

Unit Overview
Content Area: Social Studies
Target Course/Grade Level: 3
<p>Unit Title: Civics, Government, and Human Rights</p> <p>Overview: In this unit, students will learn about the role of a citizen in a representative democracy. They will understand the fundamental rights and responsibilities that accompany U.S. citizenship and learn that the actions of individuals and groups contribute to social change. Students will also understand the importance of collaboration between people of diverse cultures when developing and implementing solutions to local, state, and national challenges.</p>
NJCCC Standard Number: 6.1 U.S. History: America in the World
<p>Standard Statement: 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.</p> <p>Primary interdisciplinary connections: This unit integrates LA reading and writing skills.</p>
<p>21st Century Skills/Themes:</p> <p>Core Social Studies Skills:</p> <ul style="list-style-type: none"> • Chronological Thinking: <ul style="list-style-type: none"> ○ Place key historical events and people in historical eras using timelines ○ Explain how the present is connected to the past • Spatial Thinking: Use thematic maps and other geographic representations to obtain, describe, and compare information about people and places • Critical Thinking: Identify and use a variety of primary and secondary sources for reconstructing the past • Presentation Skills <p>Career Ready Practices:</p> <ul style="list-style-type: none"> • CRP2: Apply appropriate academic and technical skills • CRP4: Communicate clearly and effectively and with reason • CRP6: Demonstrate creativity and innovation • CRP7: Employ valid and reliable research strategies
Learning Targets
Strand: Civics, Government, and Human Rights
<p>Content Statements</p> <ul style="list-style-type: none"> • Rules and laws are developed to protect people’s rights and the security and welfare of

HADDONFIELD PUBLIC SCHOOLS

- society.
- The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
 - In a representative democracy, individuals elect representatives to act on the behalf of the people
 - 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.
 - In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
 - 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.
 - Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
 - 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.
 - Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
 - Digital media are 21st-century tools used for local and global communication.
 - Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.
 - The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration

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.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.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
6.1.4.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

HADDONFIELD PUBLIC SCHOOLS

	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.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
8.1.4.D.1	Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.
8.1.4.D.3	Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
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.1	Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
9.1.4.D.2	Express needs, wants, and feelings appropriately in various situations.
9.1.4.D.3	Demonstrate an awareness of one’s own culture and other cultures during interactions within and outside of the classroom.
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.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Why are rules and laws important? • How does the U.S. Constitution define the rights of citizens in the American democracy? • How do people such as Dr. Martin Luther King, Jr. serve as catalysts for social change and contribute to American society? • How do people from diverse cultures collaborate and contribute to a constantly changing American democracy? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Rules and laws at all governmental levels are created to protect rights, resolve conflicts, and promote the common good. • The U.S. Constitution is a living document that contributes to the continuation and improvement of American democracy. • The role of citizens in a representative democracy. • The role of individuals and groups, past and present, in serving as catalysts for social change and rectifying violations of fundamental rights. • The importance of collaboration between people from diverse cultures in identifying

	solutions to community, state, national, and global challenges.
<p>Unit Learning Targets <i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Define an effective rule • Understand the impact of effective rules and laws on a community • Understand that American citizens have fundamental rights guaranteed by the Constitution and Bill of Rights • Recognize the contributions of groups and individuals such as Dr. Martin Luther King, Jr. as catalysts for activism to change social inequalities • Analyze the contributions of diverse cultures to the common identity in American society 	
<p>Evidence of Learning</p>	
<p>Equipment/Materials needed: TCI teacher subscription TCI student textbooks TCI student interactive notebooks Projector Websites about NJ government (see below under Teacher Resources)</p> <p><u>Teacher Resources</u> TCI Lessons: Our Community & Beyond Lessons: 6, 7, 12, 13, 14</p> <p>http://www.state.nj.us/state/historykids/NJHistoryKids.htm</p> <p>http://www.state.nj.us/hangout_nj/government.html</p> <p>http://www.njleg.state.nj.us/kids/index.asp</p> <p>http://www.judiciary.state.nj.us/kids/</p>	
<p>Formative Assessments used throughout each unit should be preparing students for the summative assessment. Possible formative assessments include, but are not limited to:</p> <ul style="list-style-type: none"> • Create a classroom Bill of Rights • Research a public figure involved in social change efforts • Processing Activity in TCI Interactive Notebook 	

Summative Assessment (end of module)

- Students' performance on the common assessment will be a significant factor in the determination of report card grades.
- [Rubric for Summative Assessment](#)
- [Rubric for Performance Assessment](#)

Lesson Plans

Suggested Lesson Pacing: 9 weeks

Teacher Notes:

Curriculum Development Resources

Click the links below to access additional resources that may be useful for this unit:

<http://constitutioncenter.org/learn/educational-resources/we-the-civics-kids/>

<https://www.icivics.org/>

<http://www.scholastic.com/parents/resources/article/global-awareness/7-civic-service-ideas-kids>

<https://www.pinterest.com/explore/citizenship-activities/>

<http://www.teachtci.com/>

<http://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Unit Overview
Content Area: Social Studies
Target Course/Grade Level: 3
<p>Unit Title: Economics, Innovation, & Technology</p> <p>Overview: In this unit, students will learn that people make decisions based on their needs, wants, and the availability of resources and that economics is a driving force for the occurrence of various events and phenomena in societies. Students will realize that availability of resources and interaction among local, national and global economic institutions influence policymaking and societal outcomes and that economic opportunities in New Jersey and other states are related to the availability of resources and technology. Students will understand that creativity and innovation affect lifestyle, access to information, and the creation of new products and services.</p>
NJCCC Standard Number: 6.1 U.S. History: America in the World
<p>Standard Statement: 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.</p> <p>Primary interdisciplinary connections: This unit connects with math concepts of money, and ELA if students read and write reports on prominent entrepreneurs and New Jersey figures.</p>
<p>21st Century Skills/Themes:</p> <p>Core Social Studies Skills:</p> <ul style="list-style-type: none"> • Chronological Thinking: <ul style="list-style-type: none"> ○ Place key historical events and people in historical eras using timelines ○ Explain how the present is connected to the past • Spatial Thinking: Use thematic maps and other geographic representations to obtain, describe, and compare information about people and places • Critical Thinking: Identify and use a variety of primary and secondary sources for reconstructing the past • Presentation Skills <p>Career Ready Practices:</p> <ul style="list-style-type: none"> • CRP2: Apply appropriate academic and technical skills • CRP4: Communicate clearly and effectively and with reason • CRP6: Demonstrate creativity and innovation • CRP7: Employ valid and reliable research strategies
Learning Targets
Strand: Economics, Innovation, & Technology

HADDONFIELD PUBLIC SCHOOLS

Content Statements

- The economic system has many interrelated roles amongst levels ranging from the individual to the government
- The contributions of prominent individuals from New Jersey made a significant impact to society
- Entrepreneurs in a capitalistic society exhibit definitive qualities
- The defining natural, physical, and technological characteristics of the different regions of New Jersey have unique impacts on economic opportunities
- The development of different transportation systems impacted the economies of New Jersey and the United States
- Creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods
- Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.
- Information accessed through the use of digital tools assists in generating solutions and making decisions.
- 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.
- Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
- 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

CPI #	Cumulative Progress Indicator (CPI)
6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
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.13	Examine the qualities of entrepreneurs in a capitalistic society.
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 play in economic opportunities. Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
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.
8.1.4.D.1	Explain the need for each individual, as a member of the global community, to

HADDONFIELD PUBLIC SCHOOLS

	practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.
8.1.4.D.3	Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
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	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.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How are the roles within an economic system interrelated? • What were the contributions of prominent figures in New Jersey history? • What is the role of an entrepreneur in a capitalistic society? • What are the different physical, natural, and technological resources offered by each New Jersey region to the state and national economic systems? • How did the development of different transportation systems impact the economies of New Jersey and the United States? • What are the roles of creativity and innovation on scientific achievement and inventions? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Households, businesses, laborers, and governments affect each other in an economic system. • Prominent New Jersey figures made important contributions throughout history. • Entrepreneurs have definitive qualities and make important contributions to a capitalistic society. • The different regions of New Jersey play distinct roles in economic opportunities on the state and national levels. • The development of different transportation systems impacted the economies of New Jersey and the United States. • Creativity and innovation resulted in scientific achievement and inventions throughout history.
<p>Unit Learning Targets <i>Students will ...</i></p> <ul style="list-style-type: none"> • analyze the relationships between households, businesses, laborers, and government in an economic system • define the important contributions to society made by prominent New Jersey figures • define the qualities of entrepreneurs and understand the contributions they make to a capitalistic society • compare and contrast the physical, natural, and technological resources contributed by the 	

different regions of New Jersey and their distinct roles in economic opportunities on the state and national levels

- understand the importance of the development of different transportation systems and how they impacted the economies of New Jersey and the United States
- recognize the role of creativity and innovation on scientific achievement and inventions

Evidence of Learning

Equipment/Materials needed:

TCI teacher subscription

TCI student textbooks

TCI student interactive notebooks

Projector

Websites about NJ economics (see below under Teacher Resources)

Teacher Resources

TCI Lessons:

Our Community & Beyond Lessons: 8, 9, 10, 11, 15, 16

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

<http://www.factmonster.com/encyclopedia/us/new-jersey-economy.html>

<http://www.infoplease.com/encyclopedia/us/new-jersey-economy.html>

Formative Assessments used throughout each unit should be preparing students for the summative assessment. Possible formative assessments include, but are not limited to:

- role-play the different components of an economic system
- research and report on prominent New Jersey figures
- research and report on prominent entrepreneurs
- Processing Activity in TCI Interactive Notebook

Summative Assessment (end of module)

- Students' performance on the common assessment will be a significant factor in the determination of report card grades.
- [Rubric for Summative Assessment](#)
- [Rubric for Performance Assessment](#)
- create a resources map of the regions of New Jersey
- create an interactive timeline of the development of different transportation systems
- students create and present inventions

Lesson Plans

Suggested Lesson Pacing: 12 weeks

Teacher Notes:

Curriculum Development Resources

Click the links below to access additional resources that may be useful for this unit:

<http://economics.mrdonn.org/lessonplans.html>

<https://www.moneyinstructor.com/elementary.asp>

<https://www.pinterest.com/econkids/kid-friendly-economics-activities/>

<http://www.socialstudiesforkids.com/subjects/economicsbasic.htm>

<http://www.teachtci.com/>

<http://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Unit Overview
Content Area: Social Studies
Target Course/Grade Level: 3
<p>Unit Title: Geography, People , and the Environment</p> <p>Overview: In this unit, students will understand the interrelationship between humans and their environments. They will use spatial thinking and geographic tools to analyze patterns of settlement and industry in New Jersey and understand how they differ markedly from region to region, place to place, and time to time.</p>
<p>NJCCC Standard Number: 6.1 U.S. History: America in the World</p> <p>Standard Statement: 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.</p> <p>Primary interdisciplinary connections: This unit connects with and reinforces measurement and map scale skills in the math program.</p>
<p>21st Century Skills/Themes:</p> <p>Core Social Studies Skills:</p> <ul style="list-style-type: none"> • Chronological Thinking: <ul style="list-style-type: none"> ○ Place key historical events and people in historical eras using timelines ○ Explain how the present is connected to the past • Spatial Thinking: <ul style="list-style-type: none"> ○ Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments ○ Determine locations of places and interpret information available on maps and globes • Critical Thinking: Identify and use a variety of primary and secondary sources for reconstructing the past • Presentation Skills <p>Career Ready Practices:</p> <ul style="list-style-type: none"> • CRP2: Apply appropriate academic and technical skills • CRP4: Communicate clearly and effectively and with reason • CRP6: Demonstrate creativity and innovation • CRP7: Employ valid and reliable research strategies • CRP2: Apply appropriate academic and technical skills • CRP4: Communicate clearly and effectively and with reason • CRP6: Demonstrate creativity and innovation • CRP7: Employ valid and reliable research strategies
Learning Targets

Strand: Geography, People, and the Environment

Content Statements

- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Places are jointly characterized by their physical and human properties.
- The physical environment can both accommodate and be endangered by human activities.
- Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.
- Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.
- Information accessed through the use of digital tools assists in generating solutions and making decisions.
- 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.
- Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
- 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.

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 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.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
8.1.4.D.1	Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.
8.1.4.D.3	Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.
8.1.4.F.1	Select and apply digital tools to collect, organize, and analyze data that support a

HADDONFIELD PUBLIC SCHOOLS

	scientific finding.
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
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.1	Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
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.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How do humans impact the physical environment of the Earth? • Why do patterns of settlement and industry in New Jersey differ markedly from region to region, place to place, and time to time? • How can spatial thinking and geographic tools be used to describe and analyze the spatial patterns and organization of people, places and environments in New Jersey? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Places are jointly characterized by their physical and human properties. • The physical environment can both accommodate and be endangered by human activities. • Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time. • Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. • 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
<p>Unit Learning Targets <i>Students will ...</i></p> <ul style="list-style-type: none"> • Compare and contrast information found on different types of maps and determine how the information may be useful. • Understand how to use digital geographic tools and maps to measure distances and to determine locations. • Analyze how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey. 	
<p>Evidence of Learning</p>	

Equipment/Materials needed:

TCI teacher subscription

TCI student textbooks

TCI student interactive notebooks

Projector

Websites about NJ geography (see below under Teacher Resources)

Teacher Resources

TCI Lessons:

Our Community & Beyond Lessons: 1, 2, 3

<http://www.infoplease.com/encyclopedia/us/new-jersey-geography.html>

http://www.netstate.com/states/geography/nj_geography.htm

<http://www.state.nj.us/state/historykids/NJHistoryKids.htm>

Formative Assessments used throughout each unit should be preparing students for the summative assessment. Possible formative assessments include, but are not limited to:

- Practice measuring distances on a map of New Jersey and use a map scale to convert measurements to distances.
- Research industries in New Jersey and create representative symbols to be placed on a class map of the state.
- Jigsaw groups research New Jersey landforms and create physical representations to be placed on a class map of the state.
- Processing Activity in TCI Interactive Notebook

Summative Assessment (end of module)

- Students' performance on the common assessment will be a significant factor in the determination of report card grades.
- [Rubric for Summative Assessment](#)
- [Rubric for Performance Assessment](#)

Lesson Plans

Suggested Lesson Pacing: 9 weeks

Teacher Notes:

Curriculum Development Resources

Click the links below to access additional resources used to design this unit:

http://www.educationworld.com/a_lesson/lesson/lesson325.shtml

<http://education.nationalgeographic.com/teaching-resources/>

<http://education.nationalgeographic.com/map-skills-elementary-students/>

<http://www.mrdonn.org/geography.html>

<https://www.pinterest.com/debchitwood/kids-geography-activities/>

<http://www.teachtci.com/>

<http://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Unit Overview
Content Area: Social Studies
Target Course/Grade Level: 3
<p>Unit Title: History, Culture, and Perspectives</p> <p>Overview: In this unit students will understand how key historical events, documents, and individuals led to the development of our nation and a common national identity. Students will also understand that personal, family, and community history are sources of information for individuals about the people and places around them, and that prejudice and discrimination are obstacles that need to be overcome in order to understand other cultures.</p>
NJCCC Standard Number: 6.1 U.S. History: America in the World
<p>Standard Statement: 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.</p> <p>Primary interdisciplinary connections: This unit integrates LA reading and writing skills.</p>
<p>21st Century Skills/Themes:</p> <ul style="list-style-type: none"> • Place key historical events and people in historical eras using timelines • Explain how the present is connected to the past • Identify and use a variety of primary and secondary sources for reconstructing the past <p>Core Social Studies Skills:</p> <ul style="list-style-type: none"> • Chronological Thinking: <ul style="list-style-type: none"> ○ Place key historical events and people in historical eras using timelines ○ Explain how the present is connected to the past • Spatial Thinking: Use thematic maps and other geographic representations to obtain, describe, and compare information about people and places • Critical Thinking: Identify and use a variety of primary and secondary sources for reconstructing the past • Presentation Skills <p>Career Ready Practices:</p> <ul style="list-style-type: none"> • CRP2: Apply appropriate academic and technical skills • CRP4: Communicate clearly and effectively and with reason • CRP6: Demonstrate creativity and innovation • CRP7: Employ valid and reliable research strategies

Learning Targets	
Strand: History, Culture, and Perspectives	
Content Statements	
<ul style="list-style-type: none"> • The influence of Native American culture, including that of the Lenni Lenape, is manifested in different regions of New Jersey. • 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 are sources 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. • Prejudice and discrimination can be obstacles to understanding other cultures. • 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 points of view. • Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors. • 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. • Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving. • 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. • Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives. • 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. 	
CPI #	Cumulative Progress Indicator (CPI)
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.4	Explain how key events led to the creation of the United States and the state of New Jersey.
6.1.4.D.7	Explain the role Governor William Livingston played in the development of New Jersey government.
6.1.4.D.8	Determine the significance of New Jersey’s role in the American Revolution.
6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
6.1.4.D.11	Determine how local and state communities have changed over time, and explain

HADDONFIELD PUBLIC SCHOOLS

	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.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
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.
8.1.4.D.1	Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.
8.1.4.D.3	Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
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.1	Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
9.1.4.D.2	Express needs, wants, and feelings appropriately in various situations.
9.1.4.D.3	Demonstrate an awareness of one’s own culture and other cultures during interactions within and outside of the classroom.
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.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How has Lenni Lenape culture been integrated into the identity of New Jersey? • Which key historical factors led to the development of New Jersey and our nation? • What were some reasons immigrants came to New Jersey, and what impact did they have on our state? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Native American culture, including that of the Lenni Lenape, is manifested in different regions of New Jersey. • Key historical events, documents, and individuals led to the development of New Jersey and our nation. • Immigrants come to New Jersey for various reasons and have a major impact on the state.

<ul style="list-style-type: none"> • How do personal, family, and community histories inform our awareness of the people and places around us? • How do experiences, cultural perspective, point of view, and the time lived through affect an individual's interpretation of events? • How can prejudice and discrimination serve as obstacles to understanding other cultures? 	<ul style="list-style-type: none"> • Personal, family, and community history are sources of information for individuals about the people and places around them. • 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 points of view. • Prejudice and discrimination can be obstacles to understanding other cultures.
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Unit Learning Targets

Students will ...

- Understand that Leni Lenape culture is manifested in different regions of New Jersey.
- Analyze key historical events, documents, and individuals' contributions to the development of New Jersey and our nation.
- Identify various reasons immigrants came to New Jersey, and the impact they had on the state.
- Compare and contrast various points of view
- Interpret the impact of prejudice and discrimination

Evidence of Learning

Equipment/Materials needed:

TCI teacher subscription

TCI student textbooks

TCI student interactive notebooks

Projector system

websites about NJ history (see below under Teacher Resources)

Teacher Resources

<http://www.teachtci.com/>

Our Community & Beyond Lessons: 4 and 5

<http://www.lenapelifeways.org/>

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

<http://unveilinghistory.org/blog/lessons/dissecting-the-declaration/>

http://www.loc.gov/teachers/tps/quarterly/differentiated_instruction/pdf/elementary_activity.pdf

<http://www.state.nj.us/state/historykids/teachersGuide.htm>

<http://www.state.nj.us/state/historykids/NJHistoryKids.htm>

http://www.njstatelib.org/research_library/new_jersey_resources/nj_topics/kids/

<http://www.gti.net/mocolib1/kid/njhistory.html>

<http://www.landofthebrave.info/new-jersey-colony.htm>

Formative Assessments used throughout each unit should be preparing students for the summative assessment. Possible formative assessments include, but are not limited to:

- Reconstruct a Leni Lenape village
- Interview a family member about culture and traditions
- Processing Activity in TCI Interactive Notebook
- Write a folktale
- Research and present an historical figure

Summative Assessment (end of module)

- Students' performance on the common assessment will be a significant factor in the determination of report card grades
- [Rubric for Summative Assessment](#)
- [Rubric for Performance Assessment](#)

Lesson Plans

Suggested Lesson Pacing: 7 weeks

Teacher Notes:

Curriculum Development Resources

Click the links below to access additional resources used to design this unit:

<http://www.lenapelifeways.org/>

<http://www.education.com/activity/third-grade/social-studies/>

<http://www.internet4classrooms.com/3rdSocSt.htm>

<https://www.pinterest.com/3amazingsons/third-grade-social-studies/>

http://www.learninggamesforkids.com/us_state_games/newjersey/

<http://www.teachtci.com/>

<http://www.state.nj.us/education/cccs/2014/ss/standards.pdf>