

COURSE TITLE

Grade 3 Social Studies

LENGTH

Full Year

DEPARTMENT

Social Studies

SCHOOL

Lincoln Elementary School
Washington Elementary School

DATE

Revision Date: 9/10/18
Initial BOE Approval Date (Born on): 6/15/2015

I. Introduction/Overview/Philosophy

In grade three, the students will be learning new social studies materials, skills, and information. This is building upon the American traditions involving history and citizenship already known, but with emphasis upon concepts, ideas, thinking skills, and factual information.

To reinforce the growth of geography skills and concept understanding, the students will study communities. This includes Rutherford, urban and rural areas, and the location and use of natural resources. With this, the students will be introduced to basic economics as they learn how and why people live and work where they do, and how this relates to geography.

Citizenship will be another significant concept studied in the third grade. This will include local, state, and federal governments, the need for laws, and the citizens' responsibility of voting and respecting the rights and beliefs of one another. Incorporated into this will be how people and governments communicate.

Students are expected to work at their best level and ability. Teachers will emphasize the study and improvement of all social studies related skills. Especially important are critical thinking skills, reading and writing skills, the use of computer technology in social studies, and the ability of students to understand and appreciate the interconnections among all subjects.

The course supports the New Jersey Student Learning Standards for Social Studies. Also included are the Holocaust and Amistad Mandate studies.

II. Objectives

Course Outline:

Geography

- Use maps and globes to identify
 - Major landforms
 - oceans and bodies of water
 - 7 continents
 - 4 hemispheres
- Identify and use map symbols and a simple map key and its elements
- Use maps and globes to locate and discuss
 - States
 - Countries
 - Capital cities
 - Natural and man-made boundaries
- Use directional tools to locate places on a map or globe
 - Latitude and longitude
 - Compass rose
 - grid coordinates
- Be able to trace simple routes on a map
 - Route of the Pilgrim's, Christopher Columbus's
- Utilize different types of maps to understand patterns of settlement and how different factors effect communities

- natural resource, regional, climate, political, physical, etc.
- Identify geographical features that are unique to the USA and different parts of the world

Citizenship

- Identify and compare and contrast the different levels of government
 - Local, state, federal
- Understand there is an election process
 - Voting requirements
 - Voting and democratic participation leads to change
 - Understand laws and rules are necessary to keep order and equality
- Identify local, state and federal political figures
 - mayor, governor, president
 - Identify the duties and responsibilities of elected officials
- Understand the concept that there are three branches of government
 - Legislative, judicial, executive

Global Communities

- Identify and describe different types of communities in the United States and the World
- Compare and contrast urban, suburban, and rural communities
 - size, population, cultural aspects, work and careers, education, natural resources, housing, transportation, recreation, and other related areas.
- Compare and contrast Rutherford to other communities in the nation and in the world.
- Identify ways communities are affected by climate and the environment.
- Understand that human interaction impacts the environment

Economics in Daily Life

- Discuss how basic principles of economics relate to the world around us and impact communities.
 - Understand the importance of earning, spending and saving
 - Identify community businesses
 - Different types of work and workers.
 - Understand the concept of trade and how it affects communities.

Culture & Perspectives

- Discuss how advances in science and technology impact peoples' lives
 - Compare and contrast modes of transportation & communication.
 - Inventions
 - Medicine
- Understand people have different perspectives and points of view through the use of current events.
- Understand American culture is based on different cultural groups.
- Understand the concept of immigration
 - Who is an immigrant
 - Reasons why groups of people immigrated to the US.
 - Challenges immigrants face when coming to a new country
 - Ways immigrants from other countries enrich the culture of states and countries
 - Understand that immigrants can become citizens of the US
- Holocaust/Tolerance Education- Character Education A major component of citizenship is respect for others and the laws and rules in society. While these are defined, explained and studied as part of citizenship, the topic is a continuing one. Students will be helped to develop a respect, understanding, and appreciation of differences among people and cultures both locally and around the world. Naturally, the teacher will show the importance of helping neighbors and friends. The idea of a community spirit and belonging to a local, national and world community will be constantly integrated into the class.

Courtesy, and learning the importance of each other's differences, and open-mindedness is necessary.

Our Country- The United States of America

- Explain key events leading to the creation of the US
 - Declaration of Independence, Magna Carta, US Constitution,
- Identify famous figures that aided in the development of the US
 - Ben Franklin, Thomas Jefferson, George Washington
- Recognize US symbols and their significance
 - The Flag, Statue of Liberty, White House, etc.
- Identify the existence of economic and political injustices in US history by
 - Researching famous African Americans in history
 - Researching famous Women in history
- Analyze the basic principles of the Pledge of Allegiance

Student Outcomes:

Students will begin the development of social studies skills. These skills will be with them as they proceed through the Rutherford school system and will help them throughout their adult and career life. Students are expected to work to their best ability levels in the following skill areas.

General Skills

- Locate, organize, and evaluate information
- Use the Internet and computer to access information
- Acquire information by reading, observing, and listening
- Communicate orally and in writing
- Interact and work with others
- Apply conflict resolution skills

Critical Thinking Skills

- Identify main issues
- Recognize assumptions
- Evaluate information from various sources
- Recognize bias and emotional factors
- Distinguish between verifiable and unverifiable data
- Draw inferences
- Distinguish between fact and opinion
- Recognize cause and effect
- Evaluate the strength of an argument
- Develop debating skills
- Draw conclusions
- Develop a creative thinking ability
- Learn problem solving techniques
- Understand historic periods

Active Citizenship Skills

- Recognize that 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 alternative solutions

- Develop strategies to reach a consensus and resolve conflict
- Demonstrate understanding of the need for fairness and take appropriate action against unfairness.

Technology

- Use the Internet as a research tool
- Use the graphics on the computer to make visual presentations for oral reports
- Use the Internet to complement and improve knowledge on issues and current events
- Use the Internet to improve social studies skills, including geography, maps, graphics, etc.

Map Skills

- Orient a map
- Use a grid system to locate places
- Identify and interpret map symbols
- Locate physical and political features
- Understand scales and projections
- Compare various maps
- Use maps to understand and explain historical and current events

Picture, Chart, Graph, and Table Interpretation Skills

- Interpret pictures, apply information and draw conclusions
- Understand cartoons as a means to express views and interpret the view expressed
- Interpret the information given on graphs, charts, and tables, and draw inferences from the data
- Relate the information from pictures, charts, graphs and tables with that gained from other sources
- Comparing and evaluation of information

Chronology and time

- Understand the idea of historical time
- Use timelines
- Understand what makes historical periods different

New Jersey Student Learning Standards**CAREER READY PRACTICES****CRP1 Act as a responsible and contributing citizen and employee.**

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

CRP2 Apply appropriate academic and technical skills.

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

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting

with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

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

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

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Strand A. Technology Operations and Concepts

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.5 Create and use a database to answer basic questions.

Strand B. Creativity and Innovation

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

Strand E. Research and Information Fluency

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Strand F. Critical Thinking, Problem Solving, and Decision-Making

8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding

8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Strand A. Nature of Technology: Creativity and Innovation

8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

21ST CENTURY LIFE AND CAREERS

Standard 9.1 Personal Financial Literacy

Strand B. Money Management

9.1.4.B.1 Differentiate between financial wants and needs.

9.1.4.B.2 Identify age-appropriate financial goals

9.1.4.B.3 Explain what a budget is and why it is important.

9.1.4.B.4 Identify common household expense categories and sources of income.

9.1.4.B.5 Identify ways to earn and save.

Strand C. Credit and Debt Management

9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.

Strand D. Planning, Saving, and Investing

9.1.4.D.1 Determine various ways to save.

9.1.4.D.2 Explain what it means to “invest.”

9.1.4.D.3 Distinguish between saving and investing.

Strand E. Becoming a Critical Consumer

9.1.4.E.1 Determine factors that influence consumer decisions related to money.

9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.

Strand F. Civic Financial Responsibility

9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

Standard 9.2 Career Awareness, Exploration, And Preparation

Strand A. Career Awareness

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

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

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

- 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.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power 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 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.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.
- 6.1.3.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- 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.8 Compare ways people choose to use and distribute natural resources.
- 6.1.4.B.9
- 6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
- 6.1.4.C.1 Apply [opportunity cost](#) (i.e., choices and tradeoffs) to evaluate individuals' 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.4 Describe how supply and demand influence price and output of products.
- 6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.
- 6.1.4.C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- 6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' 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.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.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.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
- 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.5 Relate 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.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.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

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.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

III. Proficiency Levels

This course is designed for a heterogeneously grouped grade 3 class.

IV. Methods of Assessment

Student Assessment

Students will be assessed based upon their development and understanding of concepts. Assessment by teacher will be based upon student progress in some of the following areas and skills:

- Book reports
- Oral and written class work participation
- Homework and class work assignments
- Oral reports and discussions
- Technology based projects and assessments
- Research projects
- Cooperative learning activities
- Alternate assessments will be implemented as necessary.
- Map activities

Curriculum/Teacher Assessment

Throughout the academic year, the teacher and supervisor will continually discuss the curriculum to assess changes and needs. The teacher is always encouraged to make suggestions for improvement. The supervisor will also request an annual meeting or written review from the teacher for suggestions or modifications.

V. Grouping

The course is required of all students in the third grade without prerequisites placement criteria.

VI. Articulation/Scope & Sequence/Time Frame

This is a third-grade course. The class follows the social studies program in growth and development in the Rutherford School District.

VII. Resources

Texts/Supplemental Reading/References

- Internet programs and sources
- *National Geographic Magazine*
- *Scholastic Magazine*
- *Kids Discovery Magazine*
- Communities, Scott Foresman, 2003
- School Library
- New Jersey Amistad Commission Resources- NJ Department of Education
www.nj.gov/education/amistad
- New Jersey Commission on Holocaust Education Resources- NJ Department of Education
www.nj.gov/education/holocaust/
- Various texts from other publishers
- Map resources, posters, atlases, and other materials to be used as needed relevant to the lessons.
- Speakers- The teacher may bring in speakers from the community to enhance the subject material being taught.
- Supplemental Reading: Suggested Bibliography: These and others may be used.
 - Home Place by Crescent Dragonwagon
 - Little House on the Prairie by Laura Ingalls Wilder
 - Amelia Earhart: Pioneer of the Sky by John Parlin
 - Dictionary of Native American Tribes by Evelyn Wolfson
 - Three Days on a River in a Red Canoe by Vera B. Williams
 - Rivers and Lakes by Martyn Bramwell
 - The Story of Money by Betsey Maestro
 - Sitti's Secrets by Naomi Shilah Nye
 - All in a Day's Work: Twelve Americans Talk About Their Jobs by Neil Johnson
 - Fireworks, Picnics, and Flags by James Cross Giblin
 - Mexico by David Flint
 - We the People by Peter Speer
 - Phoebe the Spy by Judith Berry Griffin
 - In 1776 by Jean Marzolloe
- Suggested Videos: These and many others may be used as needed.
 - Your Town Series II
 - American History for Children: North American Life
 - Greentoons Environmentally Aware
 - Buy Me That Too! HBO
 - Children of Other Lands
 - American History for Children: U.S. Constitution

VIII. Suggested Activities

- Geography project relating the topic studied to the proper geographical context.

- Field trips determined by the teacher.
- Audio-visual presentations by the students using computer technology combined with oral presentations.
- Research projects and presentations by individuals or groups.
- Read and writing across the curriculum, students will write essays linking social studies to other disciplines such as reading, art, and music.
- Technology using digital cameras and i-Movies to enhance studies.
- Integrating career studies into social studies topics being studied.
- Current Events
- Thematic units

IX. Methodologies

To comply with state regulations and mandates, classes are heterogeneously grouped. Therefore, there can be a wide range of academic abilities, backgrounds, and challenged students, all of whom must have and deserve equal educational opportunities. To achieve this, teachers must employ a variety of instructional methods. The following are suggestions, not limits, as to what a teacher can do.

- Differentiated instruction
- Cooperative education
- All other types of group work
- Technology and other web-based programs
- Individualized assignments

X. Interdisciplinary Connections

The teacher should connect the social studies different subjects. Subject disciplines such as world language, art, and music can effectively be integrated. Mathematics can be combined with economics and science. Teachers will use interdisciplinary reading and writing assignments across the curriculum to enhance learning wherever possible. Careers can also be combined with many subjects. Thematic units will be infused into the curriculum.

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Provide a word banks
- Cooperative learning opportunities
- Utilize music and technology to present information in different ways
- Graphic organizers, Venn Diagrams, etc.
- Provide picture clues for new vocabulary
- Role play cultural diversity

- Use literature to model and explain important concepts
- Break assignments into smaller tasks
- Allow verbal responses
- Re-teach and review concepts
- Modify content and student products (reading texts and assignments aloud, altering length of assignment, pacing, extended time)
- Teacher modeling
- Pinpoint essential vocabulary

Differentiation for Enrichment

- Extension activities
- Alternative assessments
- Inquiry based instruction
- Additional readings and resources to research topics further
- Individual and group presentations
- Create a time-line
- Research activities
- Write a play
- Real world scenarios and problems

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Geography</p> <ul style="list-style-type: none"> • Landforms and Oceans • Map Symbols and Directional Tools • United States Geographical Features • Different types of maps 	6 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Allow verbal responses related to geography and resources • Provide a word bank to assist in labeling a map of the earth • Use technology to display different examples of maps • Cooperative learning opportunities <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Compare and contrast various landforms • Draw a map using symbols and map key 	6.1.3.B.1 6.1.4.B.3 6.1.4.B.4 CPR1,2, 4, 5, 6, 7, 8, 11, 12 8.1.5.A.3, 5 8.1.2.A.2,4 8.1.5.B.1 8.1.5 E & F	<ul style="list-style-type: none"> • Identify continents and oceans on a map • Use latitude and longitude to locate places on a map • Use a map key to find specific locations on a map • Trace simple routes on a map • Interpret map activities

<p>Citizenship</p> <ul style="list-style-type: none"> • Local, State, and Federal Governments • Election Process • Three Branches of Government 	7 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Utilize music and technology to present information in different ways • Venn diagram to compare and contrast levels of government • Break assignments into smaller tasks • Re-teach and review concepts <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Interview a political figure in a community • Use technology to present research obtained about the branches of government 	<p>6.1.4.A.1 6.1.4.A.4 6.1.4.A.5 6.1.4.A.6 6.1.4.A.7 6.1.4.A.8 6.3.4.A.1 6.3.4.D.1 9.2.4.A.1-4 CPR1,2, 4, 5, 6, 7, 8, 11, 12 8.1.5.A.3, 5 8.1.5.B.1 8.1.5 E & F</p>	<ul style="list-style-type: none"> • Identify role of local, state, and federal government • Explain the voting process • Participate in mock elections • Identify and describe the three branches of government • Read and discuss current events-make real life connections to current events related to government • Character education activities
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<p>Global Communities</p> <ul style="list-style-type: none"> • Three Types of communities • The Community of Rutherford • Effect of Climate and Natural Resources on a Community 	7 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Provide a graphic organizer to differentiate between three communities • Use technology to provide real life examples of communities • Modify content and student products (reading texts and assignments aloud, altering length of assignment, pacing, extended time) <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Research the effect of climate on the environment • Use technology to describe the effect of natural resources on communities 	<p>6.1.4.B.4 6.1.4.B.8 6.1.4.B.10 9.2.4.A.1-4 CPR1,2, 4, 5, 6, 7, 8, 11, 12 8.1.5.A.3, 5 8.1.5.B.1 8.1.5 E & F</p>	<ul style="list-style-type: none"> • Identify characteristics of a rural, urban, and suburban community • Compare and contrast Rutherford to another community • List the ways climate affects a community • Read and discuss current events-make real life connections to current events and their community
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<p>Economics in Daily Life</p> <ul style="list-style-type: none"> • Earning, spending, and saving • Community business 	7 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Cooperative learning opportunities • Provide picture clues for new vocabulary • Teacher modeling • Pinpoint essential vocabulary <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Inquiry based instruction • Explain the cause and effect of supply and demand • Collaborate with a partner to create a business plan • Real world scenarios and problems 	<p>6.1.4.C.1 6.1.4.C.2 6.1.4.C.4 6.1.4.C.5 6.1.4.C.8 6.1.4.C.9 6.1.4.C.10 6.1.4.C.11 CPR1,2, 4, 5, 6, 7, 8, 11, 12 9.1.4.B.1-5 9.1.4.C.1 9.1.4.D.1-3 9.1.4.E.1-2 9.1.4.F.1, 2 9.2.4.A.1-4 8.1.5.A.3, 5 8.1.5.B.1 8.1.5 E & F</p>	<ul style="list-style-type: none"> • Track a personal budget for an extended period of time • Define budget vocabulary • Read and discuss current events- make real life connections to current economic events
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<p>Cultures and Perspectives</p> <ul style="list-style-type: none"> • Impact of Science and Technology on culture • Cultural Differences in America • Immigration • Character Education 	7 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Role play cultural diversity • Use technology to present examples of technological advances <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Write a play about the experience of an immigrant • Create a timeline of technological advances of inventions • Real world scenarios and problems 	<p>6.1.4.A.15 6.1.4.A.16 6.1.4.B.9 6.1.4.C.16 6.1.4.C.17 6.1.4.D.1 6.1.4.D.2 6.1.4.D.3 6.1.4.D.14 6.1.4.D.15 6.1.4.D.16 6.1.4.D.18 6.1.4.D.19 6.1.4.D.20 6.3.4.D.1 CPR1,2, 4, 5, 6, 7, 8, 11, 12 8.1.5.A.3, 5 8.1.5.B.1 8.1.5 E & F</p>	<ul style="list-style-type: none"> • Compare and contrast different technological advances • Show respect for different cultures • Compare and contrast cultural holidays • List reasons why people immigrate to a new country • Read and discuss current events-make real life connections to current events related to cultures and perspectives • Character Education Activities
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<p>Our Country- The United States of America</p> <ul style="list-style-type: none"> • U.S. Symbols and their significance • Famous Americans • Key events in U.S. History 	6 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Use literature to model and explain important U.S. symbols • Use technology to listen to a biography about a famous American <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Research the significance of important U.S. symbols • Use technology to further explore the history of the U.S. 	<p>6.1.4.D.4 6.1.4.D.5 6.1.4.D.6 6.1.4.D.17 CPR1,2, 4, 5, 6, 7, 8, 11, 12 8.1.5.A.3, 5 8.1.5.B.1 8.1.5 E & F Amistad</p>	<ul style="list-style-type: none"> • Draw and explain important U.S. symbols • Highlight the accomplishment of a famous American • Organize important historical events on a timeline • Recite the pledge of Allegiance
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