

Social Studies

Unit	Unit 1: Geographic Tools
Unit Duration	12 weeks
Unit Goals	
NJSLS	<ul style="list-style-type: none"> ● 6.1.5.GeoSV.1 Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations). ● 6.1.5.GeoSV.2 Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries. ● 6.1.5.GeoSV.3 Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude. ● 6.1.5.GeoSV.4 Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS ● 6.1.5.GeoHE.1 Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States. ● 6.1.5.GeoHE.2 Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications). ● 6.1.5.GeoHE.3 Analyze the effects of catastrophic environmental and technological events on human settlements and migration. ● 6.1.5.GeoGI.1 Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. ● 6.1.5.GeoGI.4 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
Essential Questions	<ul style="list-style-type: none"> ● How do maps help us understand the world? ● How do maps help us understand our place in our world?
Student Outcomes	<ul style="list-style-type: none"> ● Map features are important to effectively locate and identify places. ● Maps and globes have different features and are used differently depending upon the purpose. ● Maps have different purposes depending upon the need.

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	<ul style="list-style-type: none"> ● Maps can be in two formats: digital or paper. ● Places in the world can be found on a map using specific latitude and longitude coordinates. ● Their global address (e.g. street, community, county, state, country, continent and world) explains their place in the world. ● The locations of all fifty states ● Recognize the features of a map (e.g., compass rose, map key, symbols, title). ● Analyze the features and uses for both a map and a globe and discuss how they are the same and different (e.g. a map is flat and a globe is a model of the earth). ● Compare and contrast different map uses (travel, recreation/leisure, weather, political, population of people). ● Identify different places to access maps (e.g., Google Maps, Atlas, textbook, etc.). ● Locate points on a map using lines of latitude and longitude. ● Identify the location of the world’s continents and oceans to effectively determine their global address. ● Identify the location of all fifty states using the knowledge of the regions.
<p>Interdisciplinary Standards</p>	<ul style="list-style-type: none"> ● Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RI.3.1) ● Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI.3.3) ● Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (RI.3.4) ● Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5) ● Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) ● With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. (W.3.6) ● Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (SL.3.2)
<p>NJSLS Content Area Practices Social Studies Practices</p>	<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry (SSP1) ● Gathering and Evaluating Sources (SSP2)
<p>Career Readiness, Life Literacies, and Key Skills</p>	<ul style="list-style-type: none"> ● Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). (9.4.5.CT.1) ● Describe how digital tools and technology may be used to solve problems. (9.4.5.CT.3) Use a variety of types of thinking to solve problems (e.g., inductive, deductive). (9.4.2.CT.3)

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<p>Career Ready Practices</p>	<ul style="list-style-type: none"> ● Communicate clearly and effectively and with reason. (CRP4) ● Consider the environmental, social and economic impacts of decisions. (CRP5) ● Utilize critical thinking to make sense of problems and persevere in solving them. (CRP8)
<p>Computer Science and Design Thinking</p>	<ul style="list-style-type: none"> ● Collect, organize, and display data in order to highlight relationships or support a claim. (8.1.5.DA.1) ● Organize and present collected data visually to communicate insights gained from different views of the data. (8.1.5.DA.3) ● Propose cause and effect relationships, predict outcomes, or communicate ideas using data. (8.1.5.DA.5)
<p>Resources and Technology Integration</p>	
<ul style="list-style-type: none"> ● TCI – Social Studies Alive ● Scholastic Magazine ● Brain Pop Jr. 	
<p>Assessments</p>	
<ul style="list-style-type: none"> ● Ask questions ● Define problems ● Develop and use models ● Plan and carry out investigations ● Analyze and interpret data ● Formative assessment ● Teacher observation ● Class discussion ● Venn diagram 	
<p>Unit</p>	<p>Native Americans/Indigenous Nations</p>
<p>Unit Duration</p>	<p>12 weeks</p>

Unit Goals

<p>NJSLS</p>	<ul style="list-style-type: none"> ● 6.1.5.GeoPP.5 Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere. ● 6.1.5.GeoPP.6 Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. ● 6.1.5.HistoryCC.8 Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey. ● 6.1.5.HistoryCC.11 Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures. ● 6.1.5.HistoryUP.2 Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups. ● 6.1.5.HistoryUP.4 Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● In what ways does geography of an area determine the way in which people live their lives? (Q1) ● To what extent has Native American’s adaptation to their environment allowed them to survive? (Q2)
<p>Student Outcomes</p>	<ul style="list-style-type: none"> ● The PPECS(Physical, Political-borders, Economic-how people use their local natural resources to survive, Cultural-language, traditions, housing, food, celebrations, Social-Why do people live where they live) categories provides a framework for the study of new places. ● The ancestral homeland and current geographic location of four indigenous nations Lenape, Cheyenne, Navajo, may be different places in the USA due to indigenous nations being forced off their native land. ● Land across the United States has varying natural resources and land features. ● Although some researchers believe The First Americans traveled to the Americas by crossing a Land Bridge (Beringia) in search of food and new resources, Indigenous Nations tell the history of how they came to be through unique "origin" stories. ● The natural resources available reflect the lifestyles of each Native American tribe. ● All Native American tribes met their basic needs by adapting to their environment. ● The unique geographic culture of each indigenous nation produced unique art reflecting the culture traditions of that specific people. (Lenape: Medicine Bag, Wampum, Navajo: Sand Painting: Cheyenne: Tipi, Kwakiutl: Wood Totem Poles)
<p>Interdisciplinary Standards</p>	<ul style="list-style-type: none"> ● Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (NJLSA.R1)

	<ul style="list-style-type: none"> ● Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (NJLSA.R2) ● Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RI.3.1) ● Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2) ● Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (RI.3.4) ● Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5) ● Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (NJLSA.W1) ● Range of Writing (1125294) ● Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (NJLSA.W10)
<p>NJSLS Content Area Practices Social Studies Practices</p>	<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry (SSP1) ● Gathering and Evaluating Sources (SSP2) ● Seeking Diverse Perspectives (SSP3) ● Developing Claims and Using Evidence (SSP4) ● Presentation Arguments and Explanations (SSP5) ● Engaging in Civil Discourse and Critiquing Conclusions (SSP6)
<p>Career Readiness, Life Literacies, and Key Skills</p>	<ul style="list-style-type: none"> ● Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). (9.4.5.CT.1)
<p>Career Ready Practices</p>	<ul style="list-style-type: none"> ● Consider the environmental, social and economic impacts of decisions. (CRP5) ● Utilize critical thinking to make sense of problems and persevere in solving them. (CRP8) ● Work productively in teams while using cultural global competence. (CRP12) Consider the environmental, social and economic impacts of decisions. (CRP5) ● Demonstrate creativity and innovation. (CRP6) ● Utilize critical thinking to make sense of problems and persevere in solving them. (CRP8) ● Model integrity, ethical leadership and effective management. (CRP9) ● Use technology to enhance productivity. (CRP11) ● Work productively in teams while using cultural global competence. (CRP12)

<p>Computer Science and Design Thinking</p>	<ul style="list-style-type: none"> ● Collect, organize, and display data in order to highlight relationships or support a claim. (8.1.5.DA.1) ● Propose cause and effect relationships, predict outcomes, or communicate ideas using data. (8.1.5.DA.5)
<p>Resources and Technology Integration</p>	
<ul style="list-style-type: none"> ● TCI – Social Studies Alive ● Scholastic Magazine ● Brain Pop Jr. 	
<p>Assessments</p>	
<ul style="list-style-type: none"> ● Ask questions ● Define problems ● Develop and use models ● Plan and carry out investigations ● Analyze and interpret data ● Formative assessment ● Teacher observation ● Class discussion ● Venn diagram 	

<p>Unit</p>	<p>Economics</p>
<p>Unit Duration</p>	<p>12 weeks</p>
<p>Unit Goals</p>	
<p>NJSLS</p>	<ul style="list-style-type: none"> ● 6.1.5.EconET.1 Identify positive and negative incentives that influence the decisions people make. ● 6.1.5.EconET.2 Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community. ● 6.1.5.EconET.3 Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

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	<ul style="list-style-type: none"> ● 6.1.5.EconEM.1 Explain why individuals and businesses specialize and trade. ● 6.1.5.EconEM.2 Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources). ● 6.1.5.EconEM.3 Describe how supply and demand influence price and output of products. ● 6.1.5.EconEM.5 Explain why individuals and societies trade, how trade functions, and the role of trade. ● 6.1.5.EconGE.2 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. ● 6.1.5.EconGE.3 Use economic data to explain how trade leads to increasing economic interdependence among nations.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● How do we buy and sell things? ● Why do prices change? ● Why do we save money? ● How does Global Trade affect our economy?
<p>Student Outcomes</p>	<ul style="list-style-type: none"> ● The availability of goods and services in our local economy affect our choices as consumers. ● As consumers, individuals have to make well thought out decisions based upon their ability to buy or sell certain products. ● The United States is a free market economy where every person can decide on what to buy or sell. ● The amount or availability of a good or service available impacts the pricing. ● Saving money allows individuals to pay for goods/services and/or experiences in the future. ● There are different ways for people to save and budget their money. ● The global world is connected through international trade. ● There are benefits and costs of international trade to every country. ● Explain how goods and services are bought and sold at market. ● Analyze how scarcity forces people to make decisions and that decisions have benefits and costs. ● Describe the free market economy of the US. ● Explain the effects of supply and demand on prices. ● Describe why and how people save money. ● Decide how to allocate money to various budget categories. ● Analyze a simulated pattern of global trade. ● Identify different perspectives about global trade.
<p>Interdisciplinary Standards</p>	<ul style="list-style-type: none"> ● Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (NJLSA.R1)

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<p>Career Readiness, Life Literacies, and Key Skills</p>	<ul style="list-style-type: none"> ● External factors can influence the items that an individual wants or needs. (9.1.2.FP.CI.2) ● Brainstorming can create new, innovative ideas. (9.4.2.CI.CI.1) ● Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). (9.4.2.CI.1) ● Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). (9.4.2.CI.2) ● Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. (9.4.2.CT.CI.1) ● Use a variety of types of thinking to solve problems (e.g., inductive, deductive). (9.4.2.CT.3) ● Individuals from different cultures may have different points of view and experiences. (9.4.2.GCA.CI.1) ● Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (9.4.2.GCA.1) ● Digital tools can be used to display data in various ways. (9.4.2.IML.CI.2) ● A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes. (9.4.2.IML.CI.3)

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Career Ready Practices	<ul style="list-style-type: none"> ● Act as a responsible and contributing citizen and employee. (CRP1) ● Attend to personal health and financial well-being. (CRP3) ● Communicate clearly and effectively and with reason. (CRP4) ● Consider the environmental, social and economic impacts of decisions. (CRP5) ● Employ valid and reliable research strategies. (CRP7)
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Computer Science and Design Thinking	<ul style="list-style-type: none"> ● ICollect, organize, and display data in order to highlight relationships or support a claim. (8.1.5.DA.1) ● Propose cause and effect relationships, predict outcomes, or communicate ideas using data. (8.1.5.DA.5)
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Resources and Technology Integration

<ul style="list-style-type: none"> ● TCI – Social Studies Alive ● Scholastic Magazine ● Brain Pop Jr.
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Assessments

<ul style="list-style-type: none"> ● Ask questions ● Define problems ● Develop and use models ● Plan and carry out investigations ● Analyze and interpret data ● Formative assessment ● Teacher observation ● Class discussion ● Venn diagram
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Curriculum Modifications

Special Education and 504 Students	<p style="text-align: center;">General Modifications</p> <ul style="list-style-type: none"> ● Allow outlining, instead of writing for an essay or major project
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	<ul style="list-style-type: none"> ● Computerized spell-check support ● Word bank of choices for answers to test questions ● Provision of calculator and/or number line for math tests ● Film or video supplements in place of reading text ● Reworded questions in simpler language ● Projects instead of written reports ● Highlighting important words or phrases in reading assignments ● Modified workload or length of assignments/tests ● Modified time demands ● Pass/no pass option ● Modified grades based on IEP <p style="text-align: center;"><u>Behavioral Modifications</u></p> <ul style="list-style-type: none"> ● Breaks between tasks ● Cue expected behavior ● Daily feedback to student ● Use de-escalating strategies ● Use positive reinforcement ● Use proximity/touch control ● Use peer supports and mentoring ● Model expected behavior by adults ● Have parent sign homework/behavior chart ● Set and post class rules ● Chart progress and maintain data
<p>Students At Risk of School Failure - Students or groups of students who are considered to have a higher probability of failing academically or dropping out of school.</p>	<ul style="list-style-type: none"> ● Maximize use of community resources ● Connect family to school and school activities ● Support through transition ● Help develop compensating strategies ● Increase opportunity for positive peer group influences ● Supplemental courses ● Placement in small and interactive groups
<p>English Language Learner Students (ELL)</p>	<ul style="list-style-type: none"> ● Alternate Responses ● Notes in Advance ● Extended Time ● Simplified Instruction (written and verbal) ● Online Dictionary ● Use lots of visuals

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	<ul style="list-style-type: none"> ● Use physical activity; model, role-play ● Repeat/Rephrase often ● Use lower level materials when appropriate
<p>Gifted & Talented Students (G&T)</p>	<p><u>Inclusion, infusion and differentiated instruction across the curriculum meets the individual needs of gifted and talented students. Gifted and talented services include:</u></p> <ul style="list-style-type: none"> ● Differentiated curriculum for the gifted learner. ● Regular classroom curricula and instruction that is adapted, modified, or replaced. ● Educational opportunities consist of a continuum of differentiated curricular options, instructional approaches and materials. ● Integrated G&T programming into the general education school day. ● Flexible groupings of students to facilitate differentiated instruction and curriculum. <p style="text-align: center;"><u>Learning Environments:</u></p> <ul style="list-style-type: none"> ● Extensive outside reading ● Active classroom discussion ● Innovative oral and written presentations ● Deductive and inductive reasoning ● Independent writing and research ● Divergent thinking ● Challenging problem solving situations ● Interactive, independent and interdisciplinary activities