit Overview	
Content Area: Social Studies	
Unit Title: U.S. Government	Unit: 4
Target Course/Grade Level: 3	Timeline: about 10 days
Unit Summary The U. S. Government is a democracy in which people vote to choose who leads their community, state, and nation. The government is responsible for laws to keep people safe, and services people cannot provide for themselves. This unit will examine the beginning of our democracy. It will also present the branches of government as well as the levels of government.	
Learning Targets	
Standards	
6.1	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
6.3	Active Citizenship in the 21st-Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
9.1	21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> • Citizenship begins with becoming a contributing member of the classroom community. • Rules and laws are developed to protect people’s rights and the security and welfare of society. • The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. • American constitutional government is based on principles of limited government, shared authority, fairness, and equality. • There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns. • The representative democracy, individuals elect representatives to act on the behalf of the people. • The world is comprised of nations that are similar to and different from the United States. • Key historical events, documents, and individuals led to the development of our nation. • The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage. • American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States. • Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history. • People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual view points. • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. • Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. • Effective communication skills convey intended meaning to others and assist in preventing misunderstandings. • Digital media are 21st-century tools used for local and global communication. • The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration. 	

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	<ul style="list-style-type: none"> • Recognize that different people have different perspectives based on their beliefs, values, traditions, culture, and experiences. • Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. • Are aware of their relationships to people, places, and resources in the local community and beyond. • Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. • Develop strategies to reach consensus and resolve conflict. • Demonstrate understanding of the need for fairness and take appropriate action against unfairness
CPI #	Cumulative Progress Indicator (CPI) –
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.
6.1.4.A.4	Explain how the United States government is organized and how the United States Constitution defines and limits the powers of government.
6.1.4.A.5	Distinguish the roles and responsibilities of the three branches of the national government.
6.1.4.A.6	Explain how the national and state governments share power in the federal system of government.
6.1.4.A.7	Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
6.1.4.D.5	Relate how key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
6.1.4.D.14	Trace how the American identity evolved over time.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.4.D.19	Explain how the experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.3.4.A.1	Evaluate what makes a good rule or law.
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.1.4.A.2	Evaluate available resources that can assist in solving problems.
9.1.4.A.3	Determine when the use of technology is appropriate to solve problems.
9.1.4.A.4	Use data accessed on the Web to inform solutions to problems and the decision-making process.
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
9.1.4.D.2	Explain the needs, wants, and feelings appropriately in various situations.
9.1.4.E.2	Demonstrate effective communication using digital media during classroom activities.
9.1.4.F.2	Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.

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<p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none">• Why do we have government?	<p><u>Unit Understandings</u></p> <ul style="list-style-type: none">• The U.S. government was founded on democratic principles and beliefs.• The three branches of government were established to limit each branch's power and to protect the rights of citizens.• Local, state, and national governments make and enforce laws and provide different kinds of services to meet the needs of citizens.
<p>Unit Learning Targets (Outcomes) – <i>Students will ...</i></p>	
<ul style="list-style-type: none">• Recognize the purpose of and need for government.• Identify democratic principles and beliefs held by American citizens.• Explain why the Declaration of Independence and the U.S. Constitution were written.• Locate the main idea and details of a passage.• Summarize information in the own words.• Write a brief summary of a selection.• Explain why the United States has three branches of government.• Identify the responsibilities of the executive, legislative, and judicial branches of government.• Describe the roles of key leaders in each branch of government and how they make decisions.• Understand that the United States has three levels of government.• Identify the responsibilities of local, state, and national government.• Identify key leaders in each level of government and understand that they make decisions based on the well-being of the people who voted for them.• Recognize that people have different viewpoints.• Understand that a viewpoint, or point of view, gives someone's opinion on an issue.• Use key phrases to signal point of view such as I think, I feel, and in my opinion.• Identify similarities and differences between two viewpoints.	
<p>Integration of Technology: LCD Projector, laptop computers, DVDs</p>	
<p>Technology Resources: myworldsocialstudies.com, brainpop.com, brainpopjr.com, history.org, worldbookonline.com, http://www.50states.com/, http://www.si.edu/, http://www.whitehouse.gov/node/135895, http://www.amnh.org/kids, http://www.ipl.org/div/potus/, http://www.history.org/kids/games/, eduplace.com, http://kids.usa.gov/government/index.shtml</p> <p>DVDs from the Maud Abrams library- This is Our Government, Community Rules & Laws, The Three Branches of Government</p>	
<p><u>Opportunities for Differentiation:</u></p> <ul style="list-style-type: none">• Utilize pairing & grouping activities.• Deliver instruction in a variety of modalities.• Opportunities provided to express learning through the written assignments and through art.• Express understanding through role playing scenarios.• Express understanding through the use of problem solving situations.• Use necessary practice, anchor tasks, personal agendas, centers, contracts, and other strategies that students use to learn routinely and independently.• Using video & audio clips to teach.• Using pre-assigned groups so students know by cue where to move in the room and who to sit with.• Teaching with both part-to-whole and whole-to-part emphasis.• Making connections with key ideas/skills and students' cultures and interests.• Provide tiered practice & assessments.• Encouraging student to work alone or with a peer.• Using "expert groups" to help teach key ideas.	

Primary interdisciplinary connections: Language Arts, Mathematics

21st Century themes:

- usefulness of being an informed citizen
- understanding personal influence of democratic government
- critical thinking & problem solving
- creativity and innovation
- collaboration, teamwork, leadership
- cross-cultural understanding and interpersonal communication
- civic resources & solutions
- communication and media fluency

Evidence of Learning

Summative Assessment

- Assessment p 152-155.
- Choice A- Writing Activity
- Choice B- Hands on Activity
- Test forms A & b
- Exam View Test Bank-Create your own test

Formative Assessments

- | | |
|--|---|
| <ul style="list-style-type: none">• Discussions & observations throughout the chapter• Cause & Effect• Summarize | <ul style="list-style-type: none">• Identify the 3 parts of US government• Main Idea & Details• Compare & Contrast using a Venn diagram |
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Unit 5

Citizenship

Unit Overview	
Content Area: Social Studies	
Unit Title: Citizenship	Unit: 5
Target Course/Grade Level: 3	Timeline: about 5 days
Unit Summary: This unit will look at how we can become active participants in our communities by volunteering, understanding our rights and laws, and standing up for freedoms when needed. The brave actions on Susan B. Anthony, Thurgood Marshall, Eleanor Roosevelt, Mary McLeod Bethune, Cesar Chavez, and Clara Barton are examined.	
Learning Targets	
Standards	
6.1	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
6.3	Active Citizenship in the 21st-Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
9.1	21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.2	Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Content Statements	
<ul style="list-style-type: none"> • Rules and laws are developed to protect people’s rights and the security and welfare of society. • The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. • The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights. • The United States democratic system requires active participation of its citizens. • Immigrants can become and obtain the rights of American citizens. • In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges. • In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems. • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. • Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. • Effective communication skills convey intended meaning to others and assist in preventing misunderstandings. • Digital media are 21st-century tools used for local and global communication. • The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration. • Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving. • Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities. 	

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	<ul style="list-style-type: none"> ♦ Recognize that different people have different perspectives based on their beliefs, values, traditions, culture, and experiences. ♦ Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. ♦ The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns. ♦ Are aware of their relationships to people, places, and resources in the local community and beyond. ♦ Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. ♦ Develop strategies to reach consensus and resolve conflict. ♦ Demonstrate understanding of the need for fairness and take appropriate action against unfairness. ♦ People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual viewpoints.
CPI #	Cumulative Progress Indicator (CPI) –
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
6.1.4.A.9	Compare and contrast
6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
6.1.4.A.13	Describe the process by which immigrants become United States citizens.
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.4.A.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
6.1.4.D.5	Relate how key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
6.1.4.D.14	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
6.1.4.D.16	Prejudice and discrimination can be obstacles to understanding other cultures.
6.1.4.D.18	Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	Explain how the experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.3.4.A.1	Evaluate what makes a good rule or law.
6.3.4.A.2	Contact local officials and community members to acquire information and/or discuss local issues.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.
6.3.4.A.4	Communicate with students from various countries about common issues of public concern and possible solutions.
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

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9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.1.4.A.2	Evaluate available resources that can assist in solving problems.
9.1.4.A.3	Determine when the use of technology is appropriate to solve problems.
9.1.4.A.4	Use data accessed on the Web to inform solutions to problems and the decision-making process.
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
9.1.4.D.2	Explain the needs, wants, and feelings appropriately in various situations.
9.1.4.E.2	Demonstrate effective communication using digital media during classroom activities.
9.1.4.F.2	Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
9.1.4.E.1	Explain how digital media are used in daily life in a variety of settings.
9.2.4.F.3	Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

<p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> ♦ How can I participate? 	<p><u>Unit Understandings</u></p> <ul style="list-style-type: none"> ♦ Students will recognize that good citizens participate in their communities and work for the common good. ♦ Students will understand that many American heroes have taken risks and overcome obstacles to help others. ♦ Students will discover that civic organizations and individuals in our country and around the world have made contributions to important causes that benefit the common good.
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<p>Unit Learning Targets (Outcomes) – Students will ...</p> <ul style="list-style-type: none"> ♦ Describe the rights and responsibilities of citizens. ♦ Demonstrate positive citizenship in school and in their communities. ♦ Identify rules and laws and what happens when they are not followed. ♦ Understand the importance of resolving conflicts with others. ♦ Establish ways to use cooperation to resolve conflicts. ♦ Use creativity when resolving conflicts. ♦ Describe actions and contributions of historical figures that have helped to secure the rights and freedoms of our country's citizens. ♦ Explain actions and contributions that individuals, and civic organizations, past and present, have made for causes in our country and throughout the world.
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<p><u>Integration of Technology:</u> LCD Projector, laptop computers, DVDs</p> <p><u>Technology Resources:</u> myworldsocialstudies.com, brainpop.com, brainpopjr.com, history.org, worldbookonline.com, http://www.50states.com/, http://www.si.edu/, http://www.whitehouse.gov/node/135895, http://www.amnh.org/kids, http://www.ipl.org/div/potus/, http://www.history.org/kids/games/, eduplace.com http://www.congressforkids.net/citizenship_1_whatish.htm, www.timeforcitizenship.org, www.gardenofpraise.com</p> <p>DVDs from the Maud Abrams library-Citizenship in the Community, How Leaders and Events Shape Communities, American Citizenship, United States Constitution, Citizenships of the Community, United States Constitution</p>
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Opportunities for Differentiation:

- ♦ Utilize pairing & grouping activities.
- ♦ Deliver instruction in a variety of modalities.
- ♦ Opportunities provided to express learning through the written assignments and through art.
- ♦ Express understanding through role playing scenarios.
- ♦ Express understanding through the use of problem solving situations.
- ♦ Use necessary practice, anchor tasks, personal agendas, centers, contracts, and other strategies that students use to learn routinely and independently.
- ♦ Using video & audio clips to teach.
- ♦ Using preassigned groups so students know by cue where to move in the room and who to sit with.
- ♦ Teaching with both part-to-whole and whole-to-part emphasis.
- ♦ Making connections with key ideas/skills and students' cultures and interests.
- ♦ Provide tiered practice & assessments.
- ♦ Encouraging student to work alone or with a peer.
- ♦ Using "expert groups" to help teach key ideas.

Primary interdisciplinary connections: Language Arts, Mathematics

21st century themes:

- ♦ civic resources and solutions
- ♦ usefulness of being an informed citizen
- ♦ understanding personal influences of democratic government
- ♦ critical thinking and problem solving
- ♦ collaboration, teamwork, leadership
- ♦ cross-cultural understanding and interpersonal communication
- ♦ accountability, productivity, and ethics

Evidence of Learning

Summative Assessment

- ♦ Review & Assessment 182-5
- ♦ Choice A- Writing Activity
- ♦ Choice B- Hands on Activity
- ♦ Test forms A & b
- ♦ Exam View Test Bank-Create your own test
- ♦ Performance based assessment-Research & write a biography of an important person in history using laptop computers and library books.

Formative Assessments

- | | |
|---|---|
| <ul style="list-style-type: none"> ♦ Discussions & observations throughout the chapter ♦ Summarize ♦ Fact & Opinion ♦ Use cooperation to resolve conflict | <ul style="list-style-type: none"> ♦ Create a banner to support equal rights ♦ List human rights ♦ Fact & opinion ♦ Main Idea & Details |
|---|---|

Unit 6

A Growing Nation

Unit Overview	
Content Area: Social Studies	
Unit Title: A Growing Nation	Unit: 6
Target Course/Grade Level: Third Grade	Timeline: about 13 days
Unit Summary: The ways people do things has changed over time with new technological developments, especially travel and communication. New inventions have changed people’s lives for convenience and better quality of life.	
Learning Targets	
Standards	
6.1	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
9.1	21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> • The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. • Immigrants can become and obtain the rights of American citizens. • Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environment on Earth. • Urban areas, worldwide, share common physical characteristics, but may also have cultural differences. • Creativity and innovation affect lifestyle, access to information, and the creation of new products and services. • Economic opportunities in New Jersey and other states are related to the availability of resources and technology. • Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products. • Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. • Key historical events, documents, and individuals led to the development of our nation. • Personal, family, and community history is a source of information for individuals about the people and places around them. • The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage. • American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States. • Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history. • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. • Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. • Effective communication skills convey intended meaning to others and assist in preventing misunderstandings. • Digital media are 21st-century tools used for local and global communication. • The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration. 	

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CPI #	Cumulative Progress Indicator (CPI) –
6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
6.1.4.A.13	Describe the process by which immigrants become United States citizens.
6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
6.1.4.B.10	Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
6.1.4.D.5	Relate how key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
6.1.4.D.14	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
6.1.4.D.16	Prejudice and discrimination can be obstacles to understanding other cultures.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.1.4.A.2	Evaluate available resources that can assist in solving problems.
9.1.4.A.3	Determine when the use of technology is appropriate to solve problems.
9.1.4.A.4	Use data accessed on the Web to inform solutions to problems and the decision-making process.

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9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.		
9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).		
9.1.4.D.2	Explain the needs, wants, and feelings appropriately in various situations.		
9.1.4.E.2	Demonstrate effective communication using digital media during classroom activities.		
9.1.4.F.2	Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.		
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.		
9.1.4.D.1	Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.		
9.1.4.E.3	Distinguish how digital media are used by individuals, groups, and organizations for varying purposes.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Unit Essential Questions <ul style="list-style-type: none"> ♦ How does life change throughout history? </td> <td style="width: 50%; vertical-align: top;"> Unit Understandings <ul style="list-style-type: none"> ♦ Communities change over time. ♦ Technological developments affect how people live. ♦ Individuals can affect communities. ♦ Some things change over time and some things remain the same. </td> </tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> ♦ How does life change throughout history? 	Unit Understandings <ul style="list-style-type: none"> ♦ Communities change over time. ♦ Technological developments affect how people live. ♦ Individuals can affect communities. ♦ Some things change over time and some things remain the same.
Unit Essential Questions <ul style="list-style-type: none"> ♦ How does life change throughout history? 	Unit Understandings <ul style="list-style-type: none"> ♦ Communities change over time. ♦ Technological developments affect how people live. ♦ Individuals can affect communities. ♦ Some things change over time and some things remain the same. 		
Unit Learning Targets (Outcomes) – Students will ...			
<ul style="list-style-type: none"> ♦ Analyze how innovations in transportation influenced the growth of the United States. ♦ Explain how trails and waterways facilitated travel to the frontier. ♦ Describe the Lewis & Clark and Sacagawea contributed to the growth of the American West. ♦ Understand how canals and riverboats helped move people and goods in the developing country. ♦ Recognize the difficulties faced by settlers in wagon trains, ♦ Explain and trace how railroads improved westward travel. ♦ Understand how the invention of the airplane improved travel worldwide. ♦ Give examples of contributions of key people to the developing United States. ♦ Identify primary and secondary sources. ♦ Understand the difference between primary sources for eyewitness information. ♦ Explain the uses of both primary and secondary sources. ♦ Analyze how America has changed from the arrival of European explorers to today. ♦ Explain why people immigrate to new lands. ♦ Identify patterns of immigration from Europe and Asia to the United States. ♦ Give examples of how immigrants from many lands have contributed to American culture. ♦ Understand the importance of the Statue of Liberty to American immigrants and American culture. ♦ Describe how homesteaders built the American West. ♦ Analyze how innovations in communication influenced the growth of the United States. ♦ Compare how people communicated in the 1800s and today. Describe how the Pony Express improved cross-country communication. ♦ Recognize how telegraphs and telephones made instant communication possible. ♦ Describe how radio and television connect people around the world. ♦ Trace how communication and computer technologies have changed American’s lives in the last 20 years. ♦ Give examples of key people who improved communication. ♦ Locate the important facts and details of a passage. ♦ Make decisions based on what they read. ♦ Use details to draw conclusions. 			

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- Analyze how new ideas and machines changed people’s lives in the United States and around the world.
- Recognize how activists improved access to education for all Americans.
- Understand how innovations in technology changed people’s everyday lives.
- Explain how new machines and ideas changed the workplace.
- Recognize how innovations in medicine helped people lead longer, healthier lives.
- Describe the contributions of human-rights activists in gaining equal rights for all Americans.

Integration of Technology: LCD Projector, laptop computers, DVDs

Technology Resources: myworldsocialstudies.com, brainpop.com, brainpopjr.com, history.org, worldbookonline.com, <http://www.50states.com/>, <http://www.si.edu/>, <http://www.whitehouse.gov/node/135895>, <http://www.amnh.org/kids>, <http://www.ipl.org/div/potus/>, <http://www.history.org/kids/games/>, eduplace.com, <http://www.inventivekids.com/>

DVDs from the Maud Abrams library-Inventions Bill Nye the Science Guy, Alexander Graham Bell, Invention Recycling, Thomas Edison and the Electric Light

Opportunities for Differentiation:

- Utilize pairing & grouping activities.
- Deliver instruction in a variety of modalities.
- Opportunities provided to express learning through the written assignments and through art.
- Express understanding through role playing scenarios.
- Express understanding through the use of problem solving situations.
- Use necessary practice, anchor tasks, personal agendas, centers, contracts, and other strategies that students use to learn routinely and independently.
- Using video & audio clips to teach.
- Using pre-assigned groups so students know by cue where to move in the room and who to sit with.
- Teaching with both part-to-whole and whole-to-part emphasis.
- Making connections with key ideas/skills and students’ cultures and interests.
- Provide tiered practice & assessments.
- Encouraging student to work alone or with a peer.
- Using “expert groups” to help teach key ideas.

Primary interdisciplinary connections: Language Arts, Mathematics, & Science

21st century themes: environmental responsibilities, civic resources and solutions, usefulness of being an informed citizen, understanding personal influences of democratic government, critical thinking and problem solving, creativity & innovation, collaboration, teamwork, leadership

Evidence of Learning

Summative Assessment

- Review & Assessment p 218-21
- Choice A- Writing Activity
- Choice B- Hands on Activity
- Test forms A & b
- Exam View Test Bank-Create your own test
- Performance based assessment- Research & write a report on an inventor of your choice.
- Performance based assessment- Create your own invention.

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Formative Assessments	
<ul style="list-style-type: none"> ♦ Discussion & observations throughout the chapter ♦ Draw Conclusions ♦ Identify the difference between primary & secondary sources 	<ul style="list-style-type: none"> ♦ Cause & Effect ♦ Main Idea & Details ♦ Sequence communication tools ♦ Complete details & conclusions chart

ACTIVITIES	MATERIALS
<ul style="list-style-type: none"> ♦ Report on an inventor 	<ul style="list-style-type: none"> ♦ Laptop computers & library books
<ul style="list-style-type: none"> ♦ Create an invention 	<ul style="list-style-type: none"> ♦ Various supplies

Unit 7

Working in Our Communities

Unit Overview	
Content Area:	
Unit Title: Working in Our Communities	Unit: 7
Target Course/Grade Level: Third Grade	Timeline: about 12 days
<p>Unit Summary Economics is an essential understanding in life. People must be able to differentiate between needs and wants. People spend money on goods, but also services, and the price of a good or service depends on the supply. This unit will introduce the concepts of capital and human resources, as well as free market vs. worldwide trade.</p>	
Learning Targets	
Standards	
6.1	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
6.3	Active Citizenship in the 21st-Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
9.1	21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.2	Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Content Statements	
<ul style="list-style-type: none"> • The world is comprised of nations that are similar to and different from the United States. • People make decisions based on their needs, wants, and the availability of resources. • Economics is a driving force for the occurrence of various events and phenomena in societies. • Interaction among various institutions in the local, national, and global economies influences policymaking and societal outcomes. • Availability of resources affects economic outcomes. • Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment. • Creativity and innovation affect lifestyle, access to information, and the creation of new products and services. • Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products. • Recognize that different people have different perspectives based on their beliefs, values, traditions, culture, and experiences. • Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. • Are aware of their relationships to people, places, and resources in the local community and beyond. • Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. • Develop strategies to reach consensus and resolve conflict. • Demonstrate understanding of the need for fairness and take appropriate action against unfairness • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. 	

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<ul style="list-style-type: none"> • Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. • Effective communication skills convey intended meaning to others and assist in preventing misunderstandings. • Digital media are 21st-century tools used for local and global communication. • The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration. • Income often comes from different sources. • Income affects spending decisions and lifestyle. • Money management involves setting financial goals. • Money management is reliant on developing and maintaining personal budgets. • Money management requires understanding of cash flow systems and business practices. • Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit. • Information about investment options assists with financial planning. • The ability to prioritize wants and needs assists in making informed investments, purchases, and decisions. • Consumer protection includes providing information about the range of products and services and about consumer resources, rights, and responsibilities. 	
CPI #	Cumulative Progress Indicator (CPI) – DELETE EXTRA ROWS
6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
6.1.4.C.1	Apply opportunity cost to evaluate individual’s decisions, including ones made in their communities.
6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.3	Explain why incentives vary between and among producers and consumers.
6.1.4.C.5	Explain the role specialization in the production and exchange of goods and services.
6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
6.1.4.C.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
6.1.4.C.9	Compare and contrast how access to and use of resources affects people across the world differently.
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individual’s lives.
6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
6.1.4.C.13	Determine the qualities of entrepreneurs in a capitalistic society.
6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
6.3.4.C.1	Develop and implement a group initiative that addresses an economic issue impacting children.
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.1.4.A.2	Evaluate available resources that can assist in solving problems.
9.1.4.A.3	Determine when the use of technology is appropriate to solve problems.
9.1.4.A.4	Use data accessed on the Web to inform solutions to problems and the decision-making process.
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
9.1.4.D.2	Explain the needs, wants, and feelings appropriately in various situations.
9.1.4.E.2	Demonstrate effective communication using digital media during classroom activities.

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9.1.4.F.2	Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
9.1.4.F.1	Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.
9.2.4.A.2	Identify potential sources of income and their limitations.
9.2.4.A.3	Explain how income and spending affects take-home pay.
9.2.4.B.1	Differentiate between financial wants and needs.
9.2.4.B.2	Identify age-appropriate financial goals.
9.2.4.B.3	Explain what a budget is and why it is important.
9.2.4.B.4	Identify common household expense categories and sources of income.
9.2.4.B.5	Identify ways to earn and save.
9.2.4.B.7	Explain the purposes of financial institutions in the community.
9.2.4.C.1	Explain why people borrow money and the relationship between credit and debt.
9.2.4.D.1	Determine various ways to save.
9.2.4.E.1	Determine factors that influence consumer decisions related to money.
9.2.4.E.5	Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.
<p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> ♦ How do people get what they need? 	<p><u>Unit Understandings</u></p> <ul style="list-style-type: none"> ♦ Understand that people have to make choices about needs and wants because all resources are limited. ♦ Recognize that people trade goods and services within communities, with other states, and with other countries. ♦ Explain how people are both producers and consumers of goods and services. ♦ Understand that people depend on each other as producers, consumers, savers, and borrowers.
<p>Unit Learning Targets (Outcomes) – Students will ...</p> <ul style="list-style-type: none"> ♦ Distinguish between needs and wants and give examples of each. ♦ Recognize that now all wants can be satisfied. ♦ Distinguish between scarcity and abundance. ♦ Recognize that people make choices when there is scarcity. ♦ Understand that the opportunity cost of an item is what they give up when they choose one thing over another. ♦ Analyze why and how people make choices. ♦ Recognize that personal needs and wants are connected to the needs and wants of local and world communities. ♦ Read text to identify the main idea. ♦ Read text to identify details. ♦ Distinguish between main ideas and details in a text. ♦ Distinguish between producers and consumers. ♦ Distinguish between goods and services and give examples of each. ♦ Recognize that producers and consumers work together to drive the economy. ♦ Distinguish among natural, human, and capital resources. ♦ Understand that producers must have resources in order to produce goods. 	

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- Describe how businesses can make profit by using their resources wisely.
- Explain how people can be both producers and consumers and how this concept drives the whole economy.
- Analyze how consumers and produces exchange goods and services.
- Describe buyer's contributions to the economy.
- Recognize that people can trade or barter the exchange goods and services.
- Understand that money facilitates trade because it has a fixed value.
- Understand that price can be influenced by both supply and demand.
- Explain how transportation and communication affect supply and demand.
- Understand that people trade for resources, goods, and services locally, within a country, and worldwide.
- Distinguish between spending and saving.
- Understand that countries use different currencies, or forms of money.
- Recognize that income not spent is called saving.
- Recognize that people can save money.
- Explain that people pay for goods and services in different ways.
- Describe how and why people use banks.
- Understand the reasons for and the process of taking out loans from banks.
- Analyze how and why people and communities use budgets.
- Read a line graph.
- Understand that line graphs represent information in pictures.
- Use line graphs to show changes over time.
- Recognize that the world of work offers many different kinds of jobs.
- Explain that projects require planning and an assessment of needs and resources.
- Understand that specialized jobs require a wide range of knowledge and skills and that people have various talents and strengths.
- Recognize how specializations and the division of labor are beneficial.
- Analyze how a division of labor helps a project get done.
- Give examples of specialized jobs.
- Recognize how countries depend on one another through an exchange of resources.
- Compare jobs of today with jobs of long ago.

Integration of Technology: LCD Projector, laptop computers, DVDs

Technology Resources: myworldsocialstudies.com, brainpop.com, brainpopjr.com, history.org, worldbookonline.com, <http://www.50states.com/>, <http://www.si.edu/>, <http://www.whitehouse.gov/node/135895>, <http://www.amnh.org/kids>, <http://www.ipl.org/div/potus/>, <http://www.history.org/kids/games/>, eduplace.com <http://www.knowitall.org/kidswork/>, www.asd4.org

DVDs from the Maud Abrams library-Economy in and Between Communities, All About Earning & Spending

Opportunities for Differentiation:

- Utilize pairing & grouping activities.
- Deliver instruction in a variety of modalities.
- Opportunities provided to express learning through the written assignments and through art.
- Express understanding through role playing scenarios.
- Express understanding through the use of problem solving situations.
- Use necessary practice, anchor tasks, personal agendas, centers, contracts, and other strategies that students use to learn routinely and independently.
- Using video & audio clips to teach.
- Using pre-assigned groups so students know by cue where to move in the room and who to sit with.
- Teaching with both part-to-whole and whole-to-part emphasis.
- Making connections with key ideas/skills and students' cultures and interests.
- Provide tiered practice & assessments.
- Encouraging student to work alone or with a peer.
- Using "expert groups" to help teach key ideas.

Primary interdisciplinary connections: Language Arts, Mathematics

21st century themes:

- ♦ usefulness of being an informed citizen
- ♦ understanding personal influences of democratic government
- ♦ critical thinking and problem solving
- ♦ creativity & innovation
- ♦ collaboration, teamwork, leadership
- ♦ income & careers
- ♦ money management
- ♦ credit & debit management
- ♦ planning, saving, & investing,
- ♦ critical consumer skills

Evidence of Learning

Summative Assessment

- ♦ Review & Assessment p260-3
- ♦ Choice A- Writing Activity
- ♦ Choice B- Hands on Activity
- ♦ Test forms A & b
- ♦ Exam View Test Bank-Create your own test
- ♦ Performance based assessment- Create a product, advertise, and sell it.

Formative Assessments

- | | |
|--|---|
| <ul style="list-style-type: none"> ♦ Discussions & observations throughout ♦ Compare & Contrast ♦ Identify needs & wants ♦ Main Idea & Details charts ♦ Find the main idea & details in a passage ♦ Identify goods & services in a chart | <ul style="list-style-type: none"> ♦ Cause & Effect ♦ List 3 types of resources ♦ Sequence ♦ Read a line graph ♦ Complete a Venn diagram |
|--|---|

Unit 8

Celebrating Our Communities

Unit Overview	
Content Area: Social Studies	
Unit Title: Celebrating Our Communities	Unit: 8
Target Course/Grade Level: Third Grade	Timeline: about 10 days + research project
Unit Summary: The United States is a nation of many different cultures. Cultures are sometimes determined by the region in which people live, and where they have come from. Culture is expressed and celebrated through art and in the U.S. we have many holidays to honor different cultures.	
Learning Targets	
Standards	
6.1	U.S. History: America in the world: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
9.1	21 st century life and career skills: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> • Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environment on Earth. • Regions form and change as a result of unique physical/ecological conditions, economies, and cultures. • Urban areas, worldwide, share common physical characteristics, but may also have cultural differences. • The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage. • American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States. • Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history. • Cultures struggle to maintain traditions in changing societies. • The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns. • People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual viewpoints. • Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. • Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. • Effective communication skills convey intended meaning to others and assist in preventing misunderstandings. • Digital media are 21st-century tools used for local and global communication. • The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration. • Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving. 	

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CPI #	Cumulative Progress Indicator (CPI) –
6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
6.1.4.B.10	Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.14	Trace how the American identity evolved over time.
6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.4.D.18	Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.20	Describe why is important to understand the perspectives of other cultures in an interconnected world.
9.2.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.3.4.A.2	Evaluate available resources that can assist in solving problems.
9.3.4.A.3	Determine when the use of technology is appropriate to solve problems.
9.3.4.A.4	Use data accessed on the Web to inform solutions to problems and the decision-making process.
9.3.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
9.1.4.D.2	Explain the needs, wants, and feelings appropriately in various situations.
9.1.4.E.2	Demonstrate effective communication using digital media during classroom activities.
9.1.4.F.2	Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.
9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
<p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> ♦ How is culture shared? 	<p><u>Unit Understandings</u></p> <ul style="list-style-type: none"> ♦ Culture is the way of life of a group of people: the food they way, the language they speak, the clothing they wear, the stories they tell, the music and art they create, as well as the community they live in. ♦ Different cultural groups meet their needs in diverse ways. ♦ Cultural groups live together to create communities around the world. ♦ Celebrations are a reflection of cultural heritage and tradition.

Unit Learning Targets (Outcomes) –

Students will ...

- identify the regions of North America.
- Recognize that cultures change when families move and bring different customs and traditions with them.
- Explain how climate affects people’s way of life.
- Recognize how items are alike,
- Distinguish how items are different.
- Identify key words that signal similarities and differences.
- Use diagrams to compare & contrast information.
- Understand that culture can be communicated through stories, art, and music,
- Explain the cultural values and significance of characters portrayed through the arts.
- Compare and contrast the arts around the world.
- Identify and compare celebrations around the world.
- Identify specific people associated with holidays and cultural celebrations.
- Understand that celebrations represent cultural values.
- Describe how many different cultures have contributed to and shaped communities in the regions of the United States.
- Use a circle graph to identify the diverse ethnic population distribution in the United States.
- Follow steps to narrow topics, determine sources, and locate information.
- Distinguish between print sources, technology sources, and community sources.
- Identify visuals that convey information.
- Understand how research adds to understanding.
- Use research to aid in writing.

Integration of Technology: LCD Projector, laptop computers, DVDs

Technology Resources: myworldsocialstudies.com, brainpop.com, brainpopjr.com, history.org, worldbookonline.com, <http://www.50states.com/>, <http://www.si.edu/>, <http://www.whitehouse.gov/node/135895>, <http://www.amnh.org/kids>, <http://www.ipl.org/div/potus/>, <http://www.history.org/kids/games/>, eduplace.com <http://baucomes.wcpss.net/diversity/diversity>

DVDs from the Maud Abrams library- Pow Wow, This is Our Country, Mufaro’s Beautiful Daughters

Opportunities for Differentiation:

- Utilize pairing & grouping activities.
- Deliver instruction in a variety of modalities.
- Opportunities provided to express learning through the written assignments and through art.
- Express understanding through role playing scenarios.
- Express understanding through the use of problem solving situations.
- Use necessary practice, anchor tasks, personal agendas, centers, contracts, and other strategies that students use to learn routinely and independently.
- Using video & audio clips to teach.
- Using pre-assigned groups so students know by cue where to move in the room and who to sit with.
- Teaching with both part-to-whole and whole-to-part emphasis.
- Making connections with key ideas/skills and students’ cultures and interests.
- Provide tiered practice & assessments.
- Encouraging student to work alone or with a peer.
- Using “expert groups” to help teach key ideas.

Primary interdisciplinary connections: Language Arts, Mathematics

21st century themes:

- ♦ critical thinking and problem solving
- ♦ collaboration
- ♦ cross-cultural understanding and interpersonal communication
- ♦ communication and media fluency
- ♦ accountability
- ♦ productivity
- ♦ ethics

Evidence of Learning

Summative Assessment

- ♦ Review & Assessment p296-9
- ♦ Choice A- Writing Activity
- ♦ Choice B- Hands on Activity
- ♦ Test forms A & b
- ♦ Exam View Test Bank-Create your own test

Formative Assessments

- | | |
|--|---|
| <ul style="list-style-type: none">♦ Discussions & observations throughout the chapter♦ Compare & Contrast chart♦ Compare & Contrast Venn diagram | <ul style="list-style-type: none">♦ Draw conclusions♦ Main Idea & Details♦ Research a topic |
|--|---|