

Revised on:	July, 2015
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Board Approved:	August 18, 2015

2015 LONG BEACH ISLAND CONSOLIDATED SCHOOL DISTRICT SOCIAL STUDIES CURRICULUM	
Content Area: Social Studies	
Course Title: Elementary	Grade Level: 3
Unit Plan 1: Making a Difference: Citizenship in New Jersey	September/October
Unit Plan 2: Settlement and Resources of New Jersey	November/December
Unit Plan 3: Impact of Ideas and Inventions in New Jersey	January/February
Unit Plan 4: New Jersey: Crossroads to the American Revolution	March/April
Unit Plan 5: Perspectives Over Time	May/June

**LONG BEACH ISLAND CONSOLIDATED SCHOOL
DISTRICT SOCIAL STUDIES CURRICULUM**

Unit Overview

Content Area: Social Studies

Unit Title: Unit 1-Making a Difference: Citizenship in New Jersey

Target Course/Grade Level: 3

Unit Summary

Students will understand and expand upon the importance of citizenship regarding the relationships in progression from local, state, national and global. Students will further comprehend how citizens impact these communities and cause change.

Primary interdisciplinary connections: Science, Math, Language Arts, Technology, and 21st Century Life and Careers, for further clarification see NJ Core Curriculum Content Standards at www.njcccs.org

21st century themes: Through instruction and life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st Century. For further clarification see NJ World Class Standards at www.nj.gov/education/aps/cccs/career/

9.1 Personal Financial Literacy

-This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

-This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Personal Financial Literacy

-This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Learning Targets

Content Standards

CPI #

Cumulative Progress Indicator (CPI)

6.1.4.A.11

Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.3.7	Conduct short research projects that build knowledge about a topic.
W.3.10	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 discipline-specific tasks, purposes, and audiences.
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.5	Create and use a database to answer basic questions.
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.

9.1.4.A.2	Evaluate available resources that can assist in solving problems.
9.1.4.A.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.1	Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.
Unit Essential Questions <ul style="list-style-type: none"> ● How can an individual or organization create change at the local, state, or national level? ● How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world? ● How do responsible community members understand the structure, function and origin of the local, state, and federal government? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> ● the decisions of the state government affect local government and interact with federal law. ● various individuals and groups influence the way an issue affecting government is viewed and resolved. ● active citizens respect different viewpoints and take actions that result in a more just and equitable society.

Unit Objectives

Students will know...

- how to take action to improve their community.
- how to identify their civic responsibilities.
- how to engage in conflict resolution

Unit Objectives

Students will be able to...

- show how citizens work together to improve communities.
- actively participate in their community and civic endeavors.
- identify how people solve problems and the steps they follow

**LONG BEACH ISLAND CONSOLIDATED SCHOOL
DISTRICT SOCIAL STUDIES CURRICULUM
Evidence of Learning**

Formative Assessments

- Teacher Observations
- Performance Assessments
- Exit Slips
- Games

- Anecdotal Records
- Oral Assessments/ Conferencing
- Portfolio
- Daily Classwork
- Pre-Assessments

Summative Assessments

- Tests
- Quizzes
- Projects
- Problem-Based Learning Units

Modifications (ELLs, Special Education, Gifted and Talented)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Low and High Prep Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning *and* to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for

students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Suggested Literature and Resources:

- www.nickyfifth.com
- www.state.nj.us/state/historykids/NJhistorykids.htm
- www.knowitall.org/kidswork/

Suggested Activities:

- create a brochure
- design a map
- give an oral presentation
- write a letter
- create a timeline
- make a model
- write a biography
- conduct an interview of a historical figure
- write and perform a script documenting a historical event
- compare and contrast early New Jersey to the present

Low Prep Strategies	
Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.

	Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
	Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
	Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
	Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
	Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
	Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
	Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
	Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
	Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
	Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.

	<p>Orbitals</p>	<p>Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.</p>	
	<p>Games to practice mastery of information and skill</p>	<p>Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.</p>	
	<p>Multiple levels of questions</p>	<p>Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)</p>	
<p>High Prep. Strategies</p>			
	<p>Cubing</p>	<p>Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.</p>	
	<p>Tiered assignment/product</p>	<p>The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students’ readiness level.</p>	
	<p>Independent studies</p>	<p>Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.</p>	

	4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.	
	Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.	
	Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.	
	Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).	
	Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.	
	Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.	

	<p>Compacting</p>	<p>This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).</p>	
	<p>Literature circles</p>	<p>Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.</p>	
	<p>Readers’ Workshop Writers’ Workshop is a parallel strategy)</p>	<p>The Readers’ Workshop approach involves students in three types of activities:</p> <ul style="list-style-type: none"> ● Mini-lessons (5-10 minutes) on some aspect of literature or a reading strategy. ● Independent Reading Time (30-40 minutes), where students keep a journal and respond to the literature in terms of what they think or how they feel about what they are reading. ● Sharing Time (10 minutes), where students share with another person their journal entries and the other person gives feedback. 	
	<p>Stations/ Learning Centers</p>	<p>A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.</p>	
	<p>Tape recorded materials at different levels</p>	<p>Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.</p>	

	<p>Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”)</p>	<p>The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal.</p> <p>To design a tic-tac-toe board:</p> <ul style="list-style-type: none"> - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete. 	
	<p>Choice Boards</p>	<p>Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.</p>	

Low-prep Differentiation

Choices of books

Homework options Use of reading buddies

Varied journal Prompts

Orbitals

Varied pacing with anchor options Student-teaching goal setting

Work alone / together

Whole-to-part and part-to-whole explorations Flexible seating

Varied computer programs

Design-A-Day

Varied Supplementary materials Options for varied modes of expression Varying scaffolding on same organizer Let’s Make a Deal projects

Computer mentors

Think-Pair-Share by readiness, interest, learning profile Use of collaboration, independence, and cooperation

Open-ended activities

Mini-workshops to reteach or extend skills Jigsaw

Negotiated Criteria

Explorations by interests

Games to practice mastery of information Multiple levels of questions

To Differentiate Content

– Reading partners/ Reading Buddies

– Read/Summarize

– Read/Question/Answer

– Visual Organizer/Summarizer

- _ Parallel Reading with Teacher Prompt
- _ Choral Reading/Antiphonal Reading
- _ Flip books
- _ Split Journals (Double Entry - Triple Entry)
- _ Books on Tape
- _ Highlights on Tape
- _ Digests/"Cliff Notes"
- _ Notetaking Organizers
- _ Varied Texts
- _ Varied Supplementary Materials
- _ Highlighted Texts
- _ Think-Pair-Share/Preview-Midview-Postview

1. High-Prep Differentiation

Tiered activities and labs Tiered products Independent studies
 Multiple texts Alternative assessments
 Learning contracts 4-MAT
 Multiple-intelligence options
 Compacting
 Spelling by readiness Entry Points
 Varying organizers
 Lectures coupled with graphic organizers Community mentorships
 Interest groups
 Tiered centers Interest centers Personal agendas Literature Circles Stations
 Complex Instruction Group Investigation Tape-recorded materials
 Teams, Games, and Tournaments Choice Boards
 Think-Tac-Toe Simulations
 Problem-Based Learning Graduated Rubrics Flexible reading formats
 Student-centered writing formats

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

-Use District Textbooks

<http://www.udel.edu/dssep/literature.html>

<http://www.nj.gov/>

<http://www.stopbullying.gov/>

<http://www.education.com/topic/school-bullying-teasing/>

<http://www.wacona.com/citizenship/citizenship.html>

<http://bensguide.gpo.gov/3-5/citizenship/responsibilities.html>

http://www.state.nj.us/hangout_nj/

<http://www.brainpopjr.com/socialstudies/>

<http://www.scholastic.com/browse/collection.jsp?id=504>

Teacher Notes:

Suggested Problem Based Unit

A World With No Rules project- Give the students the task to think why rules are important? Think about rules in our school, home, community, place of worship or your favorite board game. Make a slideshow, power point, or brochure explaining the importance of rules in society.

1. As required by the NJ Department of Education, teachers in all content areas will integrate the 21st-Century Life and Careers Standards. As the NJ DOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study.

[NJ Standards 9 Introduction](#)

[21st-Century Life and Career Standards \(with links to CPIs\)](#)

2. As indicated in the Common Core Standards, the ELA standards will be integrated throughout Social Studies/ History Courses. In addition, when possible, fiction and nonfiction reading should be integrated in social studies courses for an integrated approach. For more information on the ELA standards, see [Common Core ELA Standards](#). Particularly helpful to secondary history courses is this link:
http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
3. PBL tasks found through the resources can be adapted to address various historical/cultural units.

4. In-text vocabulary should be incorporated into every unit. Word journals, word/vocabulary walls and/or various other activities should be utilized by the instructor to teach vocabulary.
5. The research process must be integrated within each course curriculum. Students will investigate issues emergent from thematic/historical units of study. As the Common Core Standards indicate, students will develop proficiency with MLA format.
6. Students must engage in technology applications integrated throughout the curriculum.
7. Civics, geography, economics, and the use of primary sources must be integrated throughout the Social Studies curriculum.

**LONG BEACH ISLAND CONSOLIDATED SCHOOL
DISTRICT SOCIAL STUDIES CURRICULUM**

Unit Overview

Content Area: Social Studies

Unit Title: Unit 2-Settlement and Resources of New Jersey

Target Course/Grade Level: 3

Unit Summary

Advancements in science and technology can have unintended consequences that impact individuals and/or societies especially the impact on our environment.

Patterns of settlement across Earth's surface differ greatly from region to region over time.

Primary interdisciplinary connections: Science, Math, Language Arts, Technology, and 21st Century Life and Careers, for further clarification see NJ Core Curriculum Content Standards at www.njcccs.org

21st century themes: Through instruction and life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st Century. For further clarification see NJ World Class Standards at www.nj.gov/education/aps/cccs/career/

9.1 Personal Financial Literacy

-This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

-This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Personal Financial Literacy

-This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Learning Targets

Content Standards

CPI #	Cumulative Progress Indicator (CPI)
6.1.4.B.7	Explain why some locations in NJ and the US are more suited for settlement than others.
6.1.4.B.8	Compare ways people choose to use and divide natural resources.

6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of NJ.
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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8.1.5.A.5	Create and use a database to answer basic questions.
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.1.4.A.2	Evaluate available resources that can assist in solving problems.
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.

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W.3.10	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 discipline-specific tasks, purposes, and audiences.
9.1.4.F.1	Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How does the land, water, and climate of NJ affect how people live? ● How does New Jersey’s resources provide jobs for its people? ● How does the geography affect the patterns of settlement? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● the Lenape living in NJ used resources in their environment. ● the Native Americans developed their village around the geographical terrain good for farming, hunting, and preparing food. ● NJ has a rich variety of landforms, including mountains, hills, and plains. Many waterways throughout NJ provide transportation and recreational opportunities. ● NJ has a temperate climate influenced by its nearness to the Atlantic Ocean and its distance from the equator.
<p>Unit Objectives</p> <p>Students will know...</p> <ul style="list-style-type: none"> ● how to recognize and differentiate between the landforms found in NJ. ● how to comprehend a topographical map and understand the importance of them. ● the major resources that come from NJ and the importance of them. ● how to compare/contrast life of the Native Americans to the people of the 21st century. 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● identify the landscape of NJ and its major landforms. ● describe how people use the waterways in NJ. ● read and interpret a topographical map to better understand the land of NJ. ● identify major natural resources and their importance in NJ. ● summarize the role of the seasons and region in Lenape Life. ● compare/contrast the daily tasks of Lenape children compared to the children of today.

**LONG BEACH ISLAND CONSOLIDATED SCHOOL
DISTRICT SOCIAL STUDIES CURRICULUM
Evidence of Learning**

Formative Assessments

- | | |
|---|--|
| <ul style="list-style-type: none">● Teacher Observations● Performance Assessments● Exit Slips● Games | <ul style="list-style-type: none">● Anecdotal Records● Oral Assessments/ Conferencing● Daily Classwork● Pre-Assessments |
|---|--|

Summative Assessments

- Tests
- Quizzes
- Projects
- Problem-Based Learning Units

Modifications (ELLs, Special Education, Gifted and Talented)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

-Use District Textbooks

<http://www.udel.edu/dssep/literature.html>

[http://www.lessonsips.com/lesson/newjersey,](http://www.lessonsips.com/lesson/newjersey)

<http://lenapeindians.weebly.com/>

http://www.ehow.com/info_7816102_elementary-projects-lenape-indian-longhouse.html

<http://www.worldatlas.com/webimage/countrys/namerica/usstates/njland.htm> [http://www.e-](http://www.e-referencedesk.com/resources/state-geography/new-jersey.html)

[referencedesk.com/resources/state-geography/new-jersey.html](http://www.e-referencedesk.com/resources/state-geography/new-jersey.html) [http://geology.com/state-map/new-](http://geology.com/state-map/new-jersey.shtml)

[jersey.shtml](http://www.ehow.com/list_6394685_natural-found-new-jersey-state.html) http://www.ehow.com/list_6394685_natural-found-new-jersey-state.html

<http://teacherlink.ed.usu.edu/tlresources/units/byrnes-literature/alleman.html>

<http://www.brainpopjr.com/science/conservation/naturalresources/grownups.weml>

<http://colonialancestors.com/nj/nj23.htm>

<http://www.u-s-history.com/pages/h591.html>

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

<http://nj.gov/state/historykids/HistoryKids.htm>

<http://www.zunal.com/webquest.php?w=88010>

<http://www.teacherweb.com/WQ/ElementarySchool/LenapeIndians/apt3.aspx>

Teacher Notes:**Suggested Problem-Based Learning Unit**

First, you will research the Lenni Lenape tribe to find out about their culture and see what influences are still seen today. As a group you will develop a support campaign to inform others about the Lenni Lenape and how they have influenced the state of New Jersey or Pennsylvania. As part of your campaign, you must design a model to illustrate the tribe culture and write a persuasive letter to gain support. You will present your campaign to the class and any supporters who attend. As a class we will determine the best parts of each presentation and put together a video to send to the Bureau of Indian Affairs, along with your letters and signatures, in support of officially recognizing the Lenni Lenape as a tribe.

Suggested Literature and Resources:

www.nickyfifth.com

Suggested Activities: create a brochure design a map
give an oral presentation write a letter
create a timeline make a model write a biography
conduct an interview of a historical figure
write and perform a script documenting a historical event compare and contrast
early New Jersey to the present

**LONG BEACH ISLAND CONSOLIDATED SCHOOL
DISTRICT SOCIAL STUDIES CURRICULUM**

Unit Overview

Content Area: Social Studies

Unit Title: Unit 3-Impact of Ideas and Inventions in New Jersey

Target Course/Grade Level: 3

Unit Summary

Creativity and innovation affect lifestyle, access to information, and the creation of new products and services. Economic opportunities in New Jersey and other states are related to the availability of resources and technology.

Primary interdisciplinary connections: Science, Math, Language Arts, Technology and 21st Century Life and Careers, for further clarification see NJ Core Curriculum Content Standards at www.njcccs.org

21st century themes: Through instruction and life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st Century. For further clarification see N.J. World Class Standards at www.NJ.gov/education/aps/cccs/career/

9.1 Personal Financial Literacy

-This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

-This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Personal Financial Literacy

-This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Learning Targets

Content Standards

CPI #	Cumulative Progress Indicator (CPI)
6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.

6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.3.7	Conduct short research projects that build knowledge about a topic.
W.3.10	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 discipline-specific tasks, purposes, and audiences.
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.5	Create and use a database to answer basic questions.
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.1.4.A.2	Evaluate available resources that can assist in solving problems.
9.1.4.A.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.1	Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.	
Unit Essential Questions <ul style="list-style-type: none"> ● What post war inventions had the greatest impact on change in New Jersey? ● How did transportation and industries improve the lives of people living in New Jersey? 		Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> ● Post war inventions led to change in New Jersey. ● In New Jersey during the 1800's transportation developed, industries developed and reform improved people's lives.
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> ● New Jersey was a center for innovation. ● and recognize various New Jerseyans responsible for their contributions towards innovation. ● the impact of transportation on development and economics. 		Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> ● explain why New Jersey can be considered a center for innovations ● describe some inventions introduced by New Jerseyans ● describe how new bridges, turnpikes, railroads, and steamboat travel improved transportation in New Jersey.

**LONG BEACH ISLAND CONSOLIDATED SCHOOL
DISTRICT SOCIAL STUDIES CURRICULUM
Evidence of Learning**

Formative Assessments

- Teacher Observation
- Performance Assessments
- Exit Slips
- Games
- Anecdotal Records
- Oral Assessments/ Conferencing
- Portfolio
- Daily Class Work
- Pre-assessments

Summative Assessments

- Tests
- Quizzes
- Projects
- Problem-Based Learning Units

Modifications (ELLs, Special Education, Gifted and Talented)

2. Low-prep Differentiation

Choices of books
Homework options Use of reading buddies
Varied journal Prompts
Orbitals
Varied pacing with anchor options Student-teaching goal setting
Work alone / together
Whole-to-part and part-to-whole explorations Flexible seating
Varied computer programs
Design-A-Day
Varied Supplementary materials Options for varied modes of expression Varying scaffolding on same organizer Let's Make a Deal projects
Computer mentors
Think-Pair-Share by readiness, interest, learning profile Use of collaboration, independence, and cooperation
Open-ended activities
Mini-workshops to reteach or extend skills Jigsaw
Negotiated Criteria

Explorations by interests
Games to practice mastery of information
Multiple levels of questions

To Differentiate Content

- _ Reading partners/ Reading Buddies
- _ Read/Summarize
- _ Read/Question/Answer
- _ Visual Organizer/Summarizer
- _ Parallel Reading with Teacher Prompt
- _ Choral Reading/Antiphonal Reading
- _ Flip books
- _ Split Journals (Double Entry - Triple Entry)
- _ Books on Tape
- _ Highlights on Tape
- _ Digests/"Cliff Notes"
- _ Notetaking Organizers
- _ Varied Texts
- _ Varied Supplementary Materials
- _ Highlighted Texts
- _ Think-Pair-Share/Preview-Midview-Postview

3. High-Prep Differentiation

Tiered activities and labs
Tiered products
Independent studies
Multiple texts
Alternative assessments
Learning contracts
4-MAT
Multiple-intelligence options
Compacting
Spelling by readiness
Entry Points
Varying organizers
Lectures coupled with graphic organizers
Community mentorships
Interest groups
Tiered centers
Interest centers
Personal agendas
Literature Circles

Stations
Complex Instruction
Group Investigation
Tape-recorded materials
Teams, Games, and Tournaments
Choice Boards
Think-Tac-Toe
Simulations
Problem-Based Learning
Graduated Rubrics
Flexible reading formats
Student-centered writing formats

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher

Resources:

-Use District Textbooks

<http://www.udel.edu/dssep/literature.html>

http://inventors.about.com/od/americaninventors/qt/New_Jersey.htm

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

<http://www.usgennet.org/usa/nj/state/inventors.htm>

http://inventors.about.com/od/blackinventors/a/Early_History_5.htm

<http://theoceancountylibrary.org/kids/inventors.htm>

<http://www.famousscientists.org/thomas-alva-edison/>

Drawing for an Electric Lamp: 01/27/1880 - 01/27/1880

<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=595450>

Drawing for a Kinetographic Camera: 08/31/1897 - 08/31/1897

<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=595495>

Drawing for a Phonograph: 05/18/1880 - 05/18/1880

<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=595515>

Declaration of Intention for Albert Einstein, 10/01/1940
<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=596270>

Photograph of Astronaut Edwin E. (Buzz) Aldrin, Jr. Posing on the Moon Next to the U.S. Flag : 07/20/1969
<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=593743>

Letter to President William McKinley from Annie Oakley in which she offers the services of a company of fifty lady American sharpshooters who would provide their own arms and ammunition, to the government should war break out with Spain.: 04/05/1898 - 04/05/1898
<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=300369>

Form letter from E. Cady Stanton, Susan B. Anthony, and Lucy Stone asking friends to send petitions for women's suffrage to their representatives in Congress: 12/26/1865
<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=306686>

Petition of E. Cady Stanton, Susan B. Anthony, Lucy Stone, and others asking for an amendment of the Constitution that shall prohibit the several States from disfranchising any of their citizens on the ground of sex: ca. 1865
<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=306684>

Teacher Notes:

Suggested Problem-Based Learning Unit

What inventions are most important to us in our everyday lives? What if these inventions had never been invented? Inventions and their inventors have always been and will always be an important part of what shapes society. Think about famous inventors and inventions that came from New Jersey. You have been commissioned to write a book entitled, A Day in the Life Without... This book should describe how life would be different without that New Jersey inventor and invention. Your book can be shared with younger students and our classmates to better understand the impact that certain inventions and people in history have on our lives today.

Suggested Literature and Resources:

www.nickyfifth.com

Suggested Activities: create a brochure design a map
give an oral presentation write a letter
create a timeline make a model write a biography
conduct an interview of a historical figure
write and perform a script documenting a historical event
compare and contrast early New Jersey to the present

**LONG BEACH ISLAND CONSOLIDATED SCHOOL
DISTRICT SOCIAL STUDIES CURRICULUM**

Unit Overview

Content Area: Social Studies

Unit Title: Unit 4-New Jersey: Crossroads to the American Revolution

Target Course/Grade Level: Grade 3

Unit Summary: 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. Students will explore the development of New Jersey government, the role of New Jersey in the American Revolution and the impact of Trans-Atlantic slavery on the state.

Primary interdisciplinary connections: Science, Math, Language Arts, Technology and 21st Century Life and Careers, for further clarification see NJ Core Curriculum Content Standards at www.njcccs.org

21st century themes: Through instruction and life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st Century. For further clarification see N.J. World Class Standards at www.NJ.gov/education/aps/cccs/career/

9.1 Personal Financial Literacy

-This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

-This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Personal Financial Literacy

-This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Learning Targets

Content Standards

CPI #

Cumulative Progress Indicator (CPI)

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.9	Explain the impact of Trans-Atlantic slavery on New Jersey, the nation, and individuals.
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.3.7	Conduct short research projects that build knowledge about a topic.
W.3.10	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 discipline-specific tasks, purposes, and audiences.
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.5	Create and use a database to answer basic questions.
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.1.4.A.2	Evaluate available resources that can assist in solving problems.
9.1.4.A.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.1	Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How did early leaders affect the development of New Jersey State Government? • How did New Jersey play an important role in the American Revolution? • How did trans-Atlantic slavery impact individuals, New Jersey and the nation? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Governor Livingston played an important role in the development of New Jersey government. • victories at Trenton and Princeton were significant accomplishments for the state during the American Revolution. • trans-Atlantic slavery impacted the economy on a national and state level.
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • the role that Governor Livingston played in the development of New Jersey. • the importance of New Jersey's location to the American Revolution. • the effects that Trans-Atlantic slavery had on the economy. 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • analyze the effects that Governor Livingston had on the development of New Jersey government. • locate and identify significant sites that played a role in the American Revolution. • describe the effects that the slave trade had on the economy.

**LONG BEACH ISLAND CONSOLIDATED SCHOOL
DISTRICT SOCIAL STUDIES CURRICULUM
Evidence of Learning**

Formative Assessment

- Teacher Observation
- Performance Assessments
- Exit Slips
- Games
- Anecdotal Records
- Oral Assessments/ Conferencing
- Portfolio
- Daily Class Work
- Pre-assessments

Summative Assessments

- Tests
- Quizzes
- Projects
- PBL Units

Modifications (ELLs, Special Education, Gifted and Talented)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

-Use District Textbooks

<http://www.udel.edu/dssep/literature.html>

Images of the American Revolution

<http://www.archives.gov/research/american-revolution/index.html>

Thomas Walke's Account of Capturing his Runaway Slaves in New York City ,

<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=2441090>

Fugitive Slave Cases <http://www.archives.gov/northeast/education/slavery/fugitive-slaves.html>

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

<http://www.revolutionarynj.org/revolution/crossroadsOfRevolution.htm>

<http://www.revolutionarynj.org/heritageArea/passage.php>

<http://www.doublegv.com/ggv/NJrev.html>

<http://www.visitnj.org/crossroads-american-revolution-key-new-jersey-battle-sites-and-re-enactments>

<http://www.revolutionarynj.org/links/index.php>

<http://njhistorypartnership.org/contents.htm>

<http://www.nj.gov/dep/hpo/1identify/revwar1.pdf>

<http://revolutionarywarnewjersey.com/>

Teacher Notes:

Suggested Problem-Based Learning Unit

What was the role of New Jersey in the Revolutionary War? Many travelers like to visit historic sites throughout the United States. In pairs or a group, students will create a brochure enticing tourists to visit various historic sites throughout the state and explore their significance as it relates to the Revolutionary War. Students should include a timeline of important events, a map of historic sites in New Jersey, and

biographical information on any influential people involved in making the site historic.

Suggested Literature and Resources:

www.nickyfifth.com

Suggested Activities: create a brochure design a map

give an oral presentation write a letter

create a timeline make a model write a biography

conduct an interview of a historical figure

write and perform a script documenting a historical event compare and contrast

early New Jersey to the present

**LONG BEACH ISLAND CONSOLIDATED SCHOOL
DISTRICT SOCIAL STUDIES CURRICULUM**

Unit Overview

Content Area: Social Studies

Unit Title: Unit 5-Perspectives Over Time

Target Course/Grade Level: 3

Unit Summary

Personal, family, and community history is a source of information for individuals about the people and places around them; however people view and interpret events differently. Time and place greatly affect the experiences they have and the perspectives they hold.

Primary interdisciplinary connections: Science, Math, Language Arts, Technology, and 21st Century Life and Careers, for further clarification see NJ Core Curriculum Content Standards at www.njcccs.org

21st century themes: Through instruction and life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st Century. For further clarification see NJ World Class Standards at www.nj.gov/education/aps/cccs/career/

9.1 Personal Financial Literacy

-This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

-This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Personal Financial Literacy

-This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Learning Targets

Content Standards

CPI #

Cumulative Progress Indicator (CPI)

6.1.4.D.11

Determine how local and state communities have changed over time, and explain the reasons for the changes.

6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.3.4.A.4	Communicate with students from various countries about common issues of public concern and possible solutions.
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.3.7	Conduct short research projects that build knowledge about a topic.
W.3.10	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 discipline-specific tasks, purposes, and audiences.
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.5	Create and use a database to answer basic questions.
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.1.4.A.2	Evaluate available resources that can assist in solving problems.
9.1.4.A.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.1	Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.
W.3.7	Conduct short research projects that build knowledge about a topic.
Unit Essential Questions <ul style="list-style-type: none"> ● How has the presence of different cultural groups contributed to their communities? ● How does individual interpretation of events affect a community? ● Why are cultural celebrations in communities important? ● How can individual actions serve the good of a community? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> ● different cultural groups have contributed to make our country what it is today. ● individual beliefs, values, and traditions may be reflected in more than one cultural group that makes up a unified community. ● cultural and ethnic celebrations are important to the diversity of communities.

Unit Objectives

Students will know...

- how to acquire the skills needed to be an active, informed citizen who value diversity and promote cultural understanding. They will be working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit Objectives

Students will be able to...

- recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences and all of these people make a community.
- become aware of individuals' relationships to people, places, and resources in the local community and beyond.

**LONG BEACH ISLAND CONSOLIDATED SCHOOL
DISTRICT SOCIAL STUDIES CURRICULUM
Evidence of Learning**

Formative Assessments

- | | |
|--|---|
| <ul style="list-style-type: none"> ● Teacher Observations ● Performance Assessments ● Exit Slips ● Games | <ul style="list-style-type: none"> ● Anecdotal Records ● Oral Assessments/ Conferencing ● Daily Classwork ● Pre-Assessments |
|--|---|

Summative Assessments

- Tests
- Quizzes
- Projects
- Problem-Based Learning Units

Modifications (ELLs, Special Education, Gifted and Talented)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

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<http://www.udel.edu/dssep/literature.html>

http://www.nj.gov/dep/hpo/identify/pg_199_NJCulturalResourc1660_1810Wacker.pdf

http://www.njdigitalhighway.org/modules_lesson_plans_educ.php

<http://www.digitalhistory.uh.edu/historyonline/mothersfathers.cfm>

http://faculty.njcu.edu/ckarnoutsos/Chronology_old.htm

Teacher Notes:

Suggested Problem-Based Learning Unit

Have students work individually, in pairs or in groups to publish a community scrapbook, demonstrating how our town has changed over time. Themes might include community settlement, economy, culture, government, transportation, communication, and environment. Students work could be displayed in the school library.

Suggested Literature and Resources:

www.nickyfifth.com

Suggested Activities: create a brochure design a map

give an oral presentation write a letter

create a timeline make a model write a biography

conduct an interview of a historical figure

write and perform a script documenting a historical event compare and contrast

early New Jersey to the present